

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English language learning process

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

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FEBRUARY 20th/ 2015

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ACKNOWLEDGEMENTS

TO GOD ALMIGHTY:

For lighting my way throughout all my life and for giving strength to accomplish my goals. Thank you God for every little and great moment in my life in which I have learned more about myself and what I can do. Thank you God for letting me use all I am to Serve you.

TO HOLY VIRGIN MARY:

Thank you for your love and every day protection and for helping me to be a better person.

TO MY FAMILY, NAOMI, MICHELLE, WALTER, CECILIA AND WARTER:

For all the support and advice during the undergraduate project and during all the years at the University. For all their encouragement and unconditional love that kept me working hard to struggle to accomplish my dreams.

For showing me the good road to Jesus through the Catholic Faith.

To my beloved brother, Walter, who is looking after me from Heaven, thank you for believing in me and being always a friend.

TO THE AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR & AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES:

Thank you to the Academic Vice-President Ana María Glower de Alvarado, M.A. and the Head of the Foreign Language Department José Ricardo Gamero Ortiz, M.A. for their kindness and different ways in which they showed us their unconditional help from the very beginning until we finished our research study.

TO MY TEACHERS:

I'm deeply thankful to **Licdo. César Augusto Guzmán and Licdo. Alexander Landaverde** for their devoting time to help me every little moment I needed in spite of all the obligations they had. I'm thankful for inspiring me to work harder in difficult situations and for sharing your knowledge and advice. Thanks for being not only teachers, but also friends to me and encouraging me to struggle to achieve my dreams.

TO MY FRIENDS:

Licda. Rosario Villalta, Licdo. Alberto González, Br. Luis Mendoza, Tec. Edwin García and all friends from the "Programa de Atención de Estudiantes con discapacidad de La Universidad de El Salvador" whom inspired me to fight for Justice and equal conditions.

TO DOCTORS:

Doctor James Umlas and Doctor Linda Semela; north American ophthalmologists whom added worth information to our research by dedicated some time to share their knowledge and experiences in spite of their several activities carried out during their time in El Salvador.

Thank you for your kindness and friendship.

I appreciate also the disposition from ASAPROSAR (Asociación Salvadoreña Pro salud Rural) for letting us realize the doctors' interviews in their installations.

MY TEAMMATES ANA JEACQUELINE ROSALES MORÁN AND LEYDY VICTORIA AGUILAR DE MIRANDA AND THEIR FAMILIES

For your friendship, comprehension, and encouragement. Thanks for being so understanding and supportive. This work is possible with all your help.

TO THE SCOUT MOVEMENT

For all the good experiences that Scouting has given to me to help and serve people by "Creating a better world and doing a good turn daily".

I appreciate the help given by all people that in certain way motivate, support, and inspire all this great and challenge work.

Magaly Beatriz Peña Mártir

ACKNOWLEDGEMENTS

This thesis represents not only my work, but the work of many people involved in this great project and I want to thank each of them for their support and help in every step of my thesis.

First of all, I am so grateful with my Heavenly Father for his wonderful way to act and open doors for me to be able to finish my thesis; I would never have been able to finish my graduation project without his blessing.

I appreciate the invaluable support from my husband who was always patient and empathetic during the process of my graduation project strengthen me up and stood by me through the good and bad times.

I am so thankful with my parents for their words to encourage me to keep going until the end of this project, becoming them, the main reason to finish this thesis.

Special thanks goes to my teammates Ana Jeacqueline Rosales and Magaly Beatriz Peña since they played an important role during the process of the thesis when gave me the opportunity to work along in such important topic that made me a better person with a sense of humanness and interested in helping others; moreover I would like to express my deepest gratitude to my advisor, Mit. Edgar icolas Ayala, for the guidance, patience and providing us with an excellent atmosphere for doing research and the willingness to work with the project members in despite of the difficulties that we as a group faced almost at the end of the research,

I will never forget the help from friends such as Hector Luis Morales, Licenciada Rosario Villalta, Licenciado Alberto Gonzalez and all the people involved in the challenge of inclusion of people with disability at the University of El Salvador because they not only gave us the opportunity to work with them but they trusted in our job towards the inclusion of students with disability at the Foreign Language Department. I would like to say that I am in debt with all of them since at the end of the research, I faced the critical situation of being out of the group given that I had to travel abroad and work on the thesis being far from home and they helped me a lot with encouragement to go to the end of the project and find out the solution to be able to keep inside of the group.

I would like to thank my friends Victoria, Judith, Luisa, Berenice and Edwin for their friendship and support during the research project, my sisters Magnolia and Karla and my nephew Manuel for their love, my mother-in-law, my friends' parents, Any Moran and Miguel Rosales, Cecilia Mártir and Warter Peña and all those people that got involved and gave even a tiny participation for this project to have a successful ending. Thanks to all.

Sincerely,

Leydy Victoria Aguilar de Miranda

ACKNOWLEDGEMENTS

TO GOD ALMIGHTY:

For never ever leave me alone in my entire life. In the moments when I felt giving up, you Lord gave me the strength and faith needed till then end. I don't have the enough words to tell you Thank you.

TO MY FAMILY:

For their support, time and effort provided to me during this process to finally obtain my degree. To my parents who taught me courage to always look for my dreams and stay strong during hard times. To my boyfriend Edwin who has unconditionally stood by my side. To my brothers, the three have always trusted I could do reach whichever dream I had. To my uncles, aunts and cousins who have been following my achievements and efforts since the very beginning.

I also place on record, my sense of gratitude to my grandparents, Francisca, Berta and Mesias who look after me from heaven. I cannot yet believe you left, but I can tell I always feel your love and strengthen.

TO MY TEACHERS:

I would like to thank with all my heart to **Ana María Glower de Alvarado, M.A.** and the Head of the Foreign Language Department **José Ricardo Gamero Ortiz, M.A.** for having always the doors open for us. To Lic. **Alexander Landaverde**, who always took the time to help us and also supported us since the very beginning trusting we could do something different to help along people with disability.

TO THE LABORATORIO DE ATENCION A ESTUDIANTES CON DISCAPACIDAD:

I take this opportunity to express gratitude to all of the "Laboratorio de Atención a Estudiantes con Discapacidad" for their help, patience and support given to us in order to accomplish our desire to subserve people with disability from the University of El Savador. We would not have been able to do it without them. To Licda. Rosario Villalta, Licdo. Alberto Gonzalez, Br. Luis Mendoza, and all friends from this program who really taught me to see the world in a different perspective. With all of you I learned to see all people in same way no matter their condition.

TO MY FRIENDS:

Tania, you have no idea how important your support is to me. Thank you for always staying by me side whenever I needed to have a hand. I also would like to thank my friends from the Workforce Department at Teleperformance. They considerably extended me all the permissions I needed to finish this Project.

I would also like to thank my shepherds from “Fresca Unción” Church, they have prayed for me during the whole process so God could remain me strong. I am so beholden to The Band crew: Rudy, Moris, Edwin, and Nestor. All of you showed me your support and love.

MY TEAMMATES AND FRIENDS MAGALY BEATRIZ PEÑA MÁRTIR AND LEYDY VICTORIA AGUILAR DE MIRANDA, THEIR RELATIVES AND FRIENDS AROUND THEM always gave me the encouragement when I felt fainting. Every time I expressed my worries and concerns, Magaly and Vicky stood firmly and provided the right words in the exact moments. You are more than friends to me, you are my sisters.

TO THE EVALUATING COMMITTEE

I would like to express my sincere gratitude to Francisco Rodríguez, M.A., Mauricio Contreras, M.A., and our advisor Edgar Ayala M.A. for their support and help. They showed such a special interest on the topic since the beginning and kept on track during the whole process.

TO OUR ADVISOR:

Thank you infinitely Edgar Ayala M.A., because you never despised our ideas, but rather you strove by our side looking for good results, more than a simple project you also shared our dream of leaving a significant mark to help others. This was not a simple project and you knew it. You took the challenge and remained strong encouraging us all the time. I have no better words to express my gratitude to you.

Finally, I would like to thank every single person that came to my life and has stood there, by my side providing me support and strength; even though I will not mention name by name, I know in my heart this project would not have been possible without these special and important people around me.

Thank You Sincerely

Ana Jeacqueline Rosales Morán

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INTRODUCTION

In the ongoing development of society, the inclusion of people with disability is increasing; consequently, the University of El Salvador cannot put off planning and providing educational services suited to these students' needs since it is the only public institution that accepts a diversity of students with different conditions; such as low economical income, belonging to low social class, and people with any disabilities. That is why, in order to bridge the gap between regular students and students with disability, the United States and Canada have recently approved laws that mandate all schools to provide specialized assistance to students with low vision and students with physical disabilities in regular classes (Barrera, 2004).

The law of equal opportunities for people with disability of El Salvador Republic states that all people with disability have the right of being protected against discrimination, exploitation, degrading or abusing treatment because of their disability; they also state that people with disability have the right to be properly educated in order to facilitate the learning process as well as to prepare professional teachers to teach people with disabilities according to their needs. El Salvador (2002). Ley de Equiparación de Oportunidades para Personas con Discapacidad de El Salvador, 2000. El Salvador: Casa Presidencial.

Based on University of El Salvador's approval of a inclusion policy in 2013, which inherently provides guidelines for all schools and academic units to align academic efforts to honor such commitment, researchers have decided to work on the inclusion of students with low vision and students with physical disability in the learning of English at the Foreign Language Department in order to precisely find out the level of inclusion these students have in the

English learning process, the researchers pursue to describe how the Department of Foreign Languages works to provide an appropriate education, accessibility in buildings, the adaption of didactic material, technological sources, and equal opportunities to learn a foreign language as their peers.

This will be an exploratory -descriptive study with a non-experimental transactional or transversal design and a non-probabilistic sample. The population considered for this research study will be 3 students with low vision, 3 students with physical disability, 38 teachers of English subjects in which that language is acquired and developed, and a stratified sample of students from Seminar II at the Foreign Language Department, during the year 2014, at the University of El Salvador.

The participants taken as the sample for this research were six students with disability, three students with low vision and three students with physical disability who are registered in the first semester of the year 2014, researchers gathered quantitative and qualitative data through in-depth interviews; surveys were also administered to the stratified sample of students from Seminar II, students with low vision, students with physical disability, and the 100% of teachers of English subjects in which this language is acquired and developed at the Foreign Language Department. The reviewing of literature and/or data from books, internet, personal communications, and the like... allowed a better understanding and guidance on this topic.

This research profile embodies six chapters: Chapter I contains the statement of the problem that provides the information of a historical framework, description of the problem, research objectives (general and specifics), research questions, Justification and delimitation of the problem. Chapter II contains the Theoretical Framework. Chapter III includes information about the type of study, hypothesis, variables, indicators, research design, population and sample,

research techniques and data gathering instruments. Chapter IV provides the Data Gathering Process, the research instruments to administer, the data gathering plan, data analysis, statistical procedures and data analysis plan. Chapter V presents the research report format, limitations and references. Finally, Chapter VI embraces the annexes.

CHAPTER 1

STATEMENT OF THE PROBLEM

1.1 STATEMENT OF THE PROBLEM

“Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English language learning process”

1.2 HISTORICAL FRAMEWORK

In 1817, Benjamin Rush introduced the concept of educating people with disabilities as a proposal to eliminate the discrimination, isolation, and brutal treatment they currently suffered due to their disability. This concept started to gain strength, and in 1943, El Salvador began The Special Education which was conducted by MINED (Ministerio de Educación). It is worth mentioning there is a difference between special education and inclusive education. Special education has been seen as a process of teaching and learning which is offered with dosed and specific methodologies for people with special educational needs. Saundy, Yanira (2011). The implementation of special education in the country was the mainstay required for the development of inclusive education.

An important event that brought even more importance to the inclusion term was the Universal Declaration of Human Rights, the Convention on the Rights of the Child and other international human rights treaties in 1948, in which it is mentioned on article 26 that every human being has the right of education. From here, many countries opened their minds to an inclusive world.

During the 1970's-1980's, population with special educational needs got more importance. In these years, the majors of special education were created. The inclusion of students with little or moderate disability were included in regular classes, and the students with severe or complete disability started receiving a treatment of inclusion inside the regular schools. In addition, Bronfenbrenner conceptualization of ecology of human development provided a useful theoretical framework for research on the implementation of inclusion. Bronfenbrenner developed the bio-ecological model after recognizing that the individual was overlooked in other theories of human development, which were largely focused on the context of development; it also arose because he noted a lack of focus on the role of context in terms of development. He argued the environment in which children operate is important because development may be shaped by their interactions with the specific environment. Retrieved from: http://apps.who.int/iris/bitstream/10665/41003/1/9241541261_eng.pdf?ua=1

Later on, in 1980, the World Health Organization (WHO) published the International Classification of Impairments, Disabilities and Handicaps (ICIDH) document was distributed in countries to address the situation of people with disabilities. Although the ICIDH-2 classification is inherently related to health, it is also used by other sectors such as insurance, social security, labour, education, economics, social policy and general legislation development. Therefore, it has been accepted as one of the classifications of social model and incorporates the United Nations (UN) Standard Rules Equality of opportunity for people with Disabilities. As such, ICIDH-2 provides us with an appropriate instrument for the implementation of international human rights mandates, as well as national legislation. Retrieved from: http://apps.who.int/iris/bitstream/10665/41003/1/9241541261_eng.pdf?ua=1

In 1982, the National Plan for Special Education and the Law on Social Integration of Disabled People (Spanish acronyms LISMI) entered into effect. This law enacts a set of measures relating to personal, social and employment attention to people with disabilities and within these measures provides the basic guidelines in the educational field in order to ensure that students with special educational needs can achieve, in the fullest extent possible, the educational objectives generally established. (Martinez, Dolores, Integración Escolar).

Later, in 1990, the term "inclusion" emerges in a time where the recognition of the rights of people with disabilities begins. Then, in 1996, the World Health Organization developed a new proposal which is the reconceptualization of disability; this stems from the dialectic of what is termed the "the medical model" and the "social model". Also, on this same year, the Organization of the United Nations endorsed the Standard Rules of Equal Opportunities for People with Disabilities.

Back in El Salvador, in the year 2,000, a new law is published: Ley de Equiparación de Oportunidades para las Personas con Discapacidad en El Salvador. This law aims to establish the system of equal opportunities for people with physical, mental, psychological and sensorial disabilities, whether congenital or acquired. (Ley de Equiparación de Oportunidades para las Personas con Discapacidad en El Salvador, 2000).

In 2006, a new event marks history, The Convention on the rights of people with Disabilities and its Optional Protocol were approved at the United Nations Headquarters in New York on December 6th, opened for signature on March 30, 2007 and came into effect on 2008.

In 2012, an educational campaign for children and teenagers with visual disabilities in El Salvador was launch. Named as "Educación para todos los

niños con discapacidad visual” The campaign seeks to ensure that children with blindness and low vision are entitled to education, said Minister of Health Dr. Maria Isabel Rodriguez, who chaired the event. The project comes from The Education for All Children with Visual Impairment [EFA-VI] that is a global campaign and program of the International Council for Education of People with Visual Impairment (ICEVI) acting in partnership with the World Blind Union (WBU) to ensure that all girls and boys with blindness and low vision enjoy the right to education. (International Council for Education of People with Visual Impairment (ICEVI).

Finally, in 2013, there were some important events that highlighted the inclusion in El Salvador, such as: The Approval of Inclusive Education Policy for Students with Disabilities at the University of El Salvador launched by the First Lady of the Republic, Vanda Pignato, in coordination with authorities of the University of El Salvador was one of them. Over 150 college students with disabilities will be benefited and they will be guaranteed the access, retention and graduation of public higher education as students and respect for labor rights in case they are employees of that institution. (Pignato, Vanda, First Lady).

By the end of this same year, there was a new project developed, named as: **"Inclusion of people with disabilities in the English language learning process at the University of El Salvador"** carried by Peña & Rosales (2013), students of 5th year on major Licenciatura en Idioma Inglés Opción Enseñanza. This project had the purpose of helping students with different disabilities (physical, audio, and low-vision) in their learning process of English. Also, to be a strong support since many of them were having difficulties on these subjects while studying their majors. The President of the university, engineer Mario Nieto Lovo emphasized during his inauguration speech the importance for the current administration to include and cooperate with the academic community of

people with disabilities, "for the first time an institution of higher education, UES, puts some interest in providing youth the conditions that enable them to overcome these barriers and see their hopes of being professional crowned."

1.3 DESCRIPTION OF THE PROBLEM

The learning/teaching of a second language as English can be a difficult task to students with physical disability and students with low vision disability; especially if teachers, administrative personnel, regular students (students without a disability) do not know how to include them in the pedagogical and social contexts; but most importantly, when teachers and classmates do not know how to include them in what goes on in the classroom.

It is known that there are schools specialized in teaching people with low vision or students with physical disability but not for higher education; therefore, the University of El Salvador is the only public institution that accepts students with different disabilities and has a policy of inclusion to include all the students with disability in all the majors they would like to study. That is why, it is necessary to mention that law of equal opportunities for people with disabilities of the legislature of El Salvador Republic has stated that all people with disabilities have the rights of being protected against discrimination, exploitation, degrading or abusing treatment because of their disability; they also state that people with disability have the right to receive education with an adequate methodology in order to facilitate the learning process as well as prepare professional teachers to teach people with disability according to their needs El Salvador (2002). Ley de Equiparación de Oportunidades para Personas con Discapacidad de El Salvador, 2000. El Salvador: Casa Presidencial; and the Art.5 of Reglamento General de la ley Orgánica de la Universidad de El Salvador states that all individuals have the right to study and not to be discriminated due to difference in race, sex, nationality, religion or politic beliefs,

and so on; therefore, nobody at the university should discriminate someone due to having a disability. Even though it does not specify people with disability, it does not leave them out at the moment it mentions all the students.

Although there are people who are interested in helping students with physical disability or students with low vision, there are others who do not care about it and do not have the willingness of changing attitude or methodology towards teaching students with disability or having classmates who have a disability. One of the purposes of this research is to make them aware that they are human beings and have the right of being properly included in regular classes.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To describe the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador in order to raise teachers', students' and administrator's awareness on this sensible subject matter.

1.4.2 SPECIFIC OBJECTIVES

1.4.2.1 To identify students' needs and difficulties when learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador to propose ways of solving them.

1.4.2.2 To collect opinions from students with low vision disability and students with physical disability, regular students studying in the fifth year of the major

taking the subject Seminar II, students with disability and all the teachers from the Foreign Language Department who teach English subjects in which this language is acquired and developed on the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process through surveys in order to socialize them and in time improve the level of inclusion at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department.

1.4.2.3 To determine the level of inclusion of students with low vision and students with physical disability in the methodology applied in the English Language Learning Process in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department in order to properly inform Foreign Language Department Community on subject matter current status.



1.5 RESEARCH QUESTIONS

1.5.1 Research questions

1.5.1.1 Is there any inclusion for students with Low Vision disability who are learning English at the Foreign Language Department?

1.5.1.2 Is there any inclusion for students with Physical disability who are learning English at the Foreign Language Department?

1.5.2 Subsidiary questions

1.5.2.1 Are students with Low Vision disability included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department?

1.5.2.2 Are students with Physical disability included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department?

1.5.2.3 Does the Foreign Language Department infrastructure fulfill the standards of the Universal Design?

1.5.2.4 Does the Foreign Language Department have adequate technological resources for the English Teaching/Learning of students with Low Vision disability?

1.5.2.5 Does the Foreign Language Department have adequate technological resources for the English Teaching/Learning of students with Physical disability?

1.5.2.6 Is there willingness from English Teachers and students from Seminar to know how to include students with Low Vision disability in the English/Learning Process?

1.5.2.7 Is there willingness from English Teachers and students from Seminar to know how to include students with Physical disability in the English/Learning Process?

1.6 JUSTIFICATION

There is a need of learning English as a foreign language in an continuously developing society due to its usefulness to access cutting edge information, communicate with others, do business, travel.... and the like; then, it is understandable that regular students as well those ones with disability decisively enroll in the learning of English. At the Foreign Language Department, the methodological, technological, infrastructural, and attitudinal conditions in

which this learning takes place might positively or negatively affect that process; thus, not only regular students but also students with physical disability and students with low vision disability might end up being affected.

The main purpose of this research is to describe the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador.

Bearing in mind a small but significant group of 3 students with low vision disability and 3 students with physical disability learning English at the Foreign Language Department, researchers have decided to continue working on the Inclusion of these students, by doing this research, after finishing their social service in 2013 with students with disability.

There is a great amount of reliable printed documents and sources on-line that will contribute to explain what inclusive education of students with low vision disability and physical disability is about, to draw conclusions and generate some recommendations at the end of the research study.

Expectations are that many students with physical disability and students with low vision will benefit out of the research findings, especially the ones who are studying English at the Foreign Language Department because it will help FLD members to better understand the problem and hopefully it will pave the way for administrative and academic efforts leading towards providing deserved services to this student minority.


It is a relatively new topic because little research has been done at a national and local level. That is why; it will serve as a benchmark for further

studies on the same issue. Moreover, in spite of the newness of the topic, researchers strongly believe that teachers and administration staff play a key role in crafting and delivering Inclusive educational services with social sensibility and a sense of humanity.

1.7 DELIMITATION OF THE PROBLEM

1.7.1 TOPIC PROPOSAL

Researchers will describe ways through which students with low vision and students with physical disability are included or excluded when learning English as Foreign Language; therefore, the topic is going to be as follows:



“Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English language learning process”

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 The importance of English

The importance of learning English has increased day by day in the last years due to the benefits of knowing a second language. Getting a job, learning new information, getting a scholarship to study abroad, even making friends from around the world are some of those benefits.

At the Foreign Language Department of the University of El Salvador, main campus, to prepare professionals with a knowledge of the language and of the culture, to be capable of managing a new language and also to be capable of getting a job working as teachers or other areas are some of the objectives to be reached by students at the end of their majors (personal communication, J. Gamero, May 12, 2014).

2.2 What is Disability?

Through time the concept of disability has changed from a derogatory term such as Crippled, disabled, maimed, handicapped, ill, paralytic, people with special abilities, special individuals. The terminology proposed by the World

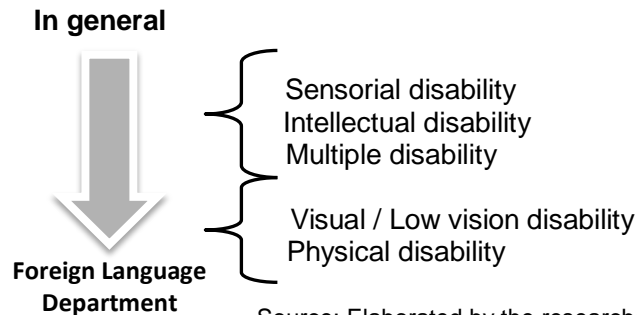
Health Organization (WHO) in the International Classification of Functioning, Disability and Health (ICF) [new version known as ICIDH-2] (CIDD-2 which step to be called International Classification of Functioning, Disability and Health) with the objective to propose a unify and standard language, and a conceptual framework for the description of the health and “the states related with the health, expresses that disability is a term which encompasses deficiencies, activity limitations and restrictions to the participation, referring to the negative aspects of the interaction between an individual (with a health condition) and contextual factors of the same individual (personal and environmental factors).

UNESCO in the fifth International Conference of Education of Adults in 1997 states that a person with a disability can perform things as well as a person without a disability can perform. But some people may think that a person with disability will not be able to do the same things a person without disability does and they exclude people with disabilities from regular activities. Studies demonstrate how different cultures have different opinions about what disability is, what caused it, and what programs are required (UNESCO, 1997).

2.2.1 Classification of Disability

Knowing that a great amount of people have only heard about the term disability but they do not know about the different conditions a person with a disability may have, this research provides some terminologies of the different disabilities which are given by World Health Organization making emphasis on the conditions presented by students with low vision disability and students with physical disability learning English at the Foreign Language Department, semester I-2014:

CHART 1: Classification of the types of disabilities



- ◆ **Sensorial disability:** Sensorial disabilities and of communication includes visual, audible and speech deficiencies and disabilities, for example, low vision, totally blind, one eye loss, sight loss in one eye, deaf, audible loss in one ear, totally deaf and difficulties to speak.
- ◆ **Physical disability:** The group of physical disabilities includes deficiencies and disabilities to walk, manipulate objects and coordinate movements for example a severe restriction of the capacity to move from one place to another one and to use the arms and hands. Regularly, these types of disabilities require help of a person or an instrument such as wheelchairs, walker, etc. or handicap to perform daily life activities.
- ◆ **Intellectual disability:** The intellectual disabilities include mental and behavioral deficiencies that represent restrictions learning and the way to act. Thus, the person that has an intellectual disability cannot interact with the others and has limitations on the development of his or her activities.
- ◆ **Multiple disabilities:** Multiple disabilities consist of many disabilities or restrictions that a person may have like the one described above. This also includes the ones that are not considered in the other groups such as Down's syndrome and other syndromes, heart and lungs deficiencies,

advanced illnesses as cancer. (CIDDDM-2 International Classification of Functioning, Disability and Health).

According to the Individuals with Disabilities Education Act's (IDEA), multiple disabilities refer to "concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness."

2.3 Theories

Taking into account the importance of studying the phenomenon and concept of disability, theories such as the medical, psychological, pedagogical, social, and socio-political ones may have had a great influence in the inclusive education. Inclusive education is a new theory taking place in El Salvador which includes a diversity of segregated sectors, such as the sector of people with disability and their opportunities to develop their abilities and to be a 100% included in education. These universal theories have led to different manners of understanding the disability and the way how people with a disability have been included in different fields. In addition, theories provide professionals and the society, in general, a better understanding on the topic.

2.3.1 Medical Approach

From the medical point of view, disabilities was considered as an illness or disease that makes the person unable to develop some activities such as going up and down stairs referring to a person who has a physical disability or the reading materials for a person has low vision disability and some others depending on the difficulty he or she may have had, and doctors thought that

people with disabilities were not able to study or to do things that people without disability could do. Through time, doctors have tried different therapies for sensorial, physical, intellectual and multiple disabilities to improve the development of these people understanding “disability” as an illness.

Nowadays, many doctors still believe that people with disabilities should be taken care of by their family and treat them with pity; however, there are some doctors who believe that people with disability can develop other senses to compensate the disability they may have and consider that they can do many things in spite of their disability, that is the case of an North American ophthalmologist who said:

.....
"Absolutely, I think that just to being visually impaired doesn't mean you should be excluded from educational activities. The problem is that there are advantages and disadvantages. Now, we have technology that can help people who are visually impaired so there are also text computer all patients not just students to have maculate generation but now we have computer programs that magnify things much larger so they can actually read. There are different programs that are available that can help so there are ways to help people

learn. I don't think we should stop them (Dr. J. Umlas, personal communication, February 6, 2014) in an interview talking about people with low vision.

.....
An inquiry asked to ophthalmology, doctor Semela, was the following:

.....
9- As an ophthalmologist doctor, do you consider that a person with low vision should be included in different contexts such as the superior educational field?

Absolutely, yes, since they have other abilities especially other auditory, they can listen what the teacher can teach you something you don't see well.

Baby start learning like that, since they are new-born they look to the voice of their mother.

.....
2.3.2 Social-political theory:

Besides the medical concept, the "Social Model" understands disability as the result of the failure of the society to adapt itself to the needs of people with disabilities (Abberley, 1998: 78). The medical approach focuses on the rehabilitation of people with a disability because the disability was seen as an illness to cure.

... the disability is not a condition to cure, to complete or to repair. It is a construction between the society and the subject (individual or collective). The disability takes form in a situational, dynamic and interactive space between someone with certain particularity and the society around him/her.

Patricia Brogna.

Even though the term more accepted has been the proposal of the WHO, it does not illustrate the role of the social and infrastructural surroundings as Patricia Brogna declares in “Revista Española de Investigaciones Sociológicas”. Due to this difficulties, a revision of terms have been necessary and they have led to new terms in which health, activity and participation are emphasized in other approaches such as the social one. Then, the social theory emphasizes on the role that the society plays in the development and participation of people with disability.

Being part of the society, people with disability have organized themselves in terms of having equal opportunities to develop their abilities and strengths, to grow educationally, to evidence and to exercise their rights as any other human being. This organization has led to the creation of laws and policies to make the society aware of their needs and rights, including their right to grow educationally, conducting a social-political perspective of the disability.

The conception of these policies reveals more and more information to continue working to include these groups of people with any disability in conventional surroundings (any place without any restriction or barrier). Some laws and policies created to guarantee and to guide a set of actions to take in terms of inclusion, especially related to the inclusion of people in education have been adopted in national and local (University of El Salvador) laws and policies from International laws presented in the following graphic:

CHART 2: national and local (University of El Salvador) laws, conventions, and policies created to guarantee and to guide a set of actions to take in terms of inclusion from International laws and protocols are shown in the following chart:

International	National	University of El Salvador
<ul style="list-style-type: none"> ▶ Convention on the Rights of People with Disabilities and Optional Protocol-United Nations ▶ Universal Declaration of Human Rights, the Convention on the Rights of the Child and other international human rights treaties. 1948 ▶ The American with Disabilities Act (IDEA) 	<ul style="list-style-type: none"> ▶ Política de Educación Inclusiva (2010) ▶ Ley de Equiparación de Oportunidades (Law of equal opportunities) 	<ul style="list-style-type: none"> ▶ Política de Educación Inclusiva para estudiantes con Discapacidad en la Universidad de El Salvador.(2013)
<p>Source: Elaborated by the researchers. May, 2014.</p>		

The agreement among countries to obey the same law about a specific issue is called “Convention” (UNICEF, 2008). In this specifically case, these countries agreed to exercise the laws related to the rights of people with disability and people without disability to be treated equally. This convention was signed and ratified in El Salvador in 2000, from that year on the government has tried to adapt and change some conditions and paradigms rooted in the society, which have not contributed to the inclusion of the sector of people with disability. The articles affirmed in the Convention on the Rights of Persons with Disability and optional Protocol-United Nations which concern and guide this research and have been adopted in many laws such as the **Policy of Inclusion of Students with disability at the University of El Salvador** and laws such as the Law of equal opportunities are presented in the following chart:

CHART 3:

Convention on the Rights of Persons with Disabilities and Optional Protocol- United Nations:	
Article 24 EDUCATION	
1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:	<i>(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;</i>
	<i>(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;</i>
	<i>(c) Enabling persons with disabilities to participate effectively in a free society.</i>
2. In realizing this right, States Parties shall ensure that:	<i>(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;</i>
	<i>(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;</i>
	<i>(c) Reasonable accommodation of the</i>

individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Source: Elaborated by the researchers. May, 2014.

CHART 4:

Convention on the Rights of Persons with Disabilities and Optional Protocol- United Nations:	
Article 9 Accessibility	
1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:	<p>(a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;</p> <p>(b) Information, communications and other services, including electronic services and emergency services.</p>
	<p>(a) To develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to</p>

the public;

2. States Parties shall also take appropriate measures:

(b) To ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;

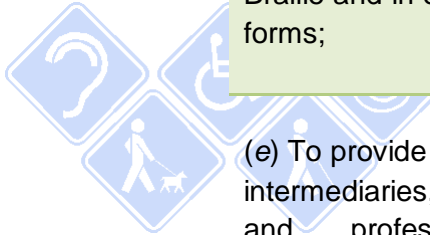
(c) To provide training for stakeholders on accessibility issues facing persons with disabilities;

(d) To provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;

(e) To provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;

(f) To promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;


(g) To promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;



	<p>(h) To promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.</p>
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Source: Elaborated by the researchers. May, 2014.

CHART 5:

Convention on the Rights of Persons with Disabilities and Optional Protocol- United Nations:	
Article 8 Awareness-raising	
<p>1. States Parties undertake to adopt immediate, effective and appropriate measures:</p>	
	<p>(a) <i>To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;</i></p> <p>(b) <i>To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;</i></p> <p>(c) <i>To promote awareness of the capabilities and contributions of persons with disabilities.</i></p>
<p>(a) Initiating and maintaining effective public awareness campaigns designed:</p>	<p>(i) <i>To nurture receptiveness to the rights of persons with disabilities;</i></p> <p>(ii) <i>To promote positive perceptions and greater social awareness towards persons with</i></p>

2. Measures to this end include:		<i>disabilities;</i>
		<i>(iii) To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;</i>
		<i>(b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;</i>
		<i>(c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;</i>
		<i>(d) Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.</i>

Source: Elaborated by the researchers. May, 2014.

Recalling the articles proclaimed in the Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nations, the researchers have established the agreement among parties which have ratified this convention as an important guideline concerning people with disability and their human rights.

It is remarkable the influence of the different laws and polices created to protect people with disability. To be part of the regular educational system is an example of it; however, to be just integrated in the education has not been enough to guarantee an inclusion at all. Then, society and governments must play an important role to change wrong attitudes towards people with disability. It is necessary to move from the Inclusion at school to the Inclusion in the learning process to get a democratic access to knowledge that is a key element to have fair and democratic societies. (Marchesi, Blanco, Hernández, 2014).

2.4 EXCLUSION - INTEGRATION – INCLUSION & INCLUSIVE EDUCATION

2.4.1 Exclusion

In 1817, Benjamin Rush, a north-american physician introduced the concept of educating people with disability. But in 1900, students with disability were still excluded from the public schools (Barrera, 2004). According to Chavez last cited in Barrera, 2004 the special classes were created because students were not accepted in regular classes of the public education. In the professional practice, exclusion is generated when the teacher declares himself or herself not capable of understanding and facilitating the diversity to barriers in the accessibility in the school (Ceren et al, 2010). The access, continuance and completion to the higher education have shown that it is one of the most non-inclusive educational contexts which people with disability require more attention urgently (Moreno, 2005).

From the existing exclusion of people with disability and the need to educate all students, some teachers and people started to lean forward the integration of students with disability in regular classes (Barrera, 2002). According to the Institute for Higher Education in Latin America (IESALC) in the Forum “Un cambio hacia la educacion superior Inclusiva”, **integration** is stated as the incorporation of individuals into the society. But this action to integrate students with disability has been difficult to carry out; associations in favour of the regular education as the United States of America supported resolutions to assign groups of students with disability into public schools (Barrera, 2004).

2.4.1.1 Conditions that affect people with disability in their inclusion into the educational context:

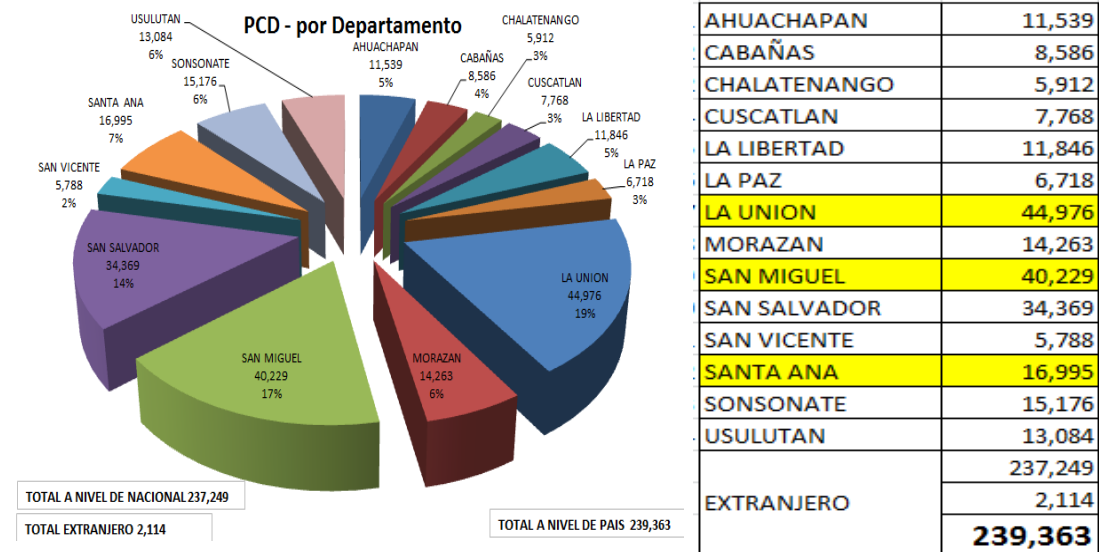
There are many barriers unidentified or unknown to full participation that cause children with special needs to become isolated, frustrated, and less independent than their peers (Watson & McCathren). Some of these conditions or barriers are listed below:

- Kids with disability who live in unfavorable conditions of poverty tackle more problems than those kids who share the unfavorable conditions of poverty but do not have disability due to their impairments and the numerous obstacles that the society places in their path. Kids who live in poverty have fewer opportunities to receive learning; however, the probabilities of kids with disability in poverty to attend school are even fewer than the already mentioned (UNICEF, 2013).
- Their type of impairment: According to Marchesi, Blanco, and Hernández not all excluded people are visible. It is noticeable the lack of information about students with disabilities, sector which is one of the most excluded of the education, especially those with severe disabilities.
- Status: The Exclusion of the education is a phenomenon that not only affects the ones who do not even have access to education but also to others who are part of the educational system and are segregated or discriminated by their social background, ways of life, and so on ((Marchesi, Blanco, Hernández, 2014).

However, these forms and levels of non-inclusion are based on the shared experience of being defined and judged for what a person lacks and not for what the person has. In other words, exclusion tends to occur as a consequence of the invisibility (UNESCO, 2013). Some countries have little information about how many of their citizens have disabilities. In El Salvador, according to the RNPN (Registro Nacional de Personas Naturales for its acronym in Spanish) there are 239,363 adults with disability as provided in the next graphic:

Inclusion of students with low vision disability and Students with physical disability at the FLD

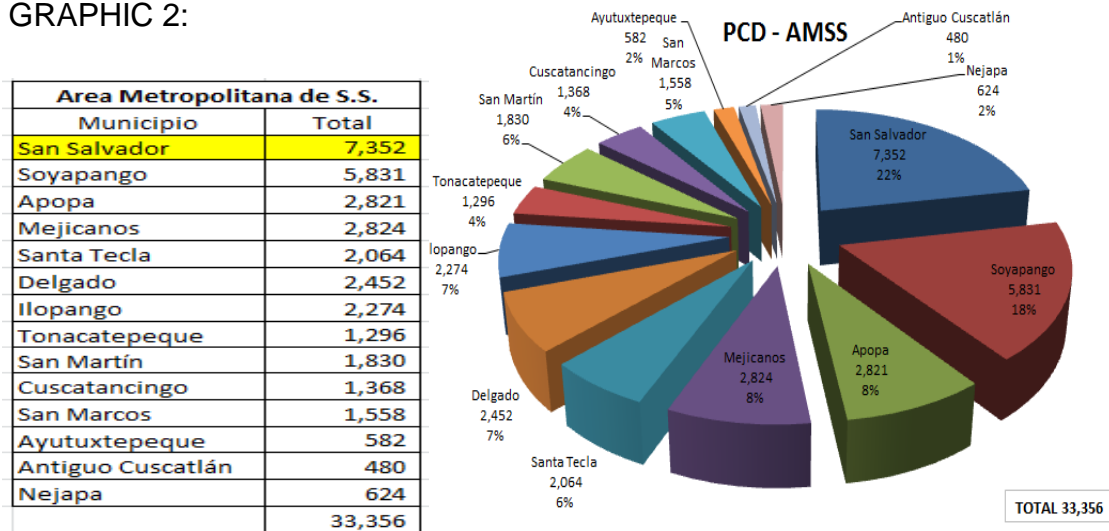
Graphic # 1



Source: Data gathered of the RPNP (Registro Nacional de Personas Naturales) through CONAIPD – March -2014

The amount of people with disability is high along the territory of El Salvador based on the previous graphic. It is also worth to mention what the percentage of people with disability is in the different towns from the capital, San Salvador, to provide a broad view of the amount of people who have a disability. This percentage is shown in the following in graphic:

GRAPHIC 2:



Source: Data gathered of the RPNP (Registro Nacional de Personas Naturales) through CONAIPD – March -2014

There are 5,831 people registered by the RNPN who have disability in Soyapango but San Salvador with 7,352 people with disability has the highest amount. From this amount of people with disability can be mentioned that 109 are registered at the University of El Salvador in the 2014 as expressed by the Academic Vice-President MsD. Ana María Glower during the Campaign “**Yo soy como tú, sujeto de derechos**”, 2014. From this amount of students there are 3 students with low vision disability and 3 students with physical disability and approximately 1 student with audible disability at the Foreign Language Department during the year 2014.

2.4.2 INTEGRATION

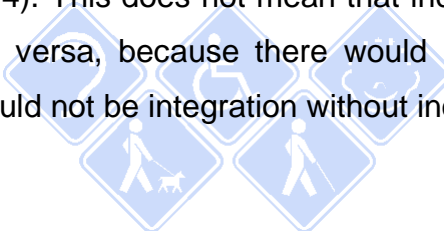
Integration involves the school in a process of assimilation where the pupil with Special Educational Needs (SEN) can fit in. On the contrary, inclusion involves the school in a process of accommodating, changing adapting curricula, methods and procedure so that it becomes more responsive (Fredrickson and Cline, 2002).

A Latin American study of progress and challenges of inclusive education in Latin America (Avances y desafíos de la educación inclusiva en Iberoamérica) established that the education is a powerful tool to advance to inclusive societies but is not enough to compensate the inequalities among countries indistinctively their differences in which students go to school as such as those who come from lower income households or who have disability (Marchensi, Blanco and Hernandez, 2014.) During 80's in El Salvador, there was an integration of students with disability in schools but it was until 2006 when the inclusion started to take relevance and barriers in the learning and participation started to be eliminated (F. Azahar, personal communication, March 6th).

2.4.3 WHAT IS INCLUSION AND INCLUSIVE EDUCATION?

2.4.3.1 INCLUSION

The term of Inclusion has revolutionized to an holistic idea in which all girls, boys, teenagers have the right to an Inclusive Education that provides them equal opportunities of learning in different schools no matter their social and cultural antecedents and their differences in abilities and in capacities (CIE 2008). Few years ago, to integrate people with disability in regular education was considered a way of solving the lack of equal opportunities this sector has had. However, to integrate people with disability in the regular education is not enough. It is necessary to go from inclusion in the school to the Inclusion in the learning process to get democratization in the access to knowledge (Marchesi, Blanco, Hernández, 2014). This does not mean that inclusion is more important than integration or vice versa, because there would not be inclusion without integration and there would not be integration without inclusion.



2.4.3.2 INCLUSIVE EDUCATION

2.4.3.2.1 Origin of Inclusive education

The idea of an inclusive education was accepted by the World Conference on Special Needs Education: Access and Quality carried out in Salamanca, Spain, 7-10 June 1994 where Inclusive education was adopted as policy. Policy in which governments are called upon and urged them to adopt the following principle:

CHART 6:

Adopt as matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise. (Unesco, 1994, statement, p.ix).

2.4.3.2.2 Inclusive education:

It is a process that responds to the different educational needs of the students. Inclusive education is a component of the right of education, process oriented to respond to the diversity of students increasing their participation (Cerén, et al., 2010; Marchesi, Blanco, Hernández, 2014; Unesco, 2005).

The integration has focused on placing students with special needs into classrooms and pre-existing curricula. On the other hand, inclusive education requires that educational schools modify the curricular instruction, the organization in the classroom and even the infrastructure of buildings to be able to attend ALL students (Guía de Educación Inclusiva, MINED, 2005).

The national and international theories and educational policies as the Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nations, Constitution of The Republic of El Salvador, The Law of Higher Education of El Salvador (Ley de Educación Superior de El Salvador), The Law of Equal Opportunities in El Salvador (Ley de Equiparación de Oportunidades), The Policy of Inclusive Education in El Salvador (Política de Educación Inclusiva - 2010), The Policy of Inclusive Education to Students with Disability at the University of El Salvador (Política de Educación Inclusiva para estudiantes con Discapacidad en la Universidad de El Salvador) and some others laws, policies,

and conventions fight for changing the lack of inclusive education people with disability suffer.

.....

Inclusive education is to include everyone no matter the disabilities they may have as any human being. Every human being has the right to study, to have the conditions as any other human being. We cannot leave anybody out of the rights that they have as human beings. They have the right to study; they have the right to be treated as any other human being (M. Glower, personal communication, May 14, 2014).

.....

According to the Academic Vice-President MsD. Glower (personal communication, May 14, 2014), the University of El Salvador has been working with different entities outside the university to create the appropriate conditions for students with disability. She said that there is a lot of work to do especially inside the university with teachers, knowing that teachers do not like changes and many of them are not willing to change their methodology. “The creation and launch of the Policy of Inclusive Education for Students with Disability at the University of El Salvador has been a great step towards the inclusion of this sector of students which has been invisible”, she added.

2.4.3.2.3 SOME ASPECTS WHICH MAY HELP TO TACKLE THE LACK OF INCLUSION IN THE EDUCATIONAL FIELD:

The aspects which may help to tackle the lack of inclusion in the educational field are divided into four aspects: methodology, infrastructure, attitude, and technology.

2.5 METHODOLOGY

The handout # 48 from the California Child Action Care Health Program... states that there must be a plan to develop appropriate activities in a safe, nurturing environment for children in order to give a variety of reasonable choices. Considering that students should not adapt themselves to the school but the school is expected to adapt the school environment, the methods and the pedagogy to all students as mentioned by DePauw & Doll-Tepper (as cited by Wickman).

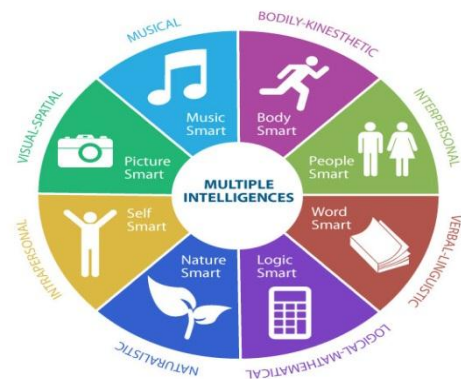
The principal barrier in students' learning is the pre-designed, inflexible curriculum where students' needs and particularities are considered as common and average, this is known as "one size-fits-all" according to Rose, Meyer & Hitchcock (2005) (as cited in Bou). Without being the intention, this type of design creates barriers in the learning of those students whose abilities and specific educational needs are put aside and neglected in contrast with average students' needs.

Welcoming a student with disability into a classroom can raise many concerns or relative few, depending on the child's abilities (Watson and McCathren). Recognizing the diversity of students in a classroom is important, but knowing that all students have different types of learning is imperative to develop and to achieve the goals set at the beginning of any English course. As listed in the paper "Focusing on inclusion" by Scotland Executive, planning should keep in mind some characteristics such as:

- Development of emotional intelligence – awareness of and ability to cope with one’s emotions
- High quality learning and teaching activities, considering things that matter to their achievement.
- Overall ethos/relationships – this gives priority to inclusion and the community is very supportive.
- Negative and/or discriminatory attitudes – This could be tackled by valuing diversity and promoting equality and fairness.
- Children’s active involvement in learning by deploying a wide range of techniques – Including classroom activities to promote both achievement of specific learning aims and personal development makes learning enjoyable.

According to Stainback & Stainback (as cited in the paper “Focusing on inclusion” by Scotland Executive, 2006), an inclusive school educates all students ... providing them with appropriate educational programs that are challenging yet geared to their capabilities and needs...but an inclusive school goes beyond this, because everyone feels accepted and supported by his or her peers and other members of the community in the course of having his or her educational needs met. Therefore, recognizing the diversity of students in a school and their varied emotional intelligences would help to create an inclusive atmosphere.

Based on child-centered pedagogy and application of Gardner’s (1993) (as cited in Mohan), multiple intelligence (MI) theory are other major departure from the traditional schools that inclusive schools would follow. With a sharp focus on Gardner's multiple intelligences which really matter to help



children and young people achieve well and knowing that some teachers are afraid of including many children with additional support needs, it is required to provide a brief explanation of such multiple intelligence.

2.5.1 Types of Learning

There are some types of learning according to the intelligence students have, but knowing about it implies knowing first what the types of intelligences are and which they are.

■ The theory of multiple intelligences is referred to the ability to learn everything in the world seeing from different points of view and using the intelligence every person has. Howard Gardner of Harvard 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.) On the other hand, students who have a physical disability will have difficulties moving around so that, the teacher, has to make a balance when having students with physical disability because they cannot perform role plays or activities in which they will have to move around.

- **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.

- **Naturalistic**

Dr. Howard Gardner added the Naturalist Intelligence to his list in 1996. The characteristics of naturalistic intelligence have to do with observing, understanding and organizing patterns in the natural environment (Campbell B. 1997). Naturalists like to be in touch in nature and are often interested in nurturing, exploring the environment and learning about other species. Some ways to develop this intelligence is by joining the Scouts, camping or hiking trips, taking museum, park, or zoo trips.

2.5.2 English Macro skills

The Bachelor in English Teaching establishes a communicative approach oriented to the proficiency. For this purpose, teaching, social outreach, and research are components in the English teaching-learning process particularly (School of Arts and Sciences, 1995). (Personal communication, J. Gamero, May 12, 2014) reported that to prepare professionals with knowledge of the language

and culture, to be capable of managing a new language.... some objectives are to be reached at the FLD as mentioned at the beginning of this research.

2.5.2.1 Which are the English macro skills?

- **Speaking:** It consists on the ability to articulate words and produce meanings that can be understood by the listener. This skill has to be mastered in real language because it is the way to communicate a message or to interact with people. In English learning, speaking involves active listening, grammar, pronunciation, fluency, intonation and speed.
- **Listening (receptive skill):** The listening skill is the ability to not just hear but understand what the speaker says, so that, it is essential to develop the listening skill in order to communicate with others and understand instructions.
- **Reading:** For developing the reading skill, it is good to learn vocabulary so that the reader does not have to keep looking at a dictionary and be able to understand by context and not word by word.
- **Writing:** In order to be good at writing, it is crucial to learn grammar in order to transmit the message intended to be conveyed and punctuation will also be important to give the correct message.

Attention to inclusion requires a group work from teachers and the collaboration of other experts who can be able to share experience to answer to the diversity of students and their educational needs. To face this diversity is a challenge to teachers because it requires designing educational situations in which everyone has access... (Blanco, Hernández, Marchesi, 2014). Valuing the diversity also involves teachers' dispositions and adapting teaching to the needs and characteristics of students according to Blanco, Hernández, and Marchensi, (2014).

Referring to students with low vision, there is a set of needs which should be considered in their learning and their support. The key to appropriate support

is through knowledge of the child or young person as a learner and a person and of his or her individual circumstances (as cited in the paper "Focusing on inclusion" by Scotland Executive, 2006)

2.5.2.2 HINTS TO INCLUDE STUDENTS WITH VISUAL IMPAIRMENT AND STUDENTS WITH PHYSICAL DISABILITY IN AN INCLUSIVE CLASS BASED ON HIS/HER NEEDS:

There are a variety of learning strategies that may be used by teachers to help students with special needs; many researches have proved these strategies help to all students in a classroom according to MINED, 2005. These strategies may be grouped in 4 categories:

➤ **Modify how information is presented:** The content should be divided into smaller parts, presented in logical order considering students' learning styles [these may also include their multiple intelligences]. Teachers should help students to make connections between known material and new material.

According to the British Council, (2013), people with visual impairment (VI) can access information using a range of different mediums and tools depending on the level of sight. Some are not able to see standard print with easy [at the FLD homework assignments are normally required to be handed in Arial and Times New Roman Fonts #12 or #14]; but with appropriate letter size, magnification, screen readers, making changes to computer settings to magnify screen and audible materials students with low vision may be able to read and listen to that information (British Council, (2013).

➤ **Accept different ways of responding:** Teachers should allow students to make use of different formats for being evaluated, for asking, and for presenting tasks.

➤ **Adapt the educational environment:** Teachers may change the physical environment to help students to pay attention to a lesson, to participate in class or to practice a new ability. Some changes may include: desks arrangements to reduce distractions or to add special desks for students who need them. To provide individual learning or assisted tutors by parents, volunteers or classmates is also another change.

A building's physical environment affects the comfort, concentration and well-being of all learners. For people with a visual impairment, it can also affect what and how they can learn, level of independence, as well as the level of access available to them. A well-planned environment is beneficial not only for learners with all types of visual impairments but also for fully sighted learners. For a building to be inclusive for all its learners it should be considered a number of issues such as lightning well distributed, having a good colour and contrast to easily distinguish between foreground and background and to facilitate identifying places, items and people (British Council, 2013). Also, the educational environment should ensure that furniture is placed in their original place.

Students with physical disability may present difficulties to keep different physical abilities. So, the most significant limitations that can be found at school are related to mobility and posture. It is remarkable that adapting the physical environment help all students; in addition, students with physical disability may have a better access to their classes. [For more information about physical environment go to the aspect of infrastructure]

➤ **Adjusting time and the use of it.** Teachers should provide additional time to students with disability to learn content, to finish an activity and to participate in activities (which also need to be modified for this purpose).

Teachers should provide a meaningful education, teaching content should reflect the needs of each student considering if he or she has a visual impairment, physical disability or not. It is stated by the British Council (2013) that teachers should share recommendations with the educational institution, teachers, and learners to a better understanding in helpful changes.

2.5.2.3 ACTIVITIES IN ENGLISH TEACHING LEARNING THAT CAN BE USED TO HELP SS

Based on The Escuela Superior de Maestros (Esma) [The School of Higher Education] (2013), in the inclusive classrooms (regular classrooms) teachers are in charge of providing support to students in order to help them achieve objectives stated in the curriculum and students' personal objectives. To satisfy students' needs the curriculum should be adjusted when needed. This contemplates the diversity of students' capabilities, emotional intelligences, and types of learning. As developed in the project "Inclusion of students with disability in the English Learning Process", (2013), ESMA suggest a set of techniques and materials for curriculum changes:



◆ Oral and written work techniques.



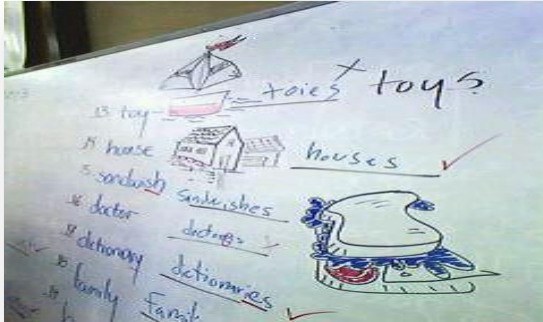
◆ Role Plays

◆ Guide observations



◆ Games

- ◆ Present learning contents in different ways (visual, audible, motor) taking into account students' characteristics.



✓ **WHEN REFERRING TO COOPERATIVE LEARNING :**

- ◆ Small group works (up to 5 members) to develop assignments and activities.
- ◆ A positive Independence through group encouragement to mutual learning.



Photographs gotten from the Social Service "Inclusion of students with disability in the English Learning Process" developed by Rosales and Peña (2013)

- ✓ **Barrera (2004) suggests group activities to carry out in an inclusive classroom such as:**
 - **Jigsaw:** The jigsaw technique of the cooperative learning approach where the teacher gives a topic to talk about in a group. The group divides the topic depending on the amount of members and then each member takes a part of the topic and becomes an expert so when the group discusses the topic, everyone has something to say in an exciting and interesting way (M. Barrera 2004.)

- **Think-Pair-Share:** This is an activity that goes with working in pairs and it can be used in many topics where the pair of students just think about the topic, discuss and then give their opinions in front of the class. (M. Barrera, 2004)

According to the study of inclusive atmospheres by Miroslava (2005) (as cited in Bou), the interaction among peers while carrying out a collaborative task could demonstrate that students working under these circumstances express their opinions and listen to others respectfully, taking turns with a high sense of group work. In other words, Miroslava concluded that strategies of cooperative learning foster positive relationships among peers.

2.6 INFRASTRUCTURE

In the global world, there are a lot of people with disabilities exhibiting difficulties in mobility, communication and, in general, sensorial activities performance that precludes or limits their joining to the daily life, and sometimes, limiting the access to educational programs by factors beyond their physical limitations, but rather by environmental agents such as barriers in buildings of the schools (Cerén, et al., 2010) suggest that the exclusion as an expression of lack of recognition and attention to diversity; it is a phenomenon immersed in almost all daily life fields, hence excluding: excused or unexcused, comes from the political, society and market and even from the main areas of socialization (family and school).

In fact, Ceren et al., (2010) stated that schools generally exclude by the limitation of economic and financial resources, including *infrastructure*. Likewise, (Cerén, et al., 2010) consider that there are some asymmetric differences that put students at a disadvantage to the opportunities available as a consequence of the shortfall in measures of elimination of all barriers and actions of equal

opportunities. This concept of the elimination of barriers, which can be defined as the process by which it is attempted to suppress anything that blocks, brakes, limits or moves away from the objectives prior set by the person, or restricts opportunities and / or abilities of expression or action, gradually emerged in the second half of the twentieth century when it was truly necessary to adapt the physical environment to people. (Retrieved from: <http://laaccesibilidadesdetodos.blogspot.com/2011/01/historia-de-la-accesibilidad-iii.html>).

(Watson & McCathren, 2009) expressed that as children become older, all should be able to enter buildings independently. The physical space should be also considered. It is important to ask then, if there are any obstacles that prevent the students from moving safely in the FLD; also, if the pathways are wide enough to accommodate special equipment such as walkers or wheelchairs.

To become an inclusive educational institution, it is necessary not only to implement programs that allow admission to students with physical disability but also to have the suitable conditions for acceptance (Jaramillo et al, 2012). An inclusive environment should be a priority in all institutions, since they are designed to provide an educational setting in which all students can be as involved and independent as possible according to Winter (as cited in Watson & McCathren, 2009). Often times there are unidentified or unknown barriers to full participation that cause students with special needs to become isolated, frustrated, and less independent than their peers. Identifying potential barriers to inclusion allows educators to adjust the physical environment, programming and teaching methods as needed to seek related supports before a student with special needs joins the program. (Watson & McCathren, 2009)

The accessibility and mobility into a building or sidewalk into the educational institution seems to be such a challenge for students with a physical

disability. This is why, in 1989, architect Ronald L. Mace, makes a critical appraisal of the concept of "Physical Accessibility" and proposes as a stage of evolution, the "Universal Design (UD)", defined as "the design of products and environments to be usable by all people, to the greatest extent possible". (Sheryl Burgstahler, Ph.D. 2012). The UD is also a goal that places a high value on both diversity and inclusiveness. It is also a process. But as it might be known, designing any product or environment involves the consideration of many factors, including aesthetics, engineering options, environmental issues, safety concerns, industry standards, and cost.

The following list suggests a process that can be used to apply UD:

- ✓ **Step 1: Identify the application.** Specify the product or environment to which you wish to apply universal design.
- ✓ **Step 2: Define the universe.** Describe the overall population (e.g., users of service), and then describe the diverse characteristics of potential members of the population for which the application is designed (e.g., students, faculty, and staff with diverse characteristics with respect to gender; age; size; ethnicity and race; native language; learning style; and abilities to see, hear, manipulate objects, read, and communicate).
- ✓ **Step 3: Involve consumers.** Consider and involve people with diverse characteristics in all phases of the development, implementation, and evaluation of the application. Also gain perspectives through diversity programs, such as the campus disability services office.
- ✓ **Step 4: Adopt guidelines or standards.** Create or select existing universal design guidelines/ standards. Integrate them with other best practices within the field of the specific application.

- ✓ **Step 5: Apply guidelines or standards.** Apply universal design in concert with best practices within the field, as identified in Step 4, to the overall design of the application, all subcomponents of the application, and all ongoing operations (e.g., procurement processes, staff training) to maximize the benefit of the application to individuals with the wide variety of characteristics identified in Step 2.
- ✓ **Step 6: Plan for accommodations.** Develop processes to address accommodation requests (e.g., purchase of assistive technology, arrangement for sign language interpreters) from individuals for whom the design of the application does not automatically provide access.
- ✓ **Step 7: Train and support.** Tailor and deliver ongoing training and support to stakeholders (e.g., instructors, computer support staff, procurement officers, volunteers). Share institutional goals with respect to diversity and inclusion and practices for ensuring welcoming, accessible, and inclusive experiences for everyone.
- ✓ **Step 8: Evaluate.** Include universal design measures in periodic evaluations of the application, evaluate the application with a diverse group of users, and make modifications based on feedback. Provide ways to collect input from users (e.g., through online and printed instruments and communications with staff).

2.6.1 Universal Design Principles

At the Center for Universal Design (CUD) at North Carolina State University, a group of architects, product designers, engineers, and environmental design researchers established seven principles of UD to provide guidance in the

design of products and environments. Following are the CUD principles of UD, each followed with an example of its application:

- ✓ **Equitable use.** The design is useful and marketable to people with diverse abilities. For example, a website that is designed to be accessible to everyone, including people who are blind, employs this principle.
- ✓ **Flexibility in use.** The design accommodates a wide range of individual preferences and abilities. An example is a museum that allows visitors to choose to read or listen to the description of the contents of a display case.
- ✓ **Simple and intuitive.** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Science lab equipment with clear and intuitive control buttons is an example of an application of this principle.
- ✓ **Perceptible information.** The design communicates necessary information effectively to the user, regardless of environmental conditions or the user's sensory abilities. An example of this principle is captioned television programming projected in noisy restaurants.
- ✓ **Tolerance for error.** The design minimizes hazards and the adverse consequences of accidental or unintended actions. An example of a product applying this principle is software applications that provide guidance when the user makes an inappropriate selection.
- ✓ **Low physical effort.** The design can be used efficiently, comfortably, and with a minimum of fatigue. Doors that open automatically for people

with a wide variety of physical characteristics demonstrate the application of this principle.

- ✓ **Size and space for approach and use.** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. A flexible work area designed for use by employees with a variety of physical characteristics and abilities is an example of applying this principle.

Sheryl Burgstahler, Ph.D. 2012

The Reglamento para Proyectar sin Barreras Arquitectónicas, 1991 [Regulation to project without Architectural Barriers] also describes the requirements for accessibility to buildings:



Doors

Any door, no matter the place they occupy within a building shall have a minimum clear width of not less than 0.85 meters.

Aisle

Aisles shall have a minimum clear width of 1.10 meters. In cases where the corridor allows simultaneous passage of two wheelchairs, it shall have a minimum clear width of 1.80 meters.





Ramps

Where there is unevenness between two public areas adjoining and functionally related, they must be interconnected via a ramp. Ramps shall comply with the following.

- They should be constructed of non-slip materials.
- Any ramp with a greater length of 1.50 meters must have guardrails or handrails on both sides, placed at 0.90 meters high and constructed of durable material.

Stairs

In any official or private building, the stairs to be used by people with limitations, such as building access and the ones directly leading to areas of health care that provide facilities to such persons shall comply with the following provisions.

- Must have a minimum width of 0.90 meters.
- They should have handrails on both sides of durable material; 0.45 meters which will extend into the upper and lower ends thereof, as long as possible.





Elevators

- The elevator shall not be less than 1.10 meters x 1.40 meters to allow placement of a person with limited wheelchair and his assistant.
- Handrails shall be placed at 0.90 meters high on the inner sides of the elevator 0.05 meters separated from the side walls.

Windows

- In buildings and internal of thereof places where people with limitations require appropriate visibility to the outside, the windows should be positioned at a height varying between 0.60 to 0.85 meters.



Sanitary Facilities

- In buildings such as schools, stadiums, auditoriums or which provide similar services; it must be intended for the use of persons with limitations, a minimum of one health unit for ladies and one for gentlemen, for each floor.


In schools and all educational institutions where diversity is served, a classroom is a dynamic space where each day or week, the atmosphere and the arrangement of furniture can be adapted according to the group's needs and

skills develop. (Blanco, Hernandez, & Marchesi, 2014). Lightning is also essential inside the classrooms for students with low vision disability to see well. If the lightning casts bright or harsh glares or leaves some areas to dim, mirrors could be used to redistribute the light. Some window shades or lamps that provide softer light could be also used. (Watson & McCathren, 2009)

The Normativa para la Infraestructura de las Instituciones de Educación Superior. MINED (1998) [Regulations for Infrastructure of Higher Education Institutions] provides models of ideal spaces which constitute the basic framework in terms of infrastructure for the different constructions that all Higher Educational Center must possess, especially in classrooms:

CLASSROOMS:

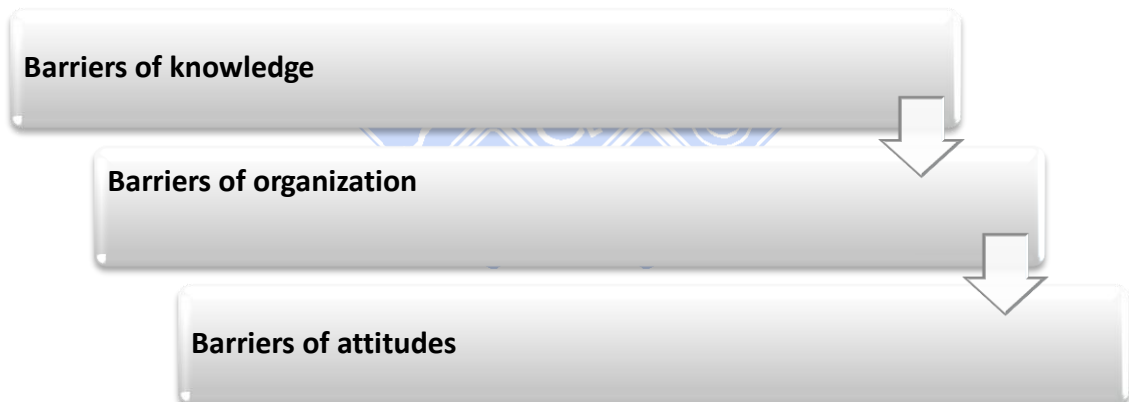
Each of the classrooms will meet:

- 
- ✓ Area per student: 1.25 M²
 - ✓ Maximum recommended capacity: 40 students.
 - ✓ It will have optimum conditions of natural lighting and ventilation.
 - ✓ The shelf height windows will be approximately 1.40 meters.
 - ✓ The best acoustic conditions shall be deemed in order to avoid interference of sounds between classrooms, and especially it will be isolated from outside noise.
 - ✓ Its design will facilitate the best visibility of the students to the board; the first row of desks will be 2.10 meters of it, and the size of the classroom in which the board is located must not exceed 8.0 meters.
 - ✓ The dimensions of the board will be approximately 1.20 x 4.50 meters.
 - ✓ Artificial lighting will be through fluorescent luminaires and light level shall not be less than 300 LUXES.
 - ✓ The height of the luminaires will be approximately 2.80 meters above ground level.

- ✓ Circulation will offer optimal conditions for access to and from the classroom; and space for the teacher will be placed immediately next to the entrance. The doors shall be beaten down out; and minimum width will be 1.00 meter.
- ✓ The lateral spacing between desks will be approximately 0.45 meters.
- ✓ The average height of the room is set in approximately 2.80 meters.

2.7 ATTITUDE

Barriers to the implementation of a total inclusiveness are classified by Kochlar, West & Taymans (2000) (as cited in Bou”) as: barriers of knowledge, barriers of organization, and barriers of attitude.



- **Barriers of knowledge:** These are presented when teachers and principals implement inclusive education without carefully analyzing the laws that support them.
- **Barriers of organization:** They occur at school when big teachers reject to implement the Inclusion in spite of knowing the legal framework. These groups of teachers generally reply that their academic large academic load is high, the school does not pose the necessary resources, and they have difficulty to planning.

- **Barriers of attitude:** They refer to those related to beliefs, costumes, and prejudices about people with disability and inclusive education.

2.7.1 TEACHERS IN INCLUSIVE SCHOOL: HOW TO STRENGTHEN THE COLLABORATIVE PROFESSIONAL DEVELOPMENT OF PERMANENT

Teachers play an important role in the development of schools to ensure education for all students. Therefore, cooperative strategies among teachers' staff favor the elimination of barriers which students with disability may be dealing with at school. When teachers work together, they can view classroom situations from other perspectives.

The inclusive school promotes the professional development of teaching staff, while improving teaching practices and circulation of knowledge is encouraged. For a real change to take place, it is necessary that teachers recognize the need to improve; and it must have an internal process of reflection.

Both teachers and students must be immersed in a climate of solidarity in which everyone is building a shared project based on Johnson and Johnson Holubec, 1999 (as cited in Marchesi, Blanco, and Hernández, 2014). This climate is based on a positive interdependence born into a sense of togetherness that makes them feel that success will be achieved if working together and not individually according to Johnson and Johnson Holubec, 1999 (as cited in Marchesi, Blanco, and Hernández, 2014).

This implies that teachers generate in their classrooms' atmospheres in which social consciousness is fundamental. So that students learn to

collaborate, to dialogue, and to solve conflicts (Marchesi, Blanco, and Hernández, 2014). The empathy created in a classroom makes teachers commit themselves to high expectations, expect their students to learn and therefore seek strategies to achieve learning (Marchesi, Blanco, and Hernández, 2014). All students should be included in their own learning to generate an inclusive atmosphere. According to Winter (as Watson and McCathren), inclusive environments are designed to provide an educational setting in which all children can be as involved and independent as possible.

Marchesi, Blanco, and Hernández, 2014 state that the lack of skills to teach a growing diversity of students in contexts of high complexity and the unequal distribution of the most qualified teachers are two of the main barriers to ensure equality in learning achievement. According to the results of a study called Teaching and Learning International Survey (as cited in Marchesi, Blanco, and Hernández, 2014) a 50% and a 75% of teachers ask more training to teach in diverse contexts and excluded sectors.

According to Shade & Steward (as cited in the State Of The World's Children, UNICEF, 2013), a study from 2001 found that a course on inclusion for those studying to be teachers was effective in changing their attitudes, so that they favored including children with mild disabilities in the classroom.

'Inclusion requires substantive change. Change that influences every aspect of a school. Change that alters the daily professional activities of teachers and administrators. Changes that challenge traditional attitudes, beliefs and understandings regarding students with disabilities and other students who do not 'fit' into the typical classroom in a school.'

McLeskev and Waldron. *Inclusive Schools in Action*. 2000

Relationships among students and teachers and the competences and dispositions of teachers are important. So, invest in teachers and other professionals to make students learn and strength their capabilities, commitment, motivations, and generate adequate working conditions (as cited in Marchesi, Blanco, and Hernández, 2014). It is a challenge that teachers have the qualifications and training required for their performance related to the inclusion topic. Based on Marchesi, Blanco, and Hernández, (2014) and licenciada Jimenez, diversity should be a main competence and it should be a requirement for certification of teachers. “Each curriculum from all majors should be adapted for people with disability, the psychologist, doctor, teacher, engineer, ... should had studied something related to the disability to work with professional ethics” (Jimenez, 2014, Personal communication, C. Jimenez, February 29, 2014).

In an inclusive learning environment the teacher must be permanently immersed in their own professional development; however, in practice this is not so simple. Forming a teacher with these competences is a complex task, it is related to the teacher decision about the need of changing his/her practice and improve it. Nevertheless, it is not merely a teacher responsibility to answer to the educational diversity but the school and the system’s as a whole (Marchesi, Blanco, and Hernández, 2014).

To ensure equal rights, it is necessary to combine universal policies that ensure basic services for the entire population, with targeted strategies and resources and differentiated services to meet the specific requirements of the social groups’ most vulnerable, ensuring equality with social unity Marchesi, Blanco, and Hernández, 2014).

In El Salvador, the ratification of the convention on the rights of persons with disabilities and optional protocol and the “ley de Equiparación de

Oportunidades para las Personas con discapacidad” have brought new perspectives related to the inclusion of students with low vision and students with physical disability as well as other students with different disability. At the University of El Salvador the creation of a policy run by a committee appointed by Vice-rector Master Ana Mary Glower, Rector engineer Mario Roberto Lovo, Licenciado Hugo Figueroa, Licenciada Rosario Villalta to work in favor of students with disability’s rights has been a great process and, at the same time, an innovation since there is no other university at the country that counts with policies to include this sector. The creation of a Unit headed by Licenciada Rosario Villalta has helped students with disability in many educational aspects such as:



- Campaigns of awareness
- Students’ tutoring
- Develop trainings about inclusion
- Request adequate technology and software
- And others.

LAUNCHING OF POLICY OF INCLUSION OF THE UNIVERSITY OF EL SALVADOR

- **JUNE 19, 2013.** Source: NEWS MILLENIUM.

Retrieved from: <http://www.newsmillennium.com/2013/06/19/realizan-lanzamiento-de-%E2%80%9Cpoliticas-de-educacion-inclusiva-para-estudiantes-con-discapacidad%E2%80%9D/>

2.8 TECHNOLOGY

In the last few years, the Internet has become a major social community where people can meet, form friendships, shopping, fun, play, learn and discuss. At the FLD, technology is taken as an important resource through which students may develop and practice English skills. “The population is large at the FLD but not all students have the economic resource to pay internet. Practically, the computer center becomes a facility for them to avoid paying a cyber café, they come to do tasks in virtual classrooms, to create word documents, or to practice any audio from a book”, said E. García (personal communication, May, 12, 2014). Students with physical disability make rarely use of the computer center due to the lack of accessibility, mostly students with low vision disability do and some of the motives are because of work or academic studies; therefore, to count with special software by which teachers may use to create special materials, E. García added.

Recognizing that Internet plays also an important role in education, rehabilitation and social life of people with different types of disability because it offers alternative means of communication for people who have difficulty speaking; it also facilitates and makes education be attractive to children with learning difficulties. Plus, it allows people with motor impairment to communicate with any individual or institution even at a distance. The Internet and other communication and information technology (IT) are increasingly present in the learning of foreign languages. Domagała-Zysk, Ewa (2010). Nowadays it is difficult to imagine teaching English as a foreign language without the use of computers and Internet pages in English (cfr. Litwin, 2000).

Currently educational institutions have found in technology a significant resource for improving the quality of education and especially to make it more streamlined and available to nearly all users who are eager for knowledge but

yet have not had the opportunity to attend a face-to-face school class. The globalization and economic growth causes the field of knowledge be diversified so that higher education and technology have a broader bonding effect. Pozo, Beatriz (2013).

Pozo, Beatriz (2013) also states that technology is so important that nothing could be done without it; therefore, the educational institutions and teachers should be constantly updating to apply this new and important tool in all the tasks that must be satisfied.

Inclusive contexts consider the use of communication and information technology into educational practice as a powerful solution to transform teaching and enhance participation and learning of everybody. In spite of this, their use in educational centers of our region is a challenge to overcome; not only by the lack of these, particularly in schools more vulnerable contexts or distant from urban centers, but because teachers must learn to integrate them as a means to know, as a strategy to facilitate learning, and not as a goal itself. The use of computer and internet connection is no longer considered a luxury, but a needed element to guarantee equal opportunities and reduce the knowledge gap. On the other hand, new technologies have benefited people with disability, who through technological equipment and specialized software have been able to overcome barriers of access to information and knowledge, and have significant progress in their learning (Barrera, May, 2004).

Adapting to a workplace environment characterized by digital technology in continuous change involves changing stiff and conditioned schema of learning materials that rely exclusively on the printed media. (Acedo, Marine, & González). We are in a new "setting", the digital environment, which is determined or defined by use increasingly intensive, these Information (information technology) and communication (telecommunications) technologies (digital), whose union has led to the so-called Information Society. Worth

mentioning that a handicapped person or a person with a physical disability that causes difficulty to move in the physical environment can be, however, perfectly able to "navigate" through the virtual, electronic or digital world, so there's no point to discriminate and even less to "tag" this person as "disabled" in the new environment.

Moreover, those technologies that help people with disability are not only or special just for them, but also for people without disabilities (usually improve the accessibility of information). For people with physical disability, these new technologies and the new digital environment can pose mitigation, if not the complete overcoming, of their limitations (to study, to work, to learn, to communicate, to relate to others). ADSUARA, Borja (2005).

The incorporation of new technologies as part of a pedagogical innovation process requires, inter alia, instances of continuous training, coaching and supporting materials that enable to attend and support the challenge that this task represents. The material produced in digital format has the advantage of that by sharing a writing code with teachers and family will facilitate a guidance of its use in the classroom. However, it is not possible, at first, to provide digital material: it is necessary to develop strategies to scaffold its use in the classroom and at home. Moreover, new technologies provide us with publishing and dissemination instruments that achieve a population which, as estimated by the World Health Organization, will increase.

Finally, regarding the digital format, there are students with low vision who usually use the expansion as a digital ramp to netbook usage. In view of the visual effort that this may involve, generally students can be guided so that when reading long texts they utilize the NVDA (NonVisual Desktop Access) display reader whose reading commands are simple and avoid eyestrain. (Flores & Vilar).

Flores and Vilar also mention the Guide, prepared by the Connecting Equality program, which offers guidance for the use of netbooks for students with visual disability according to their educational level. This Guide mentions some of the most important aspects that should be taken into account when having students with low vision: large print and pictures, text distribution, fonts or numbers, writing style, font size, thickness, letter Spacing, Spacing, line Length Paper images and graphics and charts. It should also be mentioned some of the technological programs and software used to support student students with disability:

- **Blogs:** Publishing edited material in blogs (accommodates audio, text).
- **Chat and Social Networking:** Interaction from the various platforms.
- **Editing images with Paint:** While Paint is a simple program for working with images, it is sufficient to simplify and retouching.
- **Replacement of images:** If we choose to replace the original artwork, we have a large bank of free images in the Aragonese Portal of Augmentative and Alternative Communication (ARASAAC). This repository is aimed as a resource for the construction of "journalists" and other media for augmentative and alternative communication, but the sheer amount and simplicity of the drawings that offer it an interesting tool for designing materials for students with low vision.
- **YAWS:** JAWS, **J**ob **A**ccess **W**ith **S**peech, is the world's most popular screen reader, developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output for the most popular computer applications on your PC.
- **ABBY Fine Reader OCR (Optical Character Recognition) software** helps individuals turn scans of paper documents, PDF files, and digital photographs into searchable and editable formats. Unmatched text

recognition accuracy and document conversion capabilities virtually eliminate retyping and reformatting. This software is actually used by some students who have a visual impairment since they are not able to see most materials presented in class.

CHAPTER 3

TYPE OF STUDY

3.1 RESEARCH METHODOLOGY

In this section, the researchers stated the type of study, the research design chosen, population selected and its limits, sample and sampling procedure, research techniques and data collecting instruments. Furthermore, they explained how data was collected, processed and analyzed for doing this research report.

This research was done using a mixed research approach, an exploratory-descriptive type of study. It is exploratory because it was a new research related to the inclusion of students with low vision disability and students with physical disability learning English at the Foreign Language Department; on the other hand, it was descriptive because there were some other researches related to the inclusion of people with disabilities in the country and around the world and the researchers based their research study in previous studies related to the topic such as the study named “ Avances y Desafíos de la Educación Inclusiva an Iberoamérica” developed by Blanco, Hernández and Marchesi and some other mentioned in the course of this research.

The research design was non-experimental trans-sectional because no variables were manipulated and the research was done within a time framework. The fieldwork included interviewing students with low vision and students with physical disability, students from Seminar II and also teachers from the Intensive English courses, in which the macro skills are developed. Moreover, the researchers administered questionnaires to teachers from the Foreign Language Department to find out to what extent the inclusion of students with low vision disability and students with physical disability was taking place; also, regular students from Seminar II were interviewed because they might had had classmates with these conditions as mentioned above along their major. The researchers analyzed all the answers by creating a comparative table. Based on the results, they provided some recommendations to the Foreign Language Department's members, regular students [students without any disability], students with a physical disability and students with low vision disability so they could be taken into account in the inclusion of students with low vision disability and students with physical disability in the current English Learning Process and to make changes on the inclusion of applicants with low vision disability and applicants with physical disability to improve the future English Learning Process.

CHAPTER 4

HYPOTHESIS

- 90% of teachers and students of the Foreign Language Department do not know about the inclusion of people with low vision disability learning English at the FLD.
- 90% of teachers and students of the Foreign Language Department do not know about the inclusion of people with physical disability learning English at the FLD.

- 50% of teachers of the Foreign Language Department do not use a suitable methodology to teach English to students with low vision disability at the FLD.
- 50% of teachers of the Foreign Language Department do not use a suitable methodology to teach English to students with physical disability at the FLD.
- 90% of the infrastructure in the Foreign Language Department does not fulfill the requirements according to the universal design for people with low vision disability to access without interference.
- 90% of the infrastructure in the Foreign Language Department does not fulfill the requirements according to the universal design for people with physical disability to access without interference.
- 80% of students and teachers of the Foreign Language Department believe that technological resources are necessary and important for students with low vision disability to acquire a second language.

80% of students and teachers of the Foreign Language Department believe that technological resources are necessary and important for students with physical disability to acquire a second language.

CHAPTER 5

RESEARCH DESIGN

This chapter presents the type of research design carried out during all the process in order to explain all the procedures and steps done by the researcher group.

5.1 Research design: The research design was non-experimental trans-sectional because no variables were manipulated and the research was done within a time framework. Besides the issue of inclusion of students with a low vision disability and students with a physical disability at the Foreign Language Department was explored, analyzed and presented in a comparative table according to the data gotten from the qualitative and quantitative instruments.

Despite the limitations for studying a new topic as “the inclusion of students with a low vision disability and students with a physical disability in the English learning process, the non-experimental research has aided to a better understanding of this issue.

In order to measure the level of inclusion of these students there were created and administrated questionnaires and in-depth interviews to Seminar II students, English teachers from the FLD, and students with a low vision disability and students with a physical disability so the measurement could provide meaningful data. Finally this research analyzed the way inclusion may take place at the FLD.

CHAPTER 6

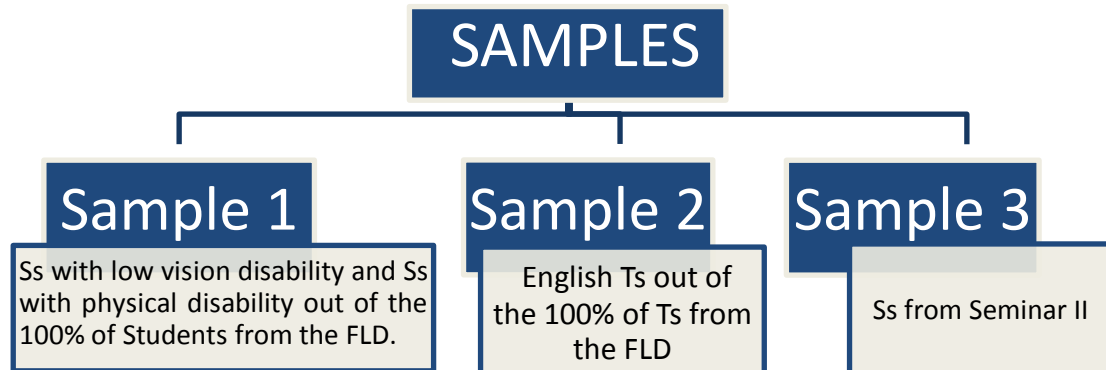
POPULATION AND SAMPLE

6.1 Population:

The population taken for this research study was: 3 students with low vision, 3 students with physical disability, 38 teachers of English subjects in which that language is acquired and developed, and a stratified sample of students from seminar II at the Foreign Language Department, during the year 2014, at the University of El Salvador.

6.2 Sample:

The samples were distributed as follow:



For the purpose of collecting information about the level of inclusion students with physical disability and students with physical disability may have in the English learning process at the FLD by the representative samples, the researchers made use of the survey and the in-depth interview. These techniques contributed to get data from representative respondents.

The researchers designed a questionnaire [a printed form in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons, James, Key P.] based on the Likert scale in order to get the quantitative and qualitative data information. The questionnaire included 36 items including the four indicators to study in this research such as the methodological, infrastructural, technological, and attitudinal aspects.

It was administered in the samples 1, 2 and 3 to have the quantitative data results and get their point of view on the inclusion of students with low vision and students with physical disability at the Foreign Language Department. Researchers presented the results by graphics using the IBM SPSS Statistics (Statistical Package for the Social Sciences) program. Graphics were analyzed and recommendations were provided.

The representative sample for the questionnaire was submitted (chosen?) as follow:

Sample 1. It was a non-probabilistic sample by quotas taking into account the students with low vision and students with physical disability at the Foreign Language Department out of the 100% of students learning English language at the FLD.

Sample 2. Regular students (students who did not have any disability) were selected from the fifth academic year who were taking Seminar II subject bearing in mind that they had already taken most subjects and may had had the opportunity of meeting a classmate who has a low vision disability or a physical disability. Therefore, it was a stratified probabilistic sample.

$$n^1 = S^2 / v^2$$

(n¹ = Provisional sample size)

(S² = Sample variance)

(v² = Population variance)

(G1= Sample Group#1)

(G2= Sample Group#2)

(G3= Sample Group#3)

(G4= Sample Group#4)

$$S^2 = p (1 - p) = 0.9 (1 - 0.9) = 0.09$$

$$S^2 = p (1 - p)$$

$$v^2 = (0 - 0.15)^2 = 0.000225$$

$$= 0.9 (1 - 0.90) = (0.09)$$

$$X^2 = (0.015)^2 = 0.000225$$

$$n^1 = \frac{0.09}{0.000225}$$

$$n = \frac{n^1}{1 + n^1 / N} = \frac{400}{1 + (400/180)} = \frac{400}{1 + 2.22222222} = \frac{400}{3.22222222} = 124$$

$$fh = \frac{n^1}{0.000225} = \frac{124}{180} = 0.688888889$$

$$G1 = 58 \times 0.688888889 = 39.955555562 = 40$$

$$G2 = 63 \times 0.688888889 = 43.400000007 = 43$$

$$G3 = 32 \times 0.688888889 = 22.044444448 = 22$$

$$G4 = 27 \times 0.688888889 = 18.600000003 = 19$$

124

Sample 3. It was a non-probabilistic sample by quotas of teachers who teach subjects in which English was taught and learned during the semester II 2014, out of the 100% of English teachers at the FLD, such as the following:

English Composition I	Introduction to Linguistics
English Composition II	Literature II
TFL I	Practice Teaching I
TFL II	Pronunciation
English Grammar I	Seminar I
Advanced Intensive English II	Syntax
Basic Intensive English	Translation I
Intermediate Intensive English II	Readings and Conversation II

6.3 RESEARCH TECHNIQUES

✓ In-depth Interview:


In-depth interview are useful for getting detailed information about a person's thoughts and behaviors (Boyce , Carolyn; Neale, Palena, May 2006). Therefore, the use of an interview guide instrument was also applied to get qualitative information by an intensive one-on-one in-depth interview from the representative samples to explore their perspectives on the topic.

The researchers elaborated a questionnaire for the students with low-vision and another one for the students with physical disability to get qualitative data results. Each questionnaire included 26 open-ended questions for them to express their opinions and feelings about the inclusion of students with low vision and students with physical disability. Also, the researchers elaborated an

interview guide for teachers who teach at the Intensive English Courses to know the perspective they had about the Inclusion of students with low vision disability and students with physical disability. Then, they compared both results in a comparative table that were analyzed and recommendations were also provided.

Sample 1. It was a non-probabilistic sample by quotas of students with low vision and students with physical disability at the Foreign Language Department out of the 100% of students learning English language at the FLD.

Sample 2. It was a 10% of volunteer regular students (students who did not have any disability) per each Seminar II group, from the fifth academic year, bearing in mind that they had studied the majority of the subjects and might had had the opportunity of meeting a classmate who has a low vision disability or a physical disability. Therefore, it was a stratified probabilistic sample making used of the rule of three.



$\text{G \# 1} \quad 10 \times 58 = \frac{580}{100} = 5.8 = 6$	$\text{G \# 2} \quad 10 \times 63 = \frac{630}{100} = 6.3 = 6$	$\text{G \# 3} \quad 10 \times 32 = \frac{320}{100} = 3.2 = 3$	$\text{G \# 4} \quad 10 \times 27 = \frac{270}{100} = 2.7 = 3$
--	--	--	--

Sample 3. It was integrated by teachers who teach English in the Intensive Courses working at the Foreign Language Department knowing that they are the ones who develop the macro skills to learn English. Thus, it was a non-probabilistic sample by quotas.

CHAPTER 7

DATA GATHERING PROCESS

7.1 Research instrument (s)

7.1.2 QUANTITATIVE INSTRUMENTS:



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

QUESTIONNAIRE FOR TEACHERS FROM THE FOREIGN LANGUAGE DEPARTMENT

Topic: “Students with low vision and students with physical disability learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

Objective:

1. To know opinions from teachers of the Foreign Language Department and their attitude towards the inclusion of students with low vision disability and students with physical disability in the English learning Process at the Foreign Language Department.
2. To describe the level of inclusion of students with low vision disability and students with physical disability in the English Learning Process at the Foreign Language Department.

Directions: In this questionnaire, the researchers request you to answer the following questions consciously and honestly. You will have enough time to answer them just by writing an “X” or by writing an “X” and doing some writing.

PART I GENERALITIES

1. Gender: a. Male b. Female
2. Place of residence: a. Village b. Town c. City

3. Degree: a. BA in English Teaching b. BA in Modern Languages c. Other
Specify: _____
4. Age: a. 25-40 years b. 41-55 years c. 56-70 years
5. Average of family income : a. \$ 1,000-2,000 b. \$ 2,000-3,000
c. \$ 3,000-4,000

PART II ATTITUDE

6. Have you ever had a student with low vision disability?
a. Yes _____ b. No _____
7. Have you ever had a student with physical disability?
a. Yes _____ b. No _____
8. Are you familiar with the issue of inclusion of students with disabilities at the University of El Salvador?
a. Yes _____ b. No _____ c. A little bit _____

Explain: _____

9. Do you agree on having students with low vision disability in your class?
a. Yes _____ b. No _____ c. Not sure _____

Explain: _____

10. Do you agree on having students with physical disability in your class?
a. Yes _____ b. No _____ c. Not sure _____

Explain: _____

PART III: METHODOLOGY

11. Do you plan your lessons taking into account students with low vision disability needs?
a. Sometimes _____ b. Never _____ c. Frequently _____ d. Always _____ e. N/A _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

Explain: _____

12. Do you apply a variety of teaching-learning techniques to help students with low vision disability?

a. Yes _____ b. No _____ c. N/A _____

13. If you answered yes in question 12, explain which teaching-learning techniques you use with students with low vision:

14. Is the letter size on the board big enough for the students with low vision to read well?

a. Yes _____ b. No _____ c. N/A _____

15. Is the letter size in exams for students with low vision bigger than the one for regular students?

a. Yes _____ b. No _____ c. N/A _____

16. Are power point presentation slides big enough for students with low vision?

a. Yes _____ b. No _____ c. N/A _____

17. Do you plan your lessons taking into account students with physical disability needs?

a. Sometimes _____ b. Never _____ c. Frequently _____ d. Always _____ e. N/A _____

18. Do you apply a variety of teaching-learning techniques to help students with physical disability?

a. Yes _____ b. No _____ c. N/A _____

19. If you answered yes in question 18, explain which teaching-learning techniques you use with students with physical disability:

20. Are role plays suitable for students with physical disability?

a. Yes _____ b. No _____ c. N/A _____

Explain: _____

PART IV: INFRASTRUCTURE

21. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?

a. Yes _____ b. No _____

Explain: _____

22. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?

a. Yes _____ b. No _____

Explain: _____

23. Are the classrooms in the Foreign Language Department well-arranged for the students with physical disability to move without interference?

a. Yes _____ b. No _____

Explain: _____

24. Do the classrooms have good lighting for the students with low vision to see well?

a. Yes _____ b. No _____

Explain: _____

25. Are there bathrooms designed for students with physical disabilities in the building of the Foreign Language Department?

a. Yes _____ b. No _____ c. I do not know _____

Explain: _____

PART V: TECHNOLOGICAL RESOURCES

27. Do you think technological resources are necessary for learning a second language?

a. Yes _____ b. No _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

28. Which would be the suitable technological resources to use in the English teaching learning process of students with low vision disability?

29. Which would be the suitable technological resources to use in the English teaching learning process of students with physical disability?

30. Are magnifying glasses necessary for the students with low vision to see properly?

a. Yes _____ b. No _____

Explain:

31. Are sound recorders necessary for the students with low vision to tape classes?

a. Yes _____ b. No _____

32. Are elevators necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors?

a. Yes _____ b. No _____

33. Does the Foreign Language Department have technological resources to help students with low vision disability?

a. Yes _____ b. No _____ c. I do not know _____

34. If you answered yes in question 32, explain which those technological resources are:

35. Does the Foreign Language Department have technological resources to help students with physical disability?

a. Yes _____ b. No _____ c. I do not know _____

36. If you answered yes in question 34, explain which those technological resources are:

Thanks for your help!!!



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

**QUESTIONNAIRE FOR STUDENTS WITH PHYSICAL
DISABILITY**

Topic: “Students with low vision and students with physical disability learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

Objective:

1. To know students with physical disability’s opinions and attitude towards the inclusion of students with low vision disability and students with physical disability
2. To describe the level of inclusion at the Foreign Language Department on the development of the English Learning Process.
3. **Directions:** In the following survey, we request you to answer the following questions consciously as well as required and necessary. You will have enough time in order to answer them and marking the corresponding answers with an “X”.

PART I GENERALITIES

1. Gender: a. Male b. Female
2. Place of residence: a. Village b. Town c. City
3. High school: a. Public school b. Private school
4. Age: a. 18-23 years b. 24-29 years c. 30-35 years d. More than 35 years
5. Average of family income: a. \$ 500-700 b. \$ 800-1000 c. \$ 1000-3000

PART II: Attitude

6. Have you ever had a classmate with low vision disability?

Yes _____ No _____

7. Have you ever had a classmate with physical disability?

Yes _____ No _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

8. Are you familiar with the issue of inclusion of students with disabilities at the University of El Salvador? Yes _____ b. No _____ c. A little bit _____

Explain:

9. Do you agree on having classmates with low vision disability in your class?

b. Yes _____ b. No _____ c. Not sure _____

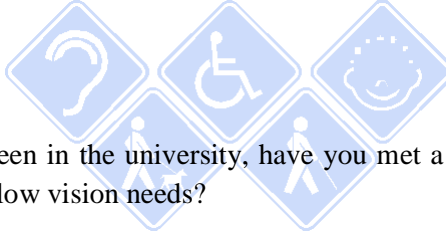
Explain:

10. Do you agree on having regular classmates in your class?

Yes _____ b. No _____ c. Not sure _____

Explain:

PART II: Methodology



11. In the time you have been in the university, have you met a teacher who prepares classes including students with low vision needs?

a. Sometimes _____ b. Never _____ c. Frequently _____ d. Always _____ e. N/A _____

Explain:

12. Have you seen teachers applying a variety of methodology to help students with low vision disability?

Yes _____ No _____ N/A _____

13. If you answered yes in question 12, explain which teaching-learning techniques teachers use:

14. Is the letter size on the board big enough for the students with low vision to read well?

a. Yes _____ b. No _____ c. N/A _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

15. Is the letter size in exams for students with low vision bigger than the one for regular students?

a. Yes _____ b. No _____ c. N/A _____

16. Are power point presentation slides big enough for students with low vision?

a. Yes _____ b. No _____ c. N/A _____

17. In the time you have been in the university, have you met teachers who prepare their lessons taking into account your educative needs?

a. Sometimes _____ b. Never _____ c. Frequently _____ d. Always _____
e. N/A _____

Explain: _____

18. Do teachers apply a variety of teaching-learning techniques to help you?

Yes _____ No _____ N/A _____

19. If you answered yes in question 18, explain which teaching-learning techniques teachers use: _____

20. Are role plays suitable for you?

a. Yes _____ b. No _____ c. N/A _____

Explain: _____

PART III: Infrastructure

21. Do you consider the building of the Foreign Language Department is well designed for you to access it?

a. Yes _____ b. No _____

Explain: _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

22. Do you consider the building of the Foreign Language Department is well designed for you to mobilize on your own?

a. Yes _____ b. No _____

Explain: _____

23. Are the classrooms in the Foreign Language Department well-arranged for you to move without interference?

a. Yes _____ b. No _____

Explain: _____

24. Do you think the classrooms have good lighting for the students with low vision to see well?

a. Yes _____ b. No _____

Explain: _____

25. Are there bathrooms designed for students with physical disabilities in the building of the Foreign Language Department?

a. Yes _____ b. No _____ c. I do not know _____

Explain: _____

PART IV: Technological Resources

26. Do you think technological resources are necessary for learning a second language?

b. Yes _____ b. No _____

27. Which would be the suitable technological resources to use in the English teaching learning process of students with low vision disability?

Inclusion of students with low vision disability and Students with physical disability at the FLD

28. Which would be the suitable technological resources for you to use in the English teaching learning process?

29. Are magnifying glasses necessary for the students with low vision to see properly?

b. Yes _____ b. No _____

Explain: _____

30. Are sound recorders necessary for the students with low vision to tape classes?

a. Yes _____ b. No _____

31. Are elevators necessary on the buildings of the Foreign Language Department for you to get to different floors?

a. Yes _____ b. No _____

32. Does the Foreign Language Department have technological resources to help students with low vision disability?

b. Yes _____ b. No _____ c. I do not know _____

33. If you answered yes in question 32, explain which those technological resources are:

34. Does the Foreign Language Department have technological resources to help students with physical disability?

b. Yes _____ b. No _____ c. I do not know _____

35. If you answered yes in question 34, explain which those technological resources are:

Thanks for your help!




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

**Questionnaire for Students with low vision
disability**

Topic: “Students with low vision and students with physical disability learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

Objective:

- 
4. To know students with low vision disability's opinions and attitude towards the inclusion of students with low vision disability and students with physical disability
 5. To describe the level of inclusion at the Foreign Language Department on the development of the English Learning Process.
 6. **Directions:** In the following survey, we request you to answer the following questions consciously as well as required and necessary. You will have enough time in order to answer them and marking the corresponding answers with an “X”.

Explain: _____

9. Do you agree on having regular classmates in your class?

Yes _____ b. No _____ c. Not sure _____

Explain: _____

10. Do you agree on having classmates with physical disability in your class?

a. Yes _____ b. No _____ c. Not sure _____

Explain: _____

PART II: Methodology

24. In the time you have been in the university, have you met teachers who prepare their lessons taking into account your educative needs?

a. Sometimes _____ b. Never _____ c. Frequently _____

d. Always _____ e. N/A _____

Explain: _____

25. Do teachers apply a variety of teaching-learning techniques to help you?

Yes _____ No _____ N/A _____

26. If you answered yes in question 12, explain which teaching-learning techniques teachers use:

27. Is the letter size on the board big enough for you to read well?

a. Yes _____ b. No _____ c. N/A _____

28. Is the letter size in exams for you bigger than the one for regular students?

a. Yes _____ b. No _____ c. N/A _____

29. Are power point presentation slides big enough for you?

a. Yes _____ b. No _____ c. N/A _____

30. In the time you have been in the university, have you met teachers who prepare classes including students with physical disability needs?

- a. Sometimes _____ b. Never _____
c. Frequently _____ d. Always _____
e. N/A _____

Explain: _____

31. Do teachers apply a variety of teaching-learning techniques to help students with physical disability?

- b. Yes _____ b. No _____ c. N/A _____

32. If you answered yes in question 18, explain which teaching-learning techniques teachers use with students with physical disability:

33. Are role plays suitable for students with physical disability?

a. Yes _____ b. No _____

c. N/A _____

Explain: _____

PART III: Infrastructure

34. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?

b. Yes _____ b. No _____

Explain: _____

35. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?

a. Yes _____ b. No _____

Explain: _____

36. Are the classrooms in the Foreign Language Department well-arranged for the students with physical disability to move without interference?

b. Yes _____ b. No _____

Explain: _____

37. Do the classrooms have good lighting for you to see well?

a. Yes _____ b. No _____



Explain: _____

25. Are there bathrooms designed for students with physical disabilities in the building of the Foreign Language Department?

a. Yes _____ b. No _____
c. I do not know _____

Explain: _____

PART IV: Technological Resources

30. Do you think technological resources are necessary for learning a second language?

c. Yes _____

b. No _____

31. Which would be the suitable technological resources for you to use in the English teaching learning process?

32. Which would be the suitable technological resources to use in the English teaching learning process of students with physical disability?

33. Are magnifying glasses necessary for you to see properly?

c. Yes _____

b. No _____

Explain: _____

30. Are sound recorders necessary for you to tape classes?

a. Yes _____ b. No _____

36. Are elevators necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors?

a. Yes _____ b. No _____

37. Do you know if the Foreign Language Department has technological resources to help students with low vision disability?

a. Yes _____ b. No _____ c. I do not know _____

38. If you answered yes in question 32, explain which those technological resources are:

39. Do you know if the Foreign Language Department has technological resources to help students with physical disability?

a. Yes _____ b. No _____

c. I do not know _____

38. If you answered yes in question 34, explain which those technological resources are:

Thanks for your help!



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

**QUESTIONNAIRE FOR STUDENTS FROM SEMINAR II –
SEMESTER II**

Topic: “Students with low vision and students with physical disability learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

Objective:

7. To know Seminar II students’ opinions and attitude towards the inclusion of students with low vision disability and students with physical disability
8. To describe the level of inclusion at the Foreign Language Department on the development of the English Learning Process.
9. **Directions:** In the following survey, we request you to answer the following questions consciously as well as required and necessary. You will have enough time in order to answer them and marking the corresponding answers with an “X”.

PART I GENERALITIES

1. Gender: a. Male b. Female
2. Place of residence: a. Village b. Town c. City
3. High school: a. Public school b. Private school

Inclusion of students with low vision disability and Students with physical disability at the FLD

4. Age: a. 18-23 years b. 24-29 years c. 30-35 years d. More than 35 years

5. Average of family income: a. \$ 500-700 b. \$ 800-1000 c. \$ 1000-3000

PART II: Attitude

6. Have you ever had a classmate with low vision disability?

Yes _____ No _____

7. Have you ever had a classmate with physical disability?

Yes _____ No _____

8. Are you familiar with the issue of inclusion of students with disabilities at the University of El Salvador?

Yes _____ b. No _____ c. A little bit _____

Explain: _____

11. Do you agree on having classmates with low vision disability in your class?

c. Yes _____ b. No _____ c. Not sure _____

Explain: _____

12. Do you agree on having classmates with physical disability in your class?

a. Yes _____ b. No _____ c. Not sure _____

Explain: _____

PART II: Methodology

13. In the time you have been in the university, have you met a teacher who prepares classes including students with low vision needs?

a. Sometimes _____ b. Never _____ c. Frequently _____ d. Always _____ e. N/A _____

Explain: _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

14. Have you seen teachers applying a variety of methodology to help students with low vision disability?

Yes _____ No _____ N/A _____

15. If you answered yes in question 12, explain which teaching-learning techniques you use with students with low vision:

16. Is the letter size on the board big enough for the students with low vision to read well?

a. Yes _____ b. No _____ c. N/A _____

17. Is the letter size in exams for students with low vision bigger than the one for regular students?

a. Yes _____ b. No _____ c. N/A _____

18. Are power point presentation slides big enough for students with low vision?

a. Yes _____ b. No _____ c. N/A _____

19. In the time you have been in the university, have you met a teacher who prepares classes including students with physical disability needs?

a. Sometimes _____ b. Never _____ c. Frequently _____ d. Always _____ e. N/A _____

Explain: _____

20. Do you apply a variety of teaching-learning techniques to help students with physical disability?

a. Yes _____ b. No _____ c. N/A _____

21. If you answered yes in question 18, explain which teaching-learning techniques you use with students with physical disability:

22. Do students with physical disability participate in role plays made in the class?

a. Yes _____ b. No _____ c. N/A _____

PART III: Infrastructure

23. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?

a. Yes _____ b. No _____

Explain: _____

24. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?

a. Yes _____ b. No _____

Explain: _____

25. Are the classrooms in the Foreign Language Department well-arranged for the students with physical disability to move without interference?

a. Yes _____ b. No _____

Explain: _____

26. Do you think the classrooms have good lighting for the students with low vision to see well?

a. Yes _____ b. No _____

Explain: _____

27. In your opinion, are there bathrooms designed for students with physical disabilities in the building of the Foreign Language Department?

a. Yes _____ b. No _____ c. I do not know _____

Explain: _____

PART IV: Technological Resources

28. Do you think technological resources are necessary for learning a second language?

a. Yes _____ b. No _____

Inclusion of students with low vision disability and Students with physical disability at the FLD

29. Which would be the suitable technological resources to use in the English teaching learning process of students with low vision disability?

30. Which would be the suitable technological resources to use in the English teaching learning process of students with physical disability?

30. Are magnifying glasses necessary for the students with low vision to see properly?

a. Yes _____ b. No _____

Explain: _____

31. Are sound recorders necessary for the students with low vision to tape classes?

a. Yes _____ b. No _____

32. Are elevators necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors?

a. Yes _____ b. No _____

33. Do you know if the Foreign Language Department has technological resources to help students with low vision disability?

a. Yes _____ b. No _____ c. I do not know _____

34. If you answered yes in question 32, explain which those technological resources are:

35. Do you know if the Foreign Language Department has technological resources to help students with physical disability?

a. Yes _____ b. No _____ c. I do not know _____

36. If you answered yes in question 34, explain which those technological resources are:

Thanks for your help!

7.2 QUALITATIVE INSTRUMENTS:



**UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT**

**INTENSIVE ENGLISH TEACHER'S ORAL
INTERVIEW**

TOPIC: “Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

OBJETIVE: To gather data from the Intensive English Teachers of the Foreign Language Department about the Inclusion of students with low vision disability and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and offer them a high level of teaching/learning of the English language.

I. GENERALITIES

1. What is Inclusive Education?
2. Is the Foreign Language Department inclusive?

* Which would be some factors that affect the Foreign Language Department to become a 100% percent inclusive?

3. In your opinion, can people with physical disability be included in regular classes?
4. In your opinion, can people with low vision disability be included in regular classes?
5. Do you know what the policy of Inclusive Education of the University of El Salvador is about?

II. TEACHING METHODOLOGY

6. What are the objectives that you as a teacher want students to reach at the end of the English learning?
7. What is the methodology that you as a teacher use to help students to achieve those objectives?

Inclusion of students with low vision disability and Students with physical disability at the FLD

8. Do you think all students have equal conditions/opportunities for learning English?
9. Have you ever received any guidance about the inclusion of students with physical disability in the English learning process?
10. Have you ever received any guidance about the inclusion of students with low vision disability in the English learning process?
11. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with low vision disability in regular classes?
12. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with physical disability in regular classes?
13. Have you ever had a student with physical disability in your English Intensive courses?
- * Has it been difficult to teach students with physical disability without having received any training related to inclusion?
14. Have you ever had a student with low vision disability in your English Intensive courses?
- * Has it been difficult to teach students with low vision disability without having received any training related to inclusion?
15. What are the mayor difficulties students with physical disability have learning English?
16. What are the mayor difficulties students with low vision disability have learning English?
17. In your opinion is the methodology used in the Foreign Language Department adequate to teach the English language to students with physical disability and students with low vision disability as well as regular students?
18. Is the Foreign Language Department training future English teachers to work with regular students and students with low vision disability and physical disability as well?

III. INFRAESTRUCTURE

19. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to move around on their own?
20. Do you consider the actual infrastructure of the Foreign Language Department provides equal conditions for students with low vision disability and students with physical disability as well as the rest of students without disability?

21. In general, does the Infrastructure of the Foreign Language Department have the Universal Design to the freely academic development of students with disability?

IV. TECHNOLOGICAL RESOURCES

22. Are the technological resources essential in the teaching/ learning of a second language?

* Do you consider technological resources are important to guarantee an authentic educative inclusion?

23. What are the technological resources that you use in the Intensive English classes to guarantee the English learning to students with physical disability?

24. What are the technological resources that you use in your classes to guarantee the English learning to students with low vision disability?

V. ATTITUDE

25. Is there any initiative carried out by the Foreign Language Department to solve problems students with physical disability and students with low vision disability may have in the English Language any learning English Language learning process?

26. Are you willing to know and modify methodological ways of teaching for students with low vision disability as well as for students with physical disability?

* Would you give some suggestions to teachers who do not know how to treat students with disability? (In case the teacher knows about the inclusion of this sector)

27. Do you consider there is a positive interaction among all students?

28. Do you consider there is a positive interaction among students with a physical disability and teachers?

29. Do you consider there is a positive interaction among students with a low vision and teachers?

30. Do you know if the Foreign Language Department recruits human resources who know about the inclusion of students with disabilities?

31. Finally, can you give some recommendations to improve the English learning quality students with physical disability have?

32. Finally, can you give some recommendations to improve the English learning quality students with low vision disability have?



**UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT**

**STUDENTS WITH PHYSICAL DISABILITY ORAL
INTERVIEW**

TEMA: “Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

OBJETIVE: To gather data from students with physical disability of the Foreign Language Department about the Inclusion of students with low vision disability and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and offer them a high level of teaching/learning of the English language.

I. GENERALITIES

1. What is Inclusive Education?
2. Is the Foreign Language Department inclusive?

* Which would be some factors that affect the Foreign Language Department to become a 100 percent inclusive?
3. In your opinion, can people with physical disability be included in regular classes?
4. In your opinion, can people with low vision disability be included in regular classes?
5. Do you know what the policy of Inclusive Education of the University of El Salvador is about?

II. TEACHING METHODOLOGY

6. What are the objectives that you as a student want to reach at the end of the English learning?
7. What is the methodology that teachers use to help you to achieve those objectives?
8. Do you think all students have equal conditions/opportunities for learning English?
9. Have you ever received any guidance about the inclusion of students with physical disability in the English learning process?
10. Have you ever received any guidance about the inclusion of students with low vision disability in the English learning process?

Inclusion of students with low vision disability and Students with physical disability at the FLD

11. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with low vision disability in regular classes?
12. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with physical disability in regular classes?
13. Have you ever had a classmate with physical disability in your English Intensive courses?
 - * Has it been difficult to work with students with physical disability without having received any training related to inclusion?
14. Have you ever had a classmate with low vision disability in your English Intensive courses?
 - * Has it been difficult to work with students with low vision disability without having received any training related to inclusion?
15. What are the mayor difficulties you have learning English?
16. What are the mayor difficulties students with low vision disability have learning English?
17. In your opinion is the methodology used in the Foreign Language Department adequate to teach the English language to students with physical disability and students with low vision disability as well as regular students?
18. Is the Foreign Language Department training future English teachers to work with regular students and students with low vision disability and physical disability as well?

III. INFRAESTRUCTURE

19. Does the Foreign Language Department have appropriate classrooms for students with physical disability to access them freely?
20. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to move around on their own?
21. Do you consider the actual infrastructure of the Foreign Language Department provides equal conditions for students with low vision disability and students with physical disability as well as the rest of students without disability?
22. In general, does the Infrastructure of the Foreign Language Department have the Universal Design to the freely academic development of students with disability?

IV. TECHNOLOGICAL RESOURCES

23. Are technological resources essential in the teaching/ learning of a second language?

* Do you consider technological resources are important to guarantee an authentic educative inclusion?

24. What are the technological resources that teachers use in the Intensive English courses to guarantee the English language learning to students with physical disability?

25. What are the technological resources that teachers use in the English courses to guarantee the English language learning to students with low vision disability?

V. ATTITUDE

25. Is there any initiative carried out by the Foreign Language Department to solve problems students with physical disability and students with low vision disability may have in the English Language any learning English Language learning process?

26. Are you willing to know and modify methodological ways of teaching for students with low vision disability as well as for students with physical disability?

* Would you give some suggestions to teachers who do not know how to treat students with disability?

27. Do you consider there is a positive interaction among all students?

28. Do you consider there is a positive interaction among students with a physical disability and teacher?

29. Do you consider there is a positive interaction among students with a low vision and teacher?

30. Do you know if the Foreign Language Department recruits human resources who know about the inclusion of students with disabilities?

31. Finally, can you give some recommendations to improve the English learning quality students with physical disability have?

32. Finally, can you give some recommendations to improve the English learning quality students with low vision disability have?



**UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT**

STUDENTS WITH LOW VISION DISABILITY ORAL INTERVIEW

TOPIC: “Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

OBJETIVE: To gather data from students with low vision disability of the Foreign Language Department about the Inclusion of students with low vision disability and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and offer them a high level of teaching/learning of the English language.

I. GENERALITIES

1. What is Inclusive Education?
2. Is the Foreign Language Department inclusive?

* Which would be some factors that affect the Foreign Language Department to become a 100% percent inclusive?

3. In your opinion, can people with physical disability be included in regular classes?
4. In your opinion, can people with low vision disability be included in regular classes?
5. Do you know what the policy of Inclusive Education of the University of El Salvador is about?

II. TEACHING METHODOLOGY

6. What are the objectives that you as a student want to reach at the end of the English learning?
7. What is the methodology that teachers use to help you to achieve those objectives?
8. Do you think all students have equal conditions for learning English?
9. Have you ever received any guidance about the inclusion of students with physical disability in the English learning process?

10. Have you ever received any guidance about the inclusion of students with low vision disability in the English learning process?
11. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with low vision disability in regular classes?
12. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with physical disability in regular classes?
13. Have you ever had a classmate with physical disability in your English Intensive courses?

* Has it been difficult to work with students with physical disability without having received any training related to inclusion?

14. What are the mayor difficulties you have learning English?
15. In your opinion is the methodology used in the Foreign Language Department adequate to teach the English language to students with physical disability and students with low vision disability as well as regular students?
16. Is the Foreign Language Department training future English teachers to work with regular students and students with low vision disability and physical disability as well?

II. INFRASTRUCTURE

18. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?
19. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?
20. Do you consider the actual infrastructure of the Foreign Language Department provides equal conditions for students with low vision disability and students with physical disability as well as the rest of students without disability?
21. In general, does the Infrastructure of the Foreign Language Department have the Universal Design to the freely academic development of students with disability?

III. TECHNOLOGICAL RESOURCES

21. Are technological resources essential in the teaching/ learning of a second language?
* Do you consider technological resources are important to guarantee an authentic educative inclusion?
22. What are the technological resources that teachers use in the Intensive English courses to guarantee the English language learning to students with physical disability?

23. What are the technological resources that teachers use in the English courses to guarantee the English language learning to students with low vision disability?

IV. ATTITUDE

24. Is there any initiative carried out by the Foreign Language Department to solve problems students with physical disability and students with low vision disability may have in the English Language any learning English Language learning process?

25. Are you willing to know and modify methodological ways of teaching for students with low vision disability as well as for students with physical disability?

* Would you give some suggestions to teachers who do not know how to treat students with disability?

26. Do you consider there is a positive interaction among all students?

27. Do you consider there is a positive interaction among students with a physical disability and teacher?

28. Do you consider there is a positive interaction among students with a low vision and teacher?

29. Do you know if the Foreign Language Department recruits human resources who know about the inclusion of students with disabilities?

30. Finally, can you give some recommendations to improve the English learning quality students with physical disability have?

31. Finally, can you give some recommendations to improve the English learning quality students with low vision disability have?



**UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT**

STUDENTS FROM SEMINAR II - ORAL INTERVIEW

TEMA: “Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

OBJETIVE: To gather data from students of seminar II of the Foreign Language Department about the Inclusion of students with low vision disability and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and offer them a high level of teaching/learning of the English language.

I. GENERALITIES

1. What is Inclusive Education?
2. Is the Foreign Language Department inclusive?

* Which would be some factors that affect the Foreign Language Department to become a 100% percent inclusive?

3. In your opinion, can people with physical disability be included in regular classes?
4. In your opinion, can people with low vision disability be included in regular classes?
5. Do you know what the policy of Inclusive Education of the University of El Salvador is about?

II. TEACHING METHODOLOGY

6. What are the objectives that you as a student want to reach at the end of your English learning process?
7. What is the methodology that teachers use to help you to achieve those objectives?
8. Do you think all students have equal conditions for learning English?
9. Have you ever received any guidance about the inclusion of students with physical disability in the English learning process?

10. Have you ever received any training about the inclusion of students with low vision disability in your English learning process?
11. Does the Foreign Language Department offer methodological trainings to students about the inclusion of students with low vision disability in regular classes?
12. Does the Foreign Language Department offer methodological trainings to students about the inclusion of students with physical disability in regular classes?
13. Have you ever had a classmate with physical disability in your English Intensive courses?

* Has it been difficult to work with students with physical disability without having received any training related to inclusion?

14. Have you ever had a classmate with low vision disability in your English Intensive courses?

* Has it been difficult to work with students with low vision disability without having received any training related to inclusion?

15. What are the mayor difficulties students with physical disability have learning English?
16. What are the mayor difficulties students with low vision disability have learning English?
17. In your opinion is the methodology used in the Foreign Language Department adequate to teach the English language to students with physical disability and students with low vision disability as well as regular students?
18. Is the Foreign Language Department training future English teachers to work with regular students and students with low vision disability and physical disability as well?

II. INFRAESTRUCTURE

19. Does the Foreign Language Department have appropriate classrooms for students with physical disability to access them freely?
20. Does the Foreign Language Department have appropriate classrooms designed for for students with physical disability to mobilize on them own?
21. Do you consider that the infrastructure of the Foreign Language Department provides equal conditions for students with low vision disability and students with physical disability as well as the rest of students without disability?
22. In general, does the infrastructure of the Foreign Language Department have the universal design for free academic development of students with disability?

III. TECHNOLOGICAL RESOURCES

21. Are technological resources essential in the teaching/ learning of a second language?

* Do you consider technological resources are important to guarantee an authentic inclusive education?

22. What are the technological resources that teachers use in the Intensive English courses to guarantee the English language learning to students with physical disability?

23. What are the technological resources that teachers use in the English courses to guarantee the English language learning to students with low vision disability?

IV. ATTITUDE

24. Is there any initiative carried out by the Foreign Language Department to solve problems students with physical disability and students with low vision disability may have in the English Language learning process?

25. Are you as a future English teacher willing to know and modify ways of teaching for students with low vision disability as well as for students with physical disability?

* Would you give some suggestions to teachers who do not know how to treat students with disability? (In case the student knows about the inclusion of this sector)

26. Do you know if the Foreign Language Department recruits human resources who know about the inclusion of students with disabilities?

27. Do you consider there is a positive interaction among all students?

28. Do you consider there is a positive interaction among students with a physical disability and teachers?

29. Do you consider there is a positive interaction among students with a low vision and teachers?

30. Finally, can you give some recommendations to improve the English learning process quality for students with physical disability?

31. Finally, can you give some recommendations to improve the English learning process quality for students with low vision disability?

7.3 DATA GATHERING PLAN

OBJETIVES	DATE	TIME	PLAN	RESPONSIBLE
<p>A. GENERAL OBJECTIVE</p> <p>To describe the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador in order to raise teachers', students' and administrator's awareness on this sensible subject matter.</p>	01/21/2014	From 01/21/2014 to 01/28/2014	Elaboration Of Experts' Interviews	Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	02/06/2014	10:00 a.m. – 10:15 a.m.	Doctor James Umlas' Interview	- Magaly Beatriz Peña Mártir
	02/07/2014	1:00 p.m. -1:15 p.m.	Doctor Linda Semela's Interview	- Magaly Beatriz Peña Mártir
	From 02/10/2014 to 02/11/2014	2:00 p.m – 3:00 p.m.	Gathering of information (Departamental de Santa Ana)	- Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	02/29/2014	1:30 p.m. – 3:00 p.m.	Interview to Licenciada Cecilia Jimenez	- Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	03/06/2014	2:00 p.m. -3:30 p.m.	Interview Licenciado Vladimir Azahar	- Leydy Victoria Aguilar de

			(Inclusive Department – MINED)	<ul style="list-style-type: none"> - Miranda, Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
<p>A. SPECIFIC OBJECTIVES</p> <p>1. To identify students' needs and difficulties when learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador to propose ways of solving them.</p>	05/07/2014	11:00 a.m– 11:15 a.m	Interview to Edwin García Romero - Coordinator of the Computer Center – Foreign Language Department	<ul style="list-style-type: none"> - Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir
	05/07/2014	2:00 p.m – 2:15 p.m	Interview to Licenciado José Ricardo Gamero- Foreign Language Department	<ul style="list-style-type: none"> - Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	05/07/2014	2: 35 p.m- 2:55 p.m	Interview to Licenciado Alberto Gonzalez - Coordinator of the Computer Center – Foreign Language Department	<ul style="list-style-type: none"> - Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	05/14/2014	2: 30 p.m – 2:40 p.m.	Interview to MsD. Ana María Glower - Vicerrectora University of El Salvador	<ul style="list-style-type: none"> - Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir

				- Ana Jeacqueline Rosales Morán
	05/15/2014	3: 00 p.m – 3: 30 p.m.	Gathering of the total of teachers from the Foreign Language Department MsD. José Ricardo Gamero	- Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	05/26/2014	3: 00 p.m. – 3: 10 p.m.	Gathering of the total of students studying the mayors English Teaching and Modern Languages to the Administrator, Ing. Evelyn Carolina Magaña	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	Second Step to Collect Data as part of the Descriptive Research:			
2. To collect opinions from teachers from Intensive English courses, regular students studying in the fifth year of the major taking the subject Seminar I, students with disability and all the teachers from the Foreign Language Department on the level of inclusion of	06/06/2014	From 06/06/2014 to 06/18/2014	Elaboration of instruments for students and teachers' interviews and questionnaires.	- Leydy Victoria Aguilar de Miranda, - Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	06/18/2014	From 06/18/2014 to 07/02/2014	Data Collection Process. Administrate surveys to all the teachers of the	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán

students with low vision and students with physical disability in the English Language Learning Process through in-depth interviews and surveys in order to socialize them and in time improve the level of inclusion at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department.			Foreign Language Department.	
	07/10/2014	From 07/10/2014 to 07/25/2014	Administrative surveys to English teachers from the FLD.	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	07/10/2014	From 07/10/2014 to 07/25/2014	Administrative surveys to students of Seminar II.	- Peña Mártir - Ana Jeacqueline Rosales Morán
	06/25/2014	From 06/25/2014 to 07/04/2014	Administrative surveys to students with low vision and students with physical disability.	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	07/07/2014	From 07/07/2014 to 07/25/2014	Interview teachers who teach English in the Intensive Courses.	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	07/07/2014	From 07/07/2014 to 07/25/2014	Interview students with LVD and students with PD	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán
	07/07/2014	From 07/07/2014 to 07/25/2014	Interview Seminar II students.	- Magaly Beatriz Peña Mártir - Ana Jeacqueline Rosales Morán

CHAPTER 8

DATA ANALYSIS

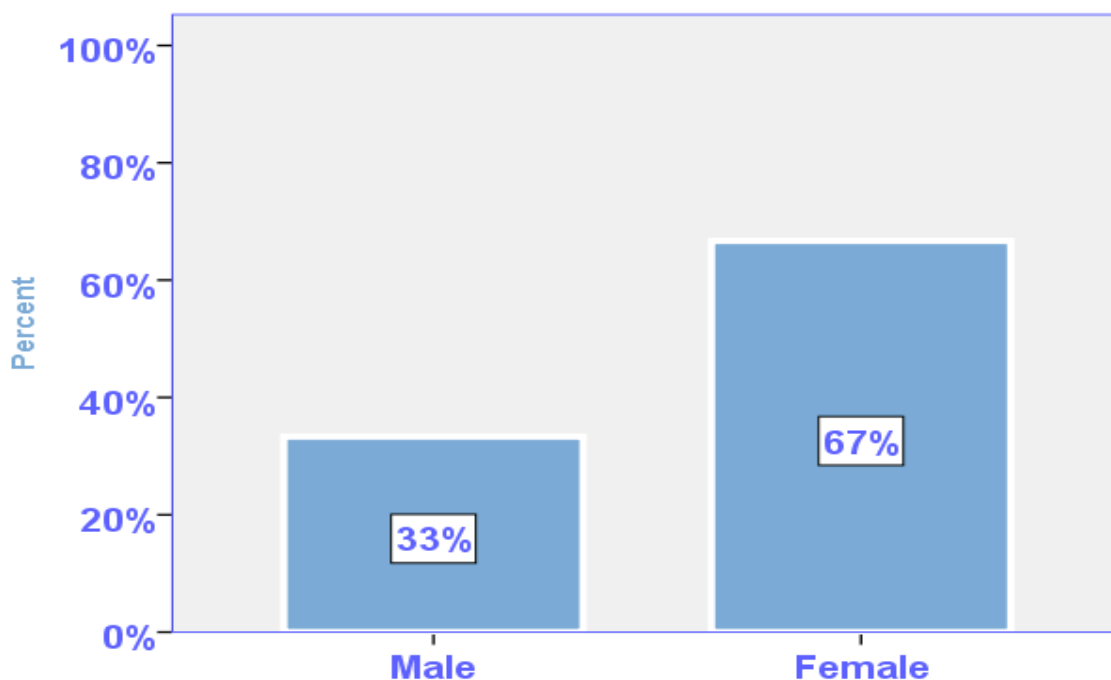
8.1 DATA BASE

8.1.1 QUANTITATIVE DATA BASE:

- ✓ **UNIVARIATE ANALYSIS OF SAMPLE #1 (STUDENTS WITH LOW VISION DISABILITY AND STUDENTS WITH PHYSICAL DISABILITY)**

GRAPH 1

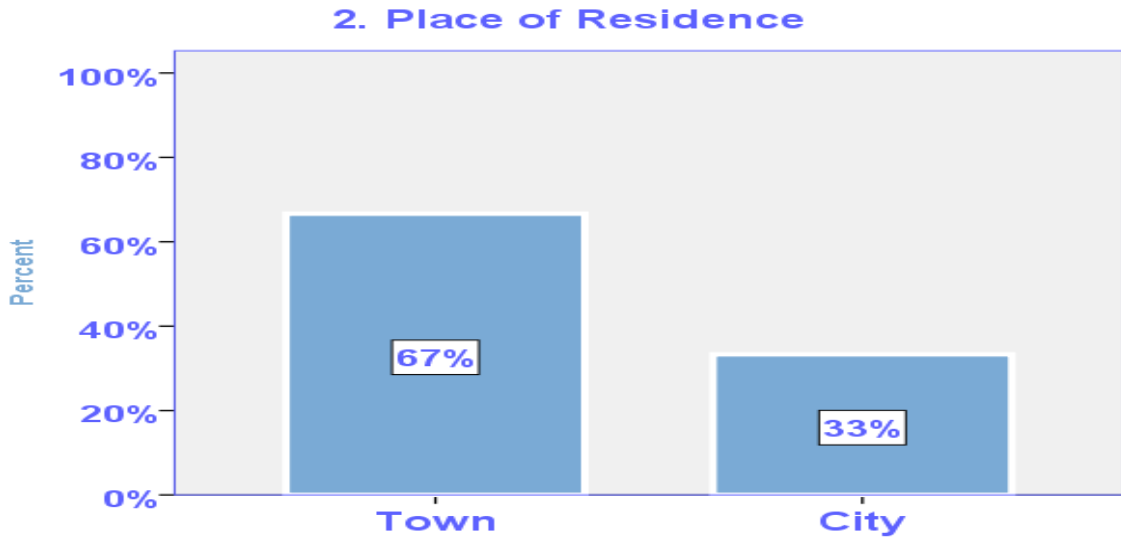
1. Gender



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

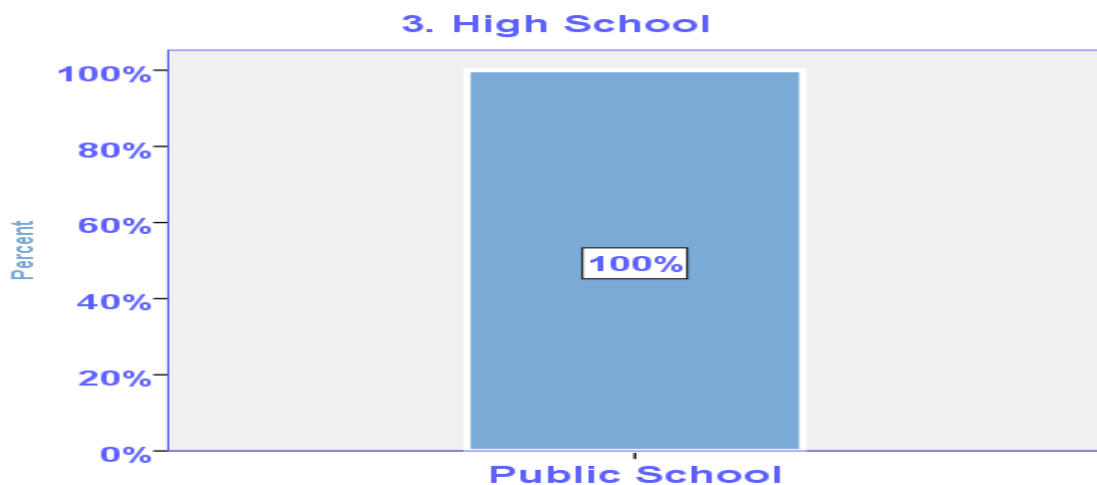
The 67% of the students with low vision disability in the Foreign Language Department are women and only the 33% of them are men.

.GRAPH 2



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014
The 67% of the students with low vision disability in the Foreign Language Department live in town, and the 33% of them live in the city.

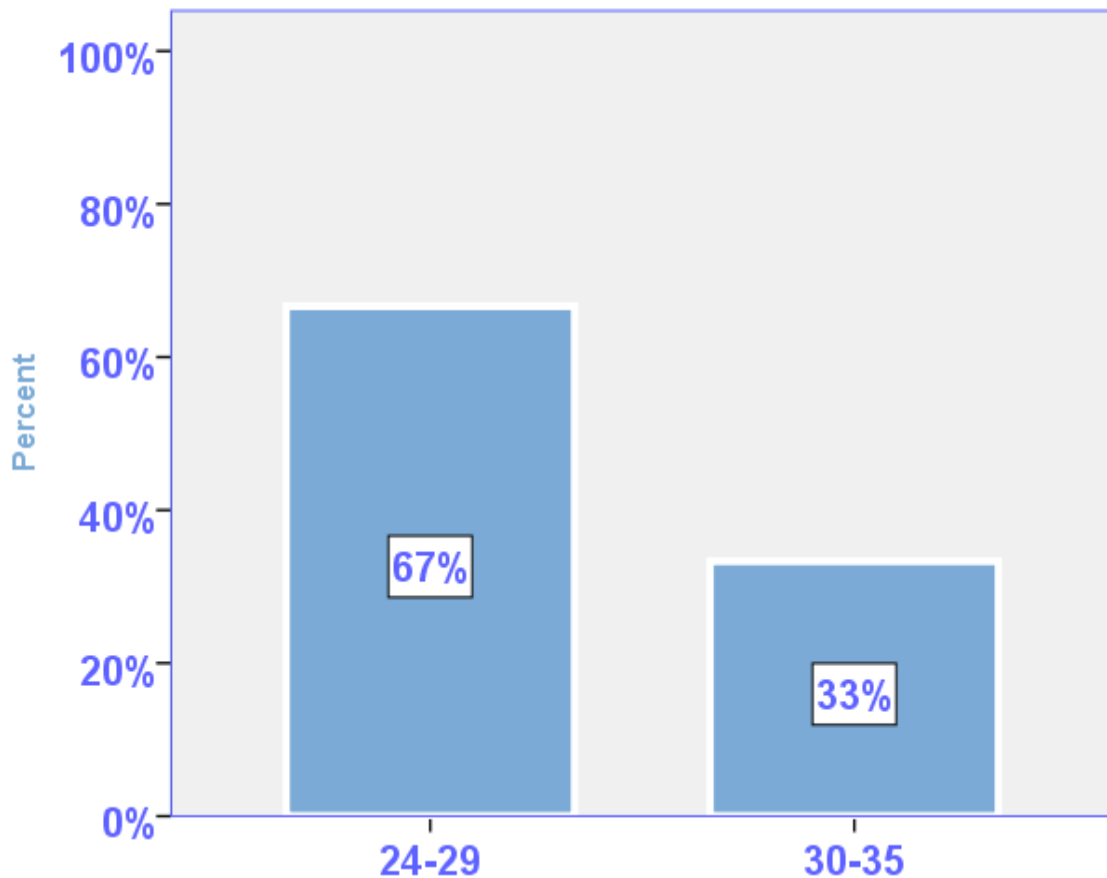
GRAPH 3



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014
The 100% of the students with low vision disability in the Foreign Language Department studied in public school.

GRAPH 4

4. Age

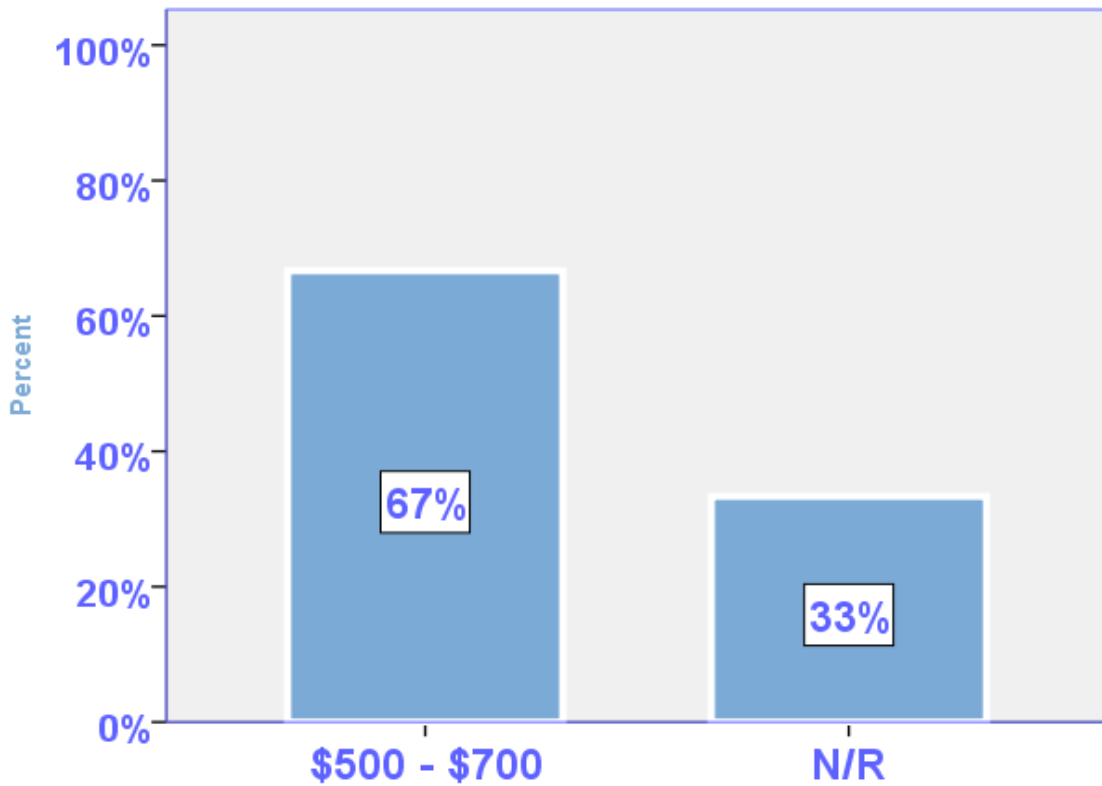


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language Department are between 24 to 29 years old, and the 33% of them are between 30 to 35 years old.

GRAPH 5

5. Average of family income



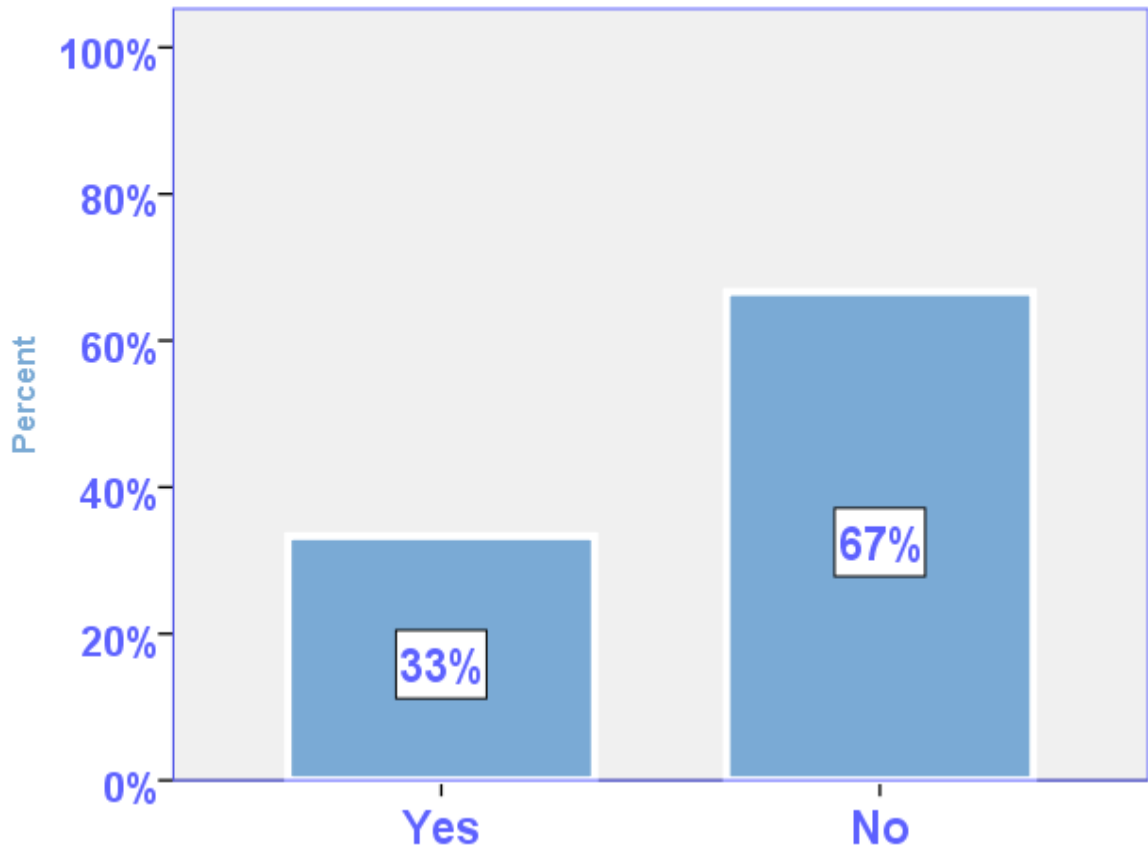
Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language Department have an average of family income between \$500 and \$700; however, the 33% of them preferred not to provide any response to this question.

COMMENT: Even though most students with low vision disability marked having a family income average between \$500 and \$700, they verbally expressed to have an income so much lower than the one placed on the survey.

GRAPH 6

6. Have you ever had a classmate with low vision disability?

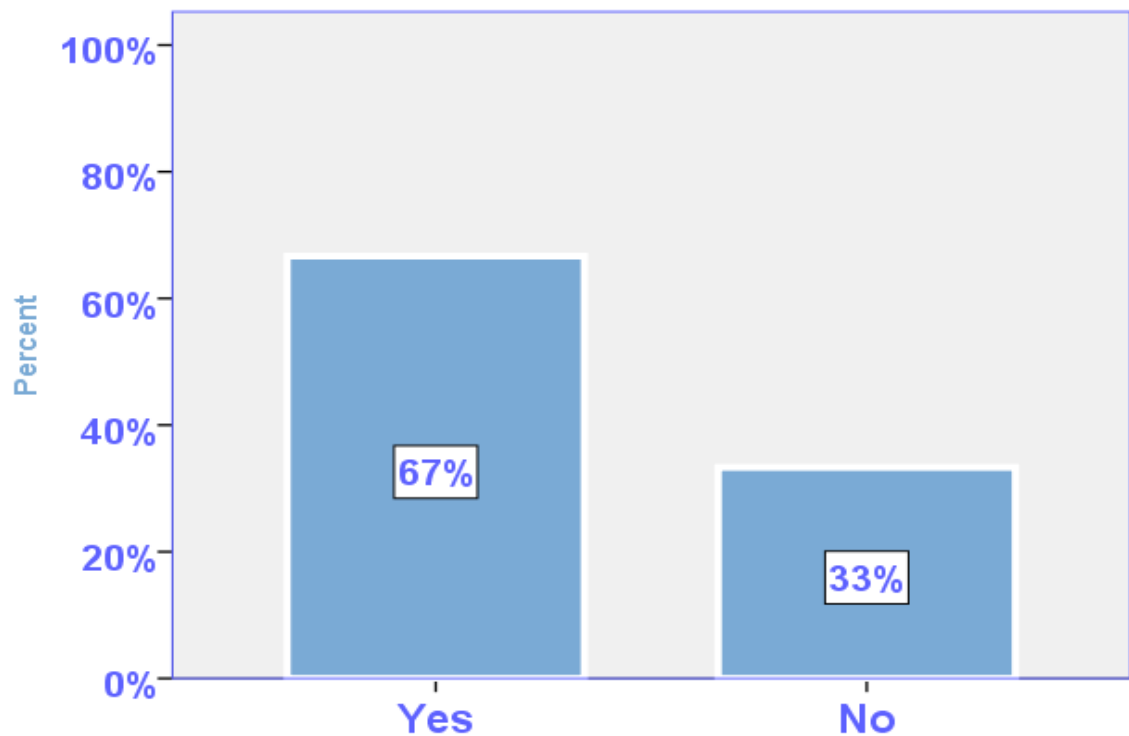


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language Department have not had classmates with the same visual impairment. The other 33% has had classmates with same visual impairment.

GRAPH 7

7. Have you ever had a classmate with physical disability?

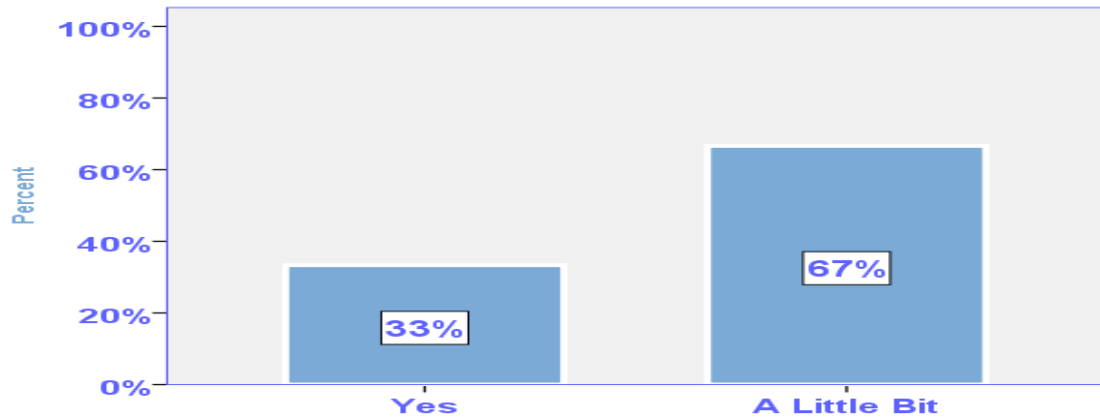


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language Department have had classmates with physical disability. The other 33% has never had a classmate with a physical disability.

GRAPH 8

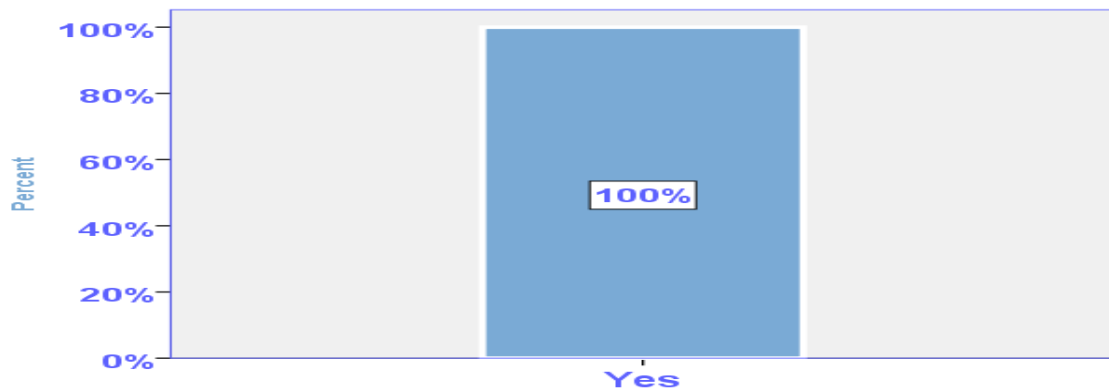
8. Are you familiar with the issue of inclusion of students with disability at the University of El Salvador?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014. The 67% of the students with low vision disability in the Foreign Language Department are familiar with the issue of inclusion at the University of El Salvador. The Other 33% expressed not to be familiar with it.

GRAPH 9

9. Do you agree on having regular classmates in your class?

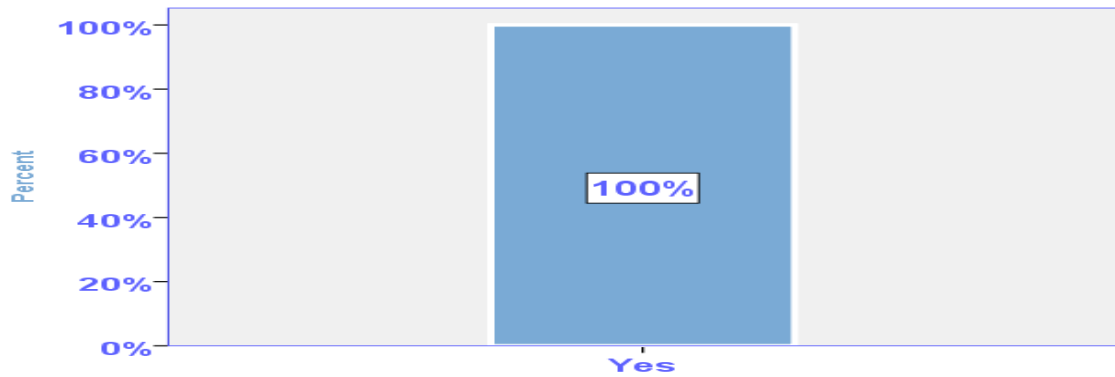


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014.

The 100% of the students with low vision disability in the Foreign Language agreed on having regular classmates.

GRAPH 10

10. Do you agree on having classmates with physical disability in your class?

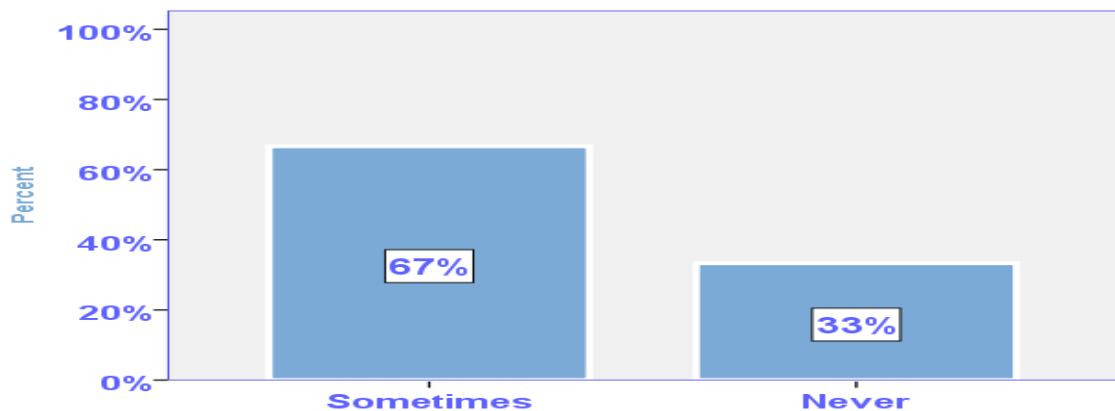


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language agreed on having classmates with physical disability.

GRAPH 11

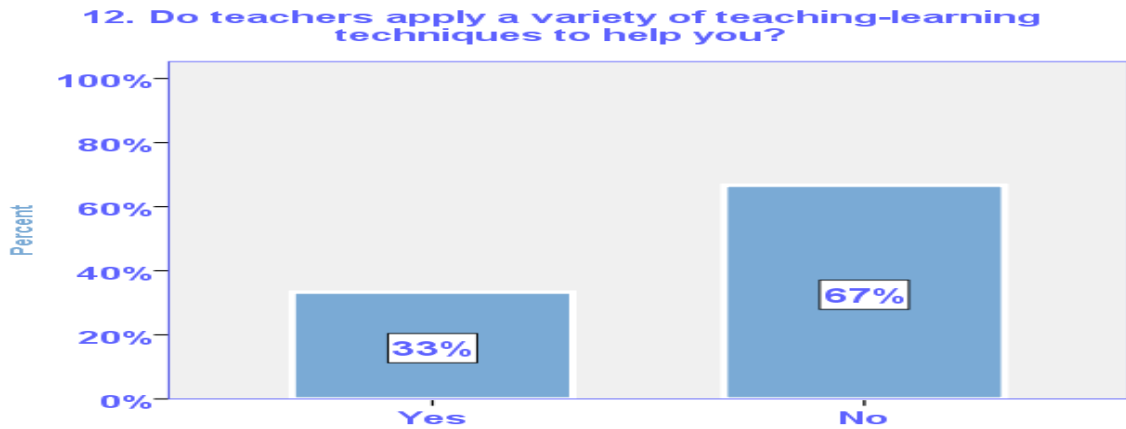
11. In the time you have been in the university, have you met a teacher who prepares classes including your educational needs?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language have sometimes seen or met a teacher who prepares classes including their educational needs. The other 33% has never met a teacher who takes into account their educational needs when preparing classes.

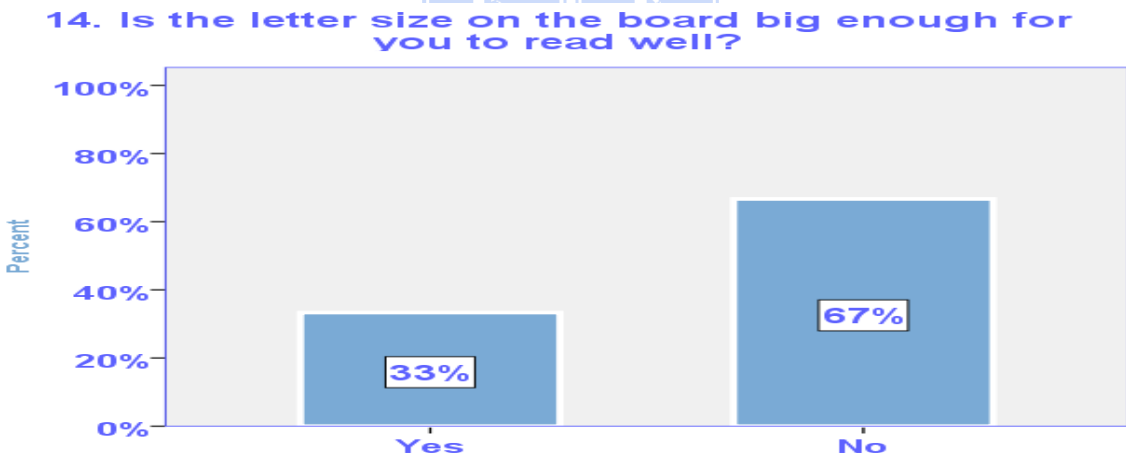
GRAPH 12



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language consider teachers do not apply a variety of teaching-learning techniques to help them. The other 33.% considers teachers do.

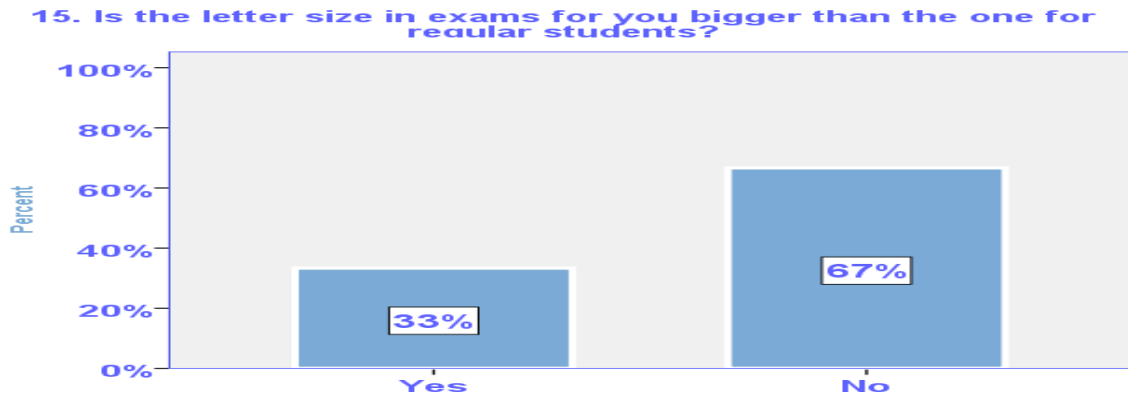
GRAPH 14



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language consider the letter size on the board is not big enough for them to read well. The 33% of them consider the letter size on the board is big enough for them.

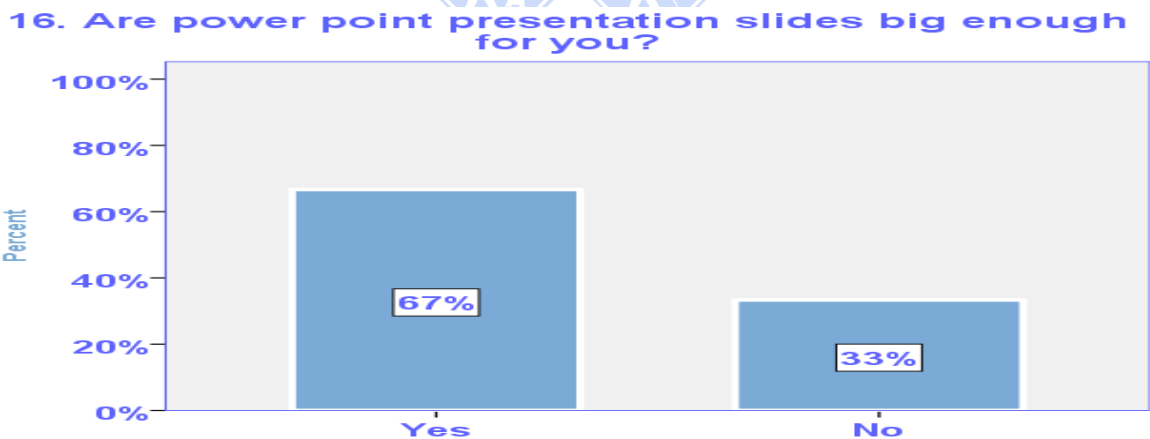
GRAPH 15



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language consider the letter size in the exams is not bigger than the one for regular students. The 33% of them consider the letter size in the exams is bigger for them than for regular students.

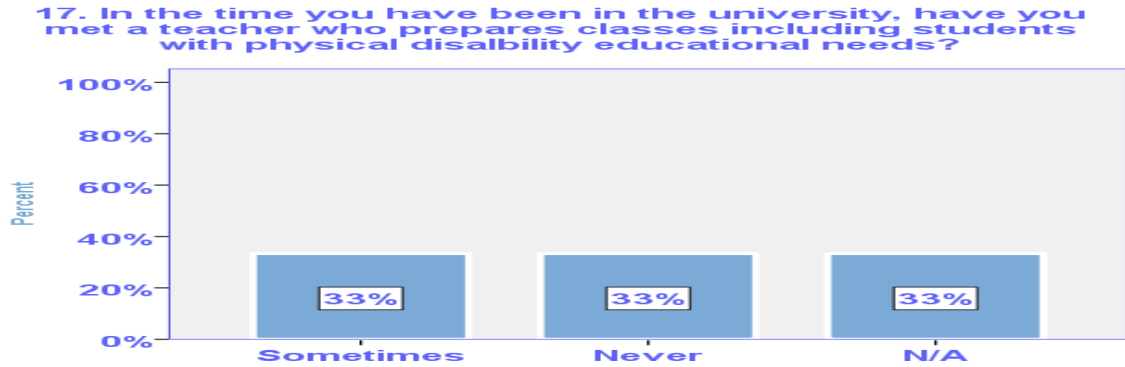
GRAPH 16



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language consider Power Point presentations slides are big enough for them. The 33% of them consider Power Point presentations slides are not big enough for them.

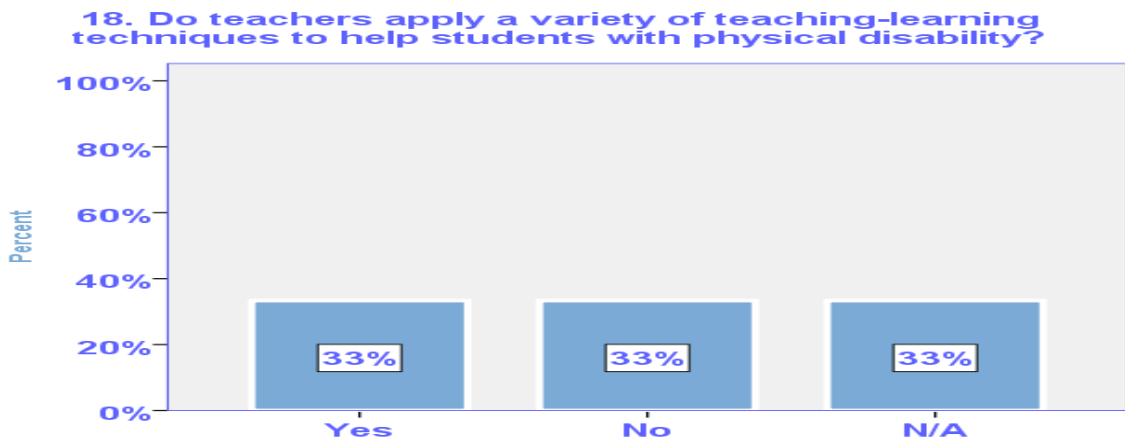
GRAPH 17



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of the students with low vision disability in the Foreign Language have sometimes seen or met teachers who prepare classes including students with physical disability educational needs. Another 33% of them have never met a teacher who does it, and the other 33% did not respond to this question.

GRAPH 18

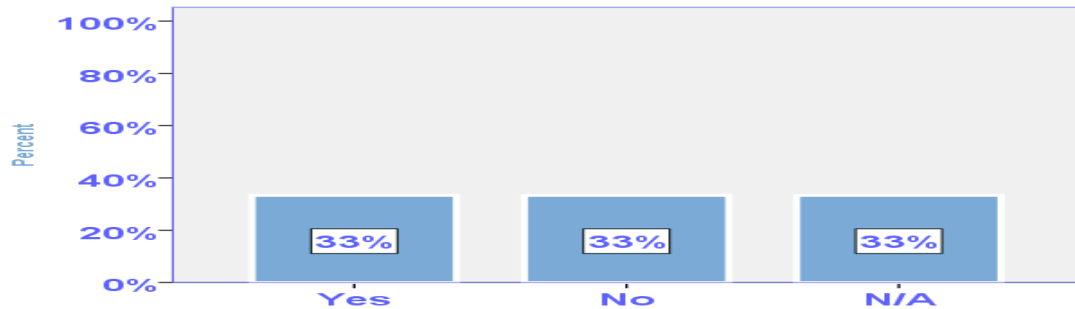


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of the students with low vision disability in the Foreign Language consider teachers apply a variety of teaching-learning techniques to help students with physical disability.

Graph 20

20. Are roleplays suitable for students with physical disability?

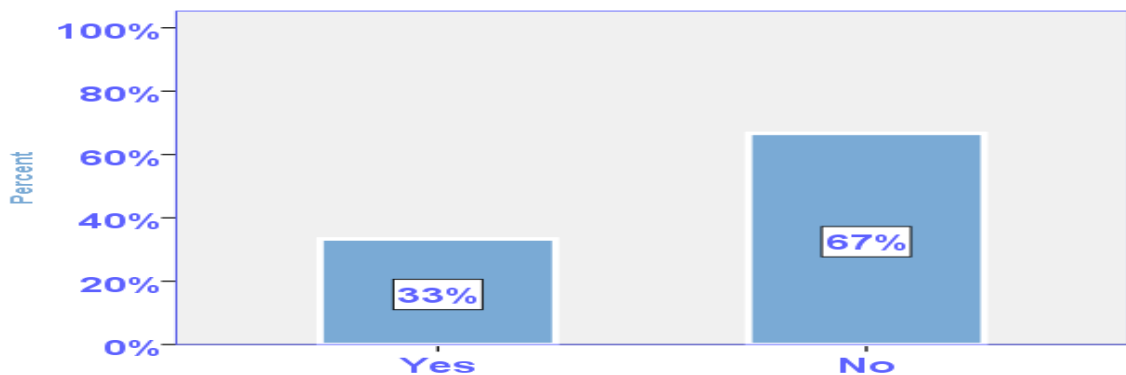


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of the students with low vision disability in the Foreign Language consider Role plays are suitable for students with physical disability. Another 33% considers Role plays not to be suitable for students with physical disability, and the other 33% did not answer this question.

GRAPH 21

21. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?

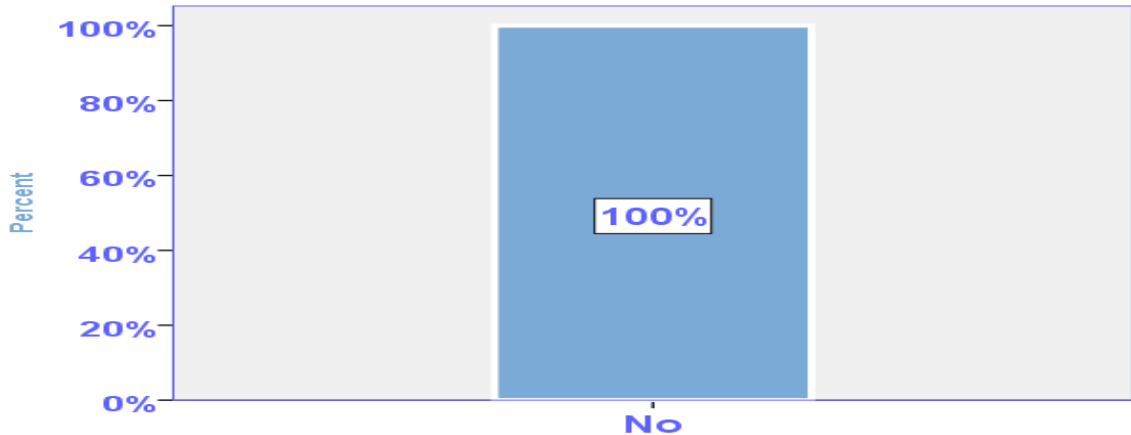


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language consider the building of the FLD is not well designed for students with physical disability to access it. The other 33% considers the FLD to be well designed.

GRAPH 22

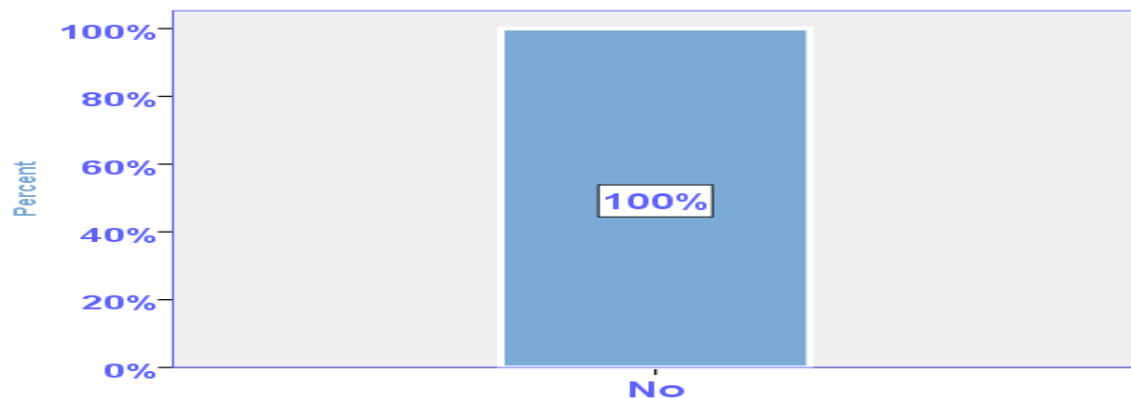
22. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014
The 100% of the students with low vision disability in the Foreign Language consider the building of the FLD is not well designed for students with physical disability to mobilize on their own.

GRAPH 23

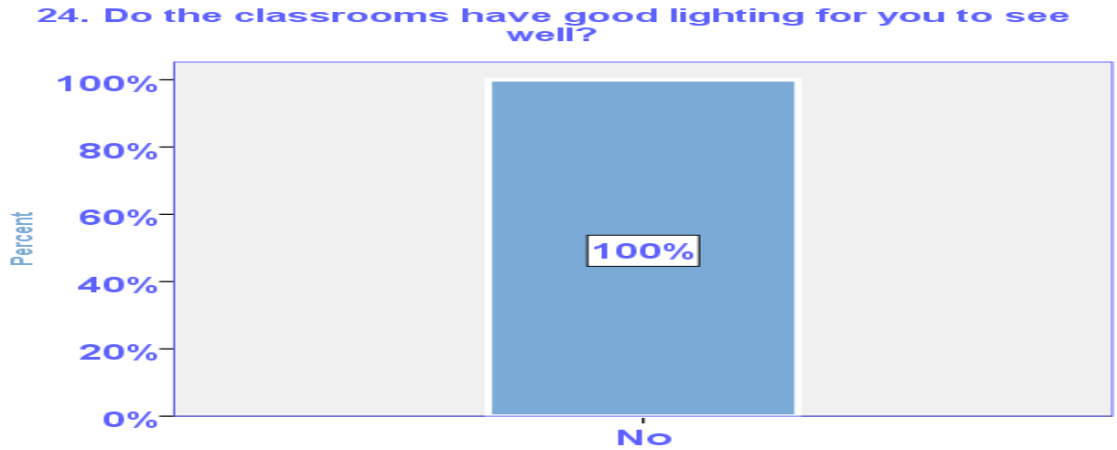
23. Are the classrooms in the Foreign Language Department well-arranged for students with physical disability to move without interference?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language said classrooms in the FLD are not well arranged for students with physical disability to move without interference.

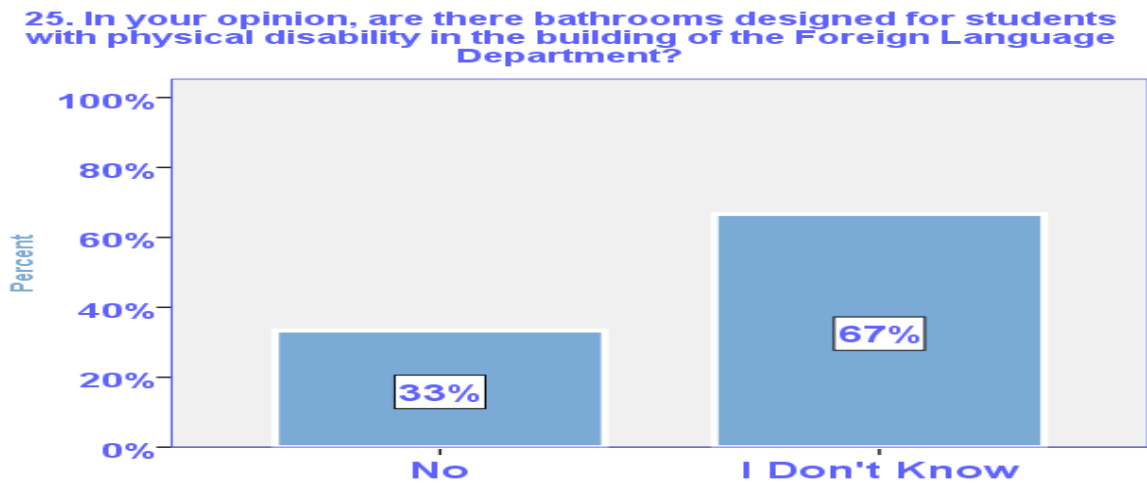
GRAPH 24



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language agreed classrooms do not have good lighting for them to see well.

GRAPH 25

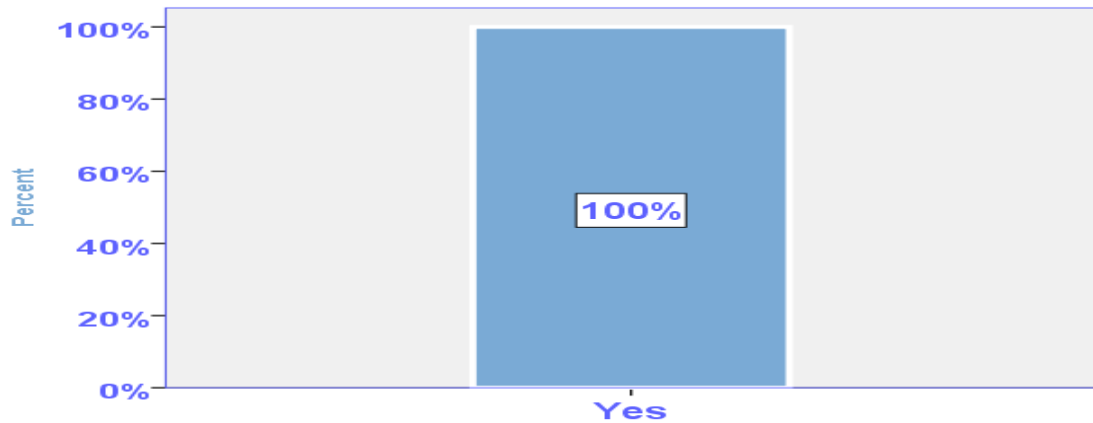


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language expressed not to know if there are bathrooms designed for students with physical disability in the building of the FLD. The other 33% of them uttered there are not bathrooms designed for these students.

GRAPH 26

26. Do you think technological resources are necessary for learning a second language?

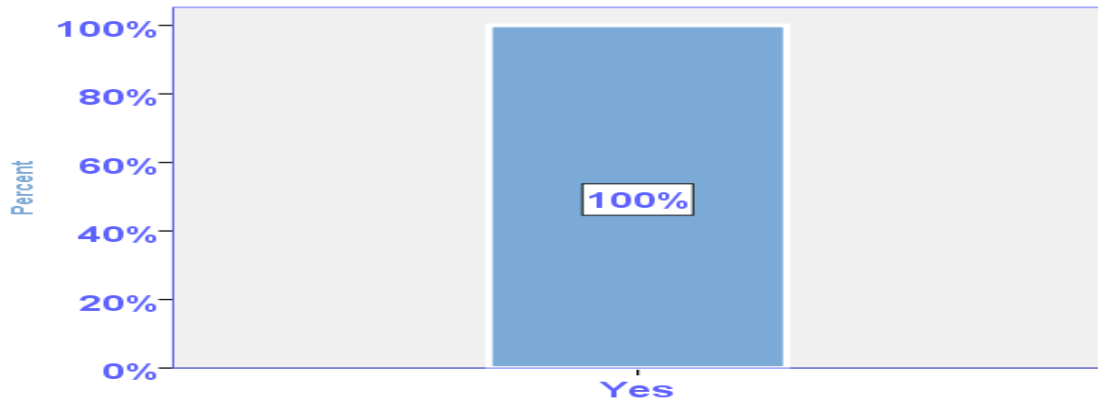


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language think technological resources are necessary for learning a second language.

GRAPH 29

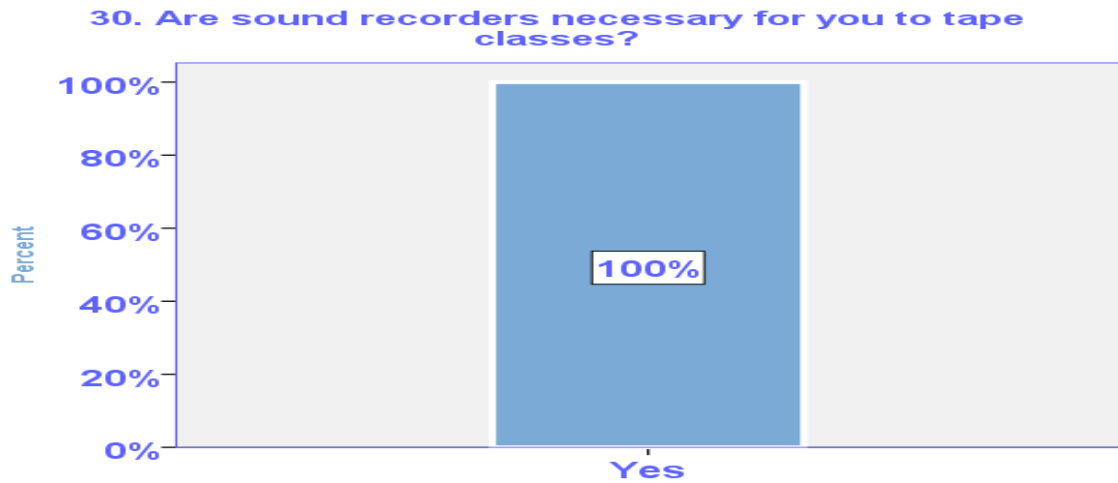
29. Are magnifying glasses necessary for you to see properly?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language consider magnifying glasses are necessary for them to see properly.

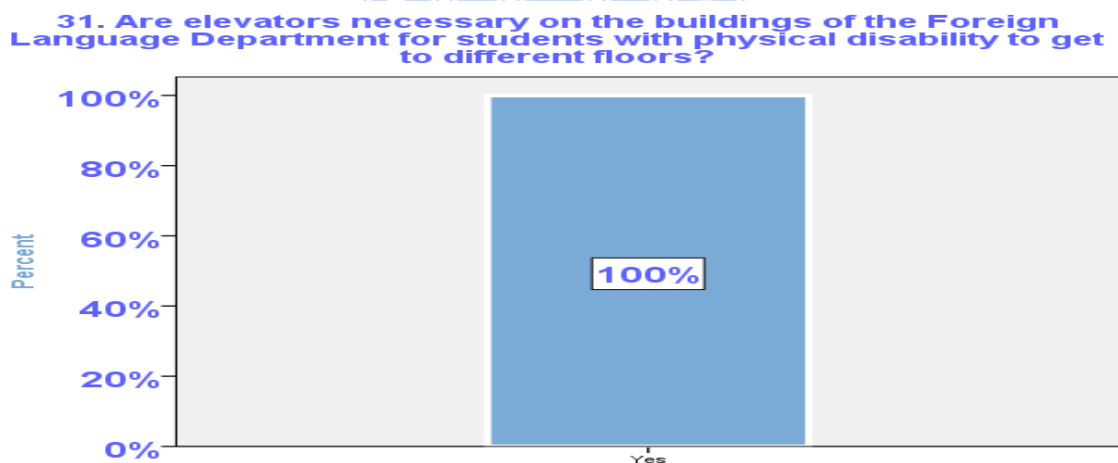
GRAPH 30



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language agreed sound recorders are necessary for them to tape their classes.

GRAPH 31

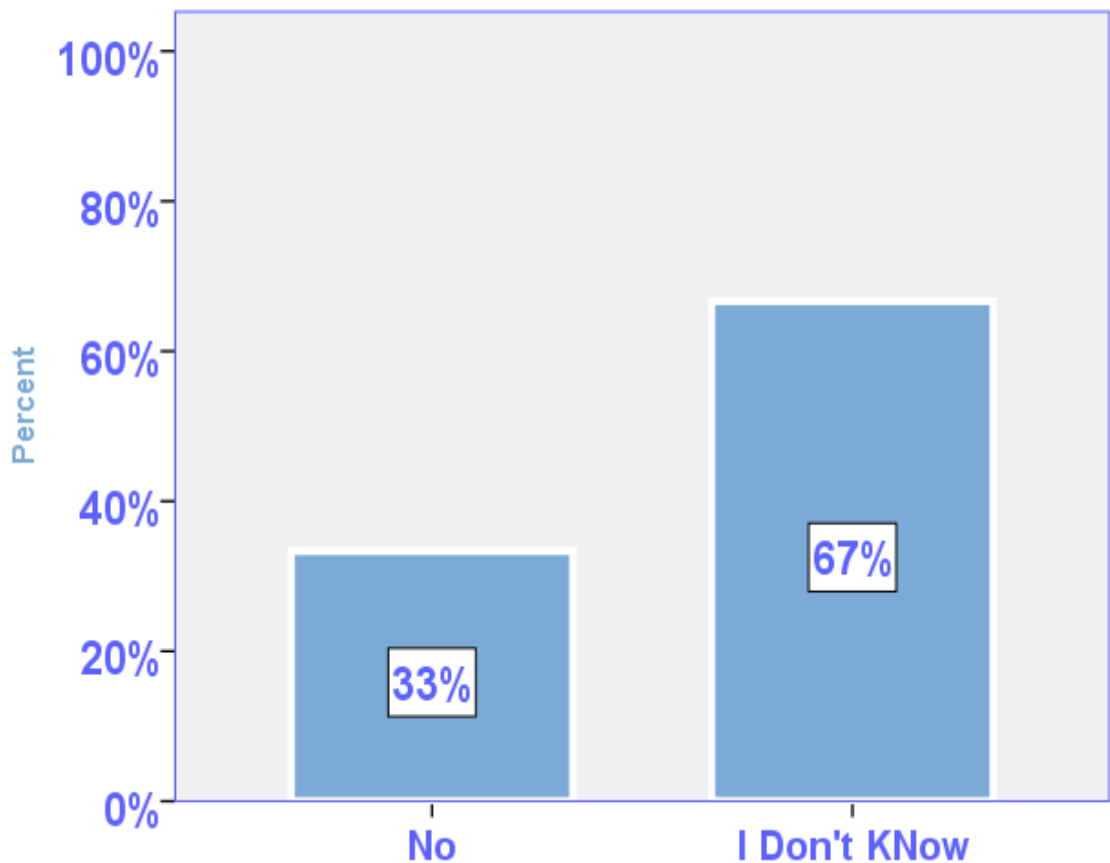


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of the students with low vision disability in the Foreign Language uttered elevators are necessary at the FLD building for students with physical disability to get to different floors.

GRAPH 32

32. Does the Foreign Language Department have technological resources to help students with low vision disability?

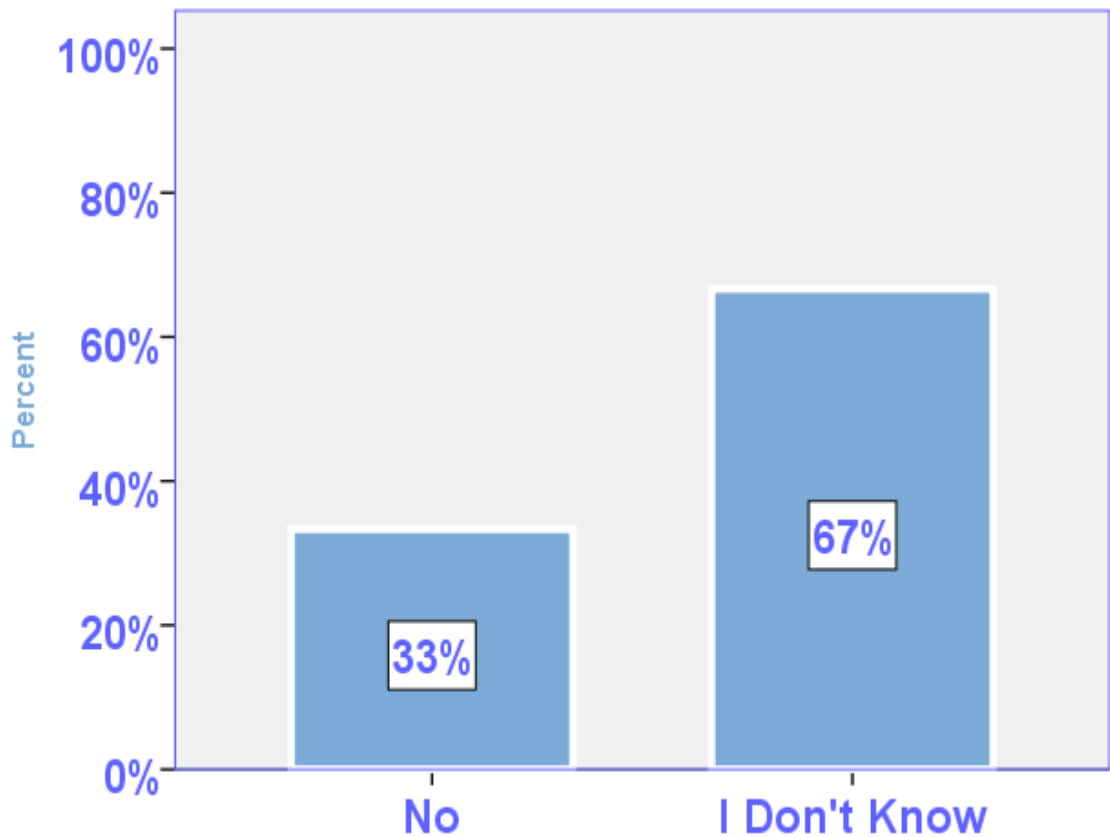


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language expressed not to know if the FLD has technological resources to help students with Low vision disability. The other 33% agreed the FLD does not have technological resources to help them.

GRAPH 34

34. Does the Foreign Language Department have technological resources to help students with physical disability?



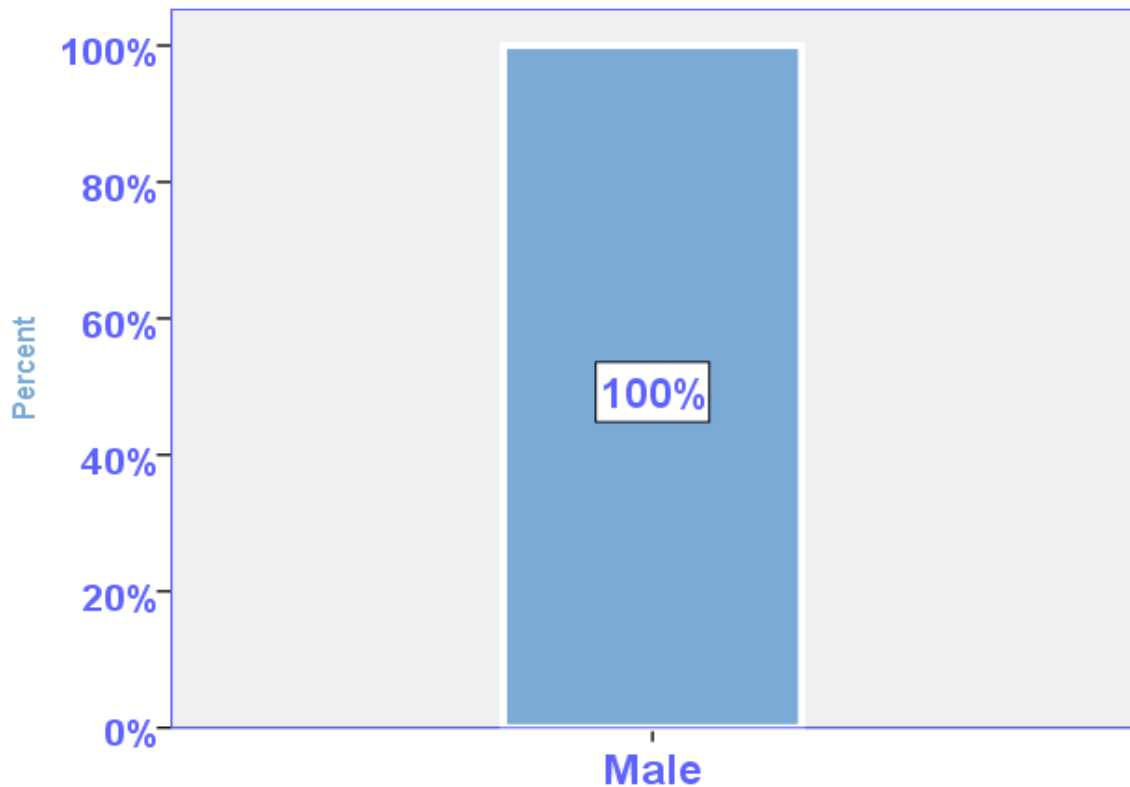
Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of the students with low vision disability in the Foreign Language expressed not to know if the FLD has technological resources to help students with Physical disability. The other 33% agreed the FLD does not have technological resources to these students.

UNIVARIATE ANALISIS OF SAMPLE #1 STUDENTS WITH PHYSICAL DISABILITY

GRAPH 1

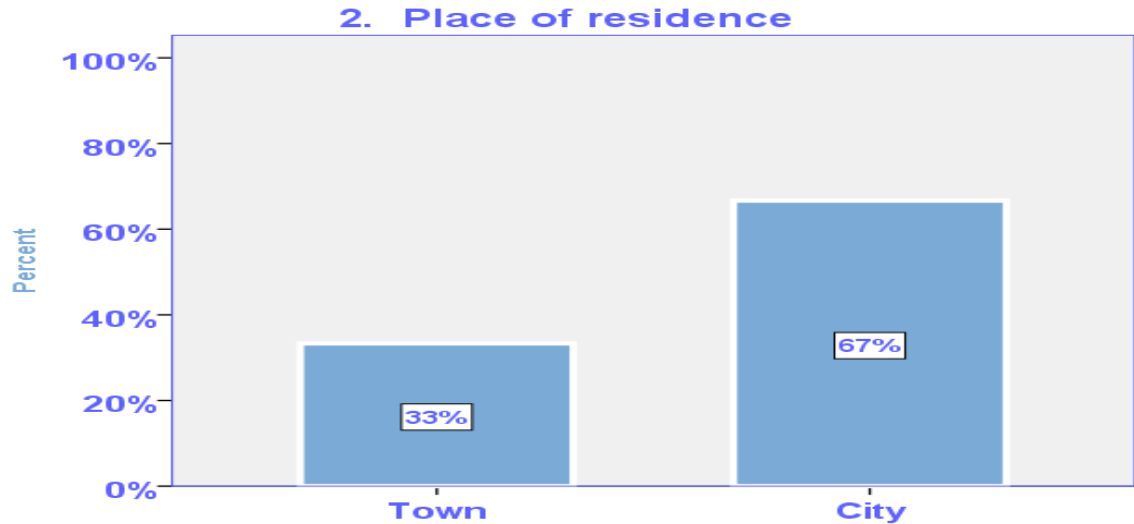
1. Gender



Source: Questionnaire administered to students with low vision disability form the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department are men, none of them are women.

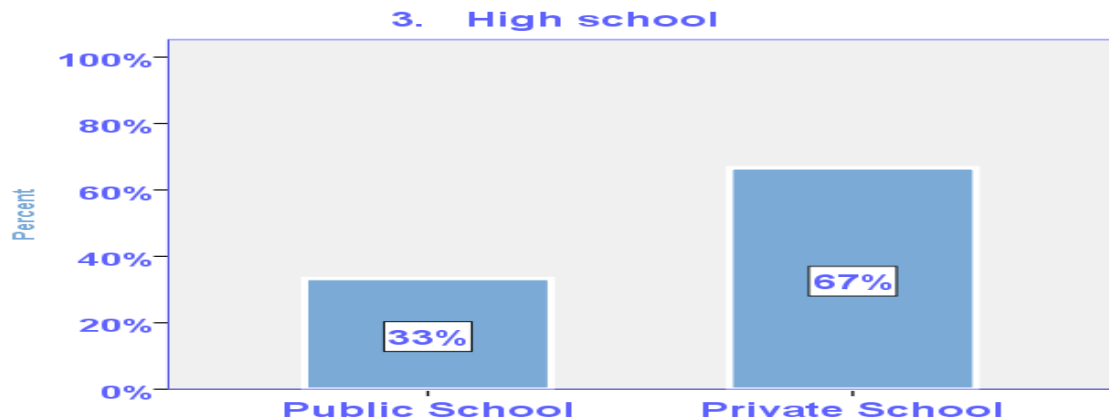
GRAPH 2



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department live out of the city and the other 67% of them live in the city.

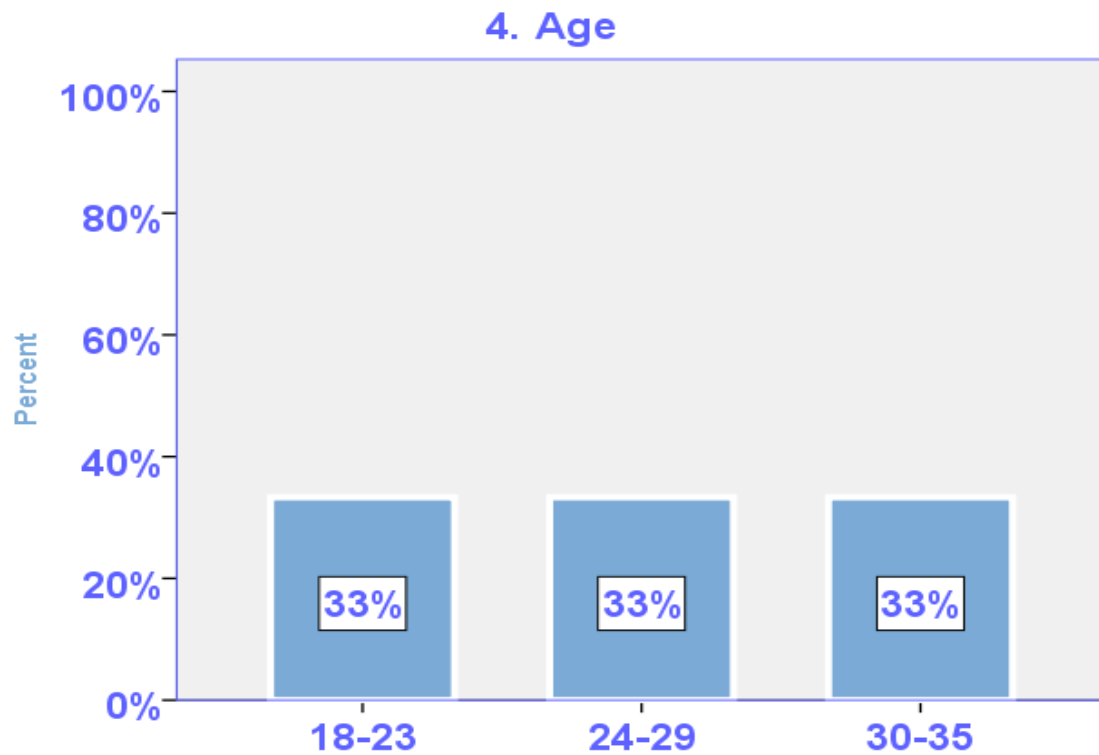
GRAPH 3



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department come from public schools and the 67% of them come from private school.

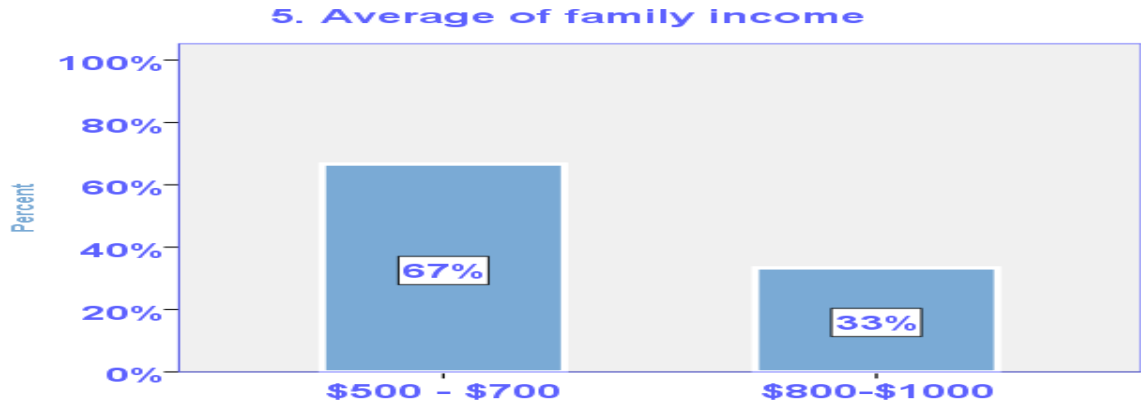
GRAPH 4



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department are between 18 to 23 years old, Another 33% are between 24 to 29 years old and the other 33% are between 30 to 35 years old.

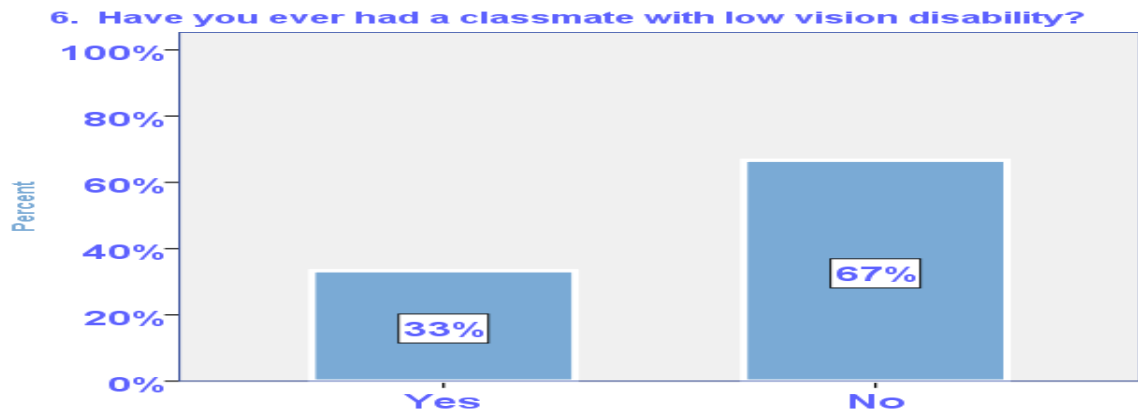
GRAPH 5



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of students with disability at the Foreign Language Department receive a family income between \$500 and \$700 every month and the other 33% receive a family income between \$800 and \$1000 every month.

GRAPH 6

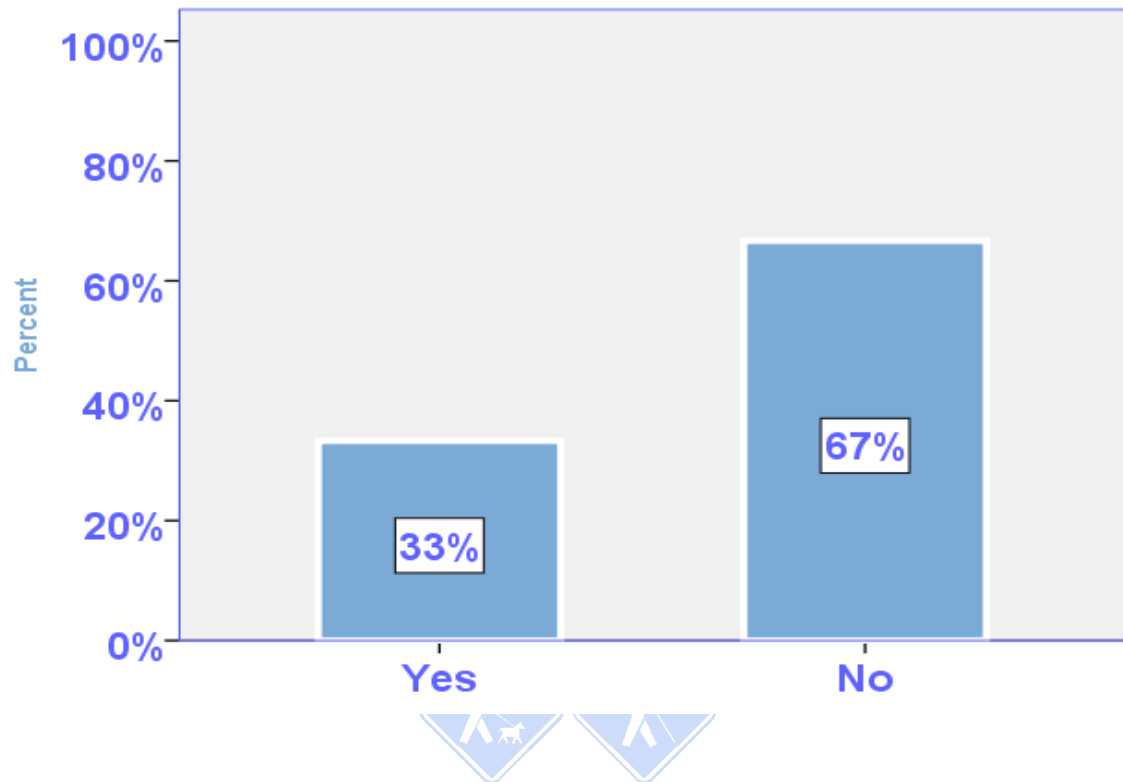


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department have had at least one classmate with low vision disability and the 67% of them have not had any classmate with low vision disability.

GRAPH 7

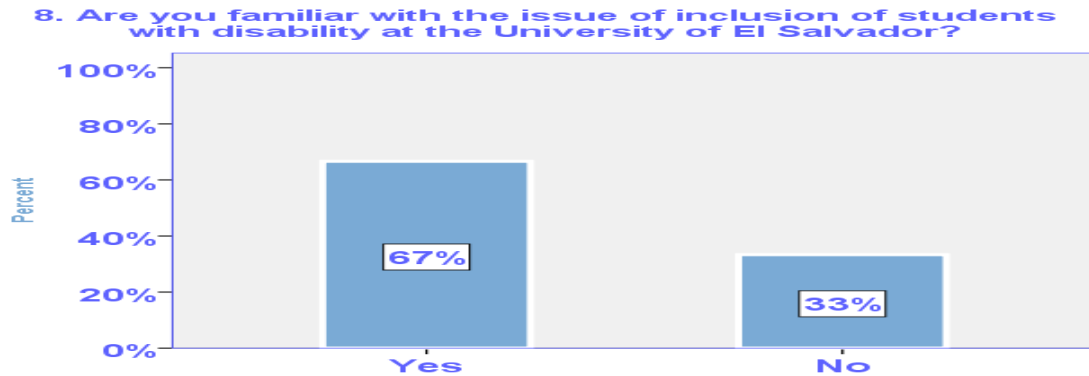
7. Have you ever had a classmate with physical disability?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department have had at least one classmate with physical disability and the 67% of them have not had any classmate with physical disability.

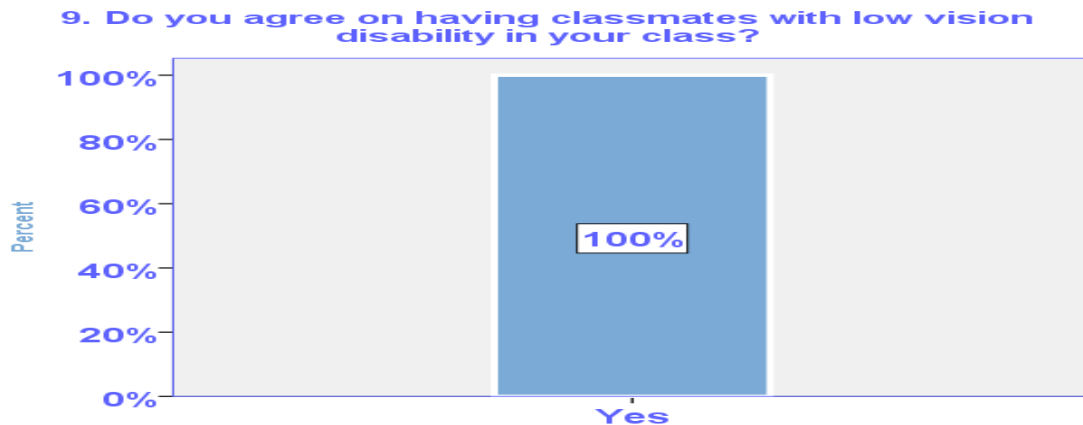
GRAPH 8



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 67% of students with disability at the Foreign Language Department are familiar with the issue of inclusion of students with disability at the University of El Salvador and the other 33% of students with physical disability are not familiar with the topic of inclusion of students with disability at the University of El Salvador.

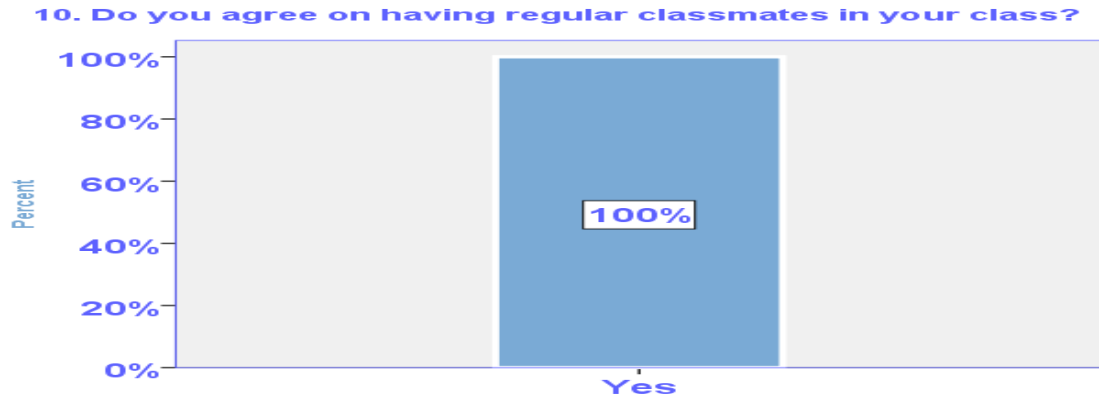
GRAPH 9



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department agree on having classmates with low vision disability in their class.

GRAPH 10

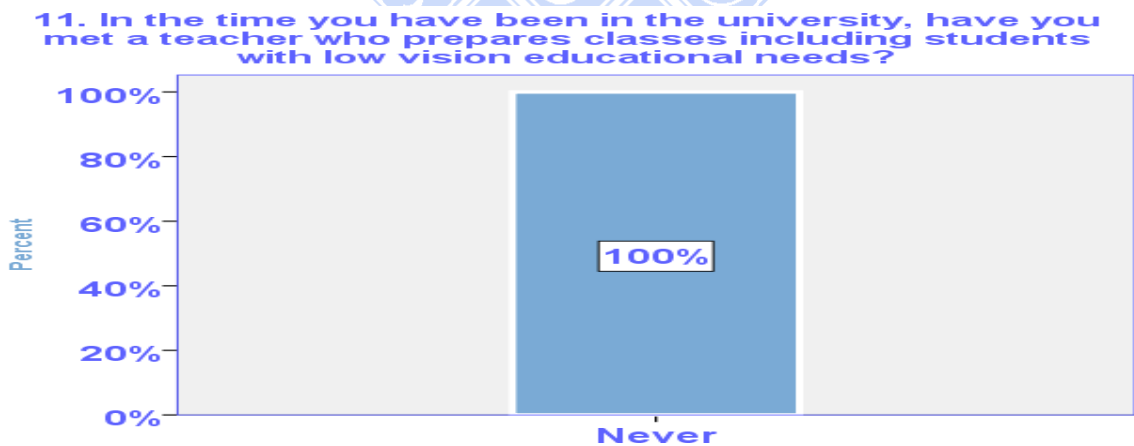


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department agree on having regular classmates in their class.



GRAPH 11

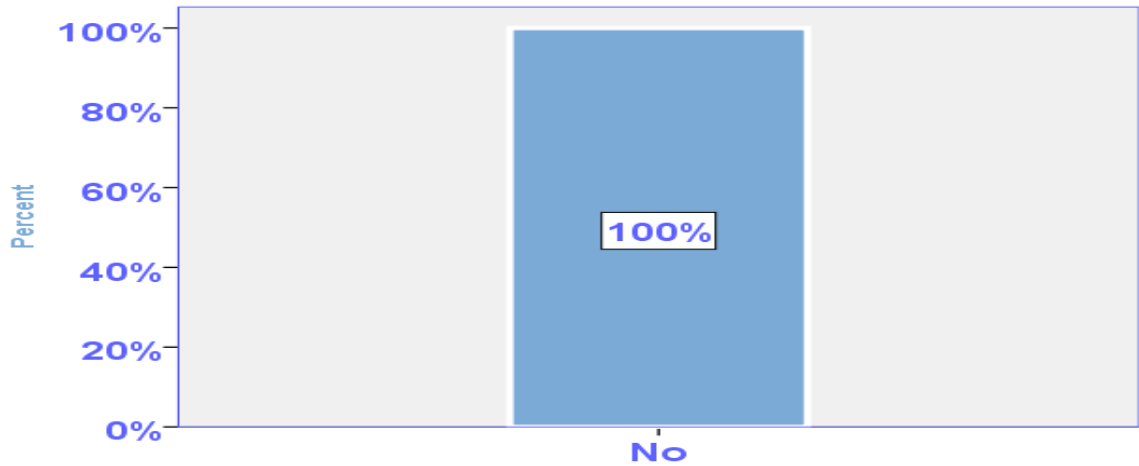


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department have never seen any teacher who prepares classes including students with low vision educational needs.

GRAPH 12

12. Do teachers apply a variety of teaching-learning techniques to help students with low vision disability?

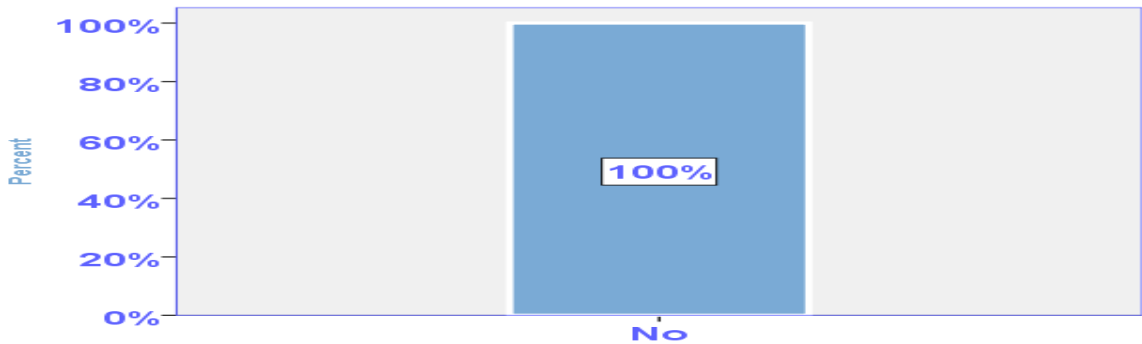


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department said that they have not seen any teacher who applies a variety of teaching-learning techniques to help students with low vision disability.

GRAPH 14

14. Is the letter size on the board big enough for the students with low vision to read well?

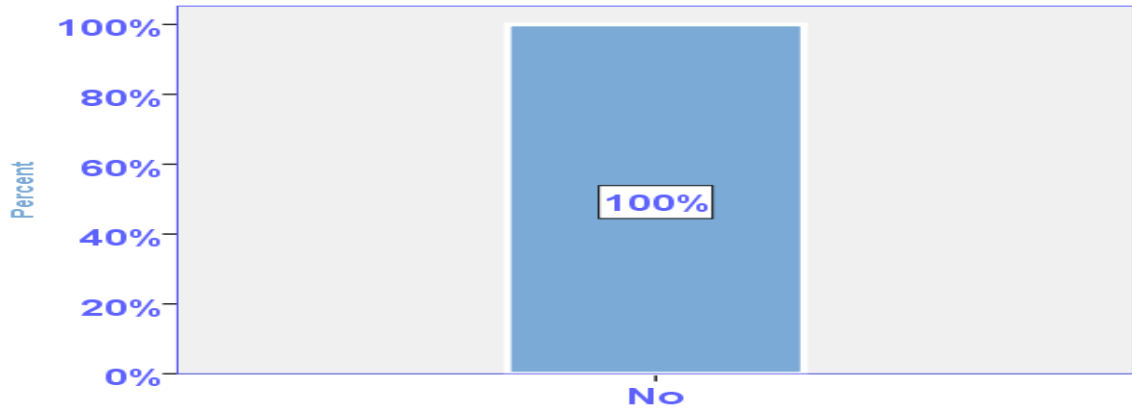


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department said that the letter size on the board is not big enough for the students with low vision to read well because the teachers do not write as big as necessary for students with low vision.

GRAPH 15

15. Is the letter size in exams for students with low vision bigger than the one for regular students?

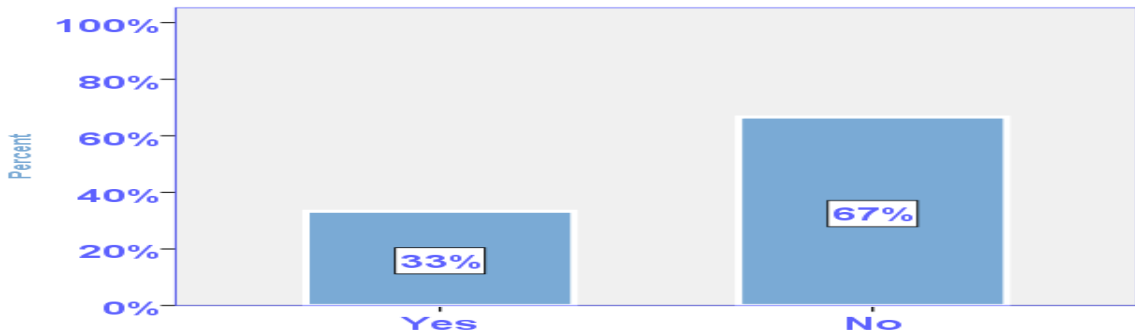


Source: Questionnaire administered to students with physical disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department said that the letter size in exams for students with low vision is the same size as the one for regular students which means that the letter size is not bigger than the one for regular students.

GRAPH 16

16. Are power point presentation slides big enough for students with low vision?

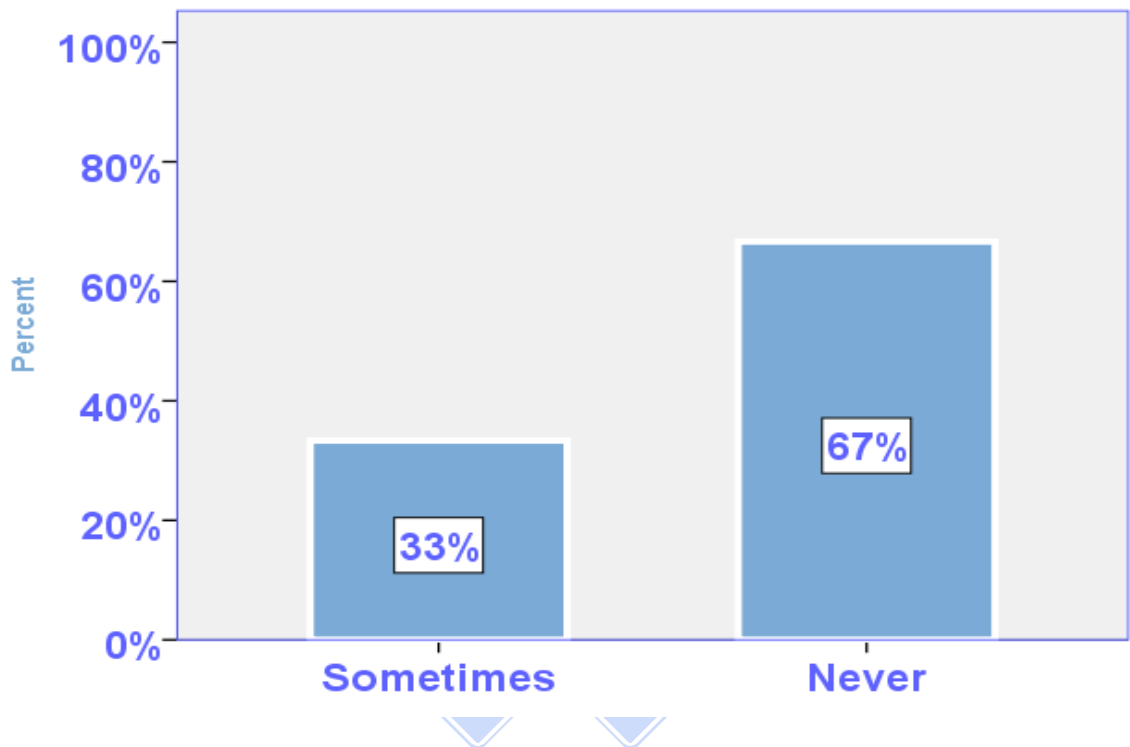


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department point out that the power point presentations slides are big enough for students with low vision and the 67% of them said that the power point slides are not big enough for students with low vision.

GRAPH 17

17. In the time you have been in the university, have you met a teacher who prepares classes including your educational needs?

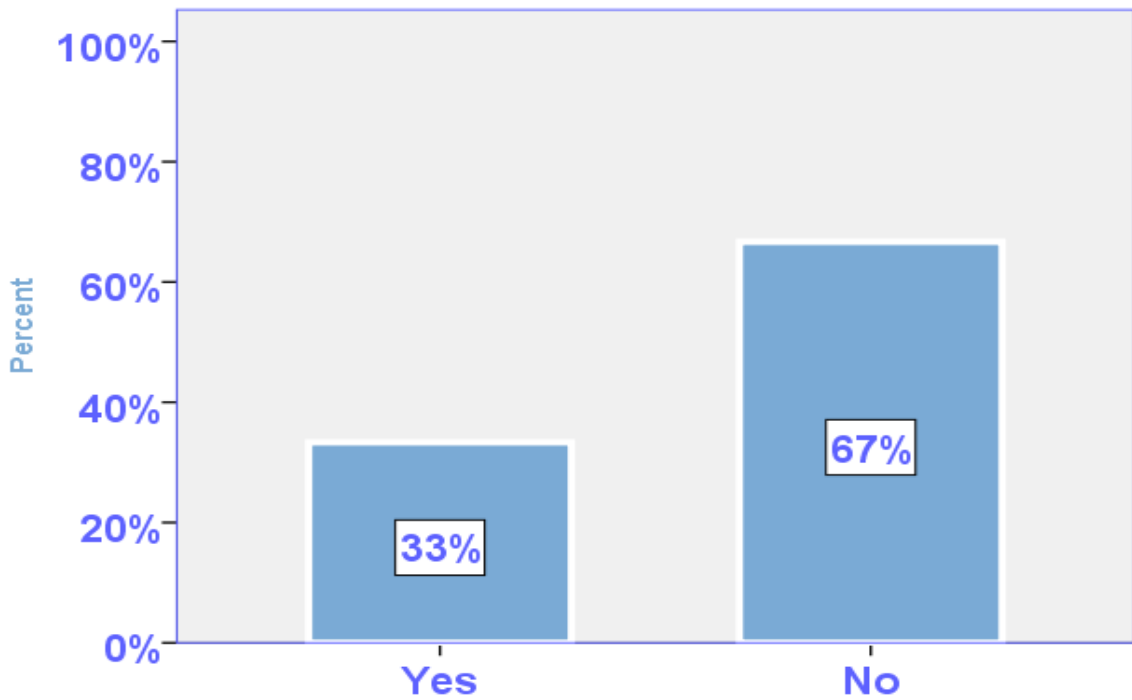


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department have sometimes seen teachers who prepare classes including their educational needs and the 67% of them have never seen any teacher who prepares classes including their educational needs.

GRAPH 18

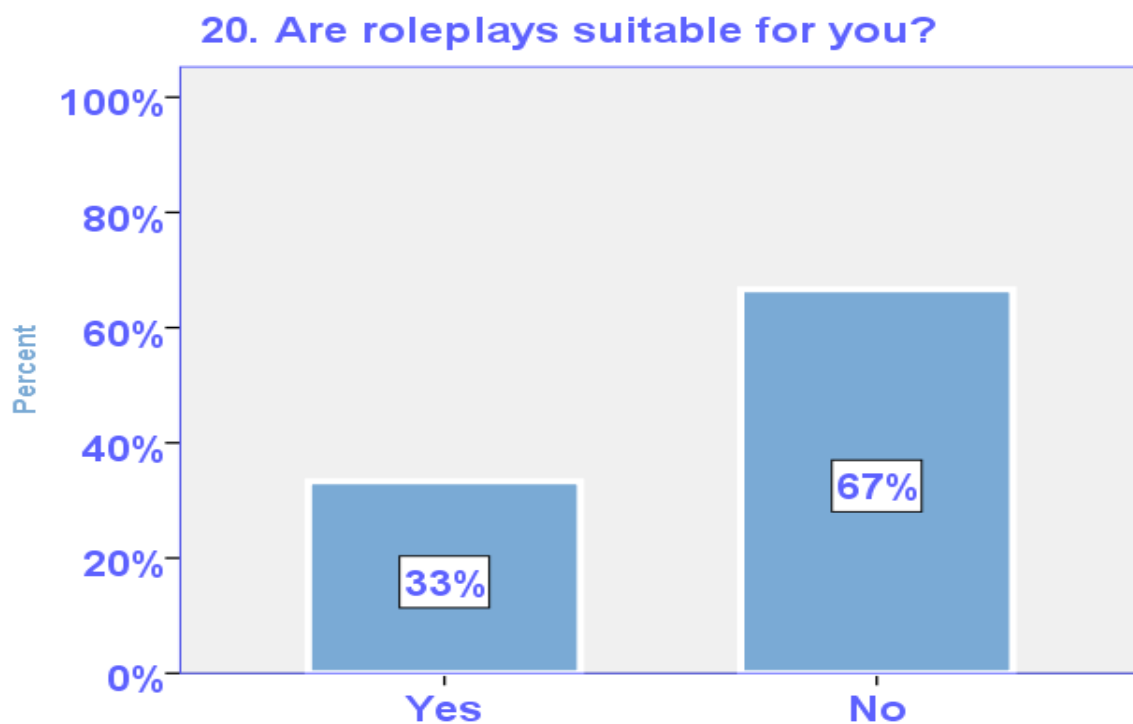
18. Do teachers apply a variety of teaching-learning techniques to help you?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department have seen teachers who apply a variety of teaching-learning techniques to help them in the English learning process and the 67% of them said that they have not seen any teacher who applies a variety of teaching-learning techniques to help them in the English learning process.

GRAPH 20

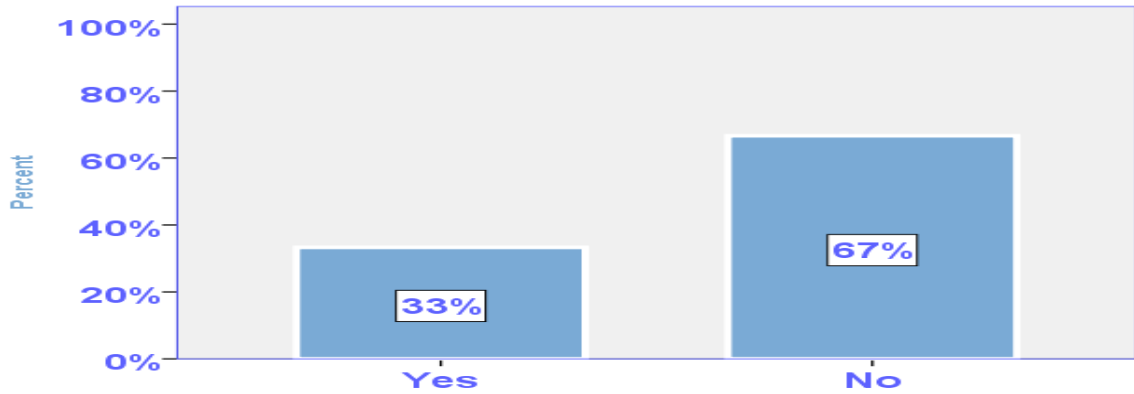


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department said that the role-plays performed during the class are suitable for them but the 67% of students with physical disability said that the role-plays are not suitable for them according to the disability they have.

GRAPH 21

21. Do you consider the building of the Foreign Language Department is well designed for you to access it?

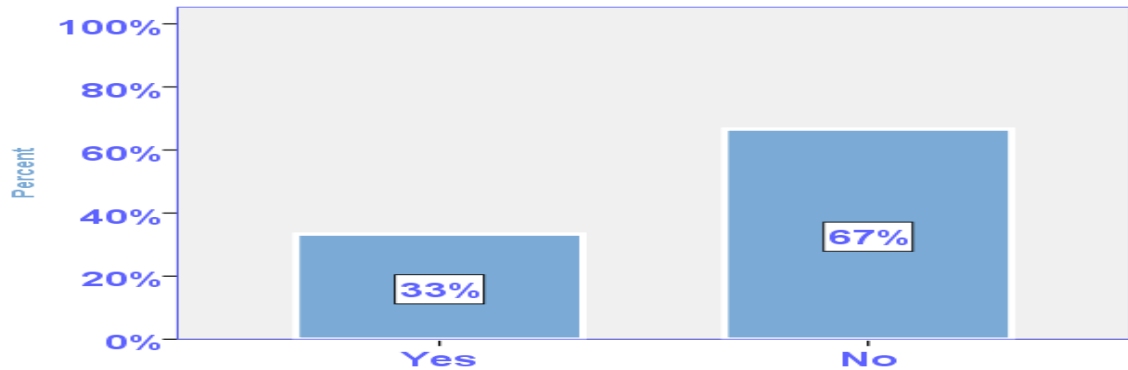


Source: Questionnaire administered to students with low vision disability form the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department consider that the building of the FLD is well designed for them to access but the 67% of students with physical disability consider that it is not well designed for them to access it.

GRAPH 22

22. Do you consider the building of the Foreign Language Department is well designed for you to mobilize on your own?

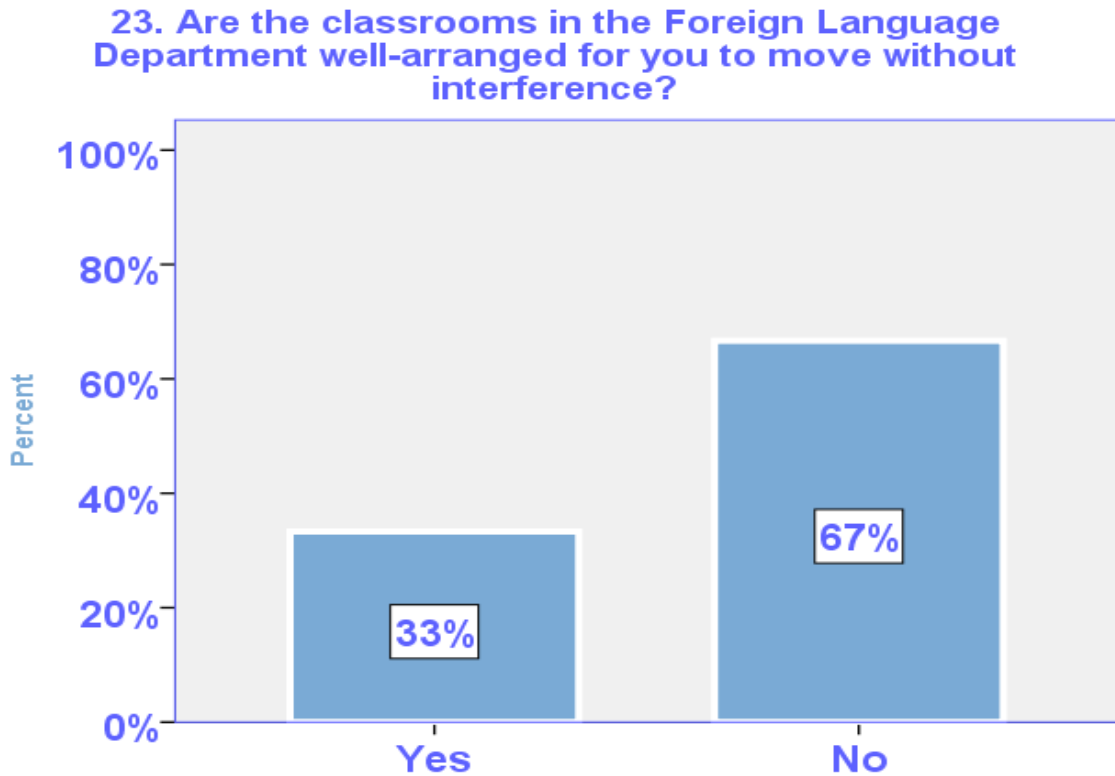


Source: Questionnaire administered to students with low vision disability form the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department consider that the building is well designed for them to move by their own;

however, the 67% of them consider that the FLD building is not well designed for them to move by their own.

GRAPH 23

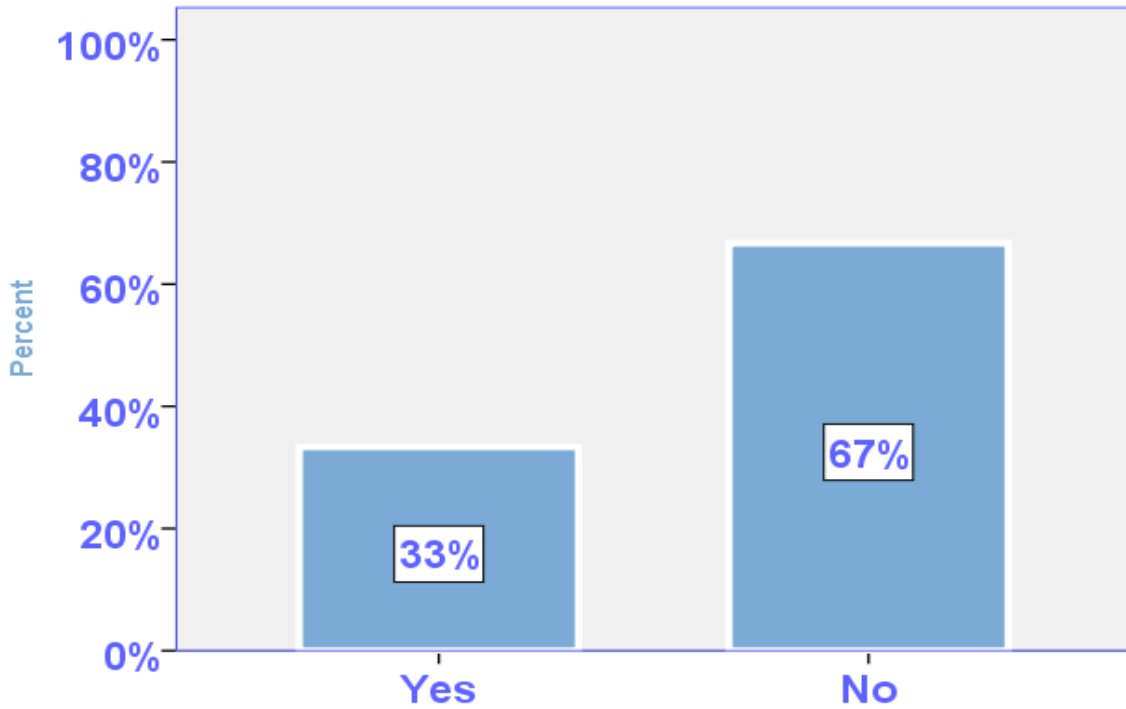


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department consider that the classrooms of the FLD are well-arranged for them to move without interference but the 67% of students with physical disability think that the classrooms at the FLD are not well-arranged for them to be able to move without interference.

GRAPH 24

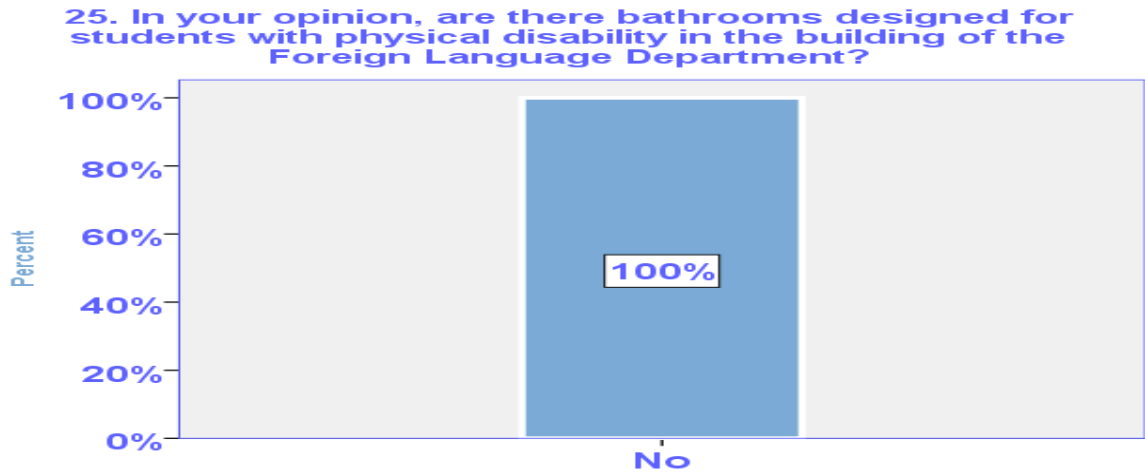
24. Do the classrooms have good lighting for the students with low vision to see well?



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department answered that the classrooms at the FLD have good lighting for the students with low vision to see well; however, the 67% answered that the classrooms do not have good lighting for the students with low vision to see well.

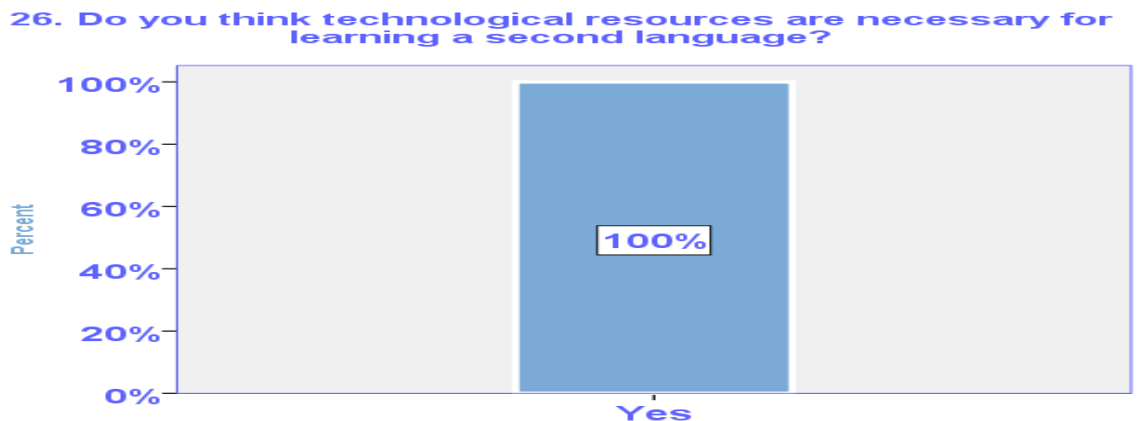
GRAPH 25



Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department agree that the bathrooms at the FLD are not designed for students with physical disability and do not allow them to enter since none of them fulfill with the requirements the universal design demands.

GRAPH 26

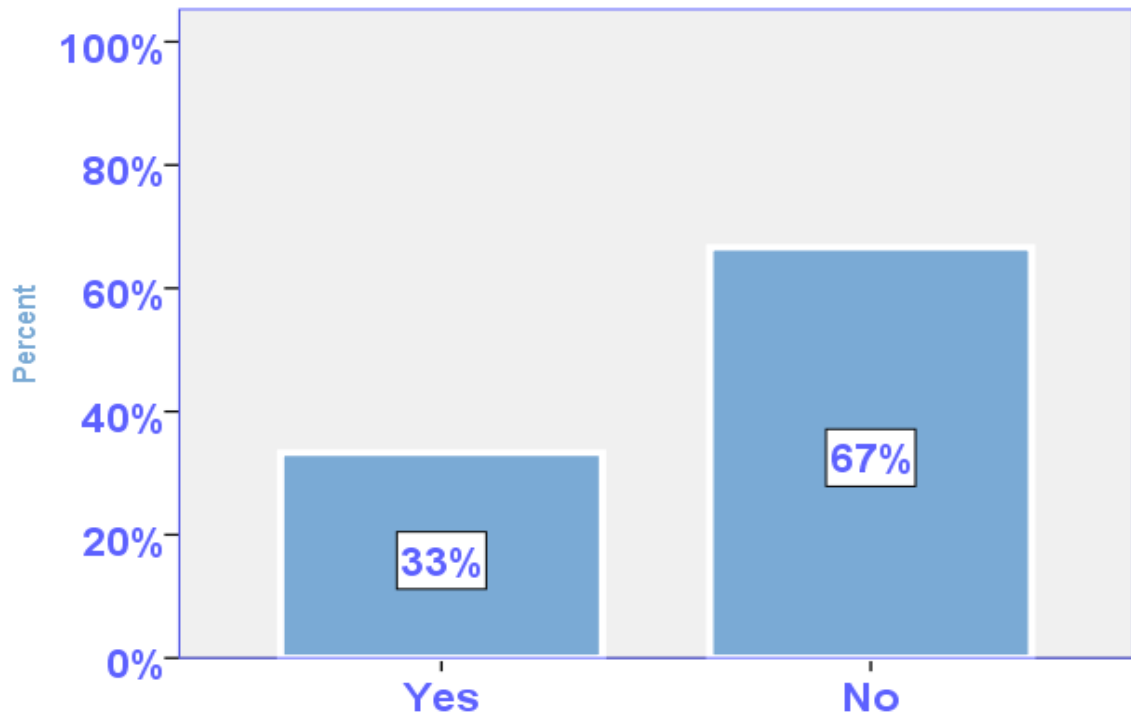


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department think that technological resources are necessary for learning a second language.

GRAPH 29

29. Are magnifying glasses necessary for the students with low vision to see properly?

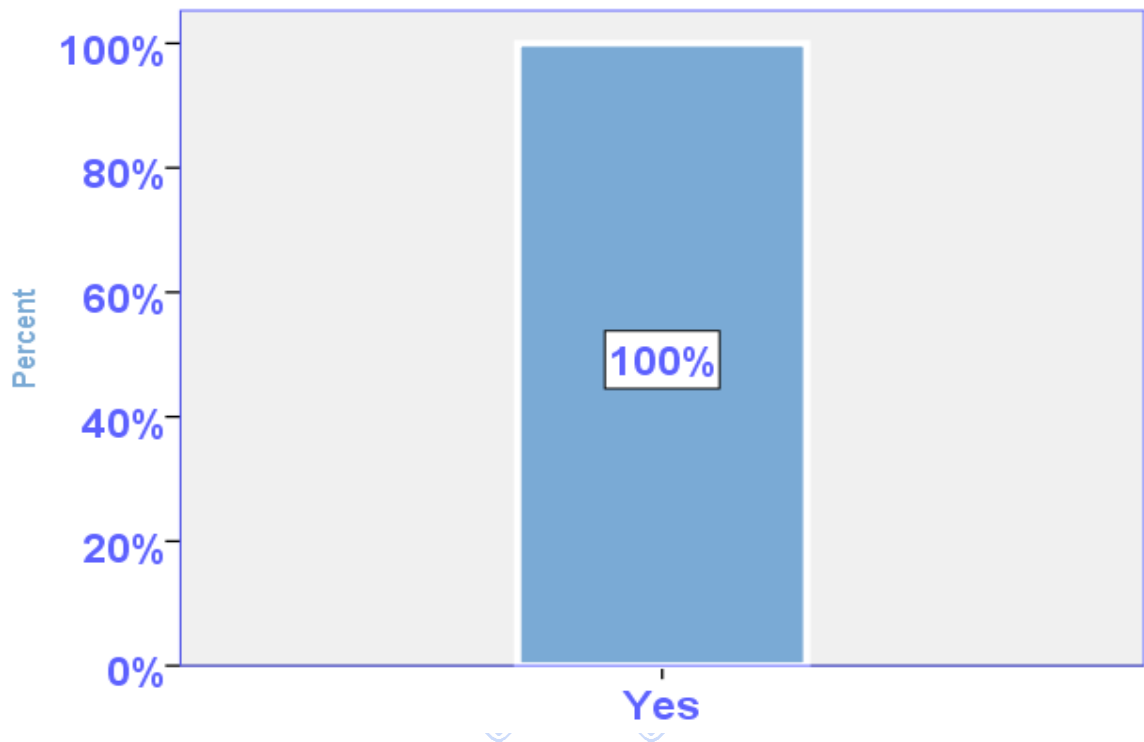


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

On one hand, the 33% of students with disability at the Foreign Language Department consider that the magnifying glasses necessary for the students with low vision to see properly. On the other hand, the 67% of them consider that magnifying glasses are not necessary for the students with low vision to see properly.

GRAPH 30

30. Are sound recorders necessary for the students with low vision to tape classes?

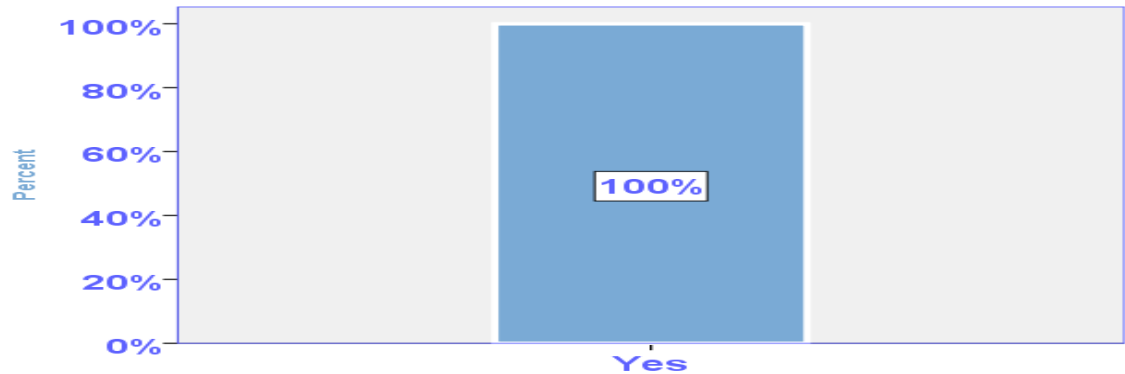


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department consider that sound recorders are necessary for the students with low vision to tape classes in order to listen to them out of class and get points that maybe had not gotten before.

GRAPH 31

31. Are elevators necessary on the buildings of the Foreign Language Department for you to get to different floors?

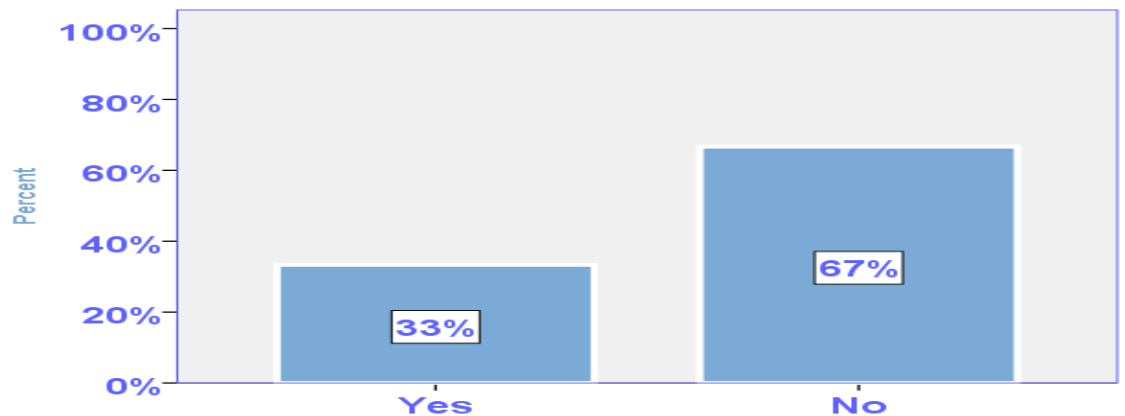


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department are in agreement that it is necessary to have elevators in the FLD building for students with physical disability to get to different floors.

GRAPH 32

32. Does the Foreign Language Department have technological resources to help students with low vision disability?

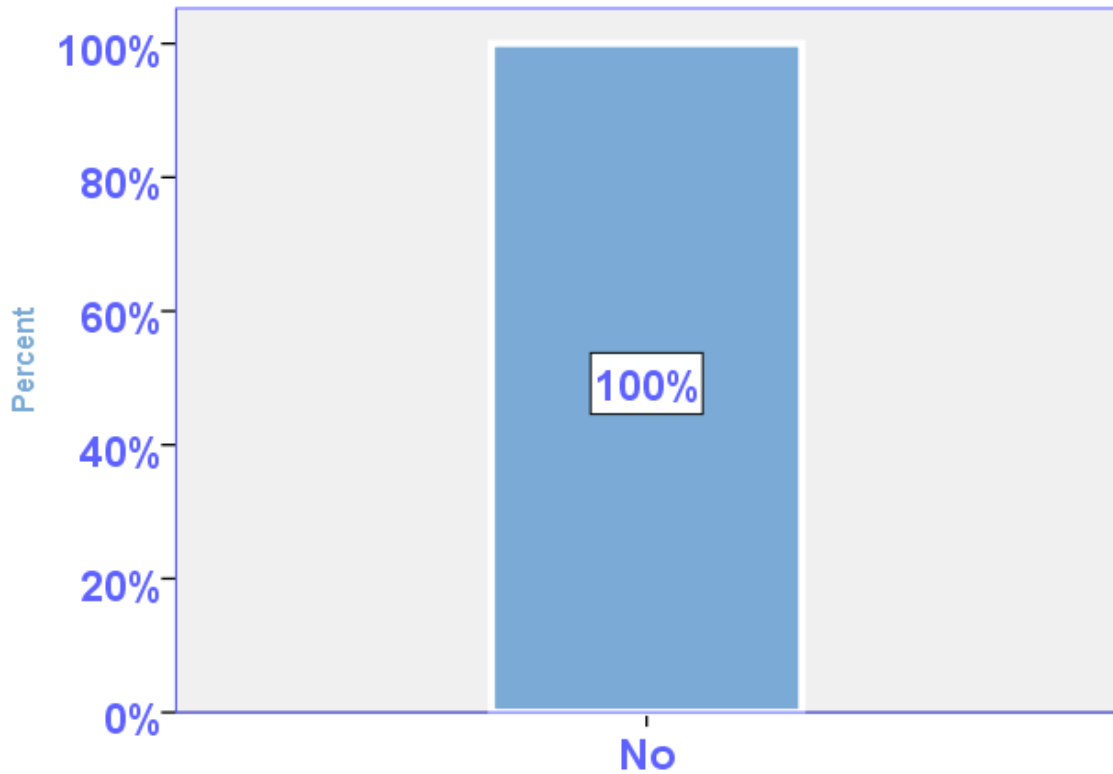


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 33% of students with disability at the Foreign Language Department think that the FLD has technological resources to help students with low vision but the 67% of students with physical disability think that the FLD does not have technological resources to help students with low vision disability.

GRAPH 34

34. Does the Foreign Language Department have technological resources to help students with physical disability?

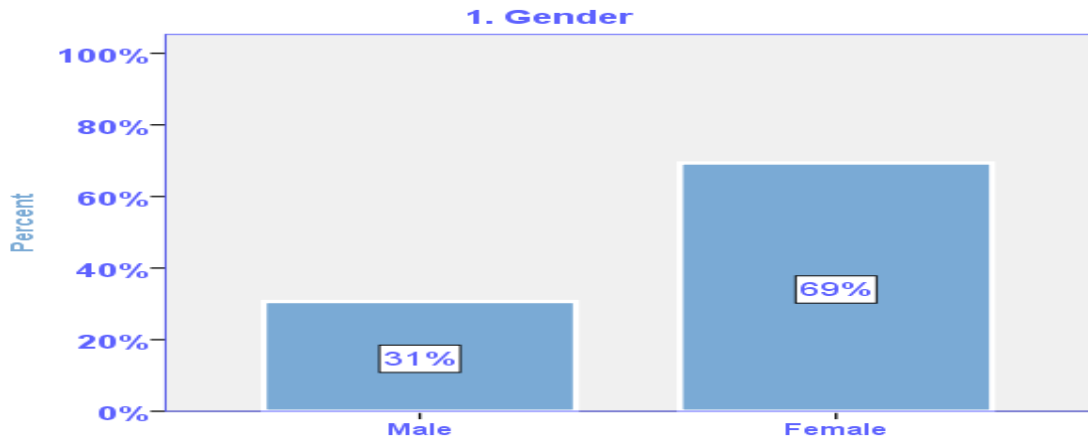


Source: Questionnaire administered to students with low vision disability from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 100% of students with disability at the Foreign Language Department said that the FLD does not have any technological resources to help them.

UNIVARIATE ANALYSIS OF SAMPLE #2 (SEMINAR STUDENTS)

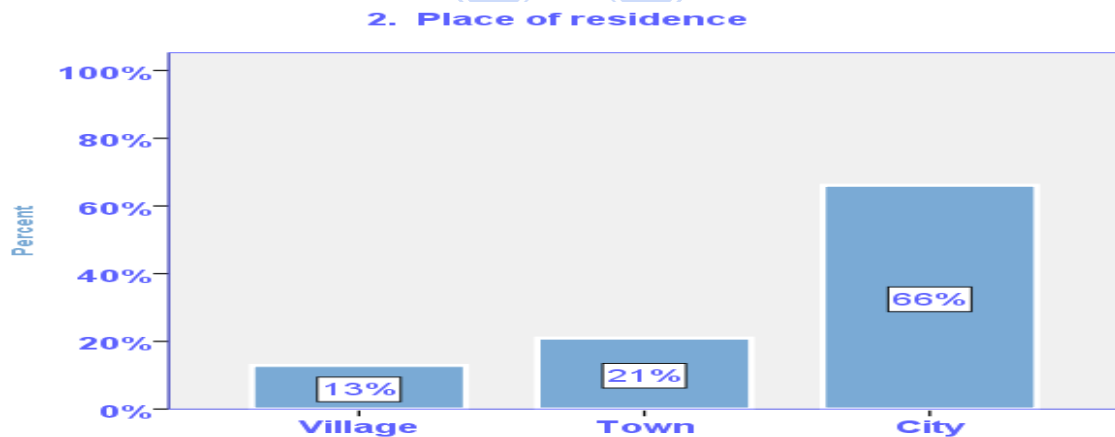
GRAPH 1



Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 31% of Seminar II students from the Foreign Language Department were men and the 69% of them were women.

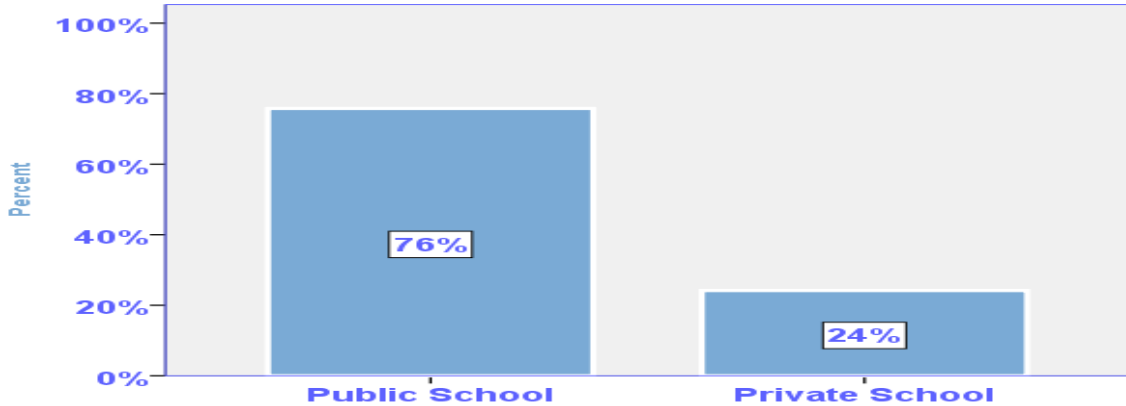
GRAPH 2



Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 13% Seminar II students from the Foreign Language Department live in the village, the 21% live in town and the 66% live in the city.

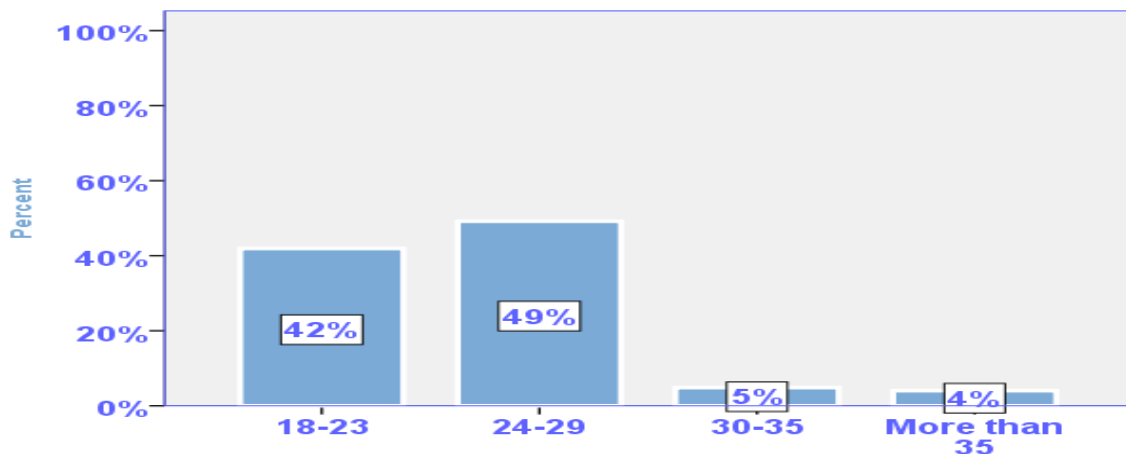
GRAPH 3
3. High school



Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 76% of Seminar II students from the Foreign Language Department have studied in public schools and the 24% of them have studied in private schools.

GRAPH 4
4. Age

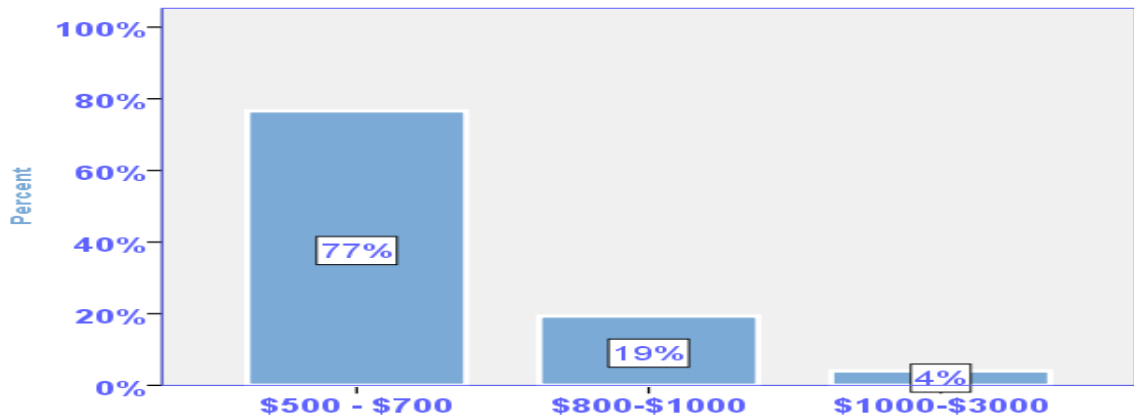


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 42% of Seminar II students from the Foreign Language Department are between 18 and 23 years old. The 49% of them are between 24 and 29 years old; the 5% are between 30 and 35 years old and the 4% are more than 35 years old.

GRAPH 5

5. Average of family income

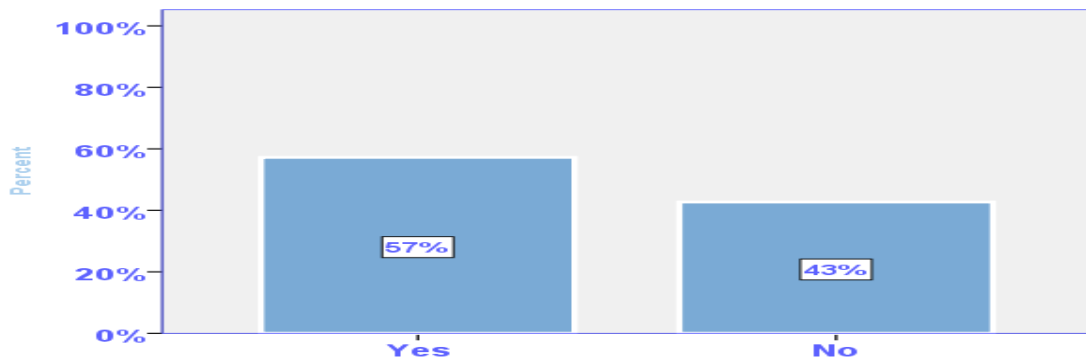


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 77% of Seminar II students from the Foreign Language Department have an average of income family of \$500 and \$700; the 19% of them have a family income of \$800 and \$1000 and the 4% of them receive a family income between \$1000 and \$3000.

GRAPH 6

6. Have you ever had a classmate with low vision disability?

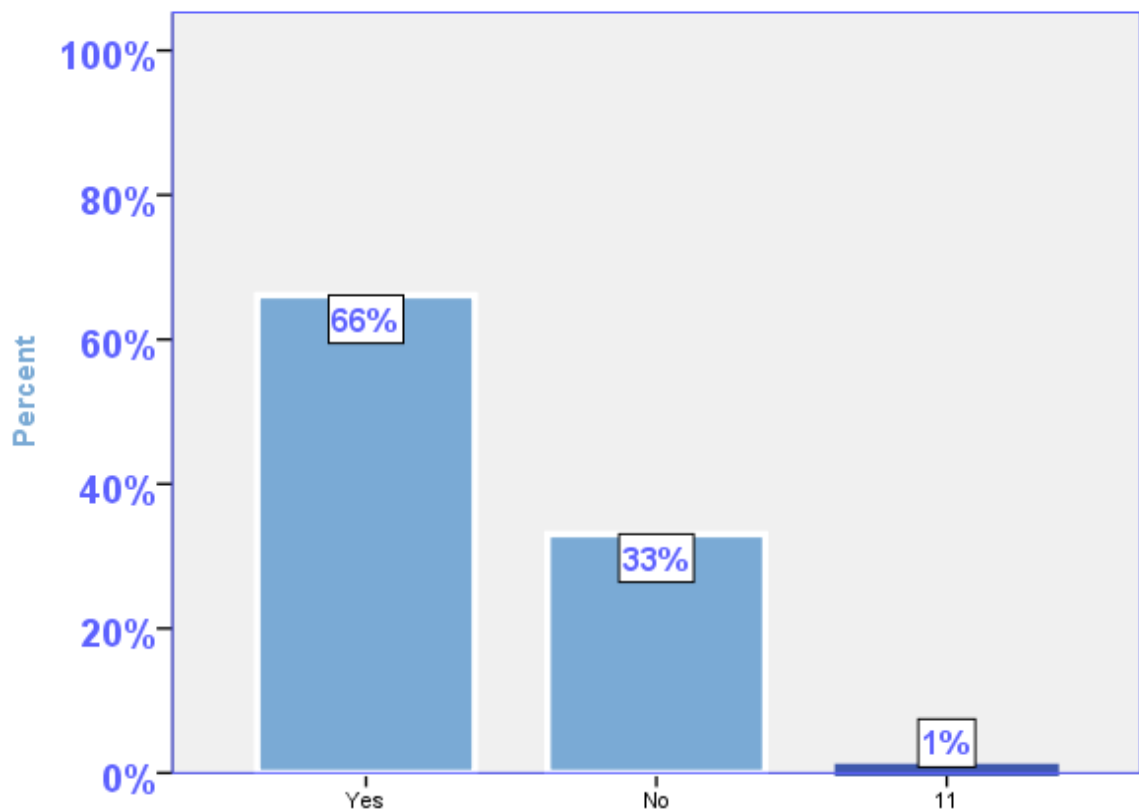


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 57% of Seminar II students from the Foreign Language Department have had at least a classmate with low vision disability and the 43% have not had any classmate with low vision disability.

GRAPH 7

7. Have you ever had a classmate with physical disability?

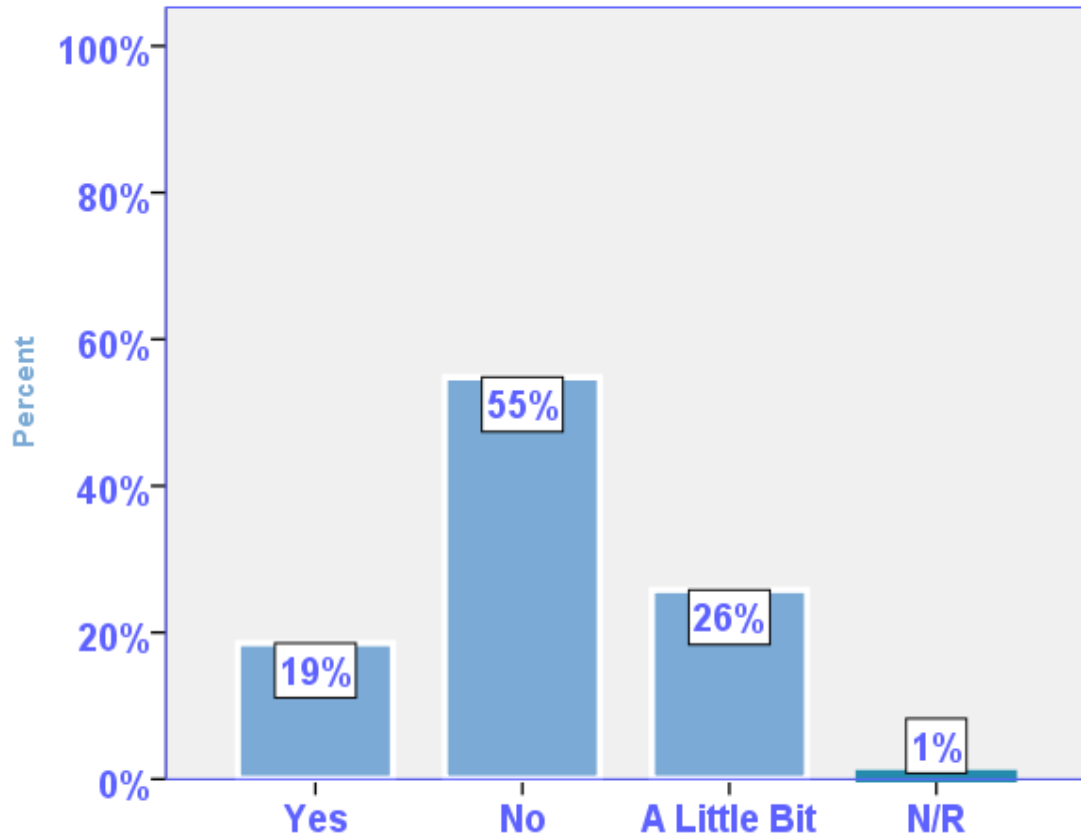


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 66% of Seminar II students from the Foreign Language Department have had at least a classmate with physical disability, the 33% of them have not had any classmate with low vision disability and only 1% of Seminar II students did not answer the question.

GRAPH 8

8. Are you familiar with the issue of inclusion of students with disability at the University of El Salvador?

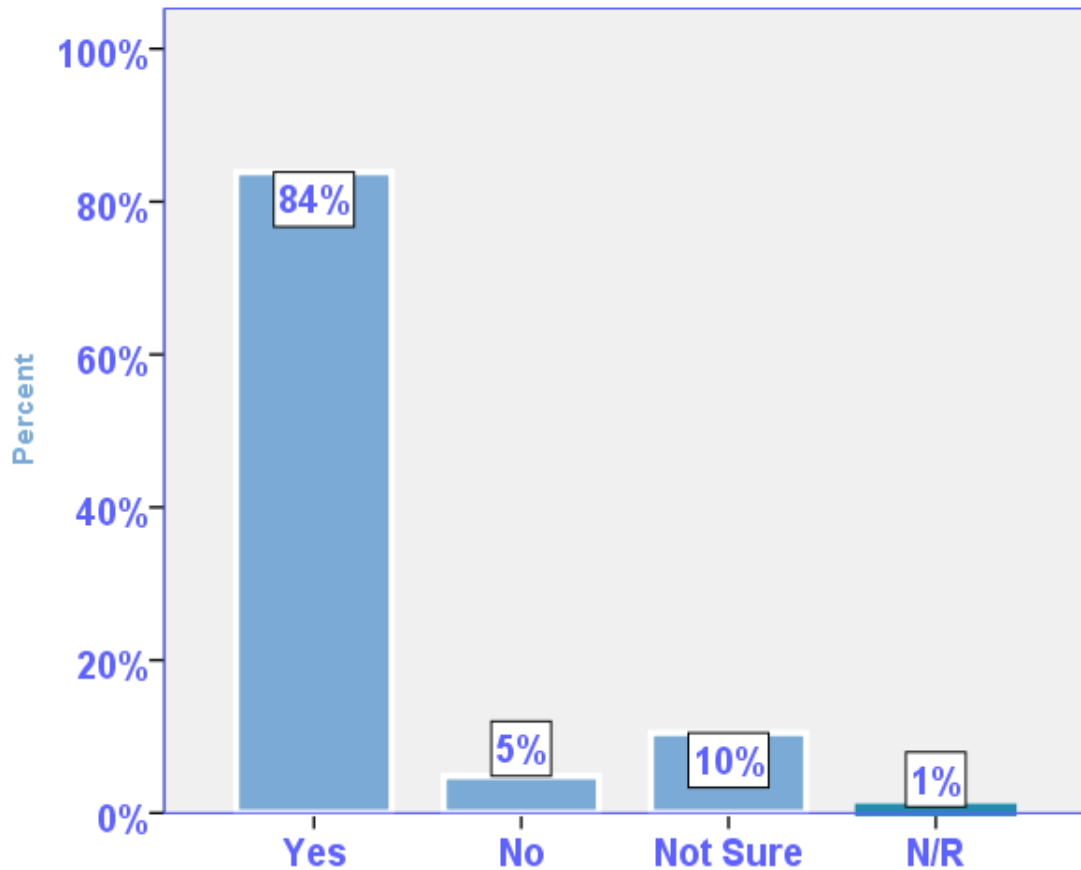


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 19% of Seminar II students from the Foreign Language Department are familiar with the topic of inclusion of students with disability at the University of El Salvador, the 55% of them do not know anything about the topic. The 26% of them just know a little bit about it and only 1% did not respond to the question.

GRAPH 9

9. Do you agree on having classmates with low vision disability in your class?

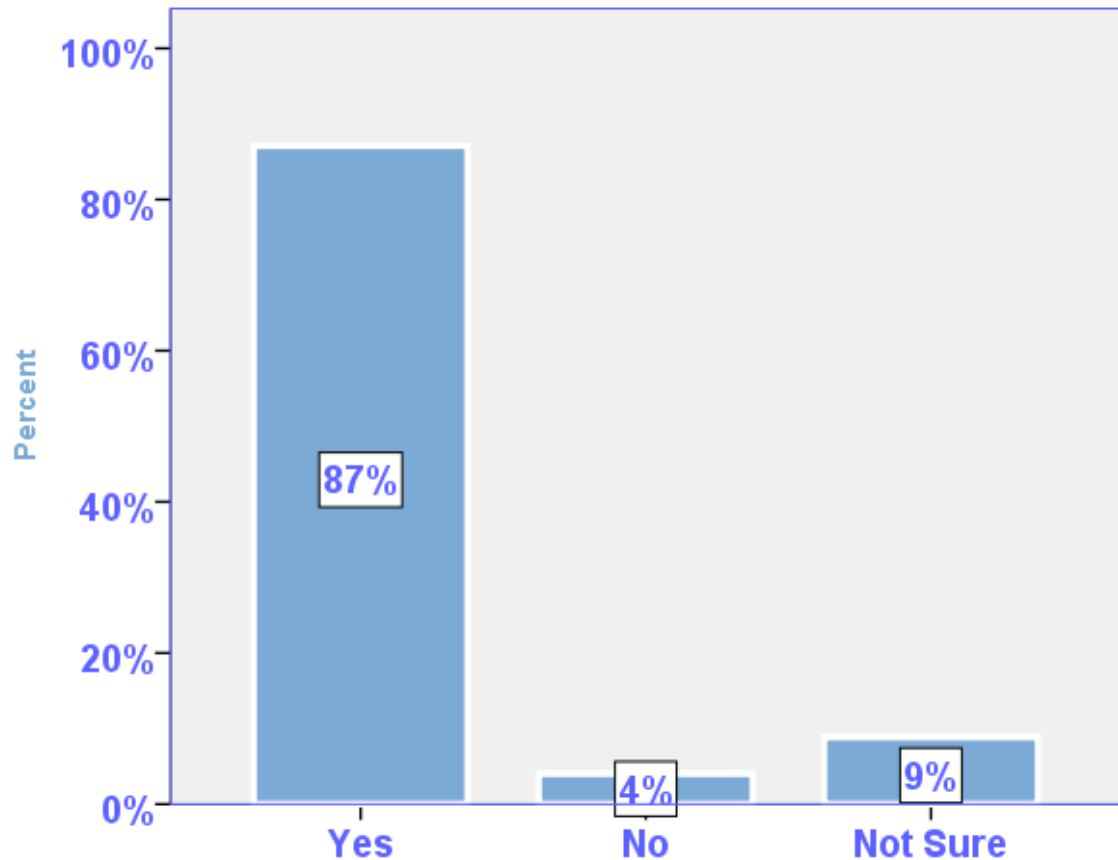


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 84% of Seminar II students from the Foreign Language Department agree on having classmates with low vision disability, the 5% of Seminar II students do not agree on having classmates with low vision disability, the 10% of them are not sure and 1% did not answer.

GRAPH 10

10. Do you agree on having classmates with physical disability in your class?

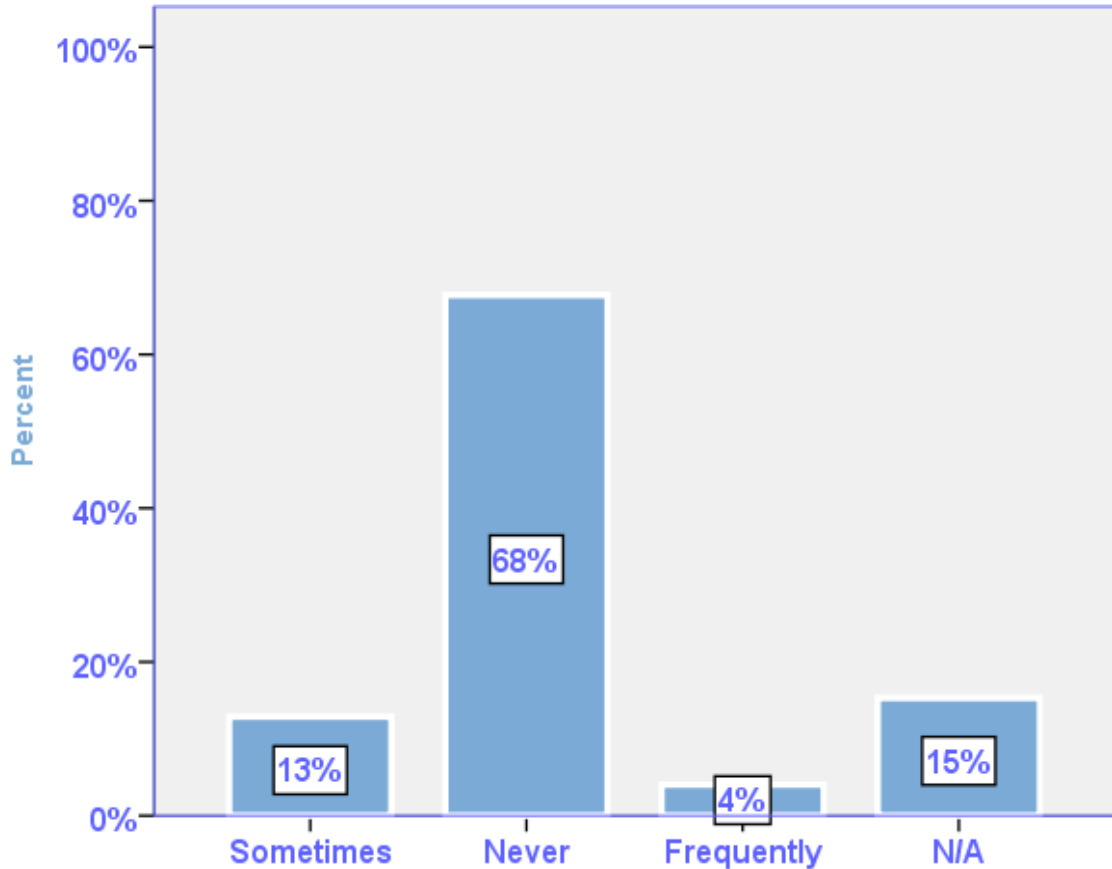


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 87% of Seminar II students from the Foreign Language Department agree on having classmates with physical disability in their class, the 4% of Seminar II students do not agree on having students with physical disability in their class and the 9% of them are not sure.

GRAPH 11

11. In the time you have been in the university, have you met a teacher who prepares classes including students with low vision educational needs?

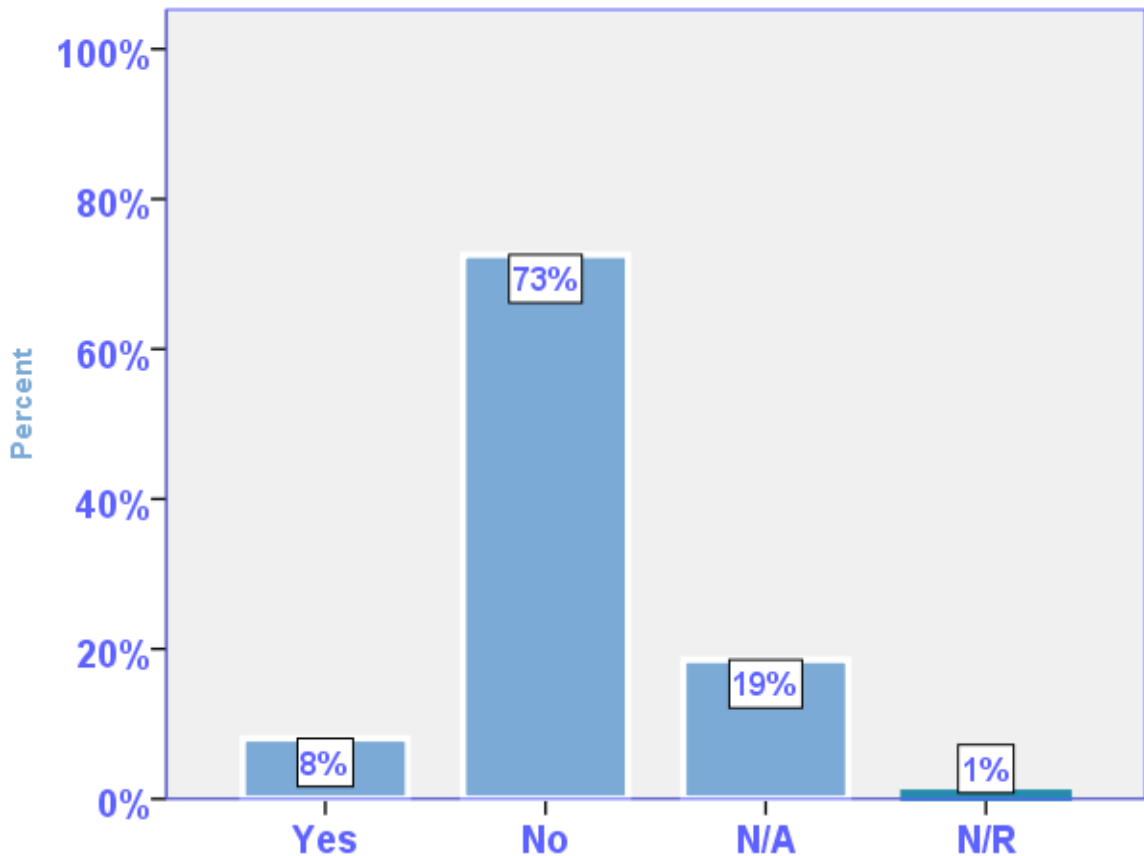


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 13% of Seminar II students from the Foreign Language Department have sometimes seen teachers who prepare classes taking into account students with low vision disability needs, the 68% of Seminar II students have never seen any teacher who prepares classes taking into account students with low vision needs, only the 4% of them have frequently seen teachers who prepare classes taking into account students with low vision needs and the 15% of them have not had classmates with low vision disability.

GRAPH 12

12. Do teachers apply a variety of teaching-learning techniques to help students with low vision disability?

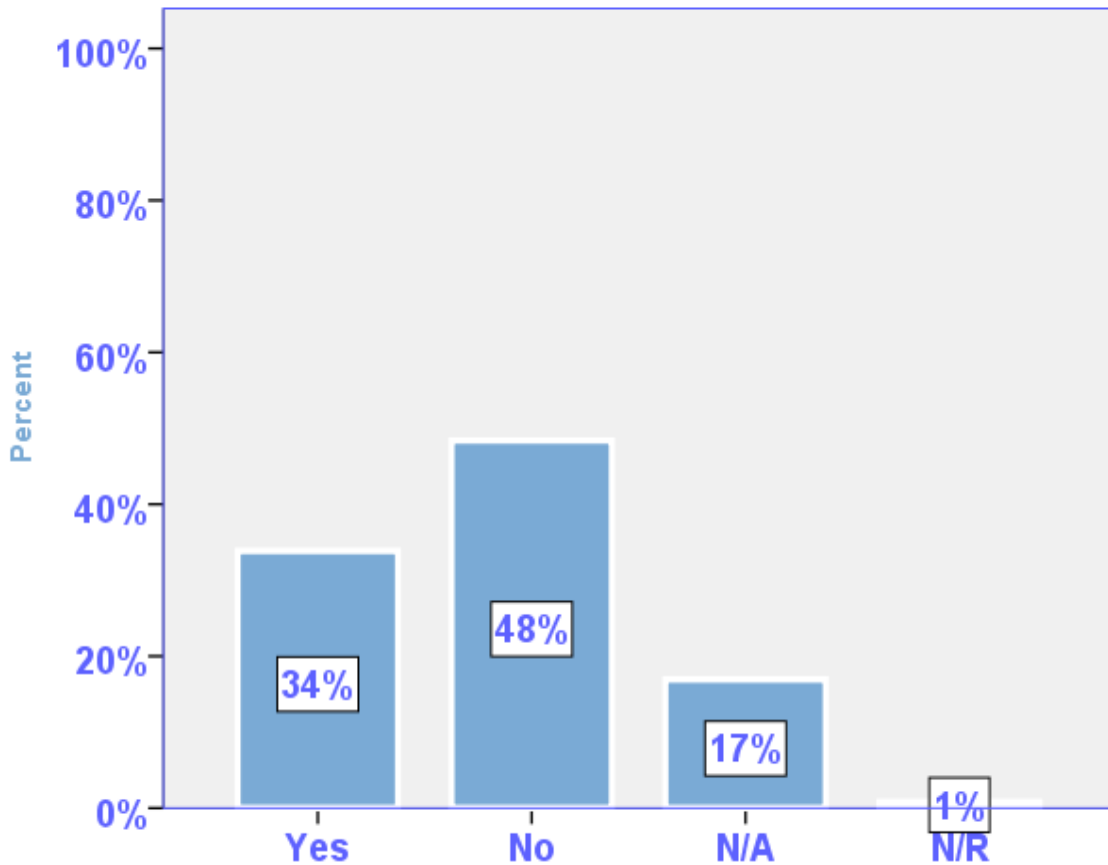


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 8% of Seminar II students from the Foreign Language Department said that there are teachers at the FLD who apply a variety of teaching-learning techniques to help students with low vision disability; the 73% of Seminar II students said that teachers do not apply a variety of teaching-learning techniques to help students with low vision disability. The 19% have not had students with low vision in their classes and only 1% of them did not respond.

GRAPH 14

14. Is the letter size on the board big enough for the students with low vision to read well?

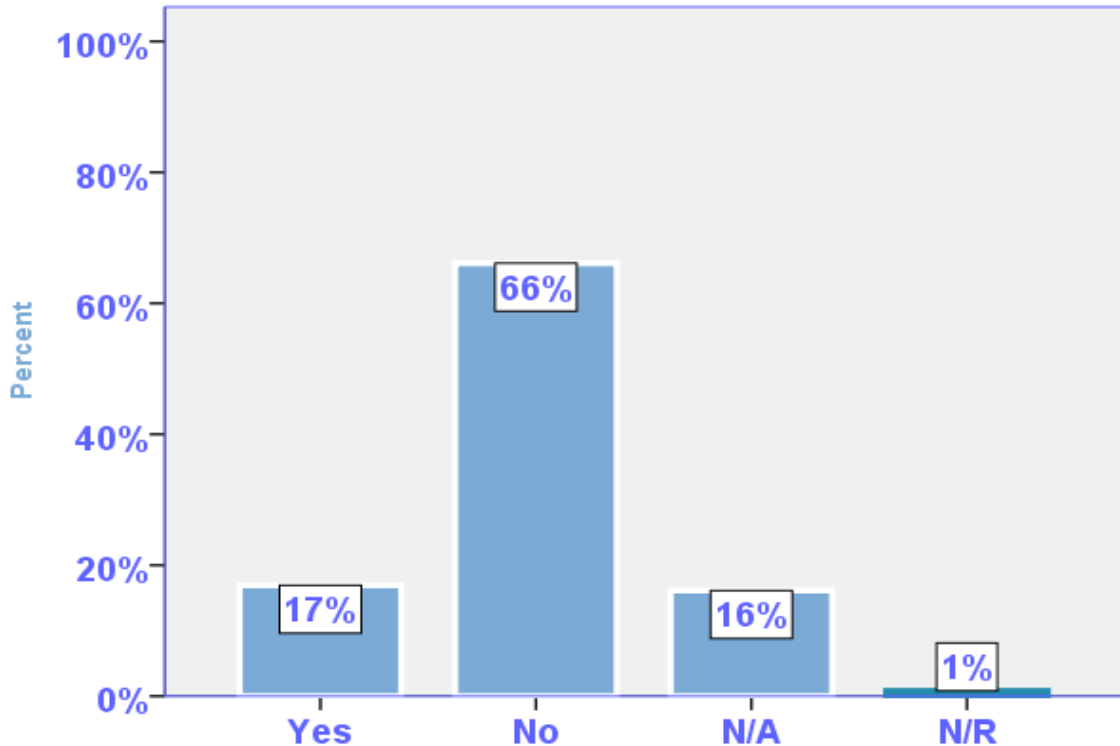


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 34% of Seminar II students from the Foreign Language Department say that the letter on the board is big enough for students with low vision to be able to see it well, the 48% of Seminar II students say that the letter on the board is not big enough for students with low vision to see, the 17% of them have not had classmates with low vision disability and 1% of them did not respond to the question.

GRAPH 15

15. Is the letter size in exams for students with low vision bigger than the one for regular students?

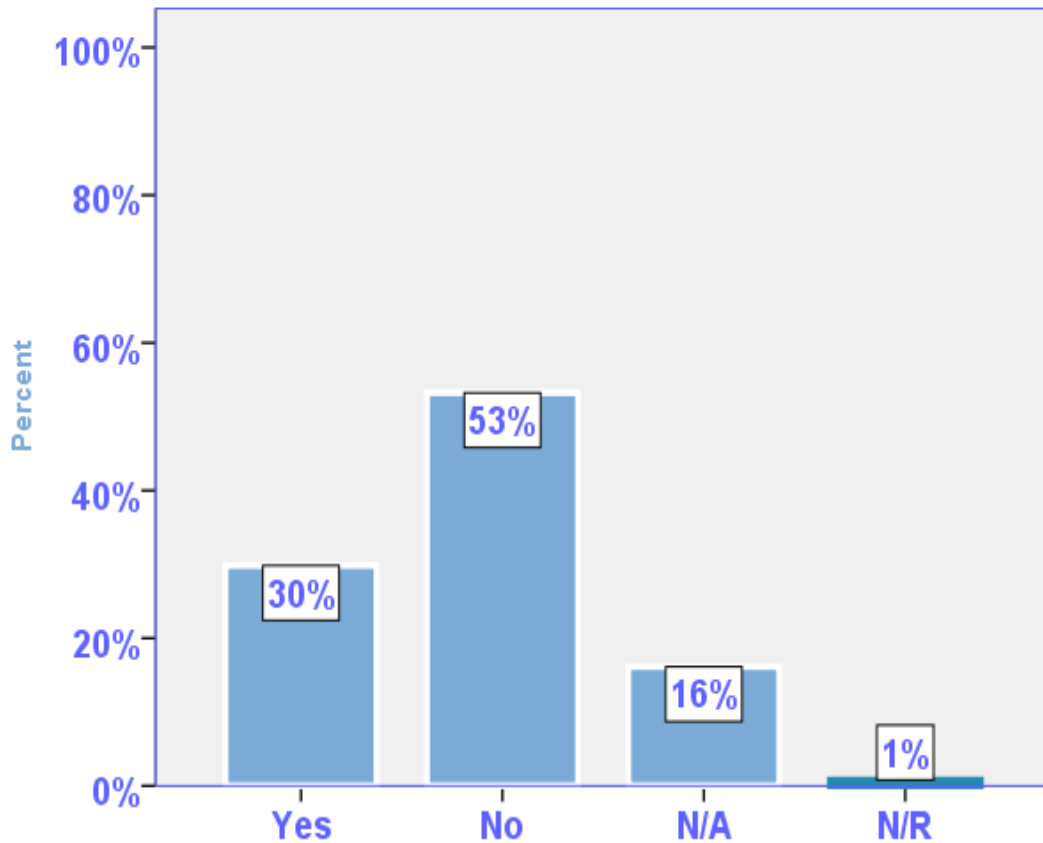


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 17% of Seminar II students from the Foreign Language Department have seen that the letter size on exams for students with low vision is bigger than the one for regular students, the 66% have not seen any difference in the size letter on exams, the 16% of them have not had any classmate with low vision disability and 1% did not answer the question.

GRAPH 16

16. Are power point presentation slides big enough for students with low vision?

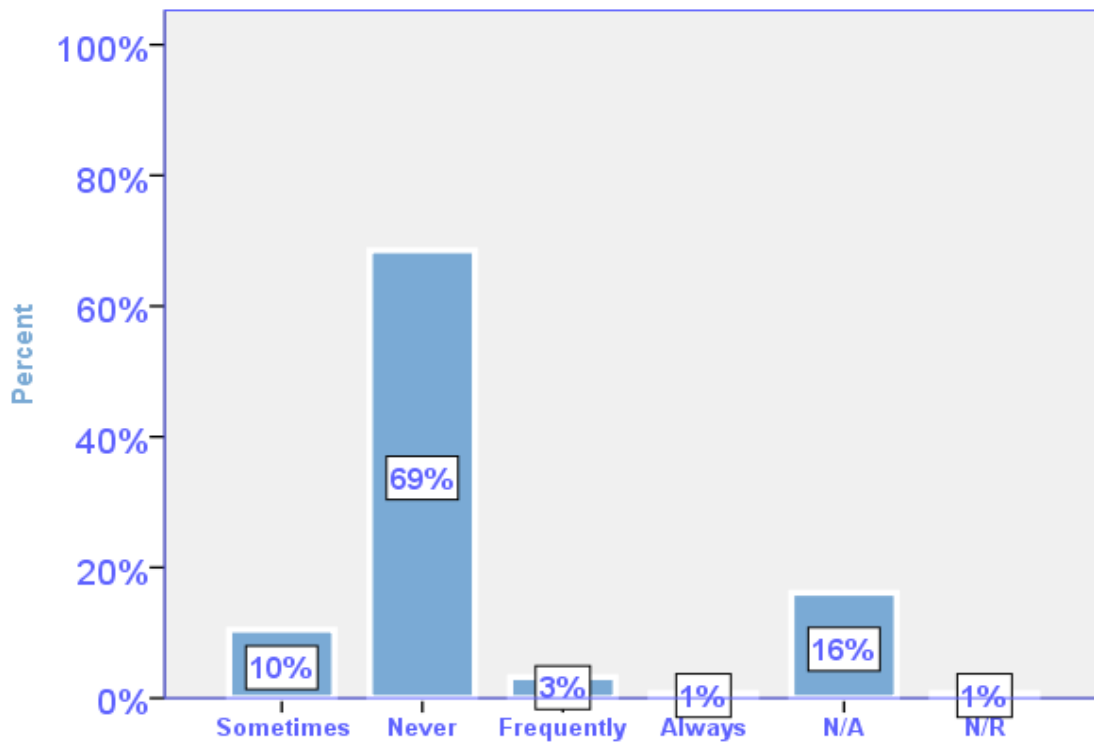


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 30% of Seminar II students from the Foreign Language Department consider that the power point slides are big enough for students with low vision to be able to see from their seats, the 53% think that the power point slides are not big enough for students with low vision to be able to see from their seat, the 16% of them have not had a classmate with low vision disability and 1% did not answer.

GRAPH 17

17. In the time you have been in the university, have you met a teacher who prepares classes including students with physical disability educational needs?

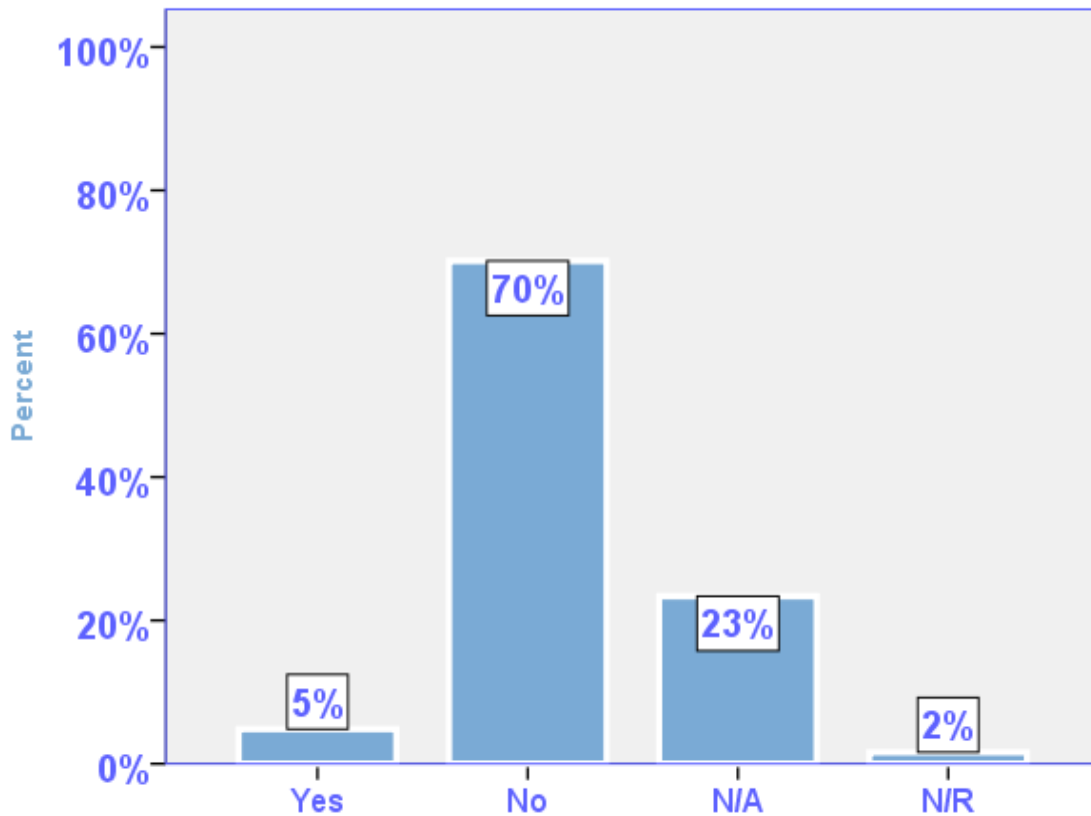


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 10% of Seminar II students from the Foreign Language Department have sometimes seen teachers who prepare classes taking into account students with physical disability educational needs. The 69% of Seminar II students have never seen any teacher who prepares classes taking into account educational needs students with physical disability may have, only the 3% of them have frequently seen teachers who prepare classes taking into account students with physical disability needs, 1% of Seminar II students have always seen teachers from the FLD who prepare classes including students with physical disability needs, the 16% of them have not had any classmate with physical disability and 1% did not answer.

GRAPH 18

18. Do teachers apply a variety of teaching-learning techniques to help students with physical disability?

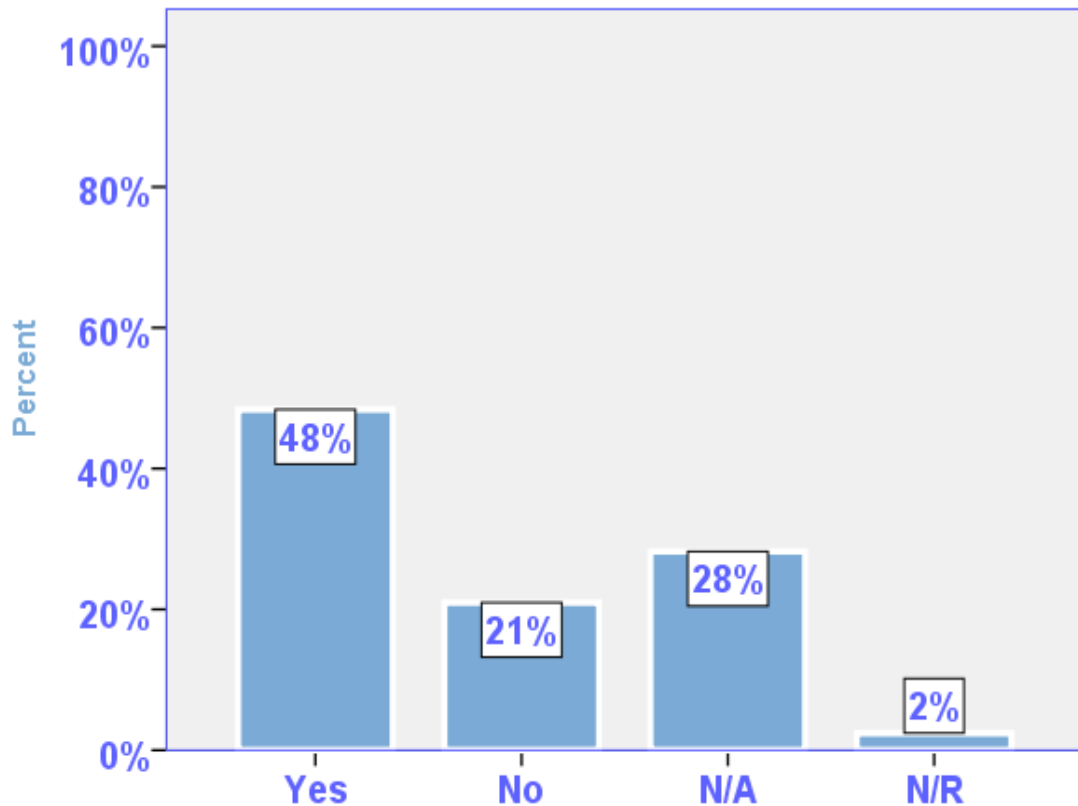


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 5% of Seminar II students from the Foreign Language Department believe that teachers from the FLD apply a variety of teaching-learning techniques to help students with physical disability in the English learning process, the 70% of Seminar II students believe that teachers do not apply a variety of teaching-learning techniques to help students with physical disability, the 23% of them have not had any classmate with physical disability and the 2% did not answer.

GRAPH 20

20. Do students with physical disability participate in role plays made in the class?

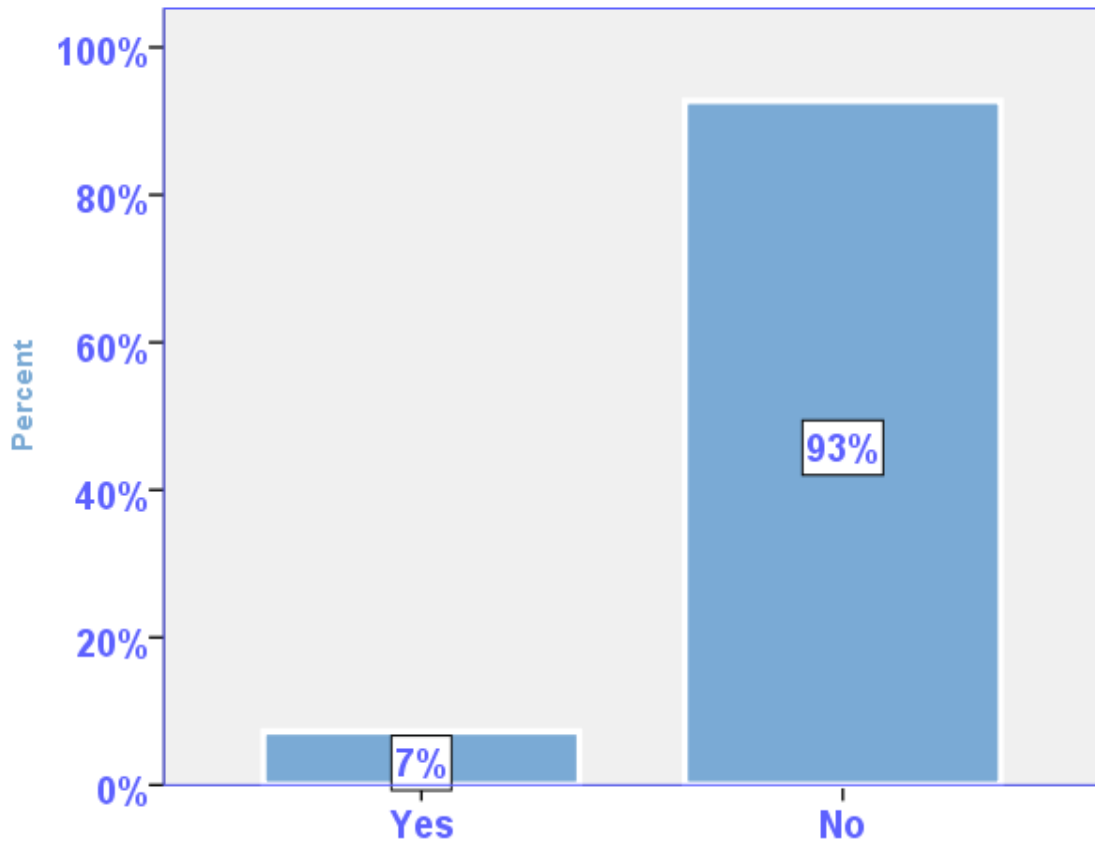


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 48% of Seminar II students from the Foreign Language Department say that students with physical disability participate actively in role plays made in the class, the 21% of Seminar II students consider that students with physical disability do not participate in role plays made in class, the 28% of them have not had any classmate with physical disability and only the 2% did not respond to the question.

GRAPH 21

21. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?

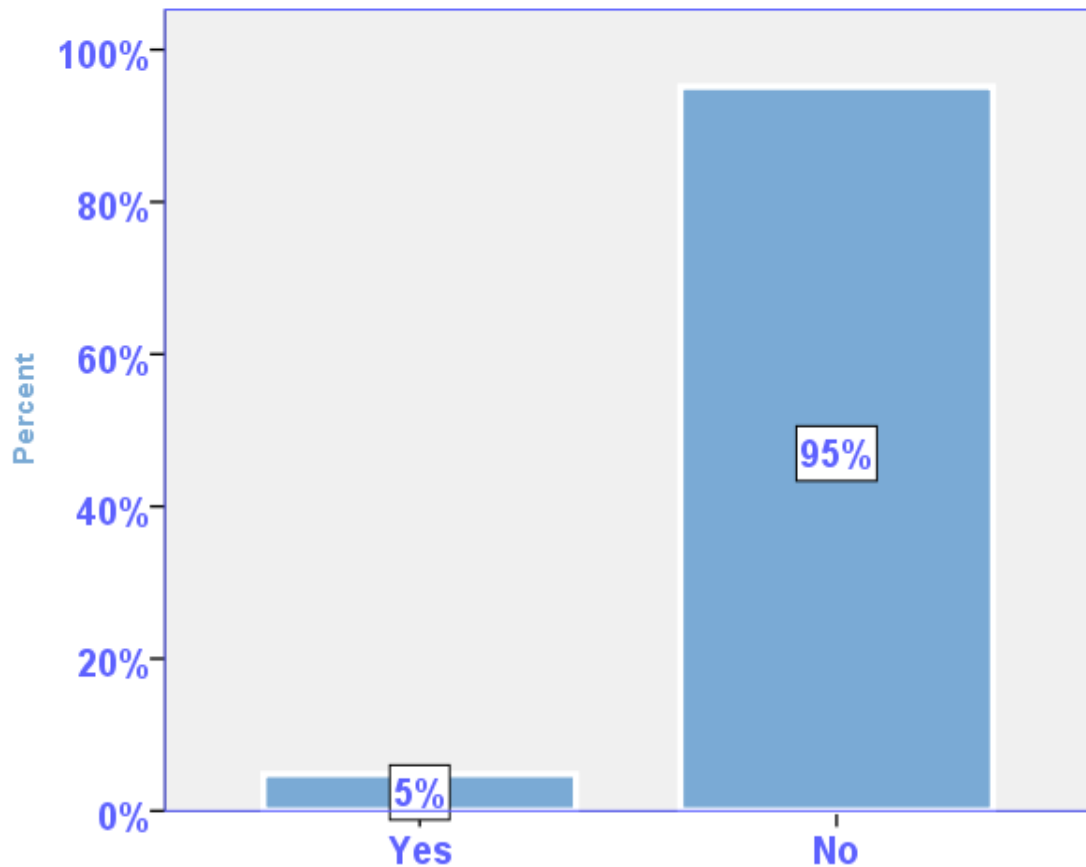


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 7% of Seminar II students from the Foreign Language Department consider that the building of the Foreign Language Department is well designed for students with physical disability to access and the 93% of them think that the FLD is not well designed for students with physical disability to access it.

GRAPH 22

22. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?

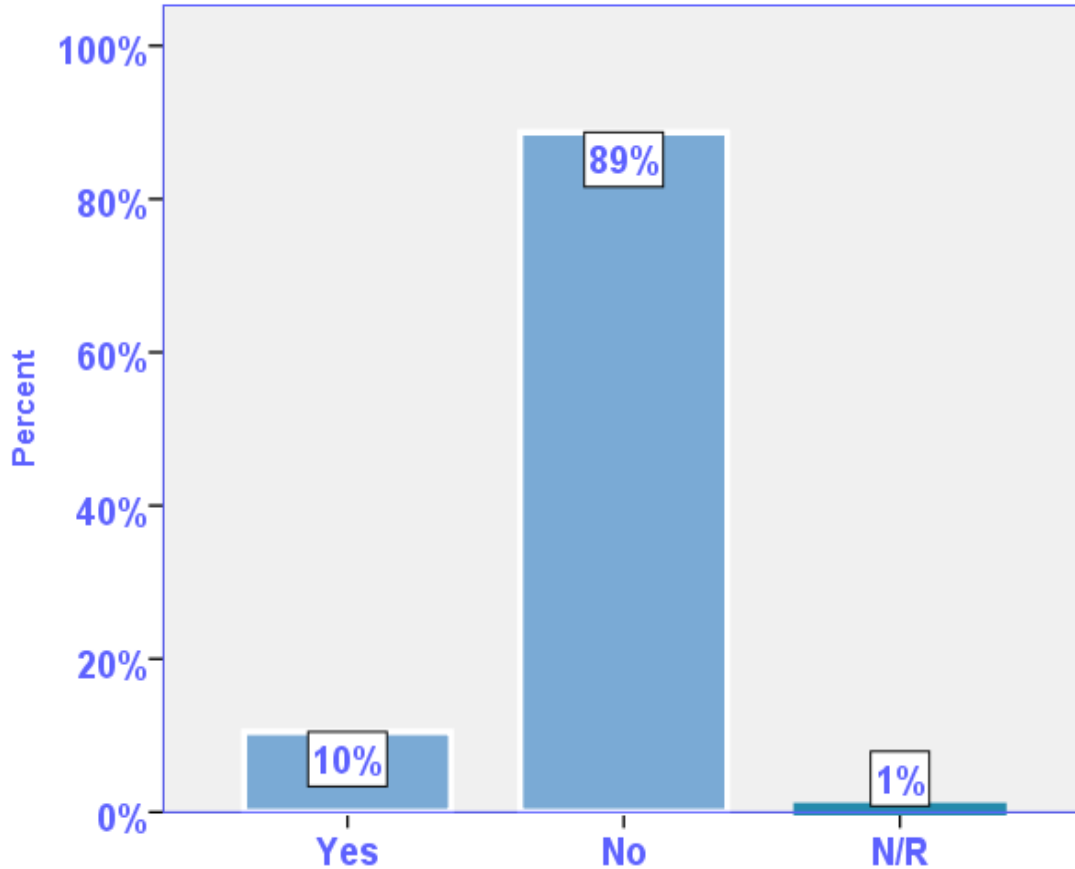


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 5% of Seminar II students from the Foreign Language Department consider that the FLD building is well designed for students with physical disability to mobilize on their own and the 95% of them believe that the FLD building is not designed for students with physical disability to mobilize on their own.

GRAPH 23

23. Are the classrooms in the Foreign Language Department well-arranged for the students with physical disability to move without interference?

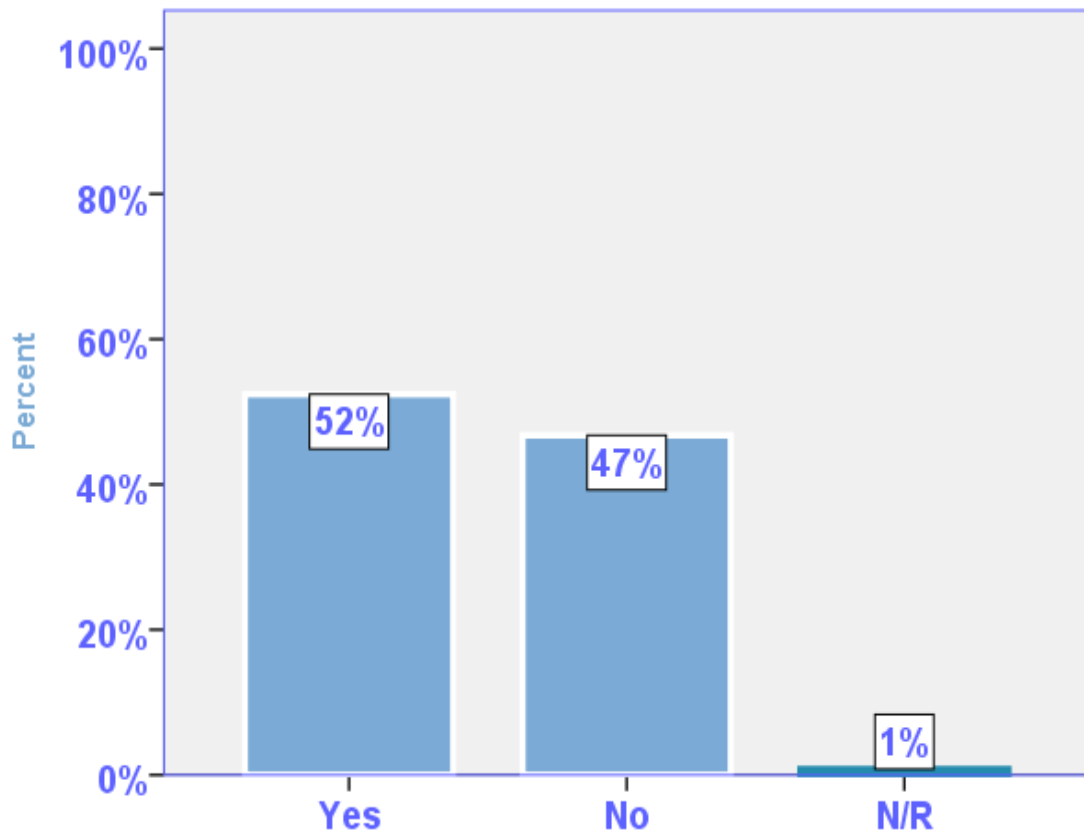


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 10% of Seminar II students from the Foreign Language Department think that the classroom of the FLD are well-arranged for students with physical disability to move around without interference, the 89% of students think that the classrooms are not well-arranged for students with physical disability to move around without interference and 1% of them did not answer the question.

GRAPH 24

24. Do the classrooms have good lighting for the students with low vision to see well?

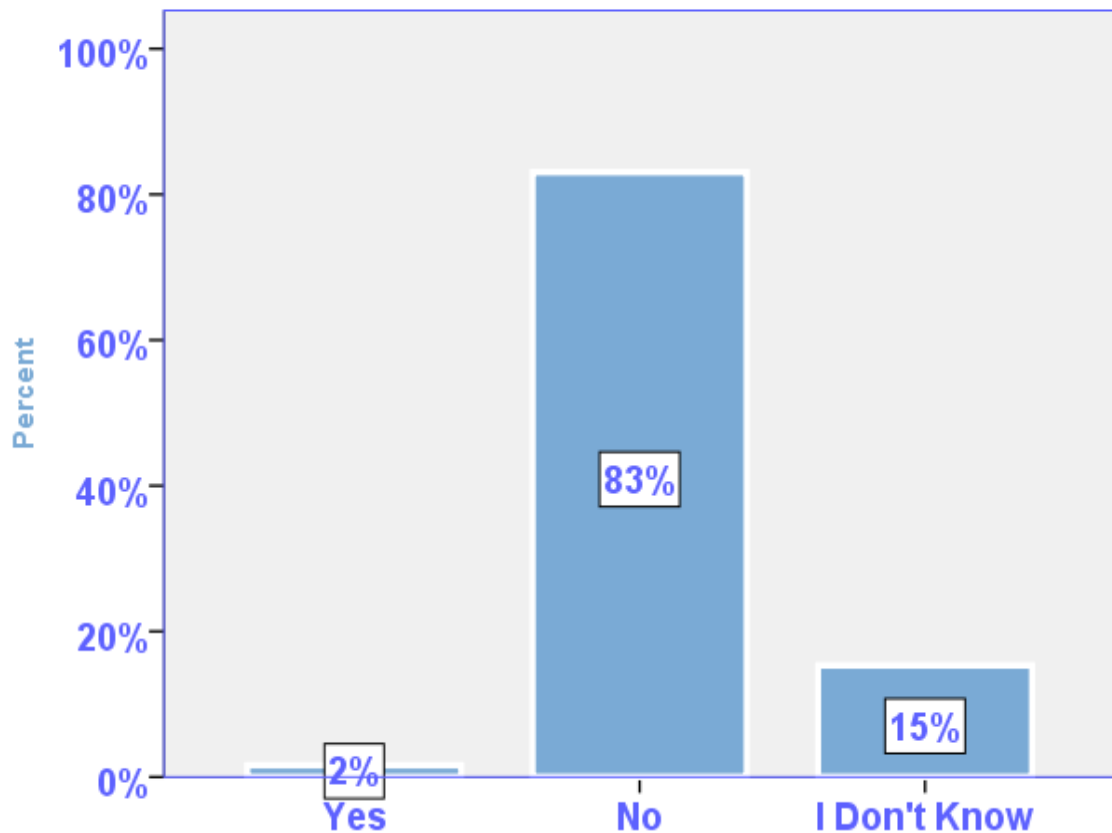


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 52% of Seminar II students from the Foreign Language Department consider that the classrooms have a good lighting for students with low vision to see well, the 47% of Seminar II students think that the classrooms of the FLD do not have a good lighting for students with low vision to see well and 1% of them did not respond to the question.

GRAPH 25

25. In your opinion, are there bathrooms designed for students with physical disability in the building of the Foreign Language Department?

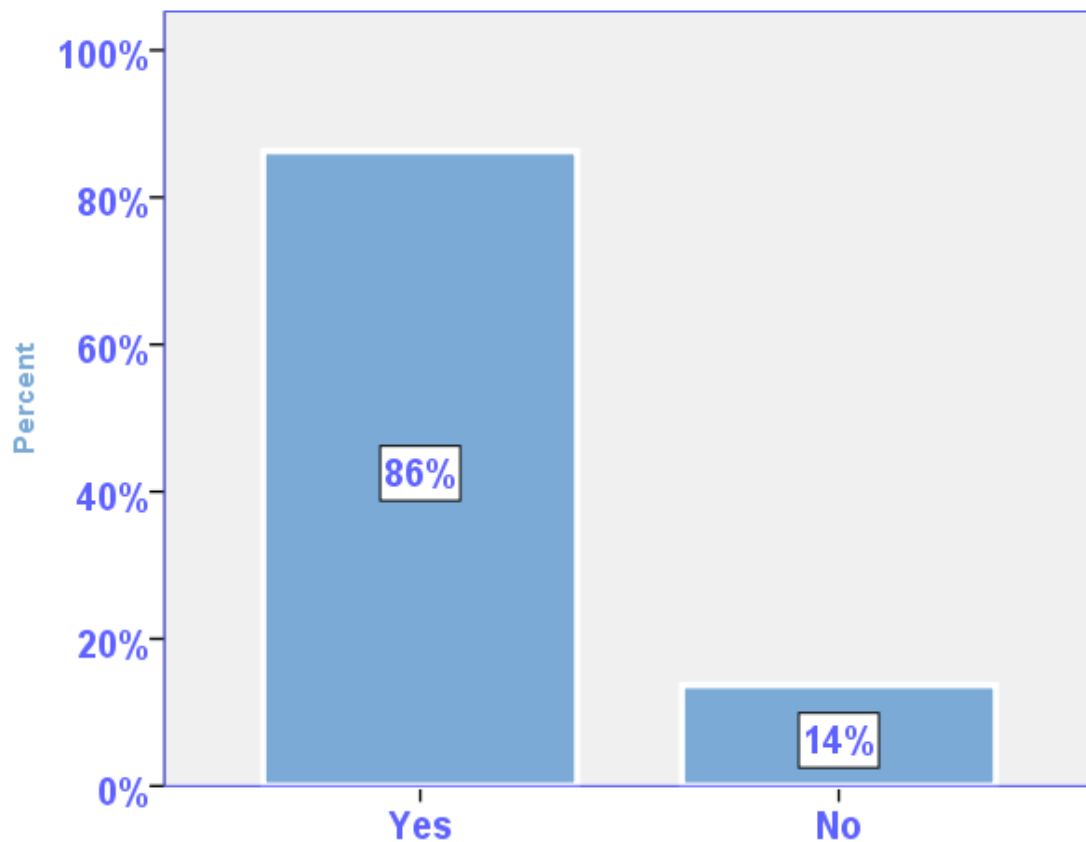


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 2% of Seminar II students from the Foreign Language Department think that the bathrooms from the FLD building are designed for students with physical disability to access, the 83% of Seminar II students agree that the bathrooms are not designed for students with physical disability to access and the 15% of them do not know about it.

GRAPH 26

26. Do you think technological resources are necessary for learning a second language?

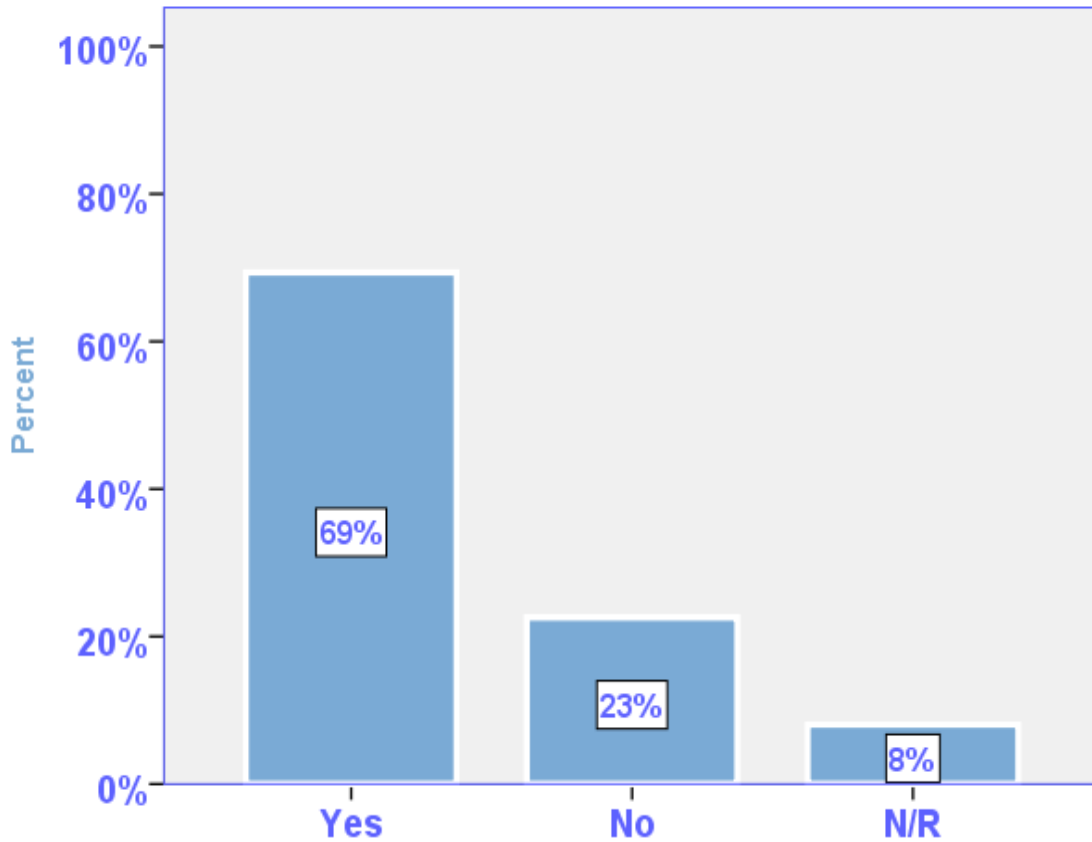


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 86% of Seminar II students from the Foreign Language Department think that the technological resources are essential for learning a second language and the 14% of Seminar II students believe that technological resources are not essential to learn a second language.

GRAPH 29

29. Are magnifying glasses necessary for the students with low vision to see properly?

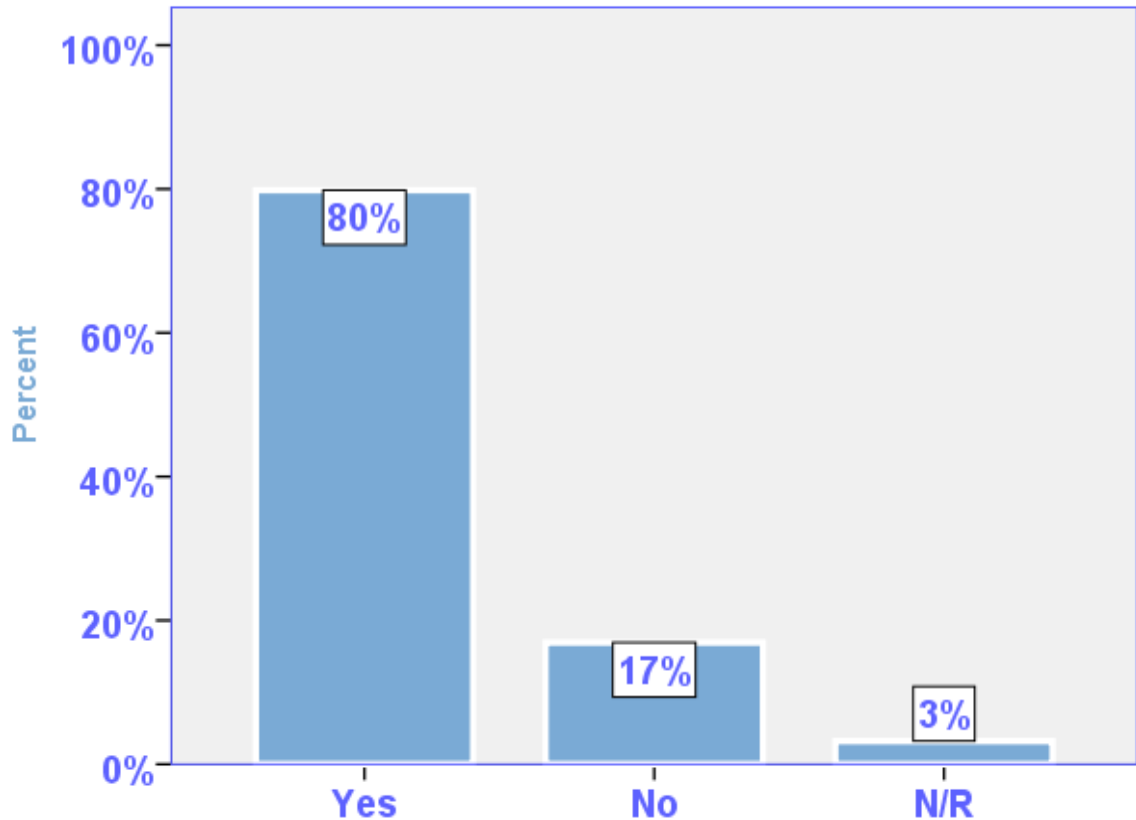


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 69% of Seminar II students from the Foreign Language Department think that magnifying glasses are necessary for students with low vision disability; the 23% think that they are not necessary and the 8% did not answer the question.

GRAPH 30

30. Are sound recorders necessary for the students with low vision to tape classes?

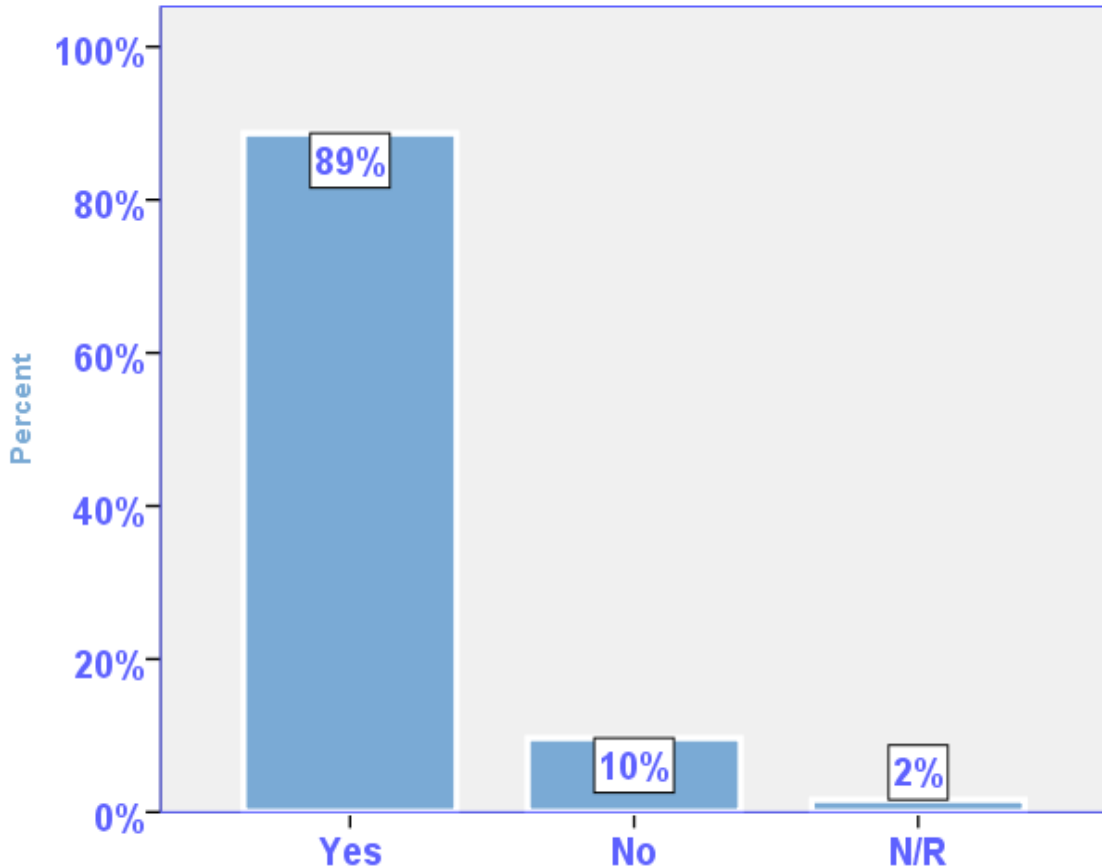


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 80% of Seminar II students from the Foreign Language Department believe that sound recorders are necessary for students with low vision disability to tape classes; the 17% think that they are not necessary for students with low vision disability and the 3% did not answer.

GRAPH 31

31. Are elevators necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors?

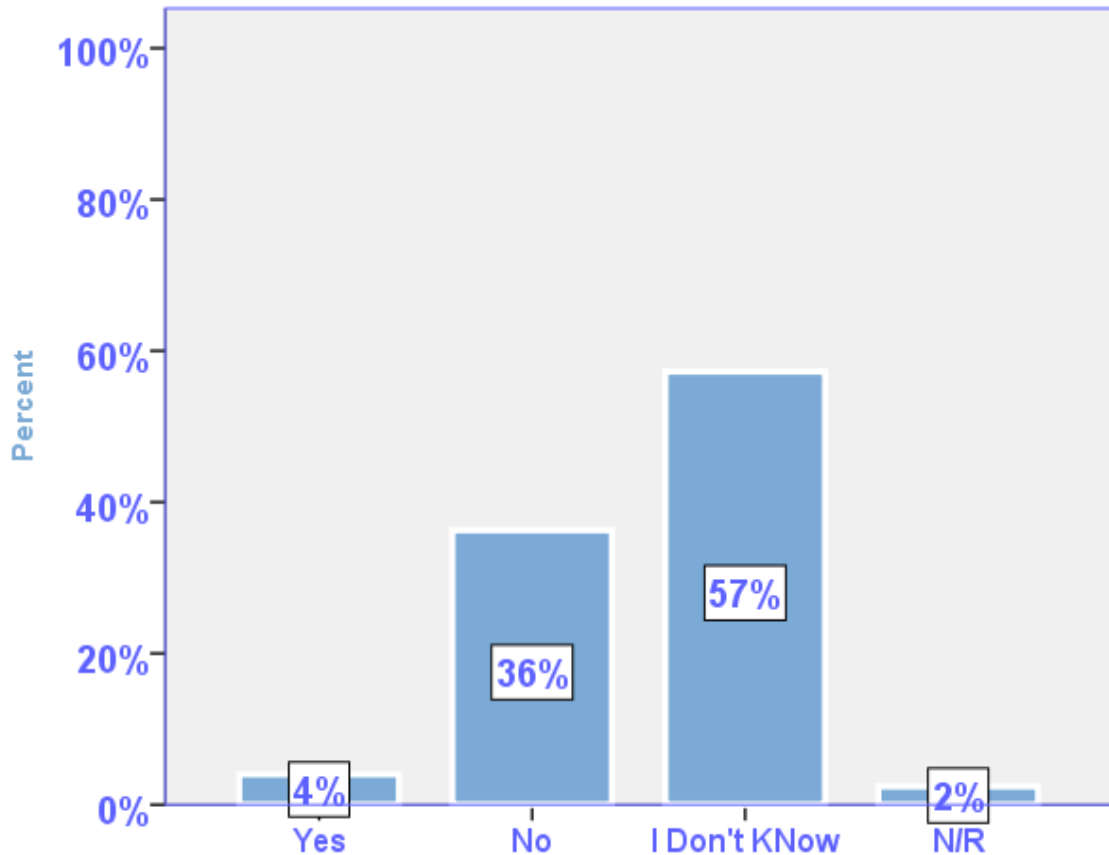


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 89% of Seminar II students from the Foreign Language Department said that elevators are necessary in buildings for students with physical disability to be able to get to different floors. The 10% said that elevators are not necessary in buildings for students with physical disability to be able to get to different floors. And the 2% of them did not answer.

GRAPH 32

32. Does the Foreign Language Department has technological resources to help students with low vision disability?

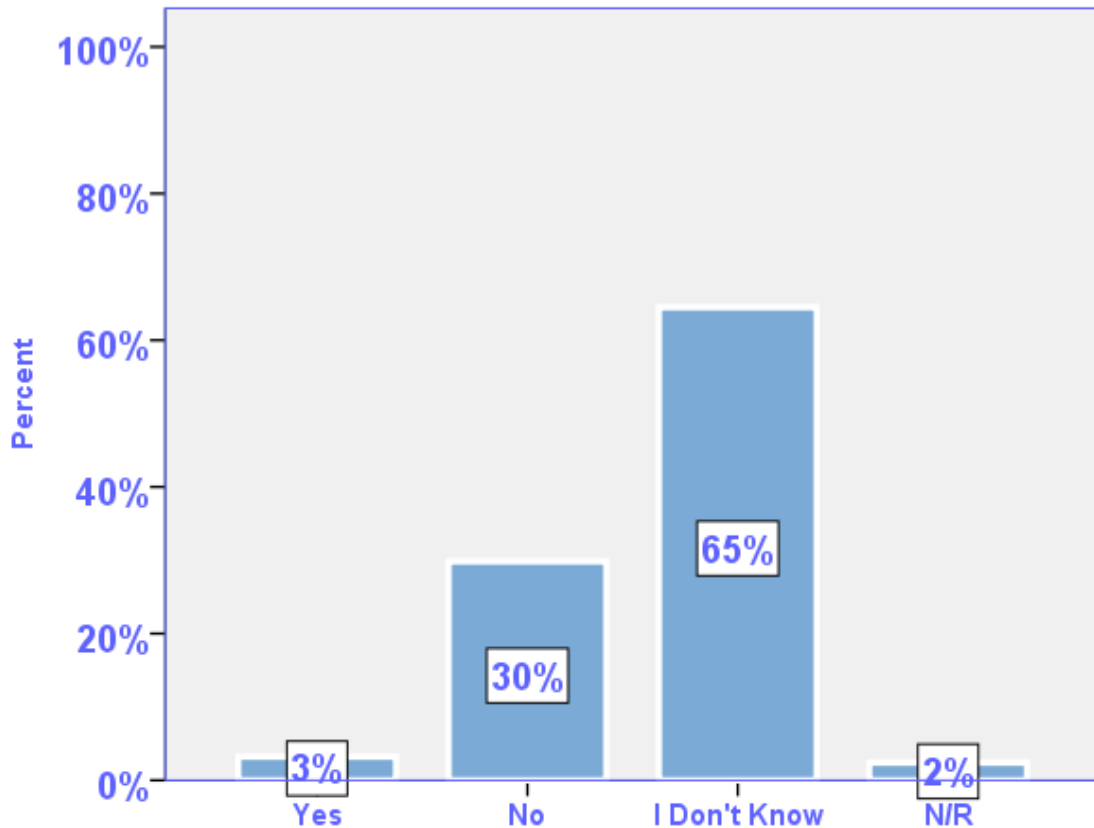


Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 4% of Seminar II students from the Foreign Language Department consider that the FLD has technological resources to help students with low vision disability, the 36% of Seminar II students do not consider that the FLD have technological resources to help students with low vision disability; the 57% of them do not know about it and the 2% of them did not respond.

GRAPH 34

34. Does the Foreign Language Department has technological resources to help students with physical disability?



Source: Questionnaire administered to Seminar II students from the Foreign Language Department at the University of El Salvador, Semester II-2014

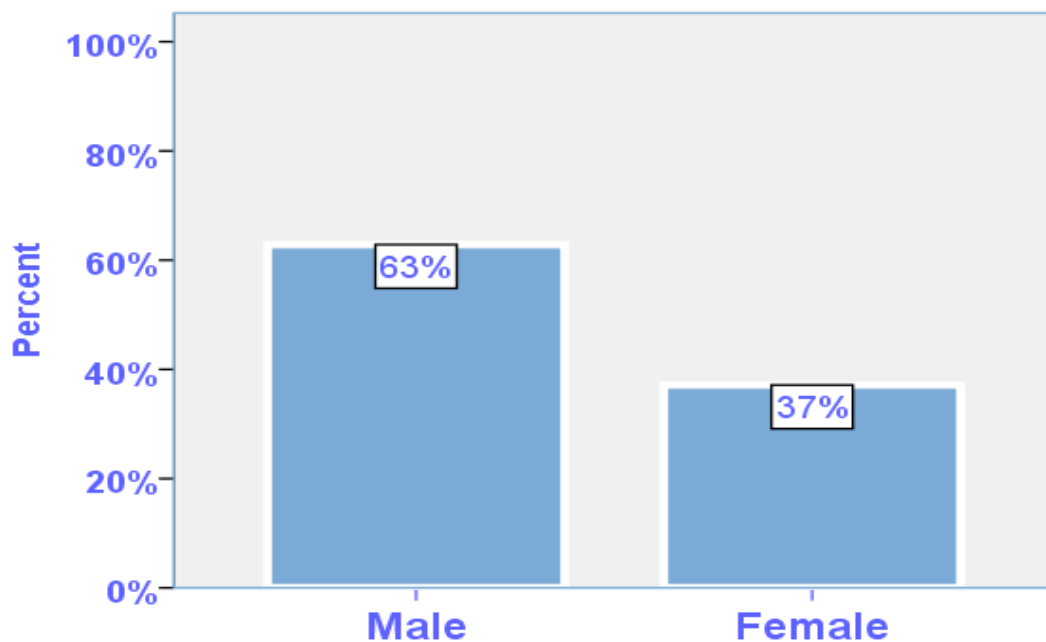
The 3% of Seminar II students from the Foreign Language Department consider that the FLD has technological resources to help students with physical disability, the 30% of Seminar II students do not consider that the FLD have technological resources to help students with physical disability and 65% of them do not know about it and the 2% of them did not respond.

UNIVARIATE ANALYSIS OF SAMPLE #3 (THE ENGLISH TEACHERS OF THE FLD)

A. UNIVARIATE ANALYSIS

GRAPH 1

1. Gender

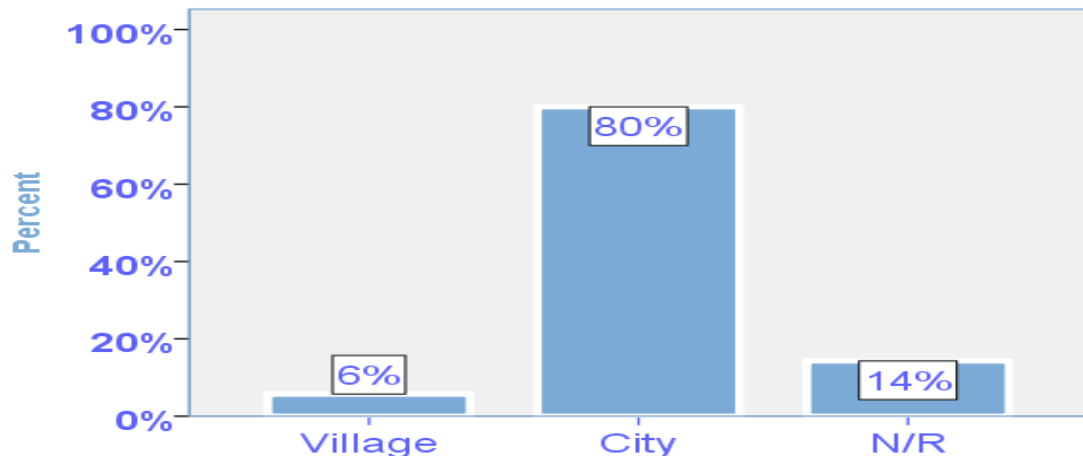


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 63% of the English teachers in the Foreign Language Department are men and only the 37% of them are women.

GRAPH 2

2. Place of Residence

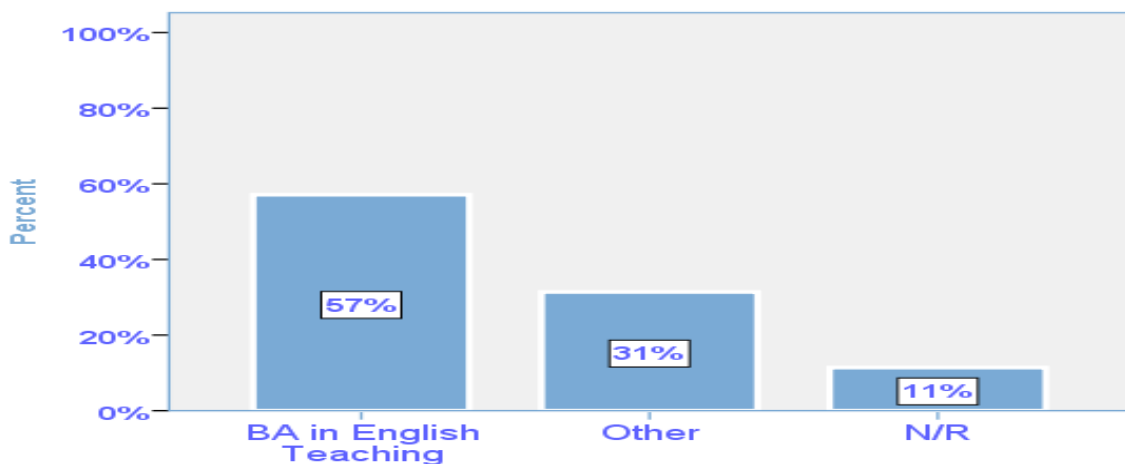


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 6% of the English teachers live in the village, the 80% of them live in the city and the 14% did not answer where they live.

GRAPH 3

3. Degree

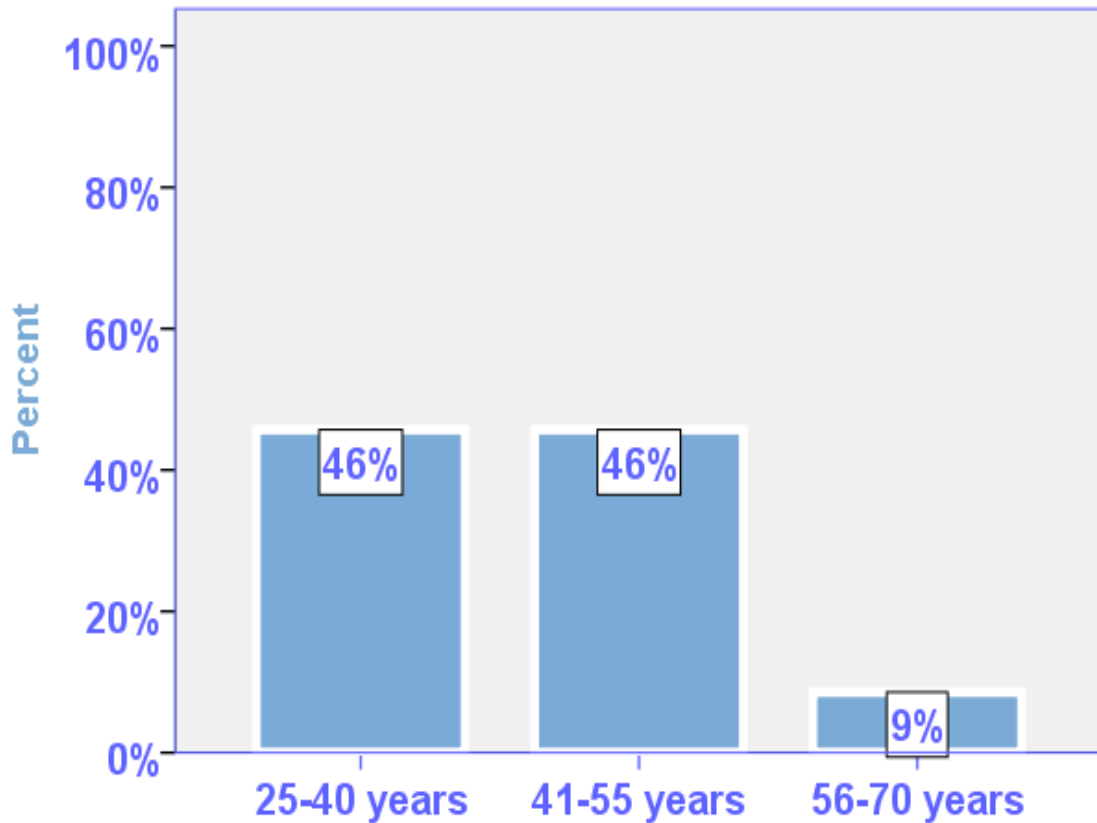


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 57% of the English teachers have a Bachelor degree in English Teaching, the 31% of them have other degree and the 11% did not respond to which degree they have.

GRAPH 4

4. Age

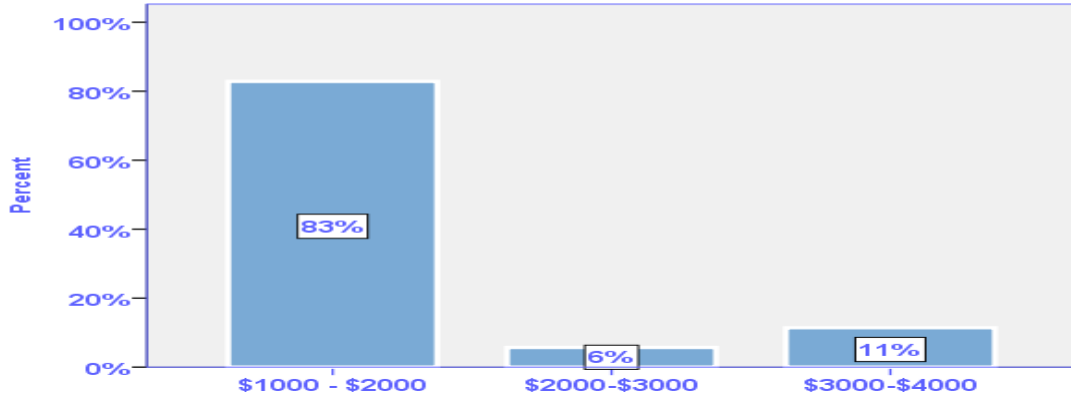


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 46% of the English teacher either women or men are between 25 to 40 years old, the 46% of them are between 41 to 55 years old and just the 9% of them are between 56 to 70 years old which reflects that the majority of teachers are between 25 and 55 years old at the Foreign Language Department.

GRAPH 5

5. Average of family income

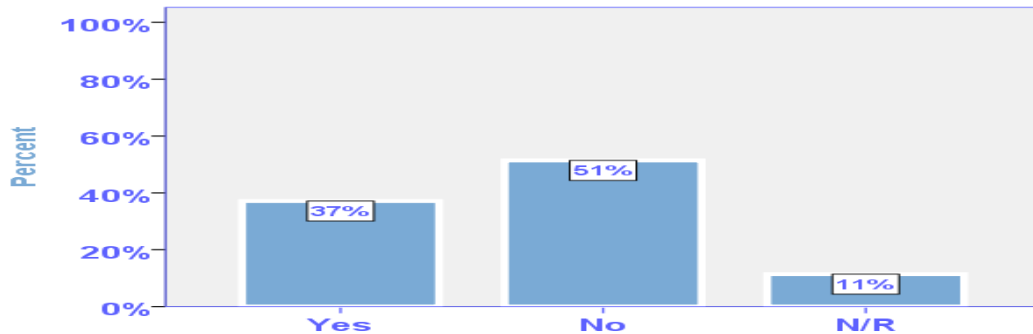


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 83% of English teachers of the Foreign Language Department have an average of family income between \$1000 and \$2000 while the 6% of them receive an income of \$2000 and \$3000 every month and the 11% of them get a family income of \$3000 and \$4000 monthly.

GRAPH 6

6. Have you ever had a student with low vision disability?

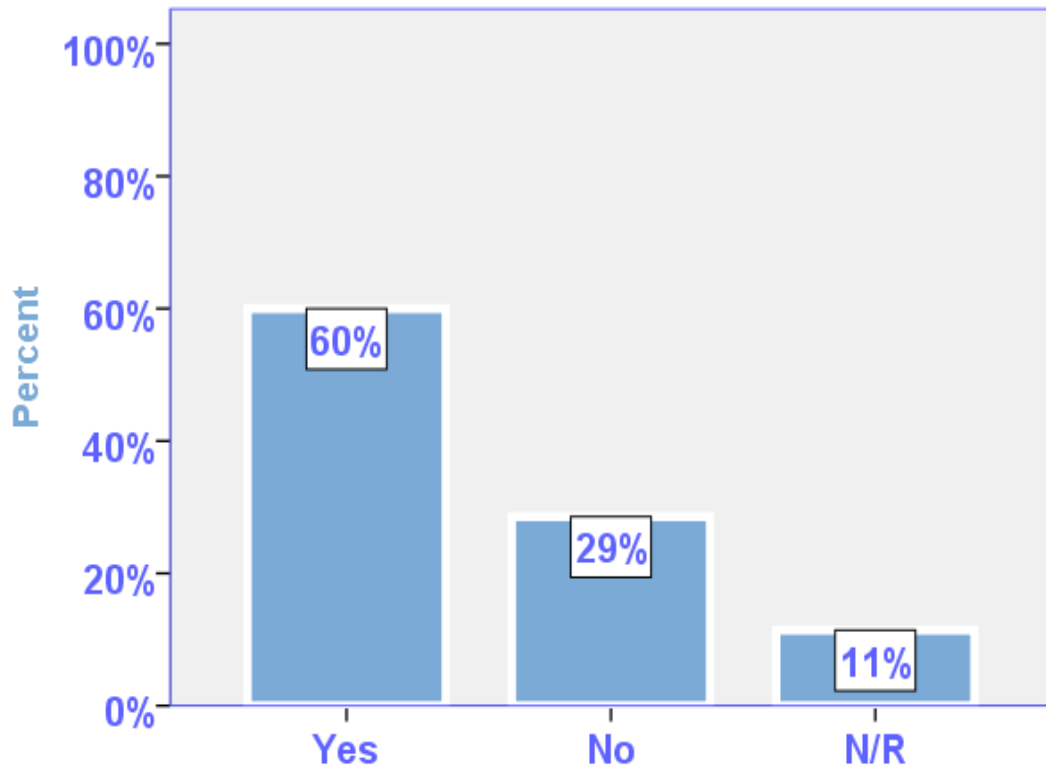


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 37% of English teachers at the Foreign Language Department have had students with low vision disability, the 51% have not had any student with low vision disability and the 11% did not answer to the question.

GRAPH 7

7. Have you ever had a student with physical disability?

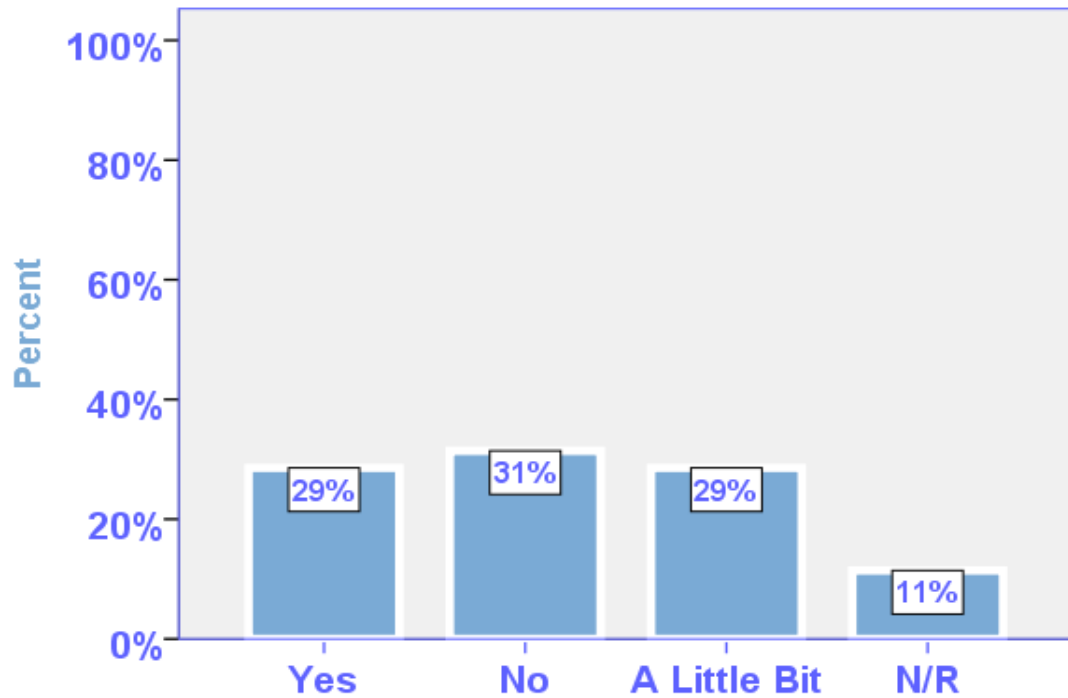


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 60% of English teachers from the Foreign Language Department have had students with physical disability in their classes, the 29% of them have not had any students with physical disability and the 11% did not answer the question.

GRAPH 8

8. Are you familiar with the issue of inclusion of students with disability at the University of El Salvador?

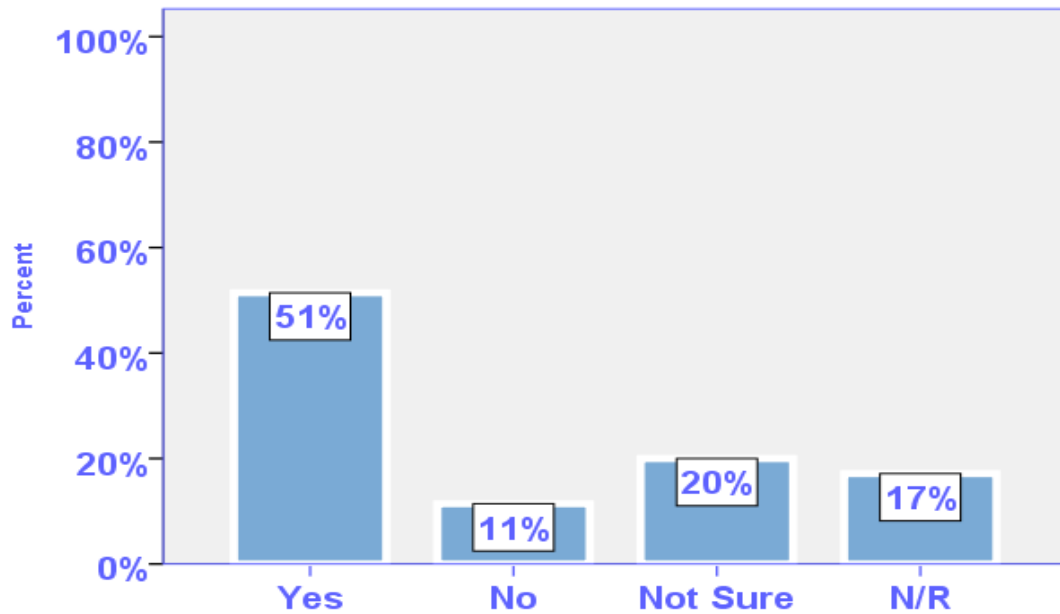


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 29% of the English teachers at the Foreign Language Department are familiar with the issue of inclusion of students with disability at the University of El Salvador, the 31% of them do not know about it, another 29% of English teachers know a little bit of inclusion and the 11% of them did not want to answer to the question.

GRAPH 9

9. Do you agree on having students with low vision disability in your class?

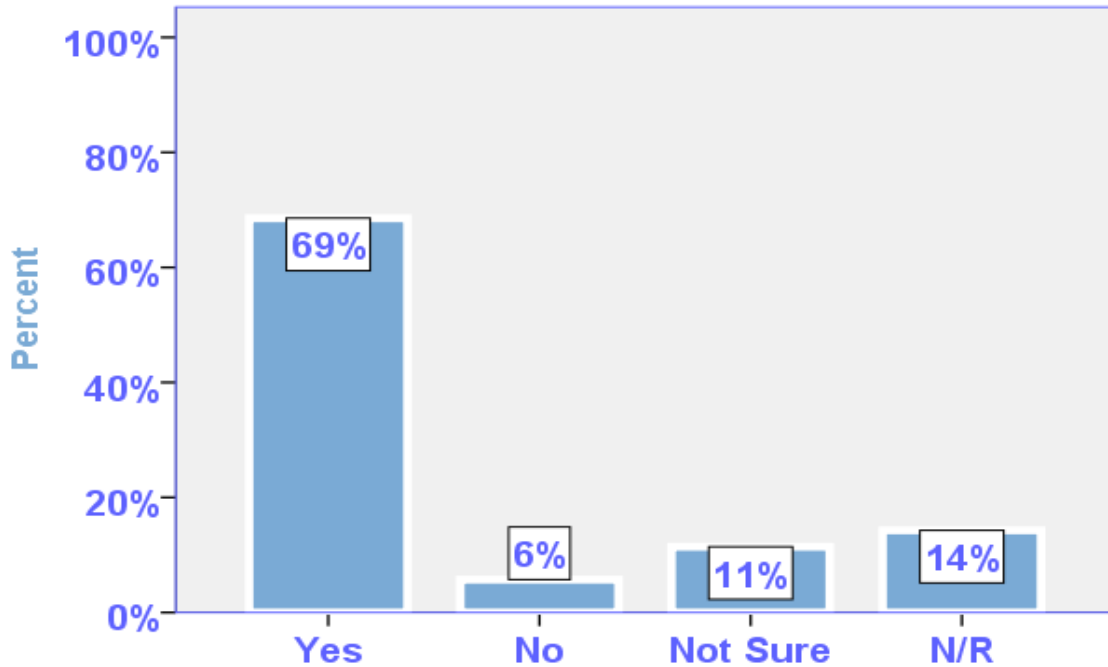


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 51% of English teachers of the Foreign Language Department agree on having students with low vision in their classes, but the 11% of them do not agree on having students with low vision in their classes. The 20% of them are not sure on having students with low vision and the 17% of them did not answer.

GRAPH 10

10. Do you agree on having students with physical disability in your class?

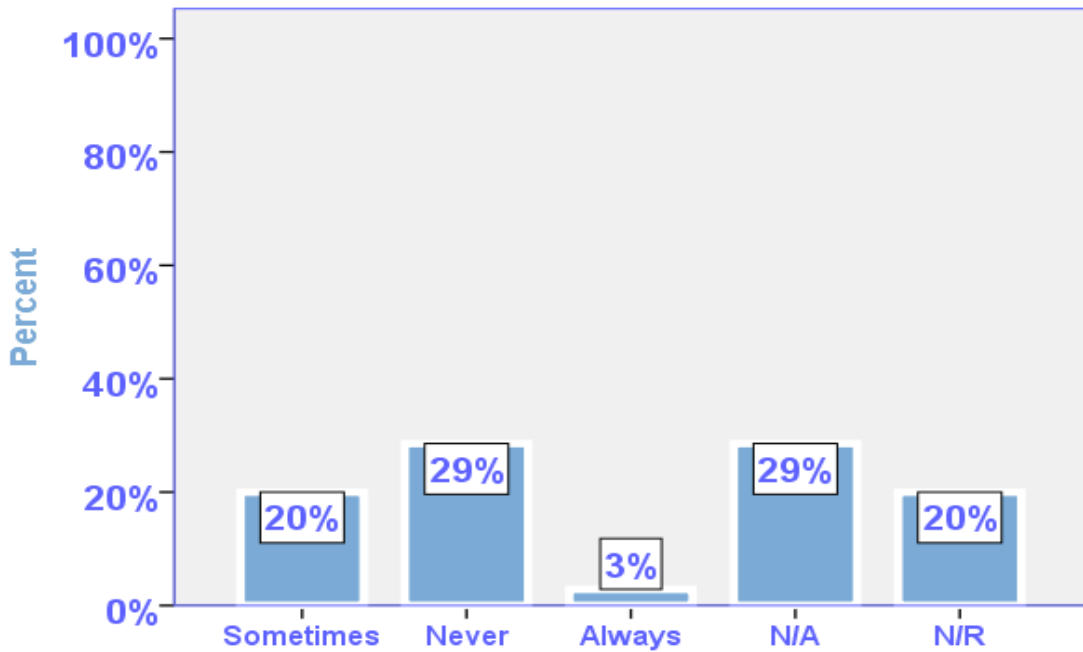


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 69% of English teachers at the Foreign Language Department agree on having students with physical disability in their classes; however the 6% of them do not agree, and the 11% are not sure. The 14% did not respond.

GRAPH 11

11. Do you plan your lessons taking into account students with low vision disability needs?

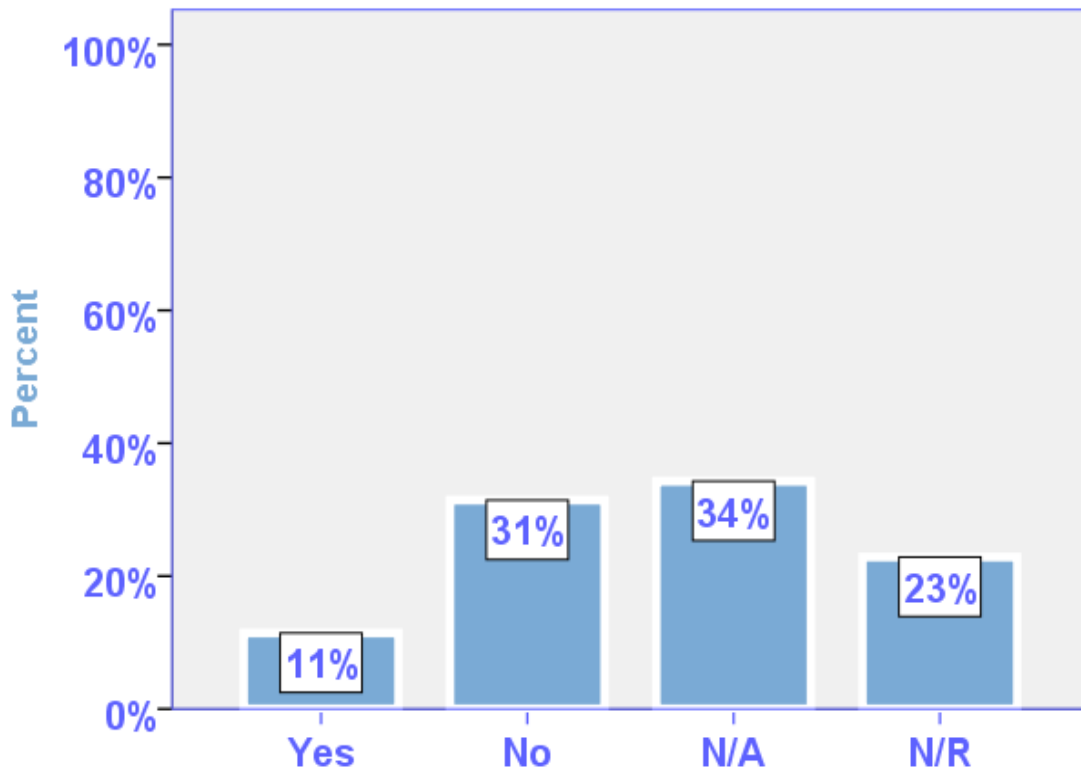


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 20% of English teachers at the Foreign Language Department plan sometimes their lessons taking into account students with low vision disability needs, but the 29% of the teachers who have had students with low vision in their classes never plan lessons taking into account students with low vision, just the 3% of them always plan their lessons to help students with low vision. The 29% of them is not applicable since they have not had students with low vision and the 20% of them did not answer.

GRAPH 12

12. Do you apply a variety of teaching-learning techniques to help students with low vision disability?

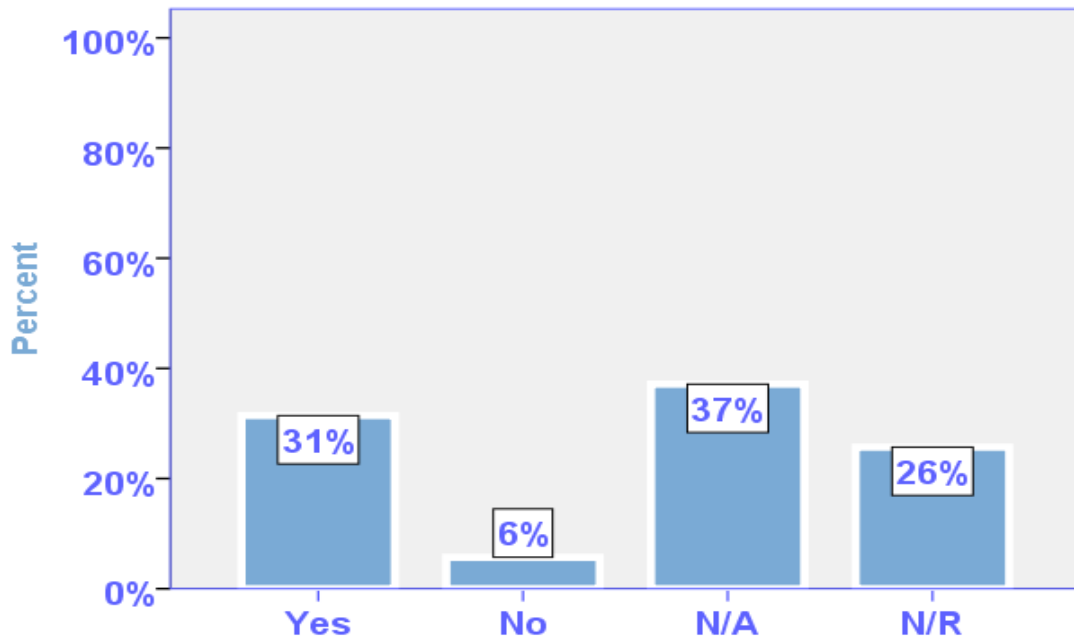


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 11% of English teachers answered that they apply a variety of teaching-learning techniques to help students with low vision disability, while the 31% of English teachers at the Foreign Language Department do not apply a variety of techniques; the 34% of them have not had students with low vision and the 23% did not answer.

GRAPH 14

14. Is the letter size on the board big enough for the students with low vision to read well?

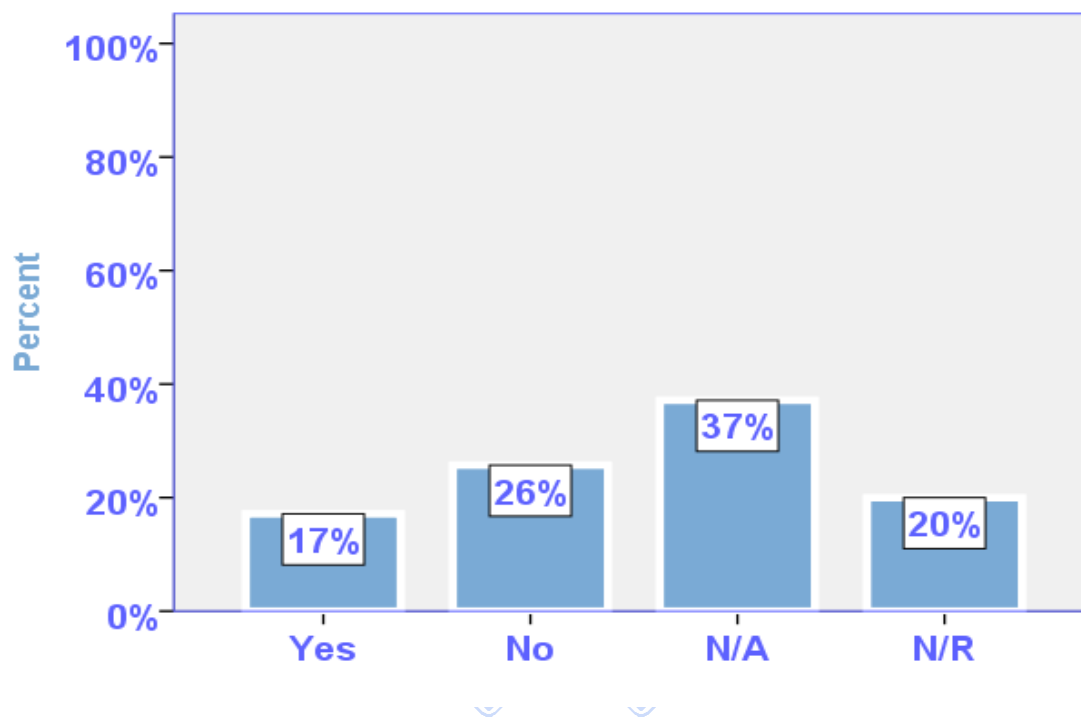


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 31% of English teachers at the Foreign Language Department write on the board using big letters for students with low vision to read well, but the 6% of them do not do it. The 37% of English teachers have not had students with low vision and the 26% did not answer.

GRAPH 15

15. Is the letter size in exams for students with low vision bigger than the one for regular students?

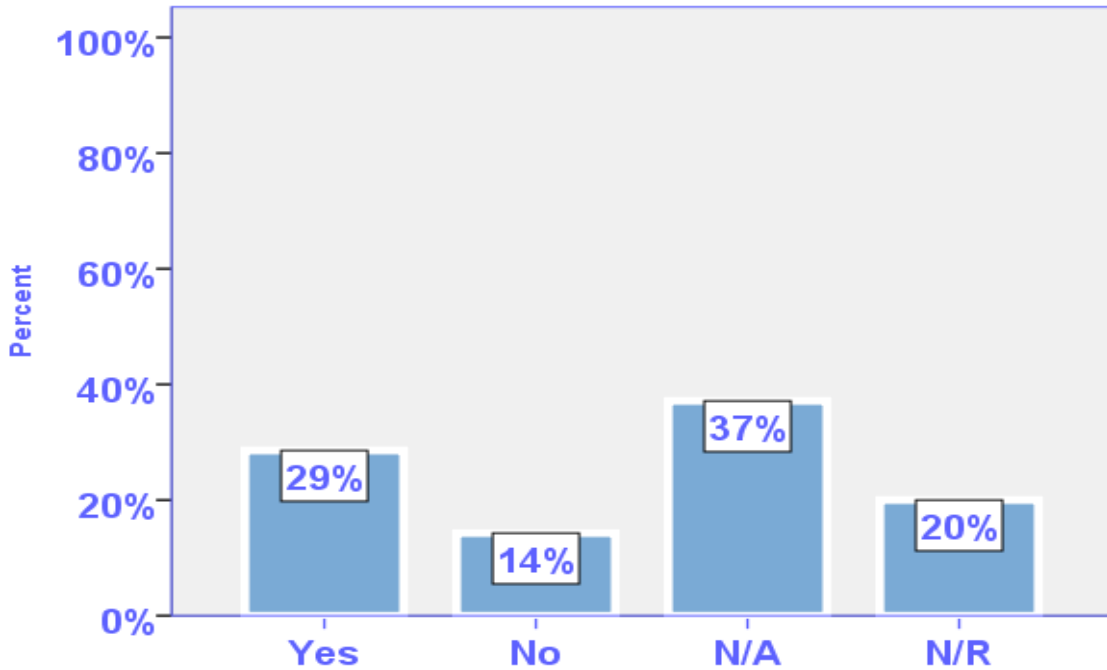


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 17% of English teachers at the Foreign Language Department enlarge the size letter in exams to help students with low vision; however the 26% of English teachers do not enlarge the size letters on exams. The 37% of them have not had students with low vision and the 20% did not answer to the question.

GRAPH 16

16. Are power point presentation slides big enough for students with low vision?

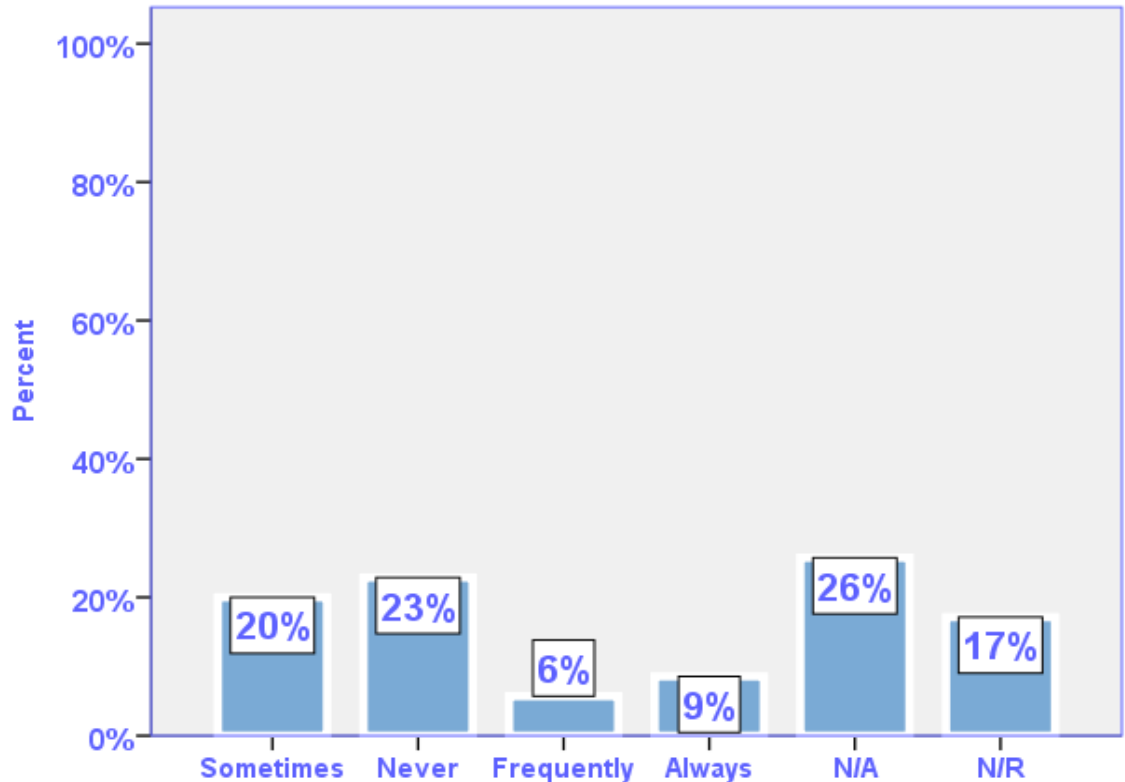


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 29% of English teachers at the Foreign Language Department prepare power point presentation slides big for students with low vision to read well, while the 14% of them do not prepare power point presentation big enough for them to see. The 37% of English teachers have not had students with low vision and the 20% of them did not answer.

GRAPH 17

17. Do you plan your lessons taking into account students with physical disability needs?

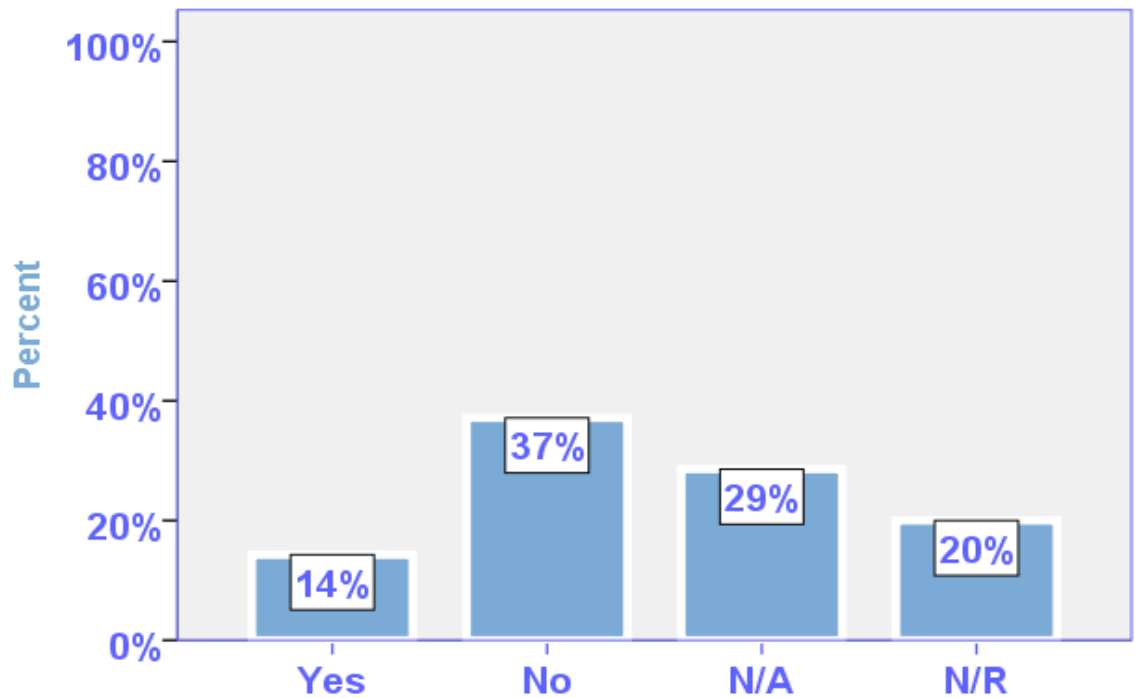


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 20% of English teachers sometimes plan their lessons taking into account students with physical disability needs. The 23% never plan lessons thinking of students with physical disability. The 6% of them do it frequently; the 9% always plan their lessons taking into account students with physical disability needs. The 26% have not had any student with physical disability and the 17% did not respond.

GRAPH 18

18. Do you apply a variety of teaching-learning techniques to help students with physical disability?

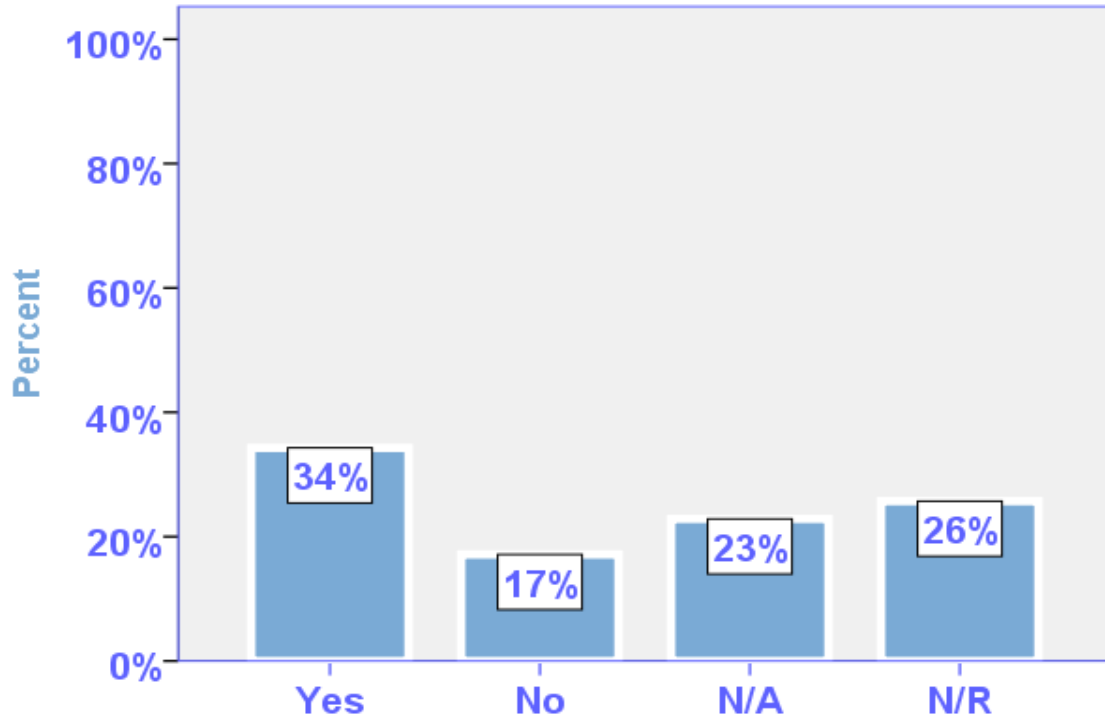


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 14% of English teachers at the Foreign Language Department apply a variety of teaching-learning techniques to help students with physical disability to understand topics, but the 37% of them do not apply a variety of techniques. The 29% have not had students with physical disability in their classes and the 20% did not respond to the question.

GRAPH 20

20. Are role plays suitable for students with physical disability?

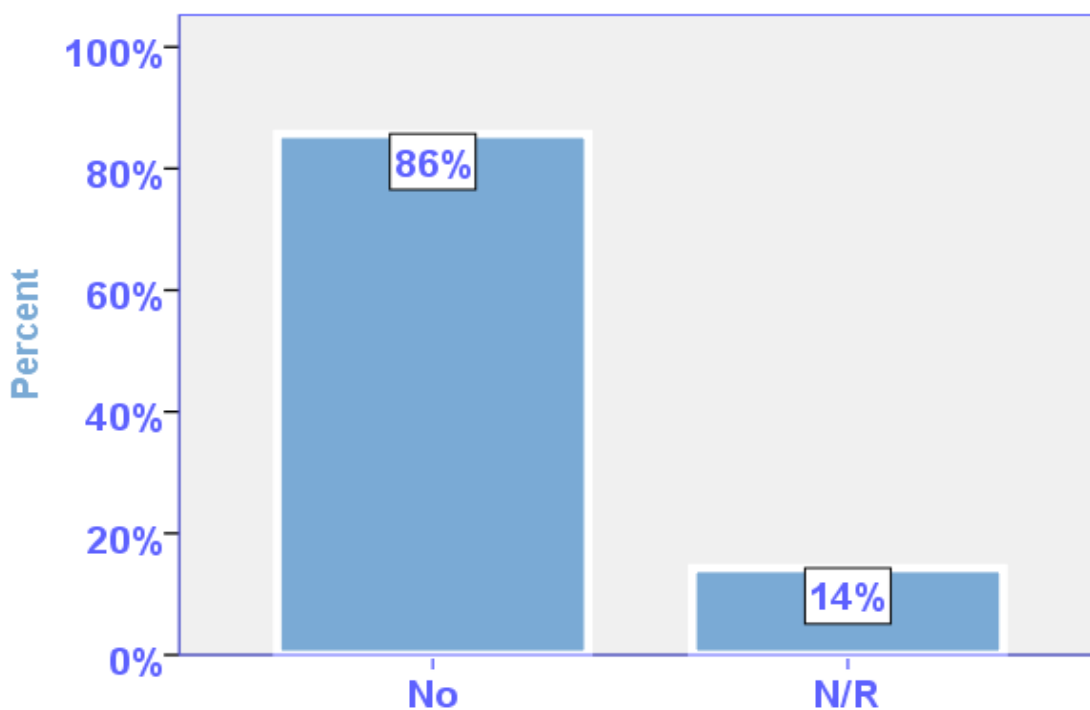


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 34% of English teachers at the Foreign Language Department think that roles plays that they use are suitable for students with physical disability, however the 17% of them do not think the role plays are suitable. The 23% have not had students with physical disability and the 26% did not answer the question.

GRAPH 21

21. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?

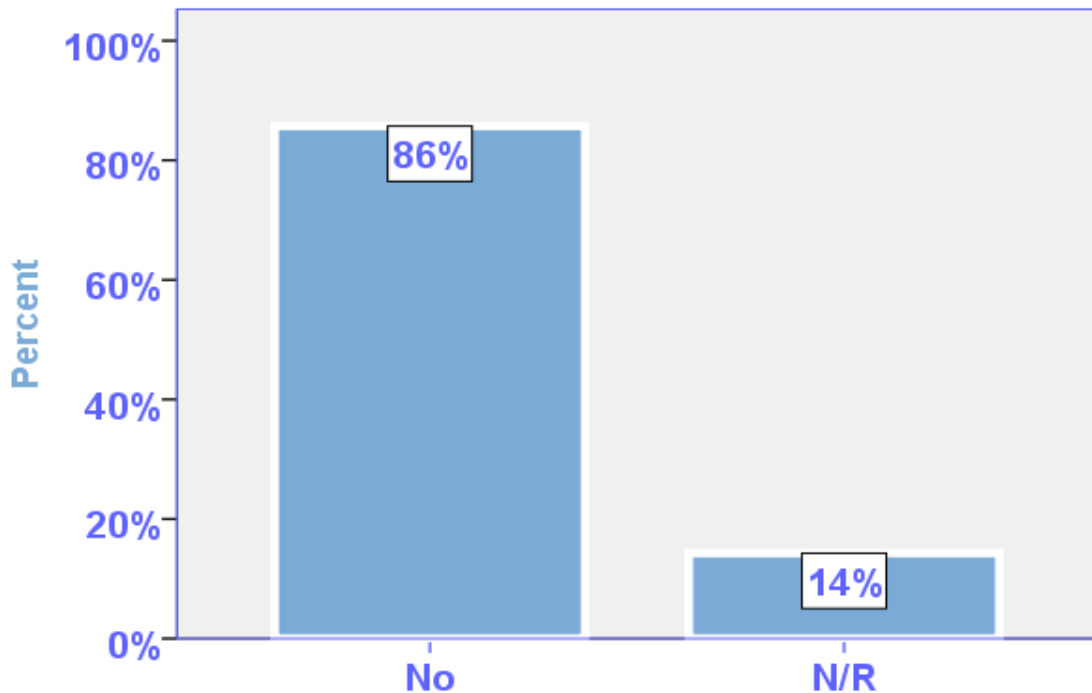


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 86% of English teachers at the Foreign Language Department consider that the building of the Foreign Language Department is not well designed for students with physical disability to access and the other 14% did not answer.

GRAPH 22

22. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?

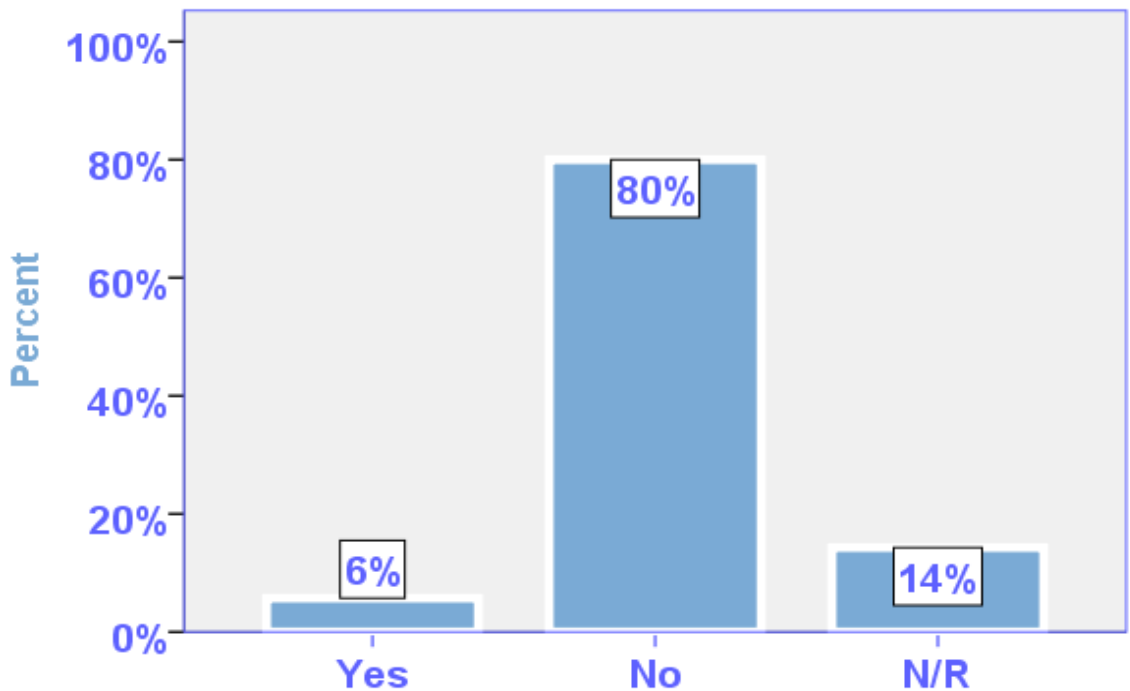


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 86% of English teachers at the Foreign Language Department think that the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own and just the 14% of them did not answer.

GRAPH 23

23. Are the classrooms in the Foreign Language Department well-arranged for the students with physical disability to move without interference?

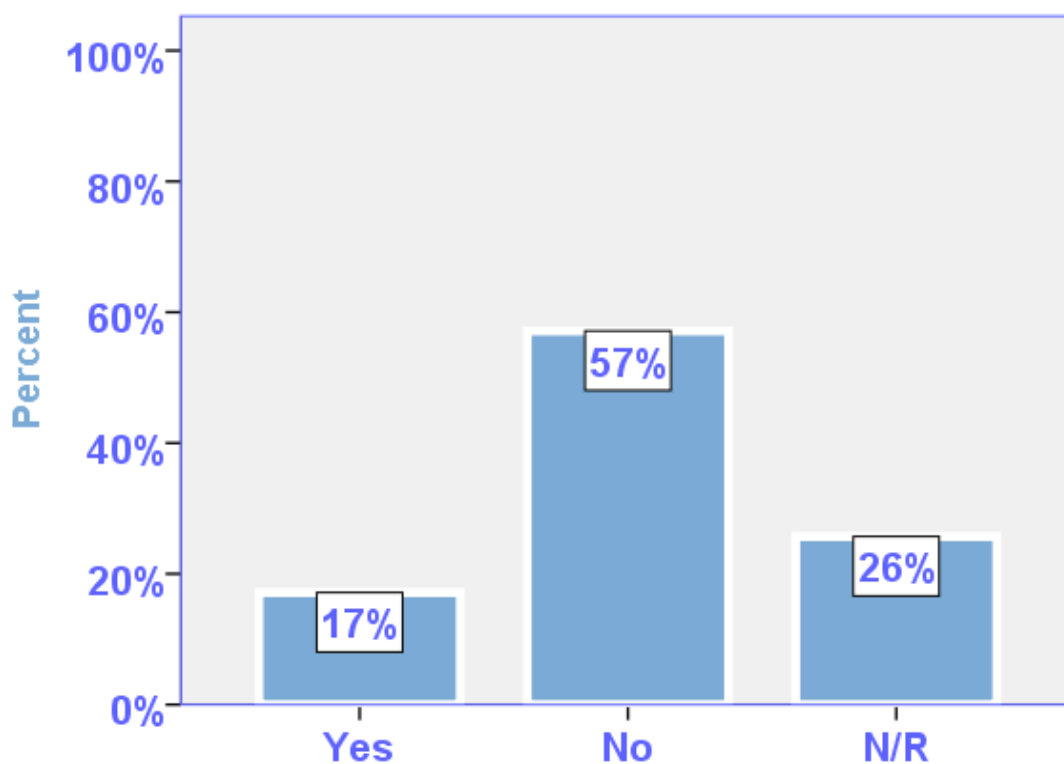


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 6% of English teachers at the Foreign Language Department said that the classrooms at the Foreign Language Department are well-arranged for students with physical disability to move without interference; however the 80% of them think that the classrooms are not good and the 14% of them did not respond to the question.

GRAPH 24

24. Do the classrooms have good lighting for the students with low vision to see well?

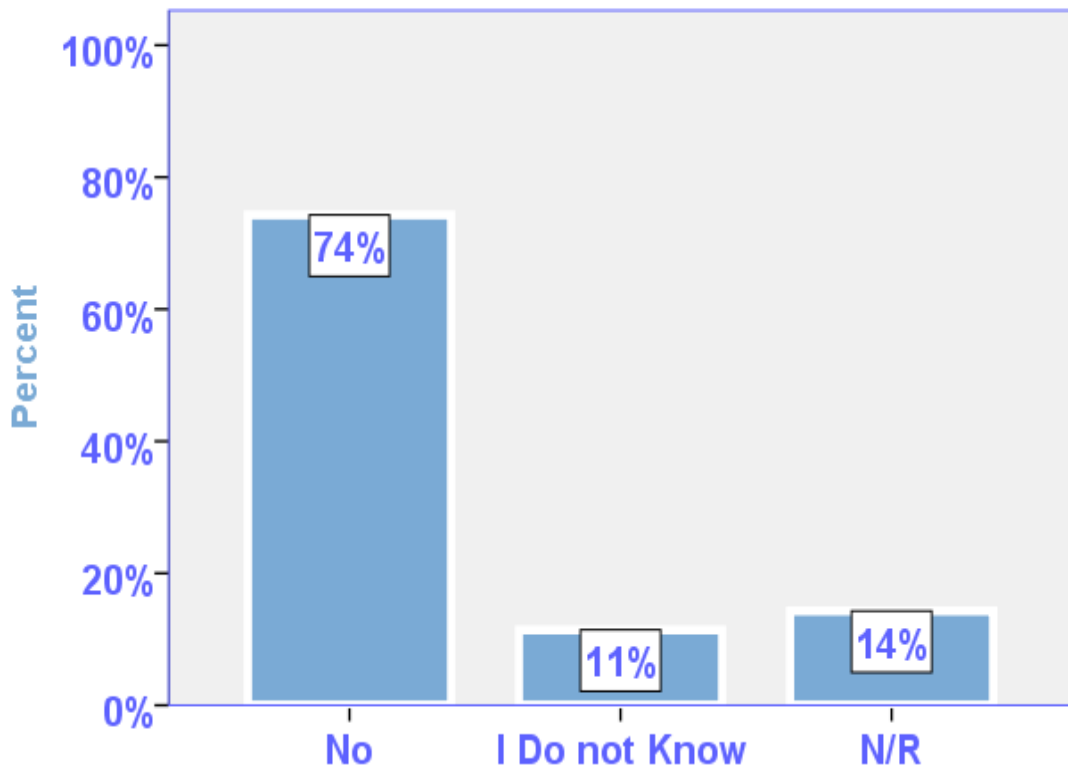


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 17% of English teachers at the Foreign Language Department think that the classrooms at the Foreign Language Department have good lighting for students with low vision to see well, but the 57% think that the lighting is not good enough for students with low vision to see well. The 26% of them did not answer.

GRAPH 25

25. Are there bathrooms designed for students with physical disability in the building of the Foreign Language Department?

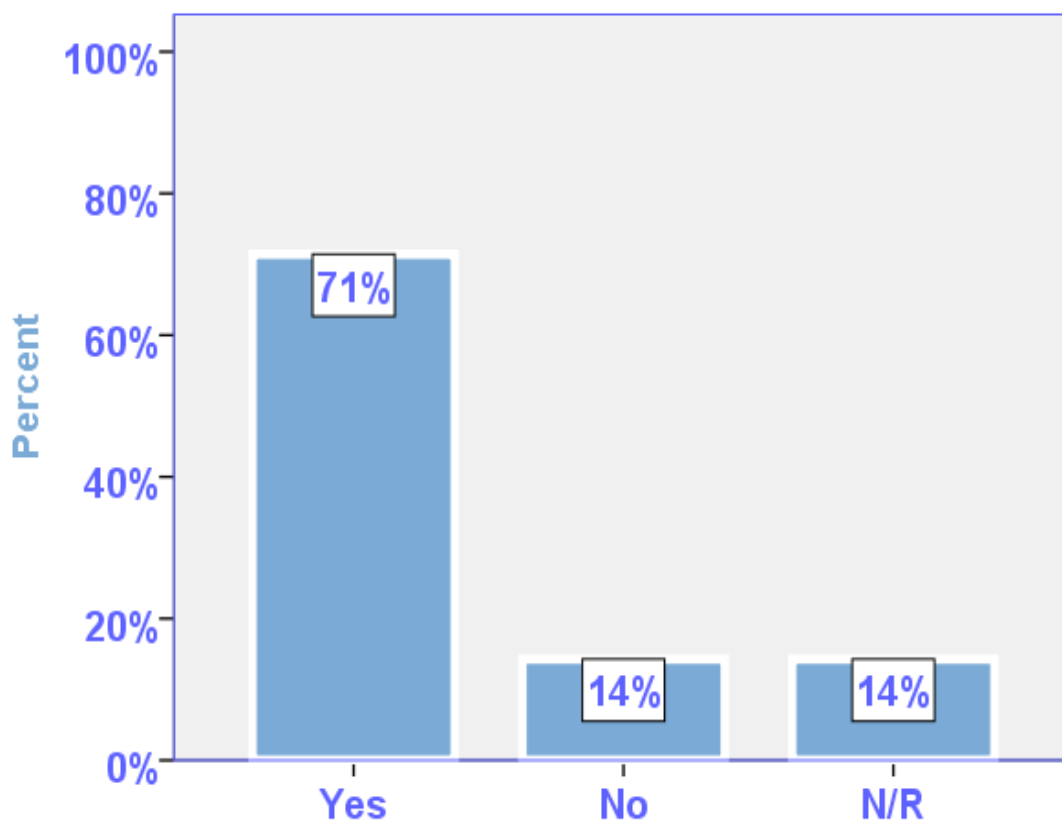


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 74% of English teachers at the Foreign Language Department said that the bathrooms at the Foreign Language Department are not designed for students with physical disability. The 11% of them do not know about it and the 14% of them did not answer.

GRAPH 26

26. Do you think technological resources are necessary for learning a second language?

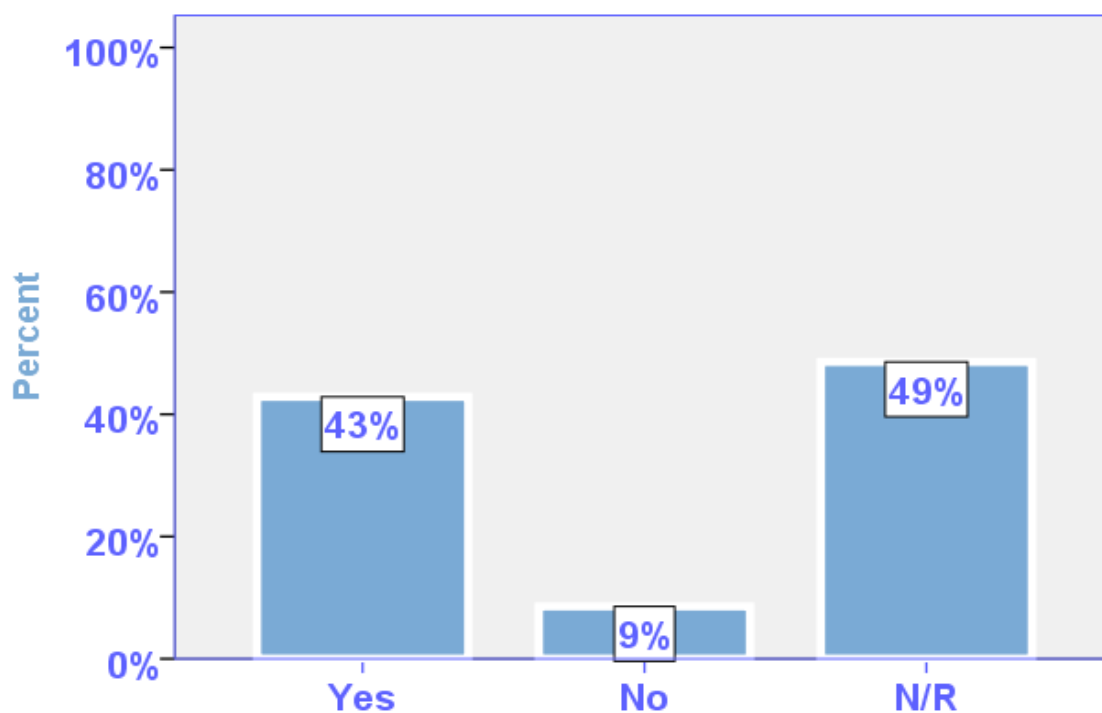


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 71% of English teachers at the Foreign Language Department think that technological resources are necessary for learning a second language; however the 14% said that they are not necessary and the 14% did not answer.

GRAPH 29

29. Are magnifying glasses necessary for the students with low vision to see properly?

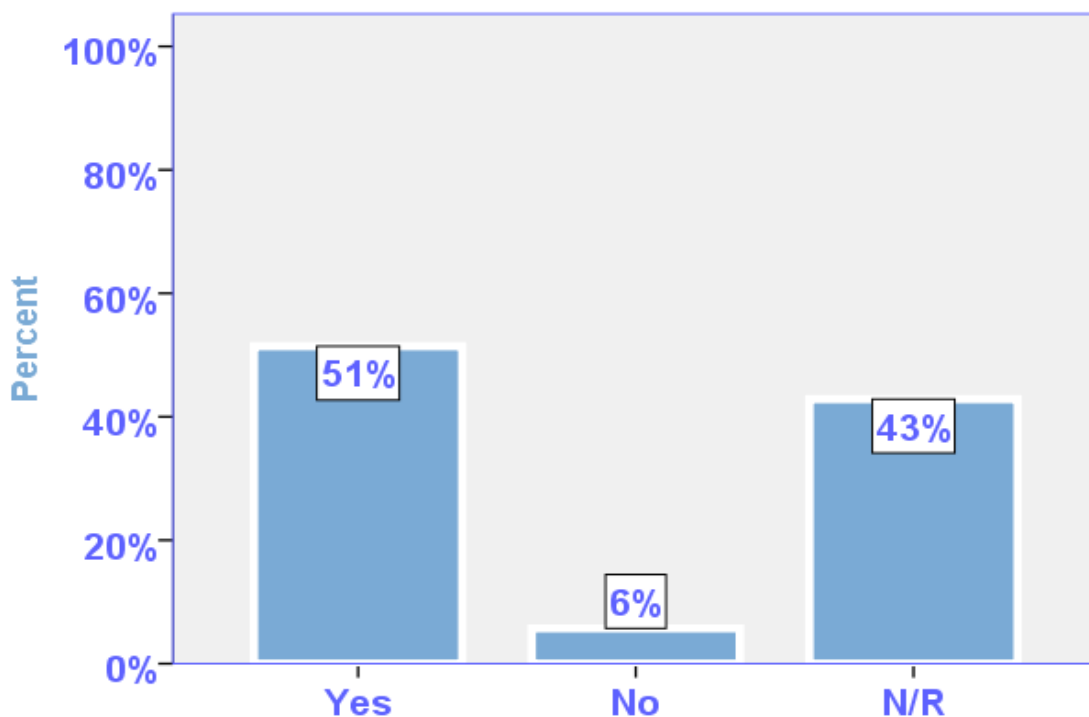


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 43% of English teachers at the Foreign Language Department consider magnifying glasses are necessary for the students with low vision to see properly, but the other 9% said that they are not necessary. The 49% did not answer.

GRAPH 30

30. Are sound recorders necessary for the students with low vision to tape classes?

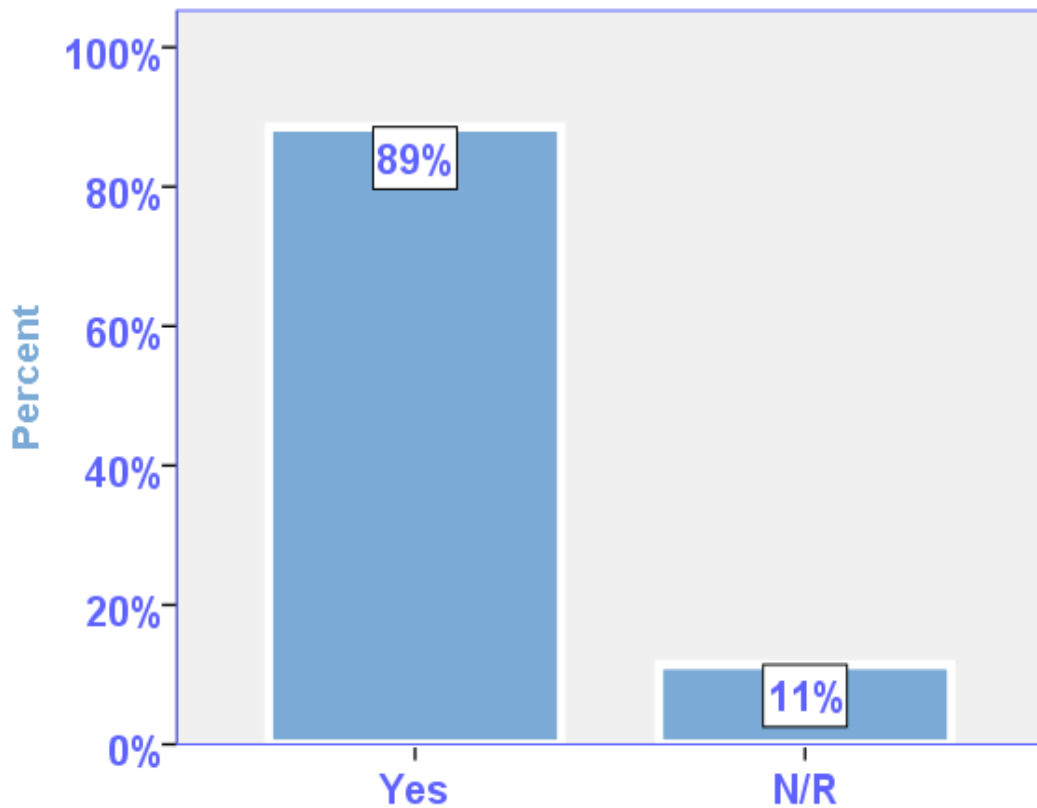


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 51% of English teachers at the Foreign Language Department said that sound recorders are necessary for students with low vision to tape classes. The 6% said that they are not necessary and the 43% of them did not respond.

GRAPH 31

31. Are elevators necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors?

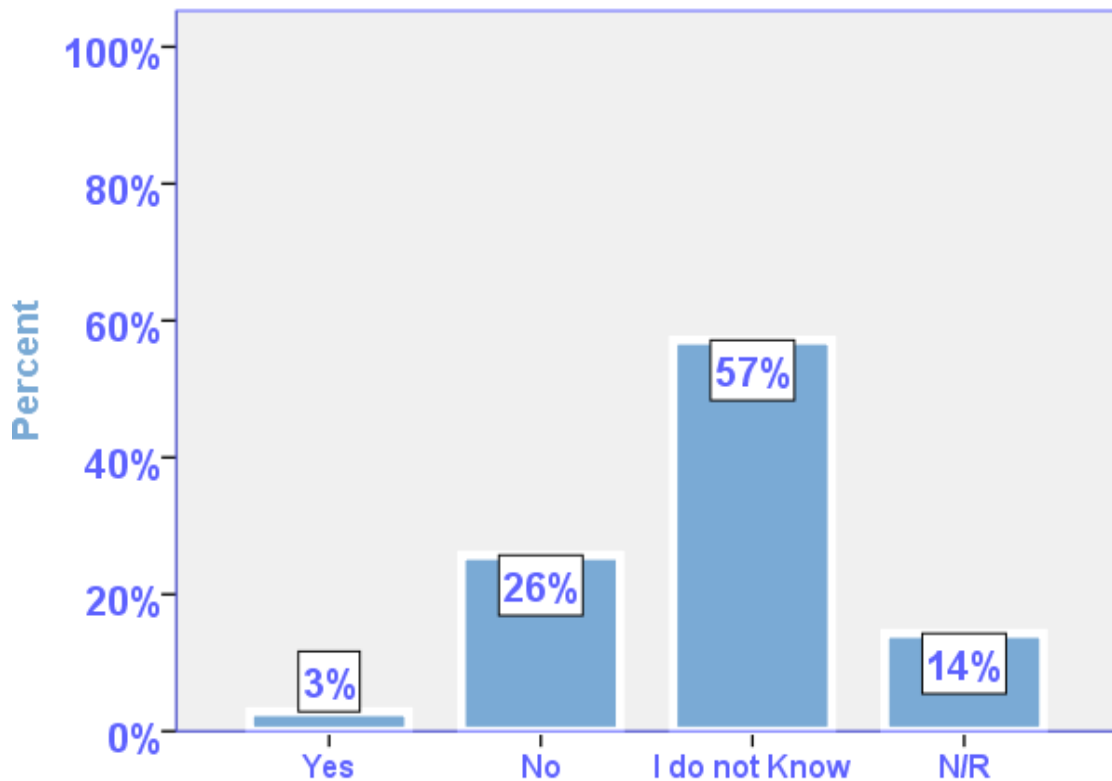


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 89% of English teachers at the Foreign Language Department think that elevators are necessary on the building of the Foreign Language for the students with physical disability to get in to different floors. The other 11% of them did not answer.

GRAPH 32

32. Does the Foreign Language Department has technological resources to help students with low vision disability?

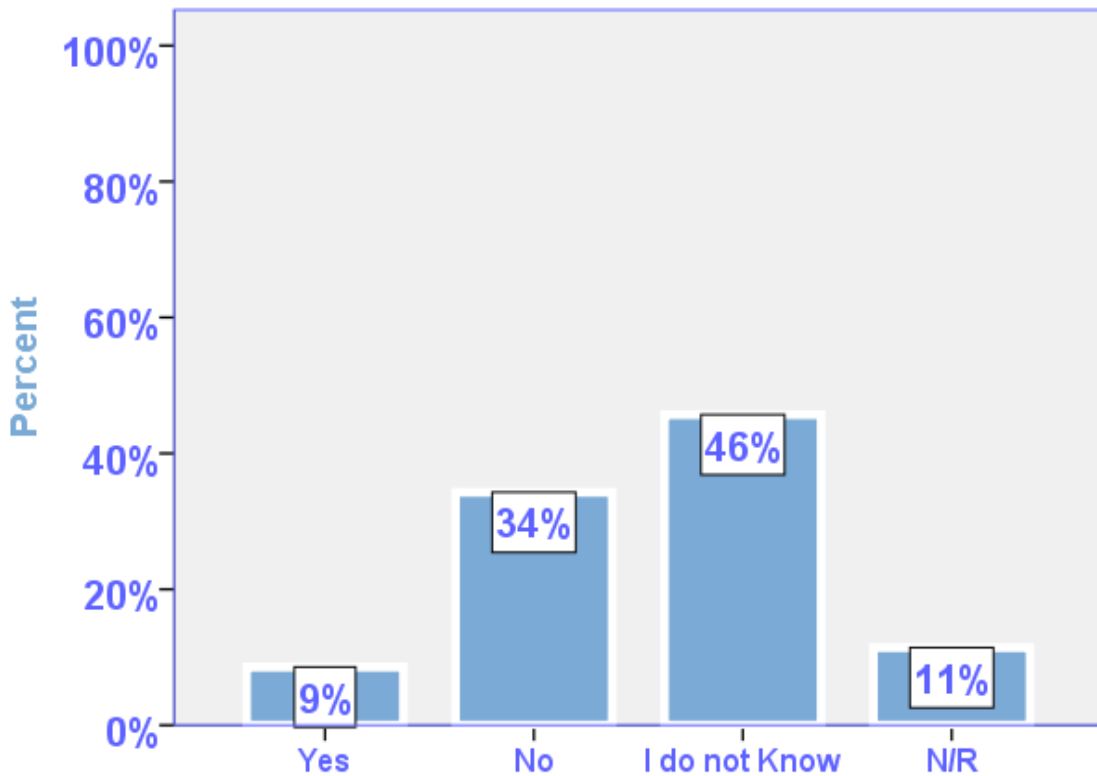


Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 3% of English teachers at the Foreign Language Department said that the Foreign Language Department has technological resources to help students with low vision disability; however the 26% of them think that the Foreign Language Department does not have technological resources to help students with low vision, while the 57% of them do not know and the 14% did not respond to the question.

GRAPH 34

34. Does the Foreign Language Department has technological resources to help students with physical disability?



Source: Questionnaire administered to English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

The 9% of English teachers at the Foreign Language Department think that the Foreign Language Department has technological resources to help students with physical disability, but the 34% of them think that the Foreign Language Department does not have enough technological resources for students with physical disability. The 46% of them do not know and the 11% did not answer.

8.1.2 QUALITATIVE DATA ANALYSIS FROM THE QUANTITATIVE INSTRUMENT:

Between June and August 2014, the researchers conducted a survey of 124 students from seminar II, 60 teachers, 3 students with low vision disability, and 3 students with physical disability. We aimed to describe the level of inclusion students with low vision and students with physical disability learning English at the FLD to properly inform at the Foreign Language Department’s members, regular students [students without any disability], students with a physical disability and students with low vision disability on subject matter current status and to provide an updated overview of the topic. The survey results are shown in the following chart in which each qualitative item from the survey was extracted to reflect each sample’s perspectives in this deep research.

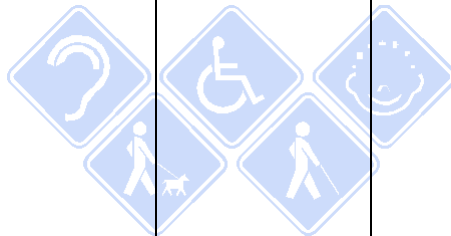
COMPARATIVE TABLE BY QUESTIONS – QUALITATIVE QUESTIONNAIRE INSTRUMENT						
Question	Theory	ENGLISH TEACHERS (out of the 100% of teachers at the FLD)	Students from Seminar II	Students with Low Vision disability	Students with physical disability	Analysis / Conclusion
8. Are you familiar with the issue of inclusion of students with disabilities at the	In El Salvador, education to people with a physical disability, a low vision disability, or others started in 1943 when	according to English teachers from the FLD, they have uttered (said) that there are some national and	Most Seminar II students are not familiar with the issue of inclusion. Therefore,	Based on the surveys processed, 2 of 3 students with low vision disability are familiar with	2 of the 3 students with physical disability said they are familiar with the issue of inclusion of	Based on the information collected from teachers, seminar II students, students with low vision, and

<p>University of El Salvador?</p>	<p>the Culture Ministry (nowadays Ministry of Education) created a school for blind people [known as students with a visual disability in this research]. Since the creation of the first school of special education in 1956, the development of programs oriented to this sector has been carried out in the country (Guía de Educación Inclusiva, 2005)</p> <p>Most of the initiatives developed are based on a</p>	<p>institutional laws which mandate disabled students to be accepted. Therefore, institutions are adjusting their functioning accordingly. At the University of El Salvador, the authorities (Vicerrectoría Académica) are trying to carry out a program for being developed in the different Faculties with the creation of the “Laboratorio de Atención de Estudiantes con Discapacidad de la Universidad de</p>	<p>they do not have a certain opinion about it. A good amount of students agreed they have an idea of what inclusion is; they consider all educational institutions should have adequate resources, infrastructure and personal to serve people with disability, including the University of El Salvador. In addition, these</p>	<p>the issue of inclusion of students with disabilities at the University of El Salvador, they expressed that inclusion means including everybody in society and giving them human rights no matter their disability. The other students expressed to know only a little bit about it.</p>	<p>students with disabilities at the University of El Salvador. They have been informed about it in the main library. The 3rd student said not to know of inclusion in the University but as any other student, they have equal opportunities .</p>	<p>students with physical disability, it can be concluded that teachers are the most familiar with the issue of inclusion at the University of El Salvador as they mentioned the “Laboratorio de Atención de Estudiantes con Discapacidad de la Universidad de El Salvador” which is a program being carried by the authorities to provide support to students with different disabilities studying inside the University.</p>
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	<p>diversity of laws and protocols in which the rights of people with disability are established. Some of these laws and protocols are: “Ley de Equiparación de Oportunidades para las personas con discapacidad”, “Convention on the Rights of Persons with Disabilities and Optional Protocol” which El Salvador has undertaken to ensure and ratified, (Protocolo Facultativo de la convención sobre los derechos de las personas</p>	<p>El Salvador”. Some teachers have said that they only know a little bit about the topic of inclusion because there is little information about it. While some others expressed that they definitely do not know anything about the topic.</p>	<p>students think that in spite of few changes already made as some ramps, the University authorities have provided neither further interest nor enough information to solve this issue. Considerably, some of the students said they are familiar with the topic and that there is inclusion at the university just because</p>		<p>However, it is noticeable that there is a lack of interest from some teachers to gather information about the topic from outside sources since they said to know only the little information the university authorities provide, and even some other teachers expressed they do not know anything related to the topic. It was found that some of the Seminar II students who were interviewed do not have a</p>
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	<p>con discapacidad, 2002), “Policy of Inclusive Education” (Decree given in Sala Presidencial, 2002), and some others mentioned in the theoretical framework)</p>		<p>they have had classmates with different disabilities, or they have seen people with disability all around the University. Seminar Students are aware of what a disability implies, or the difficulties these people face to move from one place to another inside the university, but they consider these people with</p>		<p>clear idea of what inclusion is, but with the little information handled, they consider all educational institutions should have adequate resources, infrastructure and personal to serve people with disability, including the University of El Salvador. Some others are aware of what a disability implies since they have had classmates, friends, or they have just seen people with different disabilities around the</p>
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			<p>disability are capable enough of going to regular classes and develop a lot of abilities as well.</p>		<p>University. This experience helps students to get consciousness of all inconvenients people with disability go through. Finally, it was also found that students with low vision and students with physical disability have been informed about the topic at the main library in the University with the help of the "Laboratorio de Atención de Estudiantes con Discapacidad de la Universidad de</p>
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						El Salvador” which teachers mentioned as well.
9. Do you agree on having students with low vision disability in your class?	According to Licenciado Vladimir Azahar from the Inclusive Department of the Ministry of Education, the integration of people with disability started in the 80’s eliminating barriers to the learning. Programs created to integrate and include people with disability recognize the equal need of learning (Política de Educación Inclusiva, 2010)	Most teachers agree on having students with a low vision disability because they deserve and have equal rights for receiving education as other students who do not have any disability. As teachers they said that they will need special training on the area to help them become professionals as other students. But	The majority of Seminar Students II agreed on having classmates with low vision. They made special reference to the fact we are all human beings with rights, deserving respect, adding the opportunity to have access to education and to learn another	Students with Low vision disability (the 3 of them) agreed on having regular classmates as they are part of regular classes. They expressed everybody has same rights and consider themselves as regular students as well.	The 3 of the students with physical disability agreed on having classmates with low vision disability since everybody has the right of education as well as same opportunity of learning.	It was found that most teachers agreed on having students with low vision disability making emphasis in the fact that every person has the right to study. However, it is palpable that teachers would prefer not to teach these students due to the absence of preparation. Teachers have not been trained for it; therefore, it would be better

		<p>they also agree that the community must be more conscious about the rights students with a low vision disability have. On the other side, there is a group of teachers who said that they do not agree or are not sure on having students with these conditions for not having been prepared for it. Therefore, all these students should receive a special teaching program with specialized teachers. Also</p>	<p>language. Students also affirmed people with disability causes no inconvenient in regular classes. If this is related to low vision, students should seat closer to the board or the teachers could just adapt their presentations with bigger size letters. However, a small amount of Seminar Students were not sure of having</p>			<p>if students with low vision received a special teaching program with specialized teachers. Teachers also considered the fact of integrating these students to classes since equipment is not appropriate for them either. For some Seminar II students, to study at the University and to learn another language is a right all human beings have. Students with low vision disability should seat closer to</p>
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		<p>they mentioned in case of having these students they would need special assistance to attend them in a more personal way. Finally, the capability to integrate into the course requirements and the accessibility to class from students with low vision was also considered by this group of teachers.</p>	<p>people with low vision disability in their class. Some requested these people with disability should probably have a special group of class so they could have appropriate attention for better results. On the other hand, a smaller part considered this as an invalid option to be. For them, people with low vision</p>		<p>the board and on the front lines or teachers could just adapt their presentations with bigger size letters. This would be a good technique for teachers to use. Nevertheless, some other Seminar II students requested these students with low vision should have a special group of class for them to have appropriate attention or even some others requested students with low vision not</p>
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			<p>disability could alter the teaching-learning process since a disability makes them different from normal students and teacher would need to be more focused in this specific kind of students.</p>		<p>to be part of regular classes since they could alter the teaching-learning process. It is clear Seminar students have these opinions since they have not been informed enough on how to work along with different classmates. Students with low vision agreed on having classmates with physical disability and vice versa. Evidently, students who have a disability are more open to</p>
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						accept different classmates. They feel totally identified with it.
10. Do you agree on having students with physical disability in your class?	In 1982, the National Plan for Special Education and the Law on Social Integration of Disabled People (Spanish acronyms LISMI) entered into effect. This law enacts a set of measures relating to personal, social and employment attention to people with disabilities and within these	Because a physical disability does not interfere in the English learning process, some teachers agree on having students with a physical disability. They also stated that students with a physical disability have the right and deserves education as well as the rest of the educational community. They also said	A really great amount of Seminar II students totally agreed on having classmates with physical disability as that disability does not make them different. They are all human with same rights to study and success. Since some activities developed in class do not	All students with low vision disability agreed on having classmates with physical disability. They consider both low vision and physical disability students are equal as regular students. For them, a physical disability will not stop them from	All the students with physical disability (the 3 of them) agreed on having regular classmates as they are part of them as well. They expressed all people have same opportunity to learn since they have the same abilities as regular	Some teachers agreed on having students with a physical disability. They also stated that students with a physical disability have the right and deserves education as well as the rest of the educational community. However, there was a group of teachers who expressed their concern about not being prepared to receive this

	<p>measures provides the basic guidelines in the educational field, in order to ensure that students with special educational needs can achieve, in the fullest extent possible, the educational objectives generally established. (Martinez, Dolores, Integración Escolar).</p>	<p>that there should be the necessary facilities for these students to move from one place to another and to welcome them because they have the same rights as other students. On the other side, another group of English teachers expressed that by not having being prepared for teaching these students with a physical disability; they do not agree or are not sure of having them in their classes. Other reasons expressed by</p>	<p>required physical movement, people with physical disability are able to participate and be part of a regular class with no inconvenient . But despite a great deal of agreement about this, there is a small group of students who doubt whether or not to have people with physical disability in a regular class and even a smaller one which totally</p>	<p>doing a lot of things.</p>	<p>students and are part of society too, being in a class with regular students works form them.</p>	<p>kind of students. For them, the FLD facilities are not appropriate for these students what constitutes one of the main obstacles the FLD has. For most Seminar II students, to have a classmate with physical disability would not be an inconvenient since some of the activities developed in class do not require physical movement. Some other seminar students would rather prefer not to have</p>
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		<p>these teachers were that the FLD does not count with the facilities and that the different situations going on in the classrooms might make the student with a physical disability uncomfortable based on the nature on the class.</p>	<p>disagree on this inclusion. Some of Seminar II students' opinions were that the university and specially the FLD facilities are not appropriate for people with physical disability to move around with no effort. Additionally, students stated this inclusion could affect the learning process or the activities in class and they cannot</p>		<p>classmates with physical disability, since, as well as teachers; they consider the FLD is not infrastructural prepared to receive students with physical disability. It is also interesting to review that some students associate physical disability with slow learning what should not be the case. A disability is not synonym of shortfall learning. Students with low vision agreed on having regular</p>
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			<p>be taught neither can be treated same way as a person that does not have physical disability since their learning process is slower.</p>			<p>classmates as they like to be part of regular classes and to be consider regular students as well. Students with physical disability mentioned that all people have same opportunity to learn and a disability as low vision should not hinder them to be part of a regular class.</p>
<p>11. Do you plan your lessons taking into account students</p>	<p>Researching on 2012, an educational campaign for children and teenagers with visual disabilities in El Salvador was launch.</p>	<p>There is a low tendency by teachers to plan their lesson plans taking into account students with low vision</p>	<p>The majority of Seminar II students mentioned they have never met a teacher who prepares classes</p>	<p>2 of the 3 students expressed they have sometimes seen or met teachers who prepare classes</p>	<p>All students with physical disability (the 3 of them) expressed they have never seen or met a</p>	<p>It was manifested by some teachers that sometimes it is hard for them to remember there is a student with</p>

<p>with low vision disability needs?</p>	<p>Named as “Educación para todos los niños con discapacidad visual” The campaign seeks to ensure that children with blindness and low vision are entitled to education, said Minister of Health Dr. Maria Isabel Rodriguez, who chaired the event.</p>	<p>disability needs. To remember they are in a class is sometimes forgotten, to have the time and resources have been some teachers’ complications. While some have expressed that they have never had students with these conditions, a great number of teachers have just classified their answer by not provided any response.</p>	<p>including students with low vision educational needs. A special remark to mention by students is that most teachers do not prepare that much didactical material. They just use the whiteboard or projector. Further, some teachers do not even take the time to check if they have a student with special needs or low</p>	<p>taking into account their educational needs as handouts with an adequate letter size, or presentations with bigger font. One of the students expressed he has never met a teacher who does it. For this student, teachers do not care or do not think of their students when preparing a class.</p>	<p>teacher who prepares classes taking into account students with low vision disability needs.</p>	<p>low vision in the class. That is why their lessons are not appropriate prepared for students with low vision disability needs. This was confirmed by students with physical disability, Seminar II, and Low vision students responses who expressed their dissatisfaction about teachers’ class preparation. It is important to remark that most of all these students have never seen or met a teacher who</p>
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			<p>vision disability which causes that their classes do not have any alternate activity for these students. Some other students stated they know a few teachers who prepare their classes considering students with low vision disability. Their classes have alternate activities, different letter size presentations and even</p>			<p>prepares special didactic material. It is really concerning that most teachers do not take the time to check if any of the students need special material. That is why some students have expressed teachers do not care or do not think of their students when preparing a class. Nonetheless, only few students could say they know teachers who take the time to prepare their classes with different or big</p>
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			<p>special tests. A group of Seminar II students have never had a classmate with low vision disability during the time they have been studying at the University, so teachers are not needed to prepare special classes.</p>			<p>enough letter size presentations and even special tests.</p>
<p>12. Do you apply a variety of teaching-learning</p>	<p>The chancellor of the university, engineer Mario Roberto Nieto Lovo emphasized</p>	<p>In the case of teachers who have prepared their lessons taking into account some needs students</p>	<p>A great percentage of Seminar II students considered teachers do not apply a</p>	<p>2 of the 3 students with low vision disability agreed that teachers do not apply a</p>	<p>All students with physical disability (the 3 of them) agreed that teachers do</p>	<p>Some teachers prepare their lessons taking into account some needs students with low vision like</p>


<p>techniques to help students with low vision disability?</p> <p>13. If you answered yes in question 12, explain which teaching-learning techniques you use with students with low vision</p>	<p>during his speech at the closing of project: "Inclusion of people with disabilities in the English language learning process at the University of El Salvador" carried by students of 5th year on major Licenciatura en Idioma Inglés Opción Enseñanza the importance for the current administration to include and cooperate with the academic community of</p>	<p>with low vision have, the actions carried out by them are to enlarge letter fonts so that students with low vision can read. Some others have created special handouts and have made used of Power Point Presentations so these students learn without difficulty. Besides, some have placed students with low vision closer to the board and also some have monitored students work. To pair</p>	<p>variety of teaching-learning techniques to help students with low vision disability. Some of them think that since there are not too many students with low vision problems, teachers do not take them into account. On the other hand, a small group stated they have never had a classmate with low</p>	<p>variety of teaching-learning techniques to help them in the process. Only one of them said teachers use some drawings as a technique.</p>	<p>not apply a variety of teaching-learning techniques to help students with low vision disability.</p>	<p>the enlargement of the letter fonts so that students with low vision can read. Some others create special handouts and make use of Power Point Presentations. Asking students with low vision disability to seat on the front line or to pair these students with a regular classmate for immediate assistance when needed, are considerably the good techniques teachers use to help students</p>
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	<p>people with disabilities, "for the first time an institution of higher education, UES puts some interest providing youth the conditions that enable them to overcome these barriers and see their hopes of being professional crowned." Peña and Rosales, (2013)</p>	<p>students with low vision with another classmate who can help him or her, to have assistance or to have a classmate to dictate him or her have been other actions by some teachers. On the other side, some other teachers have not replied to this question. Some others have said that they do not plan their lessons plans taking into account these students, there are some teachers who have expressed that the FLD</p>	<p>vision disability so they would not give an opinion about teachers' learning techniques. Few of them supported teachers by saying they do apply a variety of teaching-learning techniques to help students with low vision disability. Some examples mentioned were that the desks are arranged specially for</p>		<p>with low vision disability. It is important to mention that not all teachers responded to this question and a lot of them preferred not to provide any response what tells a lot about their teaching-learning techniques. The majority of Seminar II, Low vision and physical disability students reached an agreement by saying they have never seen or do not know a teacher who applies a variety of</p>
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		<p>does not count with extra money or budget for this type of needs.</p>	<p>students with low vision to use the front seats; teachers also prepare Visual Aids and PowerPoint presentations with big size letters so students with low vision disability can see with less effort.</p>			<p>techniques for students with low vision. It seems that to prepare these techniques takes a lot of effort that sometimes teachers prefer not to do. On the other hand few Seminar II students provided some of the important techniques a small group of teachers do as the arrangement of desks especially for students with low vision to use the front seats as well as Visual Aids. This means there is a small</p>
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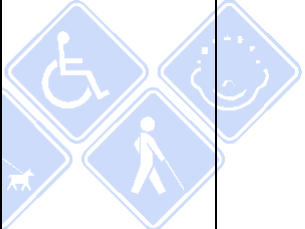
						but significant group of teachers who are actually taking into account the different students they have in a class.
<p>18. Do you apply a variety of teaching-learning techniques to help students with physical disability?</p> <p>19. If you answered yes in question 18, explain</p>	<p>In order to help ensure the realization of Education right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels</p>	<p>From the 14% percent of teachers who said they apply a variety of teaching-learning techniques to help students with physical disability as shown in the graph #18 from the quantitative data analysis, the teaching-learning the teaching-learning techniques are:</p>	<p>A great amount of students agreed teachers do not apply a variety of teaching-learning techniques to help students with physical disability. A smaller part established they have never had classmates with physical</p>	<p>One of the 3 students with low vision disability agreed teachers apply a variety of teaching-learning techniques to help students with physical disability. For example, teachers ask regular students to help the</p>	<p>One of the 3 students with physical disability expressed that teachers apply a variety of teaching-learning techniques to help them; for example, the “ball-answer” game. The second student said</p>	<p>Having students with physical disability in a regular class is most of the time a big challenge for teachers. However, some teachers from the FLD seem to understand what this implies and make an effort when preparing teaching-learning techniques for</p>

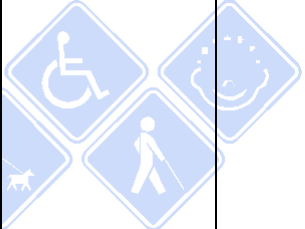
<p>which teaching-learning techniques you use with students with physical disability:</p>	<p>of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities. (United Nations, 2007)</p>	<p>to prepare Power Point Presentation files, to review previous content and main points, to monitor students' work, to establish a person-to-person relationship to have feedback on the lesson. Some other teachers had said they had brought to the class games, tasks, exercises which not require movement. Discussion groups, where the student has to be in a round table and sit known as</p>	<p>disability so they provided no opinion about it, and just a tiny part of the group believed teachers do.</p>	<p>student with physical disability in his or her mobilization. The second student expressed teachers do not apply any variety of techniques and the 3rd student preferred not to respond.</p>	<p>teachers do not apply any variety of techniques, and the 3rd one preferred not to respond.</p>	<p>these students. As they mentioned some of these techniques are Power Point Presentation files, revision of previous contents and main points, students' work monitoring, person-to-person relationship to have feedback on the lesson, class games, tasks, and exercises which not require that much movement, it is significant to value the effort teachers make to encourage this challenge. Nevertheless,</p>
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		<p>“students’ talent show” has been some of the activities some teachers have done when having a student with a physical disability. However, a 37% of teachers have said they do not apply a variety of teaching-learning techniques to this group of students. A low number of them have said they treat them like regular students without considering the diversity of educational needs each</p>			<p>not all teachers do so, and some teachers clearly stated not to prepare any special technique, either because they have never had a student with special needs or just because. Moreover, most Seminar II and low vision students agreed that teachers do not apply a variety of techniques for students with physical disability what is somewhat opposed to teachers’ responses. Some other students with</p>
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		<p>student may have. A 20% of teachers have not replied to this item which has not allowed us to identify their outlooks in this inquiry. And finally a 29% percent of teachers have replied they have not applied a variety of teaching-learning techniques to these students for not having had a student with this condition.</p>				<p>low vision or physical disability expressed that teachers ask regular students to help the student with physical disability in his or her mobilization what might be either considered a technique or not.</p>
<p>20. Are role plays suitable for</p>	<p>People with Bodily Kinesthetic Intelligence use the body</p>	<p>Some teachers expressed that role plays involve active movements on</p>	<p>Half of Seminar students agreed students</p>	<p>One of the 3 students with low vision agrees role plays are</p>	<p>2 of the 3 students with physical disability expressed</p>	<p>Based on teachers' responses, it was concluded that teachers</p>

<p>students with physical disability?</p>	<p>effectively, like a dancer or a surgeon. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, 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</p>	<p>the side of the student and sometimes students with a physical disability cannot move or cannot easily move around the classroom; therefore, role plays are not some of the preferred activities. Some teachers have said that activities must be according to students' context and they should be given the chance to stay where they are. Some other teachers said that role plays may or not be suitable for</p>	<p>with physical disability participate in role plays in the class. However some of them have never had a classmate with physical disability, so they prefer not to provide an opinion about it. There was a smaller group stating these people with disability do not participate in the role plays.</p>	<p>suitable for students with physical disability. The 2nd student considers role plays would not be a good option due to the movement role plays sometimes need. The 3rd student preferred not to respond.</p>	<p>that role plays are not suitable for them since teachers prepare general role plays for all students. The 3rd student expressed role plays are suitable since he or she performs them from the desk.</p>	<p>do not consider role plays as the best activities to perform in class due to the movement these activities involve. However, as some other teachers expressed, role plays could be adapted to students' needs. If a student cannot easily move around the classroom, role play should be performed from the desk. Of course, activities involve day to day real life situations which could be a</p>
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	<p>have the ability to move around and learn at the same time they are moving (Barrera 2004.)</p>	<p>these students considering the kind of disability students may have and the role assigned.</p> <p>Some other teachers have expressed that they have developed all the activities planned in the syllabus and they have tried to carry out techniques that are suitable for these students and a physical disability should not be a problem to accomplish tasks. Some others have said that role plays are not exclusive for</p>			<p>good lesson for regular students. As some teachers also expressed they prefer activities or role plays based on the development of encouraging communication; activities which allow students to do their part sitting down and to use the language. Half of Seminar II students who were surveyed confirmed students with physical disability do participate in role plays. But the other ones stood they do not. Students</p>
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		<p>“normal students” because what is done in role plays also happens in real life. Activities which have been carried out by some teachers while having students with physical disability are based on the development of encouraging communication; activities which allow students to do their part sitting down and to use the language. A considerable group of teachers did not expressed if role plays are suitable or not</p>				<p>with low vision disability and physical disability said role plays are not suitable. Most likely because role plays are prepared in a general way and not including these students' needs making the student with disability feel uncomfortable when performing it.</p>
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		because they have not had students with these conditions. In few cases, some teachers do not provided any response and some others wrote vague answers which were not what were required.				
21. Do you consider the building of the Foreign Language Department is well designed for students with physical	There are 5, 831 people registered by the RNPN who have disability in Soyapango but San Salvador with 7,352 people with disability has the highest amount. There are some	The lack of elements such as space, elevators, entrance size, ramps, seats, tables and boards designed to the needs of students with a physical disability is an inconvenient at	A really big and significant amount of Seminar II students strongly believed the FLD is not well designed for students with physical disability to	Only one of the 3 students with low vision disability considers the building of the FLD is well designed for students with physical disability. The other 2	All the students with physical disability (the 3 of them), consider the building of the Foreign Language Department is not well designed for them to	Based on teachers, Seminar II, low vision, and physical disability students' responses, it is perceptible the lack of indispensable elements for students with physical

<p>disability to access it?</p>	<p>mechanisms that societies are trying to overcome, some of them demand that the society itself facilities the access to infrastructure, information and the means to go from the integration to the inclusion. Data gathered of the RNPN through CONAIPD – March -2014</p>	<p>the FLD according to a great number of English teachers. They mentioned that these students have difficulties to access to the 2nd and 3rd floors, teachers' cubicles, classrooms, and even to the basement.</p>	<p>access it. It is a 3 floors building, and there are too many stairs but no elevator for people with physical disability to move from one floor to another. Considering some people with disability use wheelchair or the help of a walker, the FLD lacks of an overall appropriate infrastructure for these people mobilization. It was found that only a</p>	<p>students consider the FLD is not appropriate since they cannot walk freely.</p>	<p>access it as there are too many stairs.</p>	<p>disability at the FLD such an elevator, ramps, proper seats, bigger entrances, tables and boards designed especially for these students. Considering the FLD is a three floors building full of stairs, students who have a physical disability that oblige them to use a wheelchair or the help of a walker look in the necessity to ask for help so they can access each floor. This inconvenient would not</p>
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			pretty small group of students believed the FLD has a good infrastructure due to the fact of a ramp at the entrance of it.			happen if the department had an elevator or the proper ramps to access each floor.
22. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?	The accessibility and mobility into a building or sidewalk into the educational institution seems to be such a challenge for students with a physical disability. This is why, in 1989, architect Ronald L. Mace, makes a critical	Most teachers have said there are no signals, no ramps, no handles attached to the walls which help students with a physical disability to move on their own. Some have also stated that the building of the FLD should be modified for	The majority of Seminar II students consider the Foreign Language Department is not well designed for students with physical disability to mobilize on their own. Some of these people with physical	All students with low vision disability (the 3 of them) consider the FLD is not well designed for students with physical disability to mobilize on their own. They expressed there is no	2 of the 3 students with physical disability consider the building of the Foreign Language Department is not well designed for their own mobilization. They expressed the FLD is too small	Students with physical disability mobilization seem to be one of the greatest challenges at the FLD. According to most English teachers, Seminar II, Low vision and Physical disability students' responses,

	<p>appraisal of the concept of "Physical Accessibility" and proposes as a stage of evolution, the "Universal Design (UD)", defined as "the design of products and environments to be usable by all people, to the greatest extent possible". (Sheryl Burgstahler, Ph.D. 2012).</p>	<p>these students because it can be only access through stairs which makes it impossible for them and prevent these students from getting to their classrooms. A benchmark to mention by teachers is that the building of the FLD was not created for people with a physical disability so that there is a lack of accommodations for them.</p>	<p>disability have had to ask their classmates for help to access the second or third floor of the FLD. Many students agreed the FLD was not initially built for people with special needs. It was only for regular students. That is why the department has only stairs with not enough handrails, no elevator and no ramps. The halls are</p>	<p>place to mobilize freely, the place is careless, and no one is interested on fixing this issue.</p>	<p>and too crowded. Only one of the students considers it well designed and has no problem with the infrastructure.</p>	<p>moving from one floor to another at the FLD is hard even for people without any disability. The absence of an elevator, signals, ramps, and handles at walls become the major barriers for these students to mobilize without the help of anyone else. Some teachers along with student from Seminar II explained that the FLD was not initially built for people with special needs; therefore, this building will not have all</p>
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			<p>very narrow and the classrooms have too many disorganized desks inside. On the other hand, a very small group of Seminar II students think the FLD is well-designed for students with physical disability to mobilize on their own at least on the first floor. There is only lack of organization.</p>			<p>accommodations as enough handrails that students with physical disability need to mobilize by themselves.</p>
<p>23. Are the classrooms in the</p>	<p>Inclusive education is a process that responds to the</p>	<p>The over population, the amount of desks that in</p>	<p>A large amount of Seminar II students</p>	<p>2 of the 3 students with low vision disability</p>	<p>2 of the 3 students with physical disability</p>	<p>Based on teachers' opinions, it can be concluded</p>

<p>Foreign Language Department well-arranged for the students with physical disability to move without interference?</p>	<p>different educational needs of the students. The integration has focused on placing students with special needs into classrooms and curriculums pre-existing. On the other hand, inclusive education requires that educational centers (centros educativos) modify the curricular instruction, the organization in the classroom and even the infrastructure of</p>	<p>some cases display, the lack of signals to help them move interfere with the free accessibility of students with a physical disability. Some teachers alleged that it is a matter of teachers to organize their classrooms in such a way that students with a physical disability can move easily when needed. In some other cases, teachers had uttered that desks are too heavy and in bad conditions for being moved. Another</p>	<p>considered classrooms in the FLD are not well-arranged for the students with physical disability to move without interference. To start with, there are too many stairs to access each classroom; secondly, students agreed in different ways that since classrooms were not built for students with physical disability, they were</p>	<p>agreed the classrooms in the Foreign Language Department are not well-arranged for students with physical disability to move without interference. Conditions are not the best and sometimes these students do not find a place to mobilize inside the classroom. Only one of the students considers the classrooms</p>	<p>agreed classrooms in the Foreign Language Department are not well-arranged for them to move without interference. For them, the desks are too small. Only one of them said classrooms are well designed.</p>	<p>that classrooms in the FLD are not well-arranged for the students with physical disability to move without interference. The over population, the amount of desks that will not let students to mobilize freely, is the clearest evidence that the FLD has not been prepared for students with physical disability. As some teachers alleged, it should be teachers' initiative to arrange desks</p>
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	<p>buildings to be able to attend ALL students. (MINED-2005).</p>	<p>reason established by some teachers is that the building was planned for “normal students” and experts from ISRI should be consulted, for example.</p>	<p>built really small and with narrow doors making the access to them a big challenge. Additionally, furniture is not well designed, uncared, disorganized, and cramped what makes, even for students with no disability, difficult to move around due to the limited classroom space available. Only few of Seminar II</p>	<p>are well arranged.</p>	<p>in such way that students with physical disability can move or seat easily. However, there are a lot of teachers who excuse themselves by saying desks are too heavy and in bad conditions to be moved. Likewise, Seminar II students agreed with teachers’ opinions. The disorganized, uncared, and cramped furniture are some of the shortcomings existing at the FLD</p>
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			students considered classrooms are well-arranged mentioning that some teachers take the time to arrange the desks in a more appropriate way.			classrooms. Indeed, all this becomes a great challenge for students with physical disability who agreed with most teachers, Seminar II and Low vision students' opinions.
24. Do the classrooms have good lighting for the students with low vision to see well?	Lightning is also essential inside the classrooms for students with low vision disability to see well. If the lightning casts bright or harsh glares or leaves some areas to dim, mirrors could be used to redistribute the light. Some	Unfortunately some classrooms do not have lamps so a “good lightning” is a way beyond to get, some classrooms have a wall in the middle of the space and that make the room to be dark, besides	Half of Seminar II students that were surveyed expressed the classrooms have good lightning for students with low vision to see well. They mentioned	All the students with low vision disability (the 3 of them) agreed classrooms do not have good lightning for them to see well. There are lamps on the classrooms,	2 of the 3 students with physical disability consider classrooms do not have good lighting for the students with low vision to see well. Additionally, there are not	Based on some teachers' opinions, it can be concluded that lightning in the classrooms is not appropriate for students with low vision to see well. As they mentioned, the FLD is far from having good

	<p>window shades or lamps that provide softer light could be also used. (Watson & McCathren, 2009)</p>	<p>that there are in some cases lamps that are out of work or have dim lights. In fact, classrooms are not well-designed to be used as classrooms are all according to some English teachers. Few teachers said that the some classrooms have good lightning; some had expressed that windows help for this purpose.</p>	<p>he lighting quality is acceptable and there is no darkness. Natural lightning from windows also helps a lot. In addition there are lots of lamps in each classroom what make students visualization clearer. Nevertheless, the other half expressed there is no such good lightning and even though a lot of lamps exist,</p>	<p>but most of them are missing or they start flicking in the middle of the class.</p>	<p>enough windows. On the other hand, the 3rd student said there is good lightning in the classrooms.</p>	<p>lightning starting from the infrastructure of the classrooms which have a wall in the middle. This turns classrooms into dark spaces. Additionally, the existing lamps do not work as they should. Most of them do not even work as half of Seminar II students expressed. Obviously the windows these classrooms have help a lot with students' visualization but it seems not to be enough. Students with</p>
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			they are in poor conditions since they seem damage, not working and, besides, they have never been repaired either.			physical and low vision disability provided a clear opinion stating at least lamps should be in so much better conditions or repaired, and that would avoid students with low vision to face visualization issues inside classrooms.
25. Are there bathrooms designed for students with physical disabilities in the building of	In buildings such as schools, stadiums, auditoriums or which provide similar services it must be intended for the use of persons with limitations,	Some teachers have alleged that there are special bathrooms next to the regular ones but they are currently being used as a warehouse. The restrooms	The majority of Seminar II students agreed bathrooms in the FLD are not designed for students with physical disability. Most of them	2 of the 3 students with low vision disability expressed they do not know if there are bathrooms designed for students with	All the students with physical disability (the 3 of them) agreed there are no bathrooms designed for students	As a same thinking, most teachers, Seminar II students with low vision and the complete group of students with physical

<p>the Foreign Language Department ?</p>	<p>a minimum of one health unit for ladies and one for gentlemen, for each floor. (Watson & McCathren, 2009)</p>	<p>are too small and do not have the required conditions, besides there is a lack of handles and bars in the toilets. Most teachers do agree that the bathrooms where not designed for students with a physical disability and it would be necessary to have special bathrooms for them to enter by themselves and carrying their wheelchairs or other implements. They also</p>	<p>expressed bathrooms design is not appropriate, not even for normal people. They are small, dirty and with no special features for students with disability or people in wheelchairs. The entrances are not accessible, the doors and spaces are too narrow and internal conditions are unacceptable. They do</p>	<p>physical disabilities in the building of the Foreign Language Department. There might be some which do not work, they said. The other student said there are not special bathrooms for students with physical disability.</p>	<p>with physical disabilities in the building of the Foreign Language Department. They said the floor is wet and dangerous and the design is not appropriate.</p>	<p>disability concluded there are no bathrooms designed for students with physical disability at the FLD. Actually, there were special bathrooms, but now they are being used as small warehouses. The only bathrooms in the FLD are for regular students. However, Seminar II students expressed their concerned about bathrooms conditions. Restrooms are</p>
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		<p>agree that the conditions of restrooms are in bad conditions for everyone. Some other teachers said that now buildings do have bathrooms with these specifications though.</p>	<p>not have the special features that bathrooms for people with physical disability should have either. Moreover, a small part of Seminar II students expressed they do not know anything related about bathrooms design.</p>			<p>too small and dirty. The doors and entrances are too narrow and the design is not appropriate. This is bathrooms do not have the special features that bathrooms for people with physical disability should have as handles and bars in the toilets. It is good to mention bathrooms at the FLD do not have a ramp to access them, making impossible for a student in wheelchair to access without</p>
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						help.
27. Which would the suitable technological resources be to use in the English teaching learning process of students with low vision disability?	Finally, regarding the digital format, there are students with low vision who usually use the expansion as a digital ramp to netbook usage. In view of the visual effort that this may involve, generally students can be guided so that when reading long texts they utilize the NVDA display reader whose reading commands are simple and avoid eyestrain, which	Technological resources such as the overhead projector so that the writing and pictures can be shown bigger size, tape recorders, laptops, slides, headphones and speakers are some resources mentioned by teachers for being used in the English teaching learning process of students with low vision. Some other technological resources that	The majority of Seminar II students expressed that the suitable technological resources to use in the English learning process of students with low vision disability would depend on each student need. They considered some of the most important technological resources are	Students with low vision disability consider the suitable technological resources to use in the English teaching learning process would be computers, tape recorders, special programs like NVDA and Art Programs to make bigger presentations.	Students with physical disability expressed the suitable technological resources to use in the English teaching learning process of students with low vision disability would be laptops, iPods, recorders, CDs and big screens.	As teachers, Seminar II students with low vision and physical disability agreed, the suitable technological resources to use in the English teaching-learning process of students with low vision would be overhead projectors, tape recorders, laptops, slides, headphones, speakers, PowerPoint presentations,

	<p>ends being configured as a limiting between the material and understanding by the student. (Flores and Vilar).</p>	<p>some teachers said there should be are computer software that can be operated by voice or touch for reading, heavy devices, computers with voice command, LED screens, tablets, and some special seeing devices will give these students the chance to do exams in computers, for example. Some other teachers do not know which the suitable technological resources would be to use</p>	<p>PowerPoint presentation s with font big enough so students can see effortless. Additionally, some others agreed that having Audio visual equipment like smart boards, overhead projector, Braille books, tape recorder, magnifying glasses, more specialized computers with good speakers and a more updated Laboratory</p>			<p>smart boards, Braille books and a more updated Laboratory which includes special programs like NVDA and Art Programs, computer software that can be operated by voice or touch for reading, heavy devices, computers with voice command, LED screens, tablets, and some special seeing devices will give these students the chance to do exams in computers. It is important to</p>
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		<p>in the English teaching learning process of students with low vision disability and the institutional goal is necessary to determine such technology and some other said that there should be assigned computers at the laboratory for these students.</p>	<p>would be a really great help for students with low vision since the listening skill is what they develop the most. However, not all Seminar students provided ideas, few of them expressed they do not know anything related to technological resources and another small part preferred not to answer.</p>		<p>remark that the listening skill is what students with low vision develop the most and it would be a great help that teachers prepared audio activities once in a while. It is essential to learn that not all students with low vision need the same technological resources. Here, the teacher challenge would be to adapt these resources based on the student with low vision need.</p>
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<p>28. Which would the suitable technological resources be to use in the English teaching learning process of students with physical disability?</p>	<p>To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided</p>	<p>Some teachers expressed that the equipped like computers, projector, CD players at the FLD are appropriate for students with a physical disability, but teachers need to know how to use them. Another option mentioned was the use of online resources such as the platforms MOODLE, NING, Edmodo.com for having virtual classes with these students, even copy in memory stick devices</p>	<p>Seminar II students' majority expressed that the suitable technological resources to use in the English teaching learning process of students with physical disability would be, first of all, an elevator at the FLD for students mobilization, also, the access to internet in the classroom, videos, listening activities and</p>	<p>2 of the 3 students with low vision disability expressed the suitable technological resources to use in the English teaching learning process of students with physical disability would be computers and adapted equipment on the first floor classrooms. The other student expressed not to know about these resources.</p>	<p>Students with physical disability expressed the suitable technological resources to use in the English teaching learning process of students with physical disability would be laptops, iPods, recorders, tablets, and canon.</p>	<p>As part of teachers, Seminar II students, students with low vision and physical disability, it can be analyzed that the suitable technological resources to use in the English teaching learning process of students with physical disability would be computers, projector, CD players, PowerPoint presentations with good audio, interactive boards, tape recorders,</p>
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	<p>to the public, both in urban and in rural areas. Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nation.</p>	<p>would help to their English learning process. A great amount of teachers agree on having a good laboratory which include materials for every skill with accessible entrance and exit for these students.</p>	<p>others so all students participate. In addition, Seminar II students considered classrooms should have special suitable and more comfortable desks for students with physical disability. Furthermore, PowerPoint presentations with good audio, interactive boards, computers, projectors, tape recorders, realia, visual aids or</p>		<p>realia, visual aids or motor wheelchairs the access to internet in the classroom, videos, listening activities and speaking activities that require the less movements possible. Also, the use of online resources such as the platforms MOODLE, NING, Edmodo.com for having virtual classes would facilitate the student with physical disability learning. A really good</p>
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			<p>motor wheelchairs are some of the options provided by Seminar II students. Nevertheless, almost half of Seminar students preferred not to answer this question, and another small group expressed they do not know about technological resources.</p>			<p>opinion to consider is the accessibility of computers and adapted equipment on the first floor classrooms since there is no elevator at the FLD. This would help all these students who make use of a wheelchair or walker and would become the FLD as one of the first inclusive departments at the University of El Salvador.</p>
<p>29. Are magnifying glasses necessary for the</p>	<p>There is now technology that can help people who are visually impaired so there are also</p>	<p>Some teachers have stated that having magnifying glasses would make things</p>	<p>Much of Seminar II students considered magnifying glasses are</p>	<p>All of the students with low vision disability (the 3 of them) agreed</p>	<p>2 of the 3 students with physical disability expressed that</p>	<p>Based on the information gathered from teachers, Seminar II students,</p>

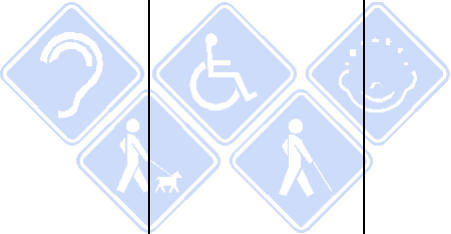
<p>students with low vision to see properly?</p>	<p>text computer all patients not just students to have maculate generation but now we have computer programs that magnify things much larger so they can actually read. There are different programs that are available that can help so there are ways to help people learn. (Dr.J. Umlas, personal communication, February 6, 2014)</p>	<p>easier for students with a low vision disability because they may help to maximize, facilitate, and probably correct their vision issue of textbook and workbook depending on every single case; therefore, a sight test should be done to determine the amount of “zooming”.</p>	<p>necessary for the students with low vision to see properly without forcing their eyes and to better understand document letters. However, there is another group of Seminar II students who considered magnifying glasses are not a good option. They think students should use special glasses</p>	<p>magnifying glasses are necessary for them to see properly since handouts contain letters too small sometimes and also because they are special and useful instruments to see in a better way.</p>	<p>magnifying glasses are not necessary for the students with low vision to see properly. Only one of them considers these supplies necessary.</p>	<p>students with low vision and physical disability, it is clear that magnifying glasses are necessary and sometimes essential for students with low vision to see properly. Magnifying glasses can make things easier for students with a low vision disability because they may help to maximize, facilitate, and probably correct their vision issue depending on every single case. Whereby,</p>
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			<p>according to their visual needs, or teacher could maybe write with bigger letters on the board so these students could see better. At that, Seminar students stated that people with low vision would need to seat at the front lines and not at the back of the classrooms to avoid interference when watching the board.</p>			<p>a sight test should be done to determine the amount of “zooming” each student needs.</p>
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<p>32. Does the Foreign Language Department have technological resources to help students with low vision disability?</p> <p>33. If you answered yes in question 32, explain which those technological resources are:</p>	<p>Flores and Vilar also mention the Guide, prepared by the Connecting Equality program, which offers guidance for the use of netbooks for students with visual disability according to their educational level. This Guide mentions some of the most important aspects that should be taken into account when having students with low vision: large print and pictures, text distribution, fonts</p>	<p>Most teachers said they do not know if the FLD has technological resources to help students with low vision disability and some other said there not those resources. A few group of teachers expressed that the Foreign Language department does have technological resources, some mentioned were: laptops and video projectors.</p>	<p>A great amount of Seminar II students expressed they do not know if the FLD has technological resources to help students with low vision disability. Another big part mentioned the FLD does not have these resources. And only a really small part considered projectors,</p>	<p>2 of the 3 students with low vision disability expressed they do not know if the Foreign Language Department have technological resources to help students with low vision disability. The other student expressed the FLD does not have them.</p>	<p>2 of the 3 students with physical disability agreed that the Foreign Language Department does not have technological resources to help students with low vision disability. Only one of them said the FLD has CD players which are considered technological resources.</p>	<p>Based on all answers collected from teachers, Seminar II students with low vision and physical disability, it can be concluded that most of them do not know if the FLD has technological resources to help students with low vision disability and some others expressed the department does not have these resources. Only few of them</p>

	<p>or numbers, writing style, font size, thickness, letter Spacing, Spacing, line Length Paper images and graphics and charts.</p>		<p>cannon, computers, and whiteboards are part of the technologica l resources the FLD has.</p>			<p>mentioned laptops and video projectors are part of the technological resources the department has. Considering these responses, it can be said that students with low vision are not being provided with the appropriate technological resources to have a better learning process.</p>
<p>34. Does the Foreign Language Department have technologic</p>	<p>Worth mentioning that a handicapped person or a person with a physical</p>	<p>Basically, some teachers have agreed that the Foreign Language Department does not have</p>	<p>Most of Seminar II students expressed they do not know if the FLD has</p>	<p>2 of the 3 students with low vision disability expressed they do not know if the</p>	<p>All the students with physical disability (the 3 of them) agreed that</p>	<p>There was a variety of responses from teachers, Seminar II students, and students with</p>

<p>al resources to help students with physical disability?</p> <p>35. If you answered yes in question 34, explain which those technological resources are:</p>	<p>disability that causes difficulty to move in the physical environment can be, however, perfectly able to "navigate" through the virtual, electronic or digital world, so there's no point to discriminate and even less to "tag" this person as "disabled" in the new environment. Moreover, those technologies that help people with disability are not only or special just for them, but also for people</p>	<p>technological resources to help students with physical disability and a great number of them do not know if there are such resources. Few teachers said that some technological resources or devices which are being used for students without disability are also used for these students with physical disability; they said those devices are applied in such a manner students with physical disability have</p>	<p>technological resources to help students with physical disability. Another big part stated the FLD does not have these technological resources, and a very small group considered the laboratory at the FLD has all technological elements needed for students with physical disability.</p>	<p>Foreign Language Department have technological resources to help students with physical disability. The other student expressed the FLD does not have them.</p>	<p>the Foreign Language Department does not have technological resources to help students with physical disability.</p>	<p>physical and low vision disability about the technological resources the FLD has to help students with physical disability. Clearly, the department counts with some devices as laptops, keyboards, sound recorders and a Laboratory. However the laboratory is in the 3rd floor and the accessibility to it is a challenge for students with physical disability. That is why the students with</p>
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	<p>without disabilities (usually improve the accessibility of information). For people with physical disability, these new technologies and the new digital environment can pose mitigation, if not the complete overcoming, of their limitations (to study, to work, to learn, to communicate, to relate to others). ADSUARA, Borja (2005).</p>	<p>good environment, but this is not observed in all classrooms. Some of those devices are: laptops, keyboards, sound recorders.</p>				<p>physical disability consider the FLD does not have any special technological resource to help them.</p>
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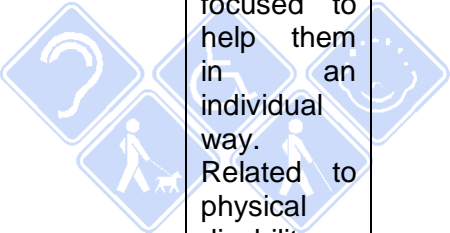
SUMMARY BY ASPECTS FROM THE SURVEY

COMPARATIVE TABLE BY ASPECTS – QUALITATIVE QUESTIONNAIRE INSTRUMENT						
Aspects	Theory	ENGLISH TEACHERS (out of the 100% of teachers at the FLD)	Students from Seminar II	Students with Low Vision disability	Students with physical disability	Analysis / Conclusion
1. ATTITUDE	In El Salvador, the Education to people with a physical disability, a low vision disability, or others started in 1943 when the Culture Ministry (Ministry of Education) created a school for blind people [known as students with a visual	Some teachers have expressed that they only know a little bit about the topic of inclusion while some others expressed that they definitely do not know anything about the topic. According to English teachers from the FLD, they have uttered that there are	Most Seminar II students expressed they are not familiar with the issue of inclusion since the University authorities have not provided enough information about this topic. However, they consider all	The majority of students with low vision surveyed expressed to be familiar with inclusion at the University of El Salvador remarking inclusion for them means to “include” everybody in society. Additionally, for all	Most students with physical disability expressed they are familiar with the inclusion at the University of El Salvador since they have been informed about it at the main library in the University. All them	As some teachers have expressed not to know that much about inclusion, it can be concluded that the lack of information provided to them or the lack of interest from them to learn about the topic make them sometimes doubt whether or not to agree on having students with low vision or physical disability in their classes. Teachers understand all human beings have the right to study but some of them expressed their concern about teaching to these

	<p>disability in this research]. Since the creation of the first school of special education in 1956, the development of programs oriented to this sector has been carried out in the country. According to Licenciado Vladimir Azahar from the Inclusive Department of the Ministry of Education, the integration of people with disability started in the 80's eliminating</p>	<p>some national and institutional laws which mandate disabled students [students with disability] to be accepted. Most teachers also agreed on having students with low vision disability because they deserve and have equal rights for receiving education as other students who do not have any disability. However they said that they will need special training on the area to help them become</p>	<p>educational institutions should have adequate resources, infrastructure and personal to serve people with disability, including the University of El Salvador. Considerably, as group of student considered they are familiar with the topic and that there is inclusion at the university just because they have had</p>	<p>students with low vision disability, it is okay to have classmates with physical disability as well as regular classmates. They consider both low vision and physical disability students are equal as regular students and a disability will not stop them from doing a lot of things.</p>	<p>said to be in agreement on having classmates with low vision disability as well as regular classmates. For students with physical disability, all students have same right for education. Furthermore, everybody has the opportunity to learn because both regular classmates and classmates with different disabilities are part of society and</p>	<p>students without having been prepared to do so. Likewise, Seminar II students are not familiar with inclusion either. But as it was mentioned, if all educational institutions had trained teachers, adequate resources, infrastructure and personal to serve people with disability, including the University of El Salvador, students with disability would have more opportunities to study a major. The experience of having a friend or classmate with a disability has made most Seminar students feel comfortable in a regular class where there are students with physical or low vision disability. This does not mean everyone is in agreement with inclusion. One of Seminar students concern was the fact that students with physical disability are considered to have a lower learning</p>
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	<p>barriers to the learning. There were programs created to integrate and include people with disability recognize the equal need of learning. In 1982, the National Plan for Special Education and the Law on Social Integration of Disabled People (Spanish acronyms LISMI) entered into effect. This law enacts a set of measures relating to personal, social and employment</p>	<p>professionals as other students. On the other hand, there is a group of teachers who said that they do not agree or are not sure on having and including students with these conditions since they have not been trained for it. Therefore, all these students should receive a special teaching program with specialized teachers. When related to students with physical disability, some teachers expressed a physical</p>	<p>classmates with different disabilities, or they have seen people with disability all around the University. The majority of Seminar Students agreed on having classmates with low vision since we all have rights as human beings such the access to education and to learn another language. There are different options for them, if this</p>		<p>have equal opportunities</p>	<p>process. For students with low vision, to be included in a regular class as well as to include students with disability and vice versa is part of the rights they as human beings have. They consider having a disability is not a hurdle to rich their dreams to become professionals.</p>
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	<p>attention to people with disabilities and within these measures provides the basic guidelines in the educational field, in order to ensure that students with special educational needs can achieve, in the fullest extent possible, the educational objectives generally established. Nowadays, most of the initiatives developed are based on a diversity of laws and protocols in</p>	<p>disability does not interfere in the English learning process, so they agree on including these students into their class as part of their human rights. Some other teachers expressed that are not in agreement.</p>	<p>is related to low vision, students should seat closer to the board or the teachers could just adapt their presentations with bigger size letters. However, a small amount of Seminar Students requested these people with low vision should probably have a special group of class so they could have appropriate attention for</p>		
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	<p>which the rights of people with disability are established. Some of these laws and protocols are: “Ley de Equiparación de Oportunidades para las personas con discapacidad” , “Convention on the Rights of Persons with Disabilities and Optional Protocol” which El Salvador has undertaken to ensure and ratified. (Cerén, et al., 2010; Martínez, Integración</p>		<p>better results since their disability makes them different from normal students and teacher would need to be more focused to help them in an individual way. Related to physical disability, a big amount of Seminar students totally agreed on having classmates with physical disability. Since some activities</p>			
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	<p><i>Escolar; Guía de Educación Inclusiva, MINED, 2005)</i></p>		<p>developed in class do not required physical movement, people with physical disability are able to participate and be part of a regular class with no inconvenient. But despite a great deal of agreement about this, there is a small group of students who doubt whether or not to have people with physical disability in a regular class and</p>			
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			<p>even a smaller one which totally disagree on this inclusion due to the fact they consider students with physical disability have a lower learning process.</p>			
<p>2. METHODOLOGY</p>	<p>Researching on 2012, an educational campaign for children and teenagers with visual disabilities in El Salvador was launch. Named as "Educación para todos los niños con discapacidad</p>	<p>There is a low tendency by teachers to plan their lesson taking into account students with low vision disability needs. The actions carried out by these segment of teachers are to enlarge</p>	<p>The majority of Seminar II students mentioned they have never met a teacher who prepares classes including students with low vision</p>	<p>Most students with low vision disability have sometimes seen or met teachers who prepare classes taking into account their educational</p>	<p>All students with physical disability who were surveyed expressed they have never seen or met a teacher that prepares classes taking into account</p>	<p>One of the greatest challenges for teachers at the FLD is to plan their lessons taking into account student with low vision and physical disability. Few of the English teachers take action in this by enlarging the letter fonts or seating students with low vision on the front lines, so that, students with low vision can read or see properly. Likewise, some teachers</p>

	<p>visual” The campaign seeks to ensure that children with blindness and low vision are entitled to education, said Minister of Health Dr. Maria Isabel Rodriguez, who chaired the event. In 2013, students of 5th year on major Licenciatura en Idioma Inglés Opción Enseñanza carried the project: "Inclusion of people with disabilities in the English language learning process at the University</p>	<p>letter fonts, so that, these students can read properly. Some others teachers have created special handouts and have made used of Power Point Presentations so these students learn without difficulty. They also seat students with low vision closer to the board so they can monitor students work as well. Some other options provided by this group of teachers are to pair students with low vision disability next</p>	<p>educational needs. Students also remarked that some teachers do not even take the time to check if they have a student with special needs or low vision disability which causes that their classes do not have any alternate activity for these students. Only few teachers prepare their classes with</p>	<p>needs as handouts with an adequate letter size, or presentations with bigger font. However, they also agreed that teachers do not apply a variety of teaching-learning techniques to help them in the process. When they were asked about students with physical disability, there were different opinions as some teachers do</p>	<p>students with low vision disability needs, neither have they seen a teacher that applies a variety of teaching-learning techniques to help these students. In addition, some of the students with physical disability added teachers do not apply a variety of teaching-learning techniques to help them either. For them, role plays are</p>	<p>try to prepare their lessons including activities that do not require excessive movement, so students with physical disability can participate same way as regular students. With these responses, it is palpable that some teachers try or make an effort to prepare their classes in an inclusive manner. On the other hand, it is also necessary to mention some teachers who expressed they would maybe be willing to work in an inclusive way but they are not being prepared for it; activities carried in class are part of the syllabus provided at the beginning of the year, so they follow the book. As an example, role plays are not the best activities to develop in class as they might require movements that people with physical disability would not be able to do.</p>
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	<p>of El Salvador.” At the closing event of this project, the chancellor of the university, engineer Mario Roberto Nieto Lovo emphasized during his speech the importance for the current administration to include and cooperate with the academic community of people with disabilities, "for the first time an institution of higher education, UES puts some interest</p>	<p>to a regular classmate who can help him or her to have assistance, or to have a classmate to dictate what these students are unable to see. Nevertheless, teachers expressed that the FLD does not count with extra money or budget for this type of needs. In the case of students with physical disability, few teachers expressed they prepare special activities for them as PowerPoint Presentation</p>	<p>alternate activities, different letter size presentations and even special tests. Some Seminar II students have never had a classmate with low vision disability during the time they have been studying at the University, so teachers are not needed to prepare special classes. When students were asked</p>	<p>not have any variety of teaching techniques for students with physical disability either, and the opposite, some teacher do so by asking regular students to help the student with physical disability in his or her mobilization. Role plays, since they require too much movement sometimes, seem not to be a good option according to</p>	<p>not suitable due to the fact the teacher prepares them in a general way. On the other hand, there is a student who knows a teacher that prepares special activities for students with physical disability as the “ball-answer” game and added that role plays are suitable because they can be performed from the desks.</p>	<p>Seminar II students considered the teachers do not take the time to check if there is student with a disability in the class and, this is the reason why they (teachers) do not bring special activities where all students can participate. There are only few teachers who take the time to bring alternate activities or sources as Visual Aids and PowerPoint presentations with big size letters and try to arrange the desks so students with disability to access the desks freely or for students with low vision to seat in the front line to see effortless. It can be said that most students with low vision do feel that teachers prepare their classes or bring special activities taking into account their educational needs since handouts and presentations are</p>
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	<p>providing youth the conditions that enable them to overcome these barriers and see their hopes of being professional crowned. (Peña and Rosales, 2013). In order to help ensure the realization of Education right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign</p>	<p>files, revision of previous content and main points, students' work monitoring, establishment of a person-to-person relationship to have feedback about the lesson. In addition, some other teachers mentioned they have brought games, tasks, discussion groups and exercises that not require movement to the class. However, a significant amount does not apply a variety of teaching-learning techniques to</p>	<p>about the variety of teaching-learning techniques teachers use to help students with low vision disability, most of them expressed teachers do not apply special techniques, maybe because they have not noticed there are students with low vision problems. Only few teachers prepare Visual Aids and PowerPoint</p>	<p>some low vision students, some other students agreed on role plays.</p>	<p>brought with bigger letter font. However, they do not think the same about teachers preparing their classes for students with physical disability. In fact, student with physical disability expressed they have never met a teacher who prepares classes taking them into consideration. And based on students' responses, the insufficient preparation from teachers or the disinterest from them to work with students with disability is visible.</p>
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	<p>language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities. (United Nations, 2007). It is also</p>	<p>this group of students since most of them have never had a student with a special condition, or they apply them whenever they remember there is a student with disability in the class. Teachers were also asked about role plays activities what they remarked as activities that involve active movements on the side of the student and sometimes students with a physical disability cannot move or cannot</p>	<p>presentations with big size letters and try to arrange the desks so students with low vision can seat in the front line to see effortless. In the case of students with physical disability, students consider teachers do not prepare a variety of teaching learning techniques for them. That is why only around half of these students with a</p>			
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	<p>important to know students intelligences to identify which activities could be more useful to provide a better knowledge for students. To mention one, people with Bodily Kinesthetic 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</p>	<p>easily move around the classroom; therefore, role plays are not some of the preferred activities. Some teachers have said that activities must be according to students' context and they should be given the chance to stay where they are. Some other teachers said that role plays may or not be suitable for these students considering the kind of disability students may have and the role assigned. In addition,</p>	<p>physical disability participate in the class activities as role plays. The other half prefers not to do so due to the mobility sometimes needed in the role plays.</p>			
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	<p>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.)</p>	<p>they explained that all the activities developed are planned in the syllabus and they have tried to carry out techniques that are suitable for these students. Some others have said that role plays are not exclusive for “normal students” because what is done in role plays also happens in real life.</p>				
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<p>3. INFRASTRUCTURE</p>	<p>In the global world, there are a lot of people with disabilities exhibiting difficulties in mobility, communication and, in general, sensorial activities performance that precludes or limits their joining to the daily life, and sometimes, limiting the access to educational programs by factors beyond their physical limitations, but rather by environmental agents such as barriers in buildings of</p>	<p>According to a great number of English teachers, the lack of elements such as space, elevators, entrance size, ramps, seats, tables and boards designed to the needs of students with a physical disability is an inconvenient at the FLD. Some teachers have remark the fact that there are no signals, and no handles attached to the walls that could help students with a physical disability to move on their</p>	<p>Most Seminar II students strongly believed the FLD is not well designed for students with physical disability to access it. It is a 3 floors building but there is not an elevator for people with physical disability to move from one floor to another. Considering some people with disability use wheelchair or the help of a walker, the FLD</p>	<p>Most students with low vision disability consider the FLD is not well designed for students with physical disability to mobilize on their own since there is no place to mobilize freely due to the careless conditions it is. Students also expressed they do not know if there are special bathrooms for these people with physical disability,</p>	<p>All the students with physical disability surveyed consider the building of the Foreign Language Department is not well designed for them to access it as there are too many stairs. Adding, most of these students expressed the FLD is not well designed for their own mobilization since it is too small and crowded. Classrooms</p>	<p>Infrastructure seems to be one of the major drawbacks at the FLD. Teachers, Seminar II students, students with low vision and especially students with physical disability agreed the lack of elements such as space, elevators, entrance size, ramps, seats, tables and boards cause troubles for students with physical disability to move around or mobilize their own into the building. There are some students at the FLD who make use of wheelchairs or walkers. Unfortunately, for these students to access the 2nd or 3rd floor without help is not an option. Overpopulation is one of the issues there, especially in the so small classrooms existing. Some answers alleged that it is a matter of teachers to organize their classrooms in such a way that students with a</p>
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	<p>the schools. Tool for the Evaluation of Accessibility with Universal Design Criteria. Revista Virtual Universidad Católica del Norte (2013). The accessibility and mobility into a building or sidewalk into the educational institution seems to be such a challenge for students with a physical disability. This is why, in 1989, architect Ronald L. Mace, makes a critical</p>	<p>own. A benchmark teachers mentioned is that the building of the FLD was not initially created for people with physical disability so that there is a lack of accommodations for them. Additionally, experts from ISRI should be consulted about this. Few of the biggest issues at the FLD according to teachers are the overpopulation and the amount of disorganized desks around the halls and</p>	<p>lacks of an overall appropriate infrastructure for these people mobilization. Many students agreed the FLD was not initially built for people with special needs. It was only for regular students. That is why the department has only stairs with lack of handrails, elevator and ramps. The only accessible place for students with</p>	<p>and if there are, they do not work. Most of them also agreed that classrooms are not well-arranged for students with physical disability to move without interference. However, one of these students with low vision disability considers the FLD is well designed for students with physical disability and expressed the</p>	<p>are not well-arranged for them to move without interference either and desks are too small. Only one of the students considers the FLD is well designed and has no problem with the infrastructure or classrooms design either. With reference to the bathrooms, all students with physical disability agreed there are no bathrooms</p>	<p>physical disability can move easily when needed. Lightning seems to be a problem as well. There are few lamps properly working; however, most of them are in bad conditions what causes lack of clarity in the classrooms and difficult students visualization. It can also be concluded that there are no bathrooms designed for students with physical disability. Even for regular students, the existing bathrooms are in very bad conditions. They are small, dirty and with no special features for people in wheelchairs. The entrances are not accessible, the doors and spaces are too narrow and internal conditions are unacceptable.</p>
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	<p>appraisal of the concept of "Physical Accessibility" and proposes as a stage of evolution, the "Universal Design (UD)", defined as "the design of products and environments to be usable by all people, to the greatest extent possible". (Sheryl Burgstahler, Ph.D. 2012).</p>	<p>classrooms. Some teachers alleged that it is a matter of teachers to organize their classrooms in such a way that students with a physical disability can move easily when needed. In some other cases, teachers had uttered that desks are too heavy and in bad conditions for being moved. Since unfortunately some of the classrooms do not have lamps, a "good lightning" is a way beyond to get, on top of that,</p>	<p>physical disability would be the building first floor if it were more organized. Additionally, Classrooms in the FLD are not well-arranged for the students with physical disability to move without interference since furniture is uncared, disorganized, and cramped. Half of Seminar students mentioned</p>	<p>classrooms are also well arranged. For students with low vision disability, classrooms do not have good lightning for them to see well because although there are lamps on the classrooms, most of them are missing or they start flicking in the middle of the class.</p>	<p>designed for them in the building of the FLD. The bathrooms already existing do not have the appropriate design; the floor is always wet and dangerous, they said. With regard of lightning in the classrooms, the majority of students with physical disability consider classrooms do not have a good lightning for the students with low vision to see</p>	
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		<p>classrooms have a wall in the middle of the space and that make the room to be darker. Few teachers said that the some classrooms have good lightning; some had expressed that windows help a lot. Some teachers have also provided opinions about the FLD bathrooms. They alleged that there are special bathrooms next to the regular ones but they are currently being used as warehouses. The restrooms are too small</p>	<p>lighting quality is acceptable and there is no darkness. Nevertheless, the other half expressed there is no such good lightning and even though a lot of lamps exist, they are in poor conditions or not working most of the time. Students also expressed the bathrooms at the FLD are not designed for students with</p>		<p>well and windows are not enough either. There is only one student who considers classrooms have good lightning.</p>	
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		<p>and do not have the required condition since they were not built for this purpose, besides there is a lack of handles and bars in the toilets. Teachers also agreed that the restrooms conditions are in bad conditions for everyone. Some other teachers said that now the buildings do have bathrooms with these specifications though.</p>	<p>physical disability. Most of them also expressed bathrooms design is not appropriate, not even for normal people. They are small, dirty and with no special features for students with disability or people in wheelchairs. The entrances are not accessible, the doors and spaces are too narrow and internal conditions are</p>			
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			unacceptable.			
4. TECHNOLOGICAL RESOURCES	<p>The Internet plays also an important role in education, rehabilitation and social life of people with different types of disability. It offers alternative means of communication for people who have difficulty speaking; it facilitates and makes education be attractive to children with learning difficulties; it allows people with motor impairment to communicate with any</p>	<p>Technological resources such as the overhead projector so that the writing and pictures can be shown in bigger size, tape recorders, laptops, slides, headphones and speakers are some resources mentioned by teachers for being used in the English teaching learning process of students with low vision. Some other technological resources mentioned are first, computer software that can be</p>	<p>For some Seminar II students, the suitable technological resources to use in the English learning process of students with low vision disability would depend on each student need. Examples provided were PowerPoint presentations with font big enough so students can see effortless.</p>	<p>The majority of students with low vision disability who were surveyed expressed not to know if the FLD has technological resources to help students with low vision or physical disability. They agreed magnifying glasses are necessary for them to see properly since handouts contain letters too small</p>	<p>All students with physical disability agreed that the FLD does not have technological resources to help students with physical disability, and most of them also agreed the FLD does not have these resources to help students with low vision disability either. Students</p>	<p>By joining English teachers, Seminar II students, students with low vision and students with physical disability's opinions, it can be concluded that the FLD does not have that many technological resources to help neither students with low vision nor students with physical disability. From the few resources the department has, it can be mentioned the Laboratory; also equipment like computers, projector, and CD players are part of them. Nevertheless, the department is far from having adequate technological resources for people with disability as overhead projector so that the writing and pictures can be shown in bigger size, tape recorders, laptops,</p>

	<p>individual or institution even on distance. The Internet and other communication and information technology (IT) are increasingly present in the learning of foreign languages. Domagała-Zysk, Ewa (2010). Nowadays it is difficult to imagine teaching English as a foreign language without the use of computers and Internet pages in English (cfr. Litwin, 2000).</p>	<p>operated by voice or touch for reading, heavy devices, computers with voice command, LED screens, tablets, and some special seeing devices will give these students the chance to do exams in computers, as an example. Some other teachers do not know which the suitable technological resources would be to use in the English teaching learning process of students with low vision disability and the institutional goal is necessary to</p>	<p>In addition, audio visual equipment like smart boards, overhead projector, Braille books, tape recorder, magnifying glasses, more specialized computers with good speakers and a more updated Laboratory would be a really great help for students with low vision since the listening skill is what they develop the most. Students</p>	<p>sometimes and also because they are special and useful instruments to see in a better way. They also mentioned some of the suitable technological resources that would be useful in the English teaching learning process for students with low vision at the FLD are computers, tape recorders, special programs like NVDA and Art Programs to</p>	<p>with physical disability consider some good suitable technological resources to use in the English teaching learning process of students with low vision disability would be laptops, iPods, recorders, CDs, tablets, canons, and big screens. Likewise, students agreed these resources would be helpful for student with</p>	<p>slides, headphones, speakers, audio visual equipment like smart boards, overhead projector, Braille books, tape recorder, magnifying glasses, more specialized computers with good speakers and a more updated Laboratory. For students with physical disability would be computers and adapted equipment on the first floor classrooms. Magnifying glasses are also a great help for students with low vision disability; however, each student should use them depending on their visual needs since not all of them have the same issues or disability.</p>
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	<p>"Currently educational institutions have found in technology a significant resource for improving the quality of education and especially to make it more streamlined and make it available to nearly all users who are eager for knowledge but yet have not had the opportunity to attend a face-to-face school class. The globalization and economic growth causes the field of</p>	<p>determine such technology and some other said that there should be assigned computers at the laboratory for these students. For students with physical disability, technological resources seem to be similar by teachers' opinions. They expressed that the equipment like computers, projector, and CD players at the FLD are appropriate for students with physical disability, but teachers need to know how to use them. Another option mentioned was the use of</p>	<p>also expressed magnifying glasses would help them see with less effort, or even better would be for these people to use special glasses according to their visual needs. Some others consider a good solution should be that teachers write with bigger letters on the board and to seat student with low</p>	<p>make bigger presentations, and for students with physical disability would be computers and adapted equipment on the first floor classrooms.</p>	<p>physical disability as well. The majority of students with physical disability consider magnifying glasses are not necessary for the students with low vision to see properly. Only one of these students expressed the FLDG has technological resources as CD players and considered magnifying glasses are necessary supplies for</p>	
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	<p>knowledge be diversified so that higher education and technology have a broader bonding effect. Pozo, Beatriz (2013).</p>	<p>online resources such as the platforms MOODLE, NING, Edmodo.com for virtual classes with these students, even copies in memory stick devices would help to their English learning process. A great amount of teachers agree on having a good laboratory which include materials for every skill with accessible entrance and exit for these students. However, most teachers expressed they do not if actually the FLD has</p>	<p>vision on the front lines for their visualization. For students with physical disability, Seminar students expressed that an elevator is the most essential and needed resource at the FLD. Students also consider classrooms should have special suitable and more comfortable desks for students</p>		<p>students with low vision.</p>	
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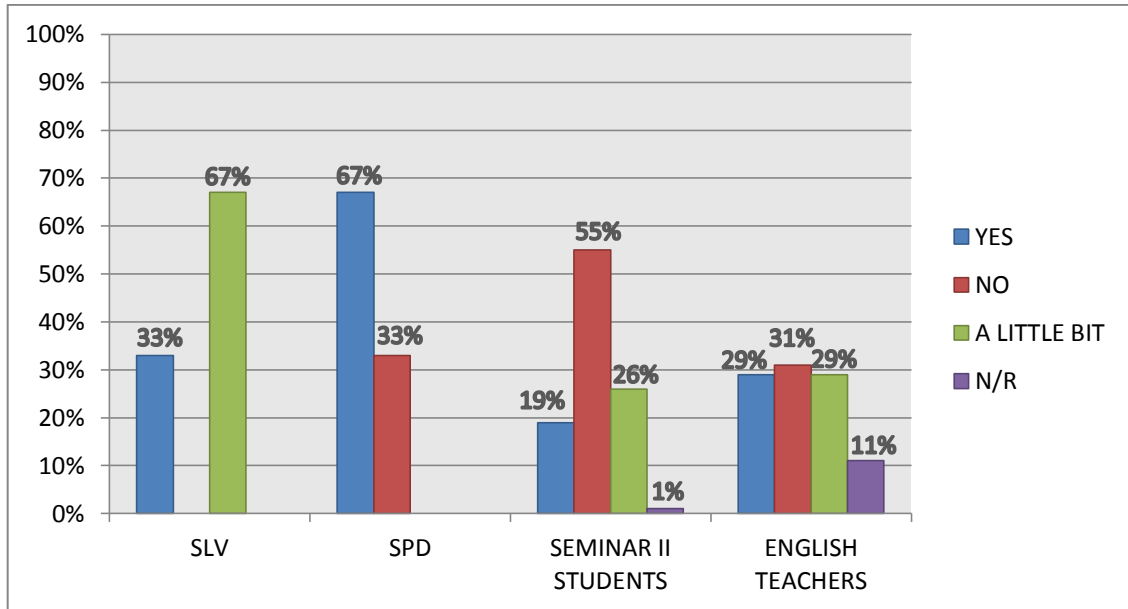
		<p>technological resources to help students with low vision and physical disability and some other said there are not such resources. Only a small group of teachers mention the FLD does have technological resources as laptops and video projectors for students with low vision, and laptops, keyboards, and sound recorders for students with physical disability. Some teachers have stated that having magnifying glasses would make things</p>	<p>with physical disability, as well as PowerPoint presentations with good audio, interactive boards, computers, projectors, tape recorders, realia, visual aids or motor wheelchairs. A very small Seminar group mentioned the laboratory at the FLD has all technological elements needed for students with physical</p>			
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		<p>easier for students with a low vision disability because they may help to maximize, facilitate, and probably correct their vision issue of textbook and workbook depending on every single case; therefore, a sight test should be done to determine the amount of “zooming”.</p>	<p>disability. However, most seminar students preferred not to give any response since they do not that much related about the FLD technologic al resources for students with low vision and physical disability needs.</p>			
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8.2 BIVARIATE ANALYSIS

✓ **ATTITUDINAL ASPECT:**

- **Are you familiar with the issue of inclusion of students with disabilities at the University of El Salvador?**



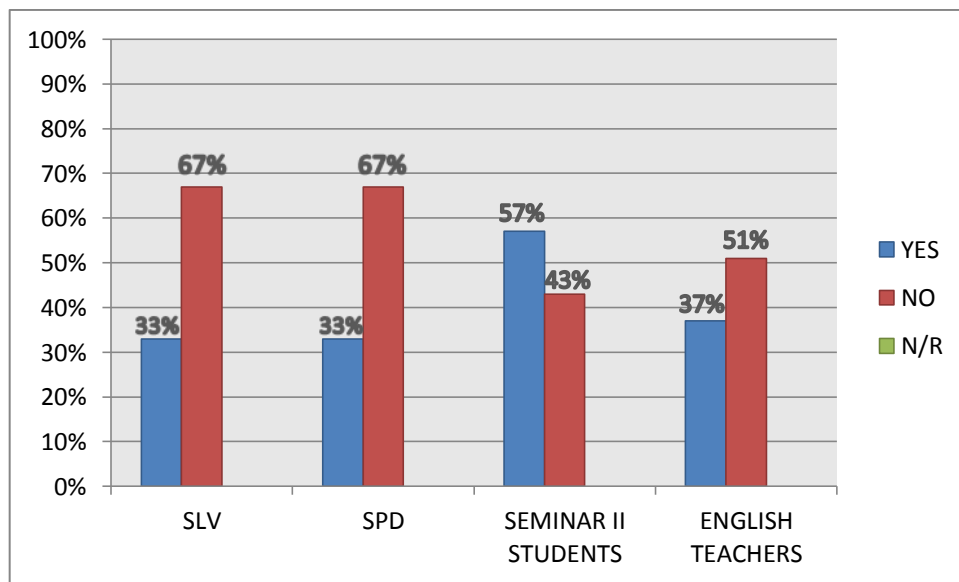
Source: Questionnaire administered to Students with Low Vision, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of Students with Low Vision disability at the Foreign Language Department are familiar with the issue of inclusion of students at the University of El Salvador. The 67% of them are not.
- The 67% of Students with Physical Disability are familiar with the issue of inclusion of students at the University of El Salvador, but the 33% of them are not.
- The 19% of Seminar II students are familiar with the issue of inclusion of students at the University of El Salvador. The 65% of them are not. The

26% of them expressed to know just a little bit about it. And only 1% of them did not respond.

- The 29% of English teachers are familiar with the issue of inclusion of students with disability at the University of El Salvador. The 31% of them are not. 29% of them know just a little bit about it. And the 11% of them did not answer.

- **Have you ever had a classmate with low vision disability?**

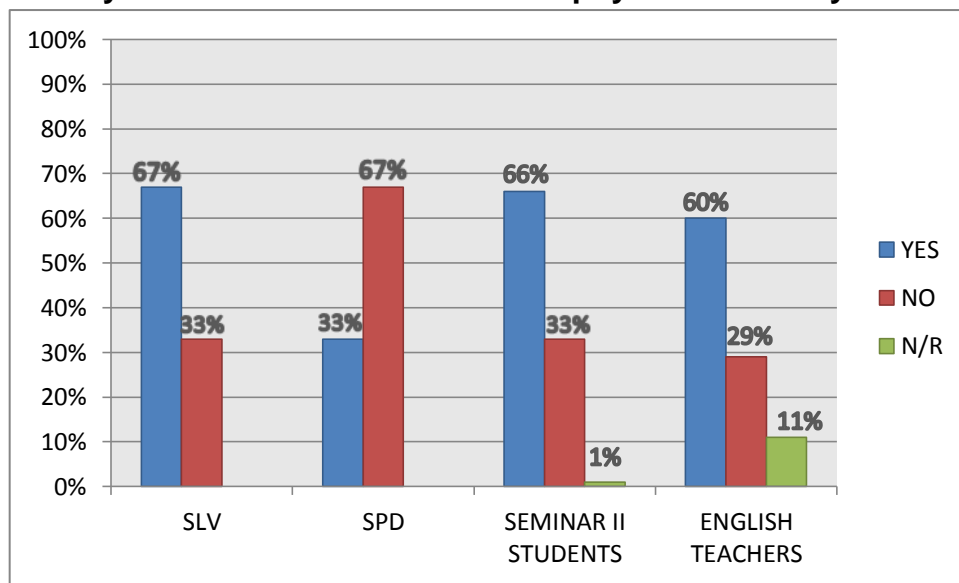


Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of Students with Low Vision disability at the Foreign Language Department have had a classmate with low vision disability. The 67% of them have never had a classmate with low vision disability.
- The 33% of Students with physical disability have had a classmate with low vision disability. The 67% of them have never had a classmate with low vision disability.

- The 57% of Seminar II Students have had a classmate with low vision disability. The 43% of them have never had a classmate with low vision disability.
- The 37% of English teachers have had a student with low vision disability. The 51% of them have never had a student with low vision disability.

• **Have you ever had a classmate with physical disability?**

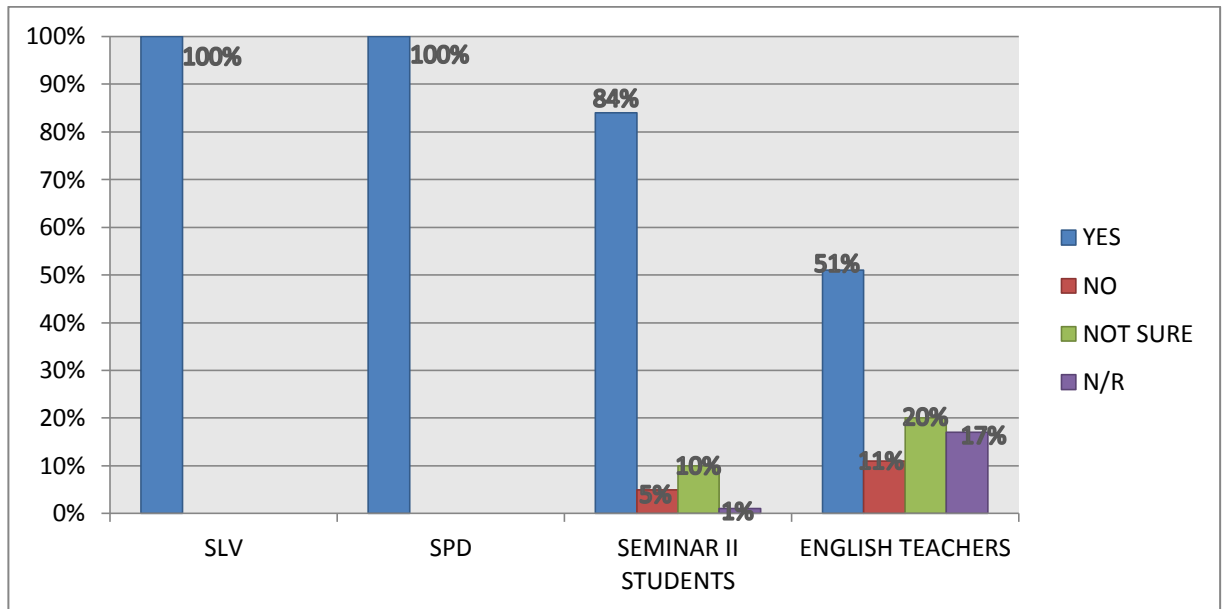


Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 67% of Students with Low Vision disability at the Foreign Language Department have had a classmate with physical disability. The 33% of them have never had a classmate with physical disability.
- The 33% of Students with physical disability have had a classmate with physical disability. The 67% of them have never had a classmate with physical disability.

- The 66% of Seminar II Students have had a classmate with physical disability. The 33% of them have never had a classmate with physical disability. And 1% of them preferred not to respond.
- The 60% of English teachers have had a student with physical disability. The 29% of them have never had a student with physical disability, and the 11% of teachers did not respond.

- **Do you agree on having classmates with low vision disability in your class?**



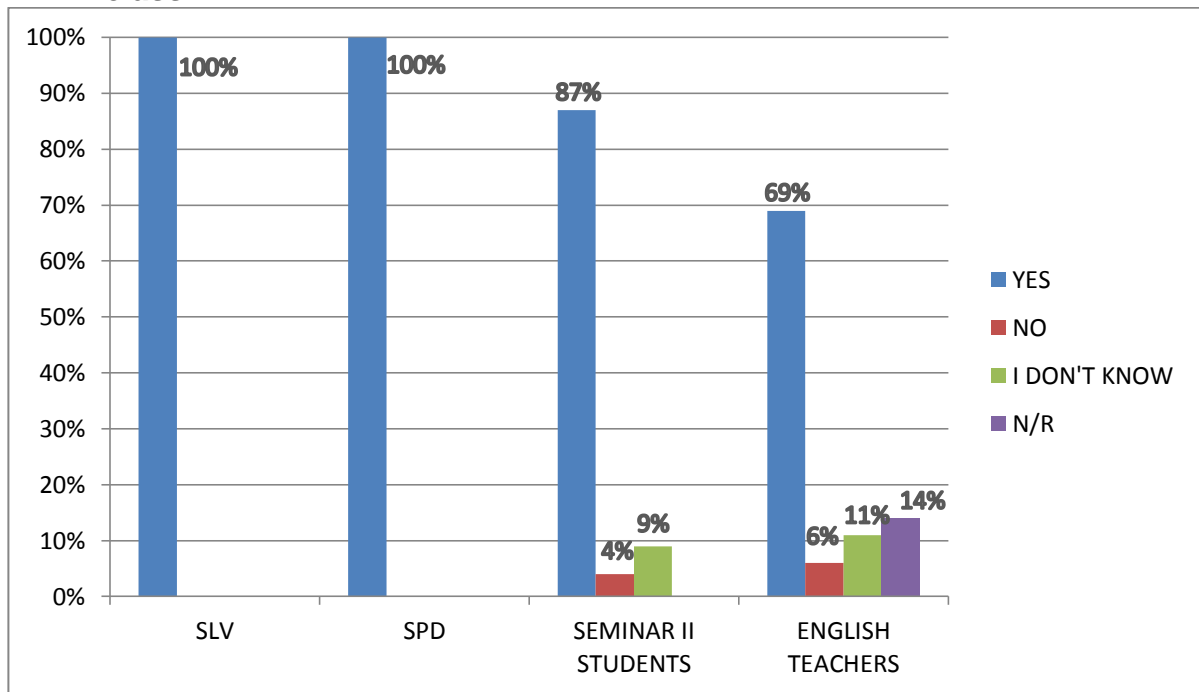
Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 100% of students with low vision disability agreed on being part of a class with regular students.
- The 100% of students with physical disability agreed on having classmates with low vision disability in their classes.
- The 84% of Seminar II students agreed on having classmates with low vision disability in their regular classes. A 5% of them did not agree on having classmates with low vision disability. A 10% is not sure on having

classmates with low vision disability in regular classes, and 1% of them did not respond.

- The 51% of English teachers agreed on having students with low vision disability in their classes. An 11% of them do not agree on having students with low vision disability in their regular classes. A 20% of them are not sure on whether having students with low vision disability in their classes or not, and a 17% of the teachers preferred not to respond.

- **Do you agree on having classmates with physical disability in your class?**



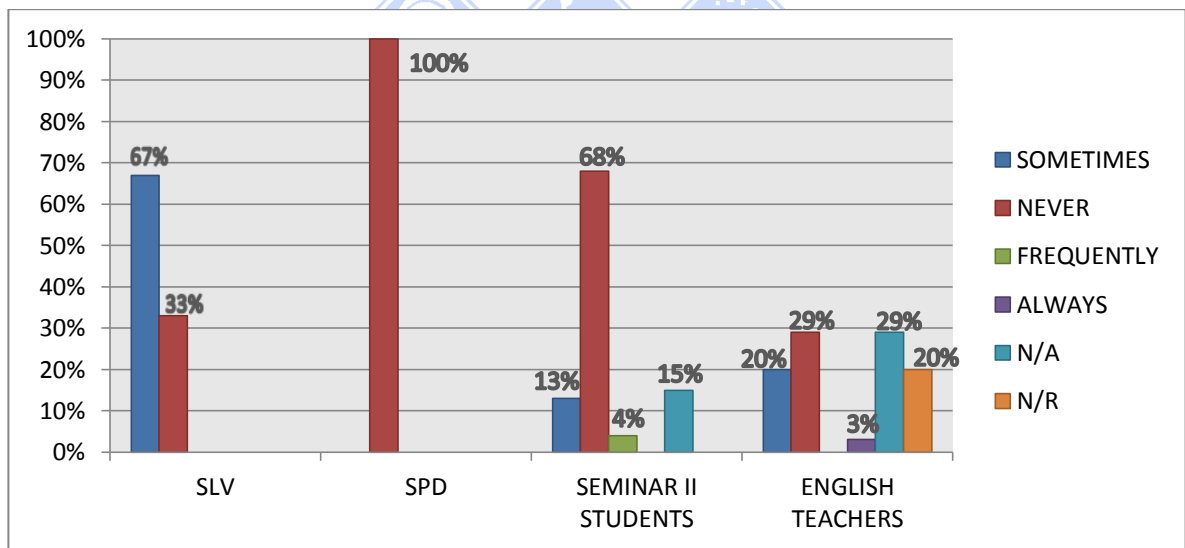
Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 100% of students with low vision disability agreed on having classmates with physical disability in their classes.
- The 100% of students with physical disability agreed on being part of a class with regular students.

- The 87% of Seminar II students agreed on having classmates with physical disability in their regular classes. A 4% of them did not agree on having classmates with physical disability. And a 9% of them are not sure on having classmates with physical disability in regular classes.
- The 69% of English teachers agreed on having students with physical disability in their classes. A 6% of them do not agree on having students with physical disability in their regular classes. An 11% of them are not sure on whether having these students in their regular classes or not, and a 14% of the teachers preferred not to respond.

✓ **METHODOLOGICAL ASPECT:**

- **In the time you have been in the university, have you met a teacher who prepares classes including students with low vision needs?**



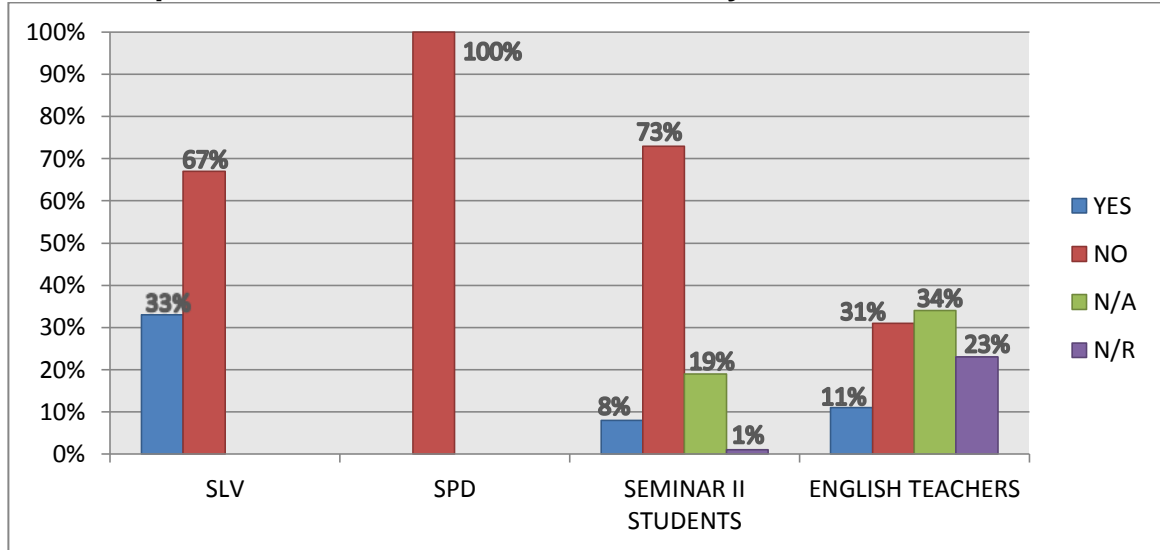
Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 67% of Students with Low Vision disability at the Foreign Language Department have met a teacher who sometimes prepares classes including students with low vision educational needs while studying at the

University. The 33% of them said teachers never prepare classes including students with low vision educational needs.

- The 100% of Students with physical disability expressed they have never met a teacher who prepares classes including students with low vision educational needs while studying at the University.
- The 13% of Seminar II Students at the Foreign Language Department have met a teacher who sometimes prepares classes including students with low vision educational needs while studying at the University. Another 68% expressed they have never met a teacher who does it. 4% of them expressed they have met a teacher who frequently does it, and a 15% of them expressed not to be applicable since they have never had a classmate with low vision disability in their classes.
- The 20% of English teachers at the Foreign Language Department have sometimes prepared classes including students with low vision educational needs. The 29% of the English teachers have never prepared their classes including students with low vision educational needs. Only the 3% of them have always prepared their classes including students with low vision educational needs. The 29% expressed not to be applicable since they have never had a student with low vision disability in their classes. And the 20% of teachers did not respond.

- **Have you seen teachers applying a variety of methodology to help students with low vision disability?**

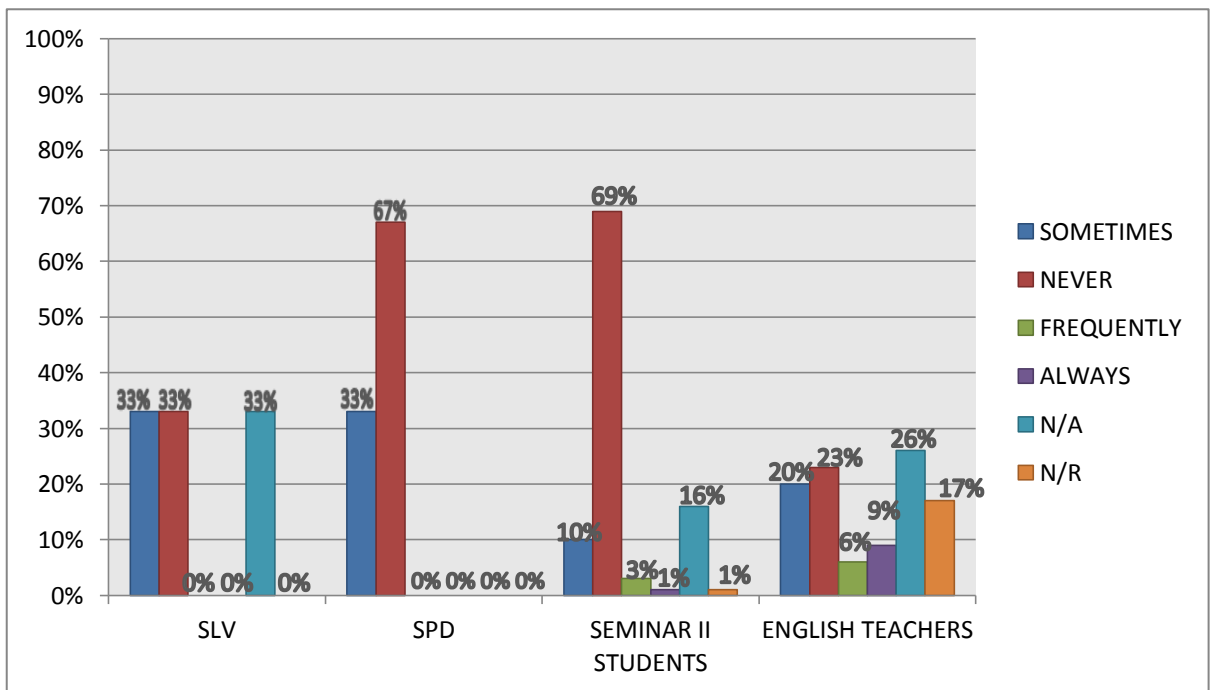


Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of Students with Low Vision disability at the Foreign Language Department have seen teachers applying a variety of methodology to help students with low vision disability. The 67% of them have not seen a teacher applying a variety of methodology for students with low vision disability.
- The 100% of students with physical disability have never seen teachers applying a variety of methodology to help students with low vision disability.
- The 8% of Seminar II students have seen teachers applying a variety of methodology to help students with low vision disability. The 73% of them have not seen any teacher applying a variety of methodology to help these students. The 19% expressed it is not applicable since they have never have a classmate with low vision disability. And 1% of them did not respond.

- The 11% of English teachers at the Foreign Language Department apply a variety of methodology to help students with low vision disability. The 31% of the teachers do not apply any variety of methodology to help students with low vision disability. The 34% of them expressed not to be applicable since they have never had a student with a low vision disability. And the 23% preferred not to respond.

- **In the time you have been in the university, have you met a teacher who prepares classes including students with physical disability needs?**



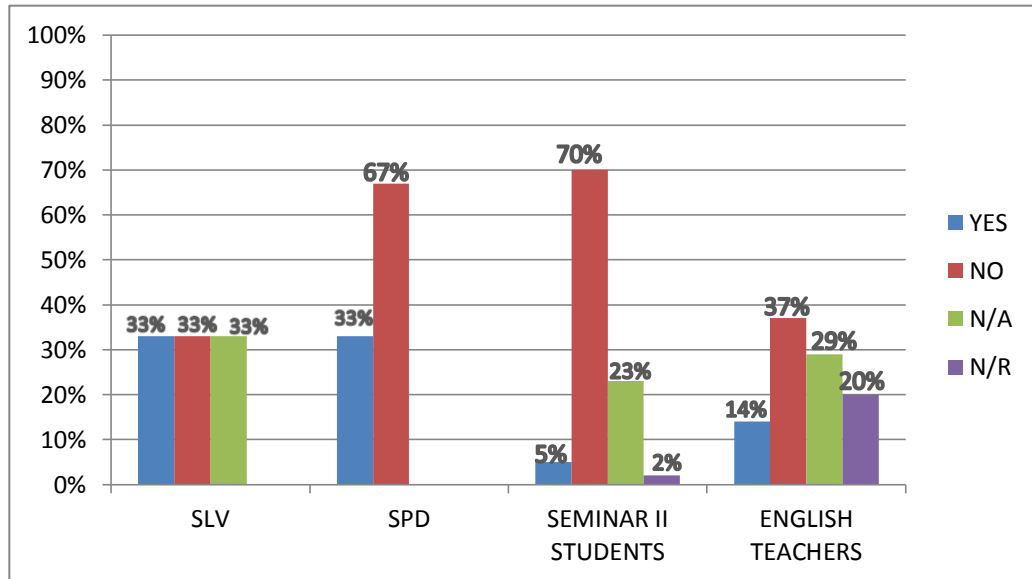
Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of Students with Low Vision disability at the Foreign Language Department have met a teacher who sometimes prepares classes including students with physical disability educational needs while studying at the University. Another 33% of students with low vision

disability have never met a teacher who does it. And the other 33% of them expressed not to be applicable since they have never had a classmate with physical disability.

- The 33% of Students with physical disability have met a teacher who sometimes prepares classes including their educational needs as students with physical disability while studying at the University. The other 67% expressed they have never met a teacher who prepares classes including their educational needs as students with physical disability.
- The 10% of Seminar II Students at the Foreign Language Department have sometimes met a teacher who prepares classes including students with physical disability educational needs while studying at the University. Another 69% expressed they have never met a teacher who does it. 3% of them have met a teacher who frequently prepares classes including students with physical disability educational needs. Another 1% of the students expressed they have met a teacher who always prepares classes including students with physical educational needs. A 16% of them expressed not to be applicable since they have never had a classmate with physical disability, and 1% of them did not respond.
- The 20% of English teachers at the Foreign Language Department sometimes prepare their classes including students with physical disability educational needs. A 23% of them expressed they have never prepared their classes including these students educational needs. A 6% of them frequently prepared their classes including students with physical disability educational needs. A 9% of the teachers always prepare their classes including these students' educational needs. Another 26% of them expressed not to be applicable since they have never had a student with physical disability in their classes. And a 17% of the teachers did not respond.

- **Do teachers apply a variety of teaching-learning techniques to help students with physical disability?**



Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

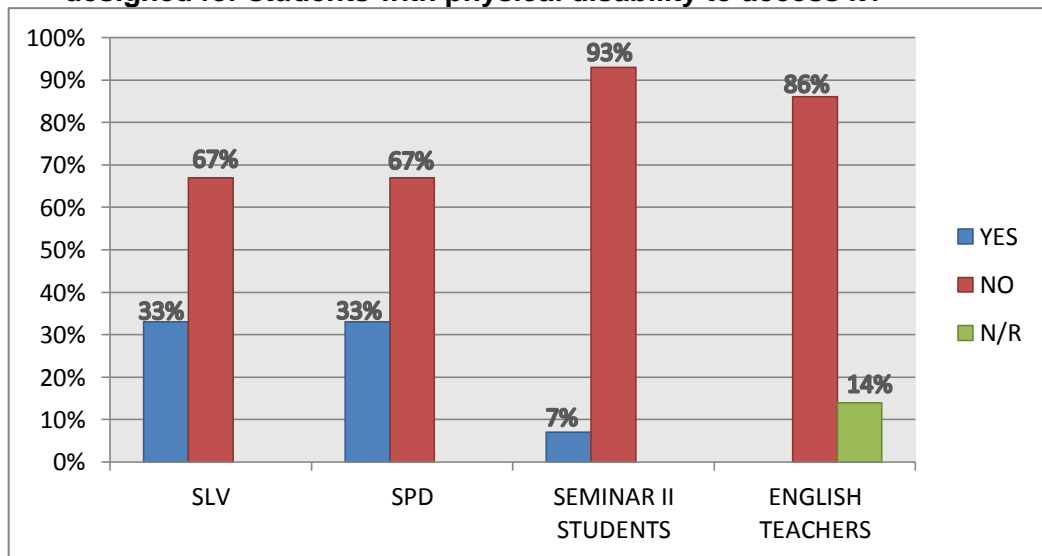
- The 33% of Students with Low Vision disability at the Foreign Language Department have seen teachers applying a variety of methodology to help students with physical disability. Another 33% of them have not seen a teacher applying a variety of methodology for students with physical disability. And the other 33% of students with low vision expressed not to be applicable since they have never had a classmate with a physical disability.
- The 33% of students with physical disability have seen teachers applying a variety of methodology to help them as students with physical disability. The other 67% of them expressed they have never seen a teacher applying a variety of methodology to help them.
- The 5% of Seminar II students have seen teachers applying a variety of methodology to help students with physical disability. The 70% of them have not seen any teacher applying a variety of methodology to help these

students. The 23% expressed it is not applicable since they have never have a classmate physical disability. And the 2% of them did not respond.

- The 14% of English teachers at the Foreign Language Department apply a variety of methodology to help students with physical disability. The 37% of the teachers do not apply any variety of methodology to help students with physical disability. The 29% of them expressed not to be applicable since they have never had a student with a physical disability. And the 20% preferred not to respond.

✓ **INFRASTRUCTURAL ASPECT:**

- **Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?**

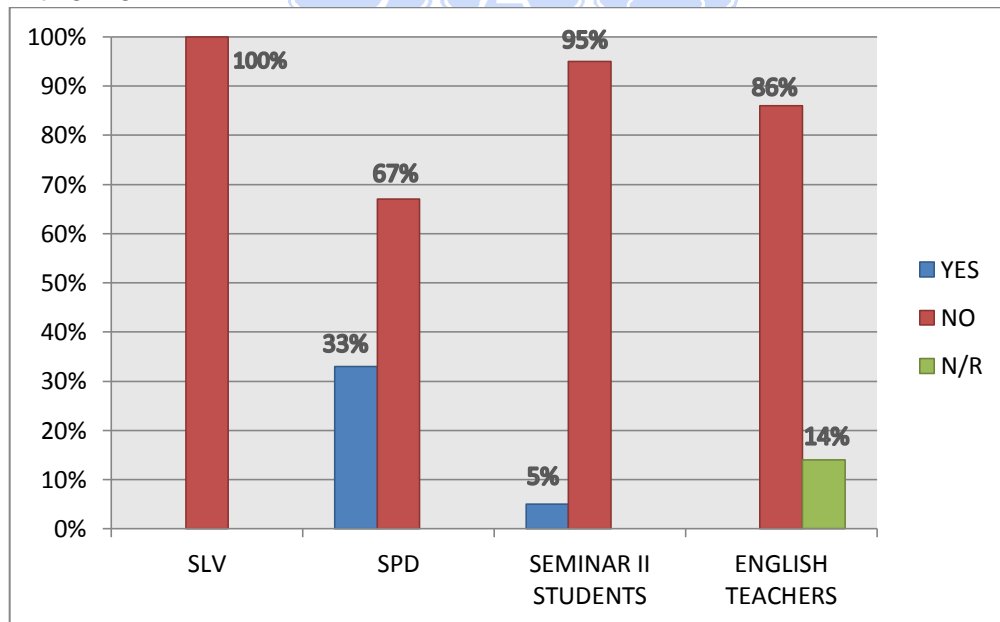


Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of students with low vision disability considers the FLD building is well designed for students with physical disability to access it. The other 67% of them considers the FLD building is not well designed for students with physical disability to access it.

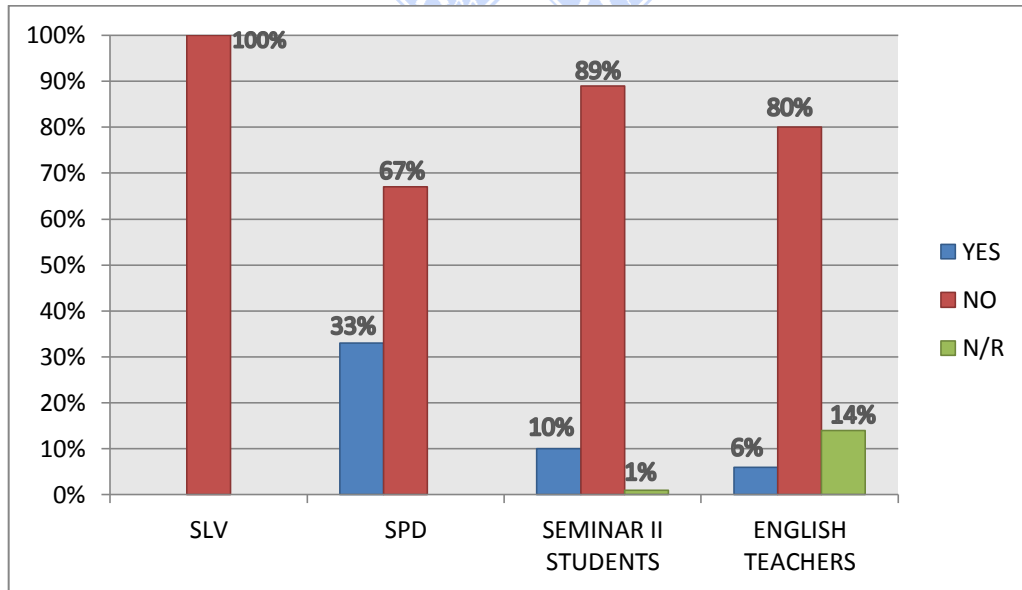
- The 33% of students with physical disability considers the FLD building is well designed for them to access it. The other 67% of them considers the FLD building is not well designed for students with physical disability to access it.
- The 7% of Seminar II students consider the FLD building is well designed for students with physical disability to access. The other 93% of them considers the FLD building is not well designed for students with physical disability to access it.
- The 86% of English teachers consider the FLD building is not well designed for students with physical disability to access it. The other 14% of the teachers preferred not to provide any response.

- **Do you consider the building of the Foreign Language Department is well designed for students with physical disability to mobilize on their own?**



Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

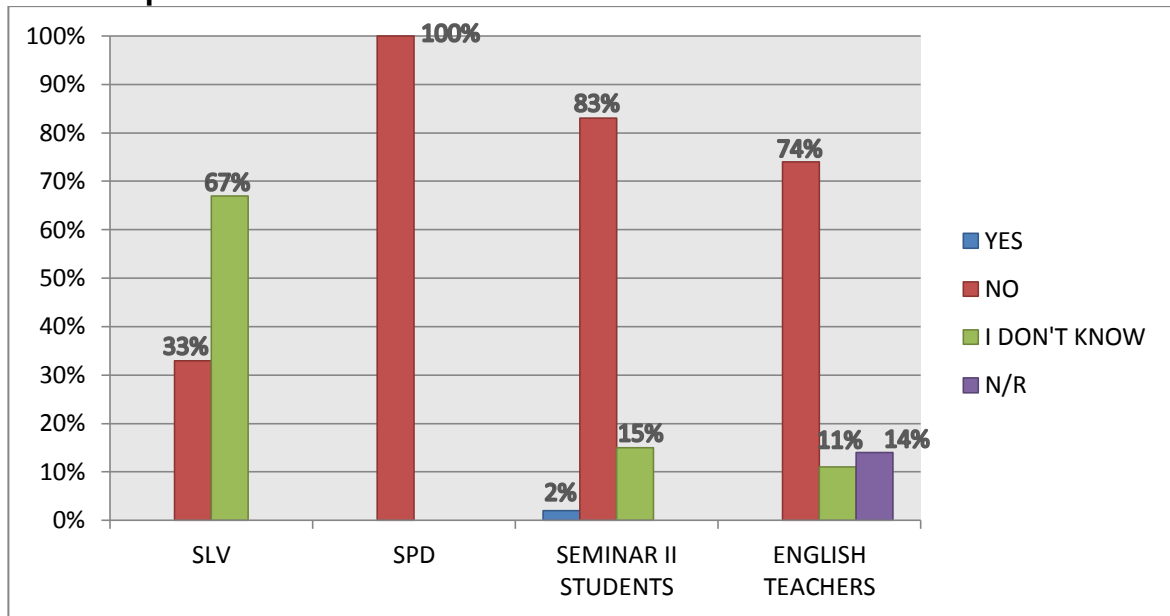
- The 100% of students with low vision disability considers the FLD building is not well designed for students with physical disability to mobilize on their own.
- The 33% of students with physical disability considers the FLD building is well designed for them to mobilize on their own. The other 67% of them considers the FLD building is not well designed for them to mobilize on their own.
- The 5% of Seminar II students consider the FLD building is well designed for students with physical disability to mobilize on their own. The other 95% of them considers the FLD building is not well designed for students with physical disability to mobilize on their own.
- The 86% of English teachers consider the FLD building is not well designed for students with physical disability to mobilize on their own. The other 14% of the teachers preferred not to provide any response.
- **Are the classrooms in the Foreign Language Department well-arranged for the students with physical disability to move without interference?**



Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 100% of students with low vision disability considers classrooms in the Foreign Language Department are not well-arranged for the students with physical disability to move without interference.
- The 33% of students with physical disability considers classrooms in the Foreign Language Department are well-arranged for them to move without interference. The other 67% of them considers classrooms in the Foreign Language Department are not well-arranged for them to move without interference.
- The 10% of Seminar II students consider classrooms in the Foreign Language Department are well-arranged for the students with physical disability to move without interference. The other 89% of them considers classrooms in the Foreign Language Department are not well-arranged for the students with physical disability to move without interference. And 1% of them did not respond.
- The 6% of English teachers consider classrooms in the Foreign Language Department are well-arranged for the students with physical disability to move without interference. Another 80% of the English teachers consider classrooms in the Foreign Language Department are not well-arranged for the students with physical disability to move without interference. And the other 14% of the teachers preferred not to provide any response.

- **In your opinion, are there bathrooms designed for students with physical disabilities in the building of the Foreign Language Department?**



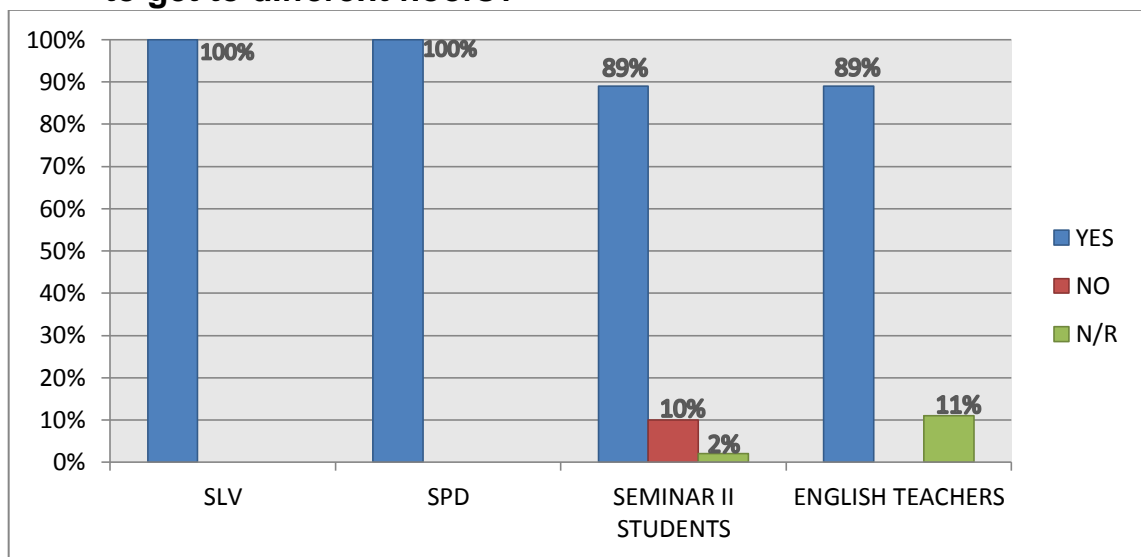
Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of students with low vision disability said there are no bathrooms designed for students with physical disabilities in the building of the Foreign Language Department. The other 67% does not know if there is any bathroom designed for students with physical disabilities in the building of the Foreign Language Department.
- The 100% of students with physical disability agreed that there are no bathrooms designed for them in the building of the Foreign Language Department.
- The 2% of Seminar II students said there are bathrooms designed for students with physical disabilities in the building of the Foreign Language Department. The other 83% of them expressed there are no bathrooms

designed for these students at the FLD building. And the other 15% does not know if there is any bathroom designed for students with physical disabilities in the building of the Foreign Language Department.

- The 74% of English teachers said there are no bathrooms designed for students with physical disabilities in the building of the Foreign Language Department. The other 11% does not know if there is any bathroom designed for students with physical disabilities in the FLD building. And the other 24% of them did not respond.

- **Are elevators necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors?**



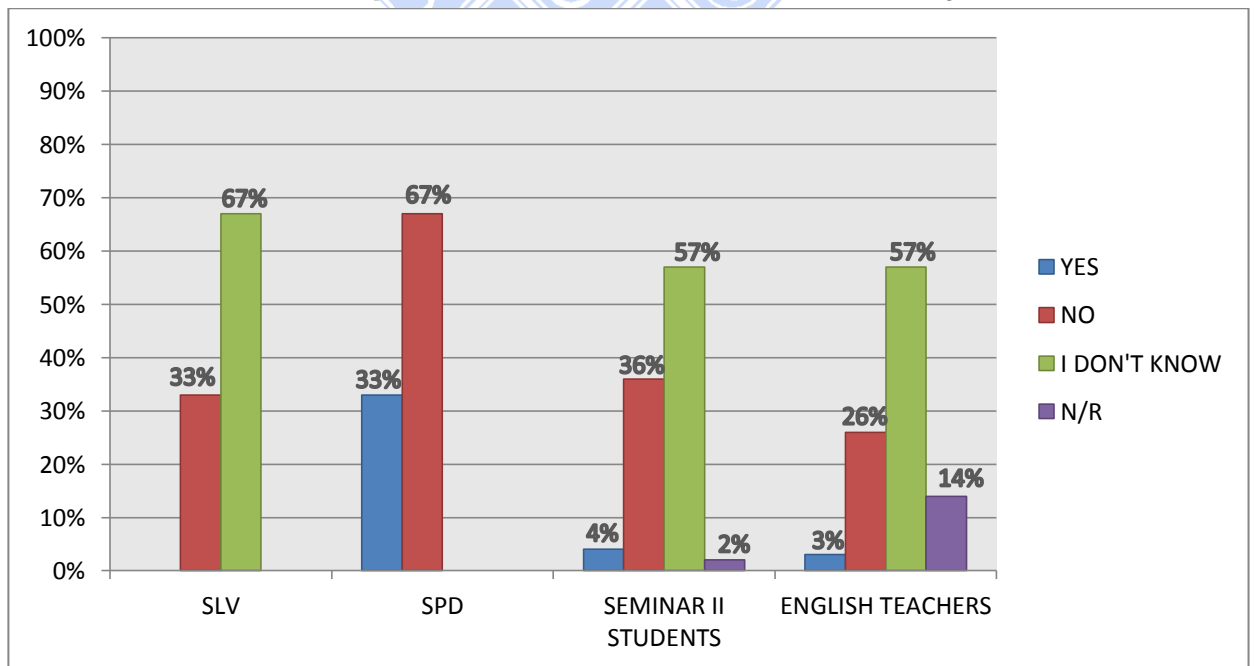
Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 100% of students with low vision disability said elevators are necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors.

- The 100% of students with physical disability said elevators are necessary on the buildings of the Foreign Language Department for them to get to different floors.
- The 89% of Seminar II students said elevators are necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors. A 10% of them said elevators are not necessary for these students, and the other 2% did not respond.
- The 89% of English teachers said elevators are necessary on the buildings of the Foreign Language Department for the students with physical disability to get to different floors. The other 11% of them did not provide any response.

✓ **TECHNOLOGICAL ASPECT:**

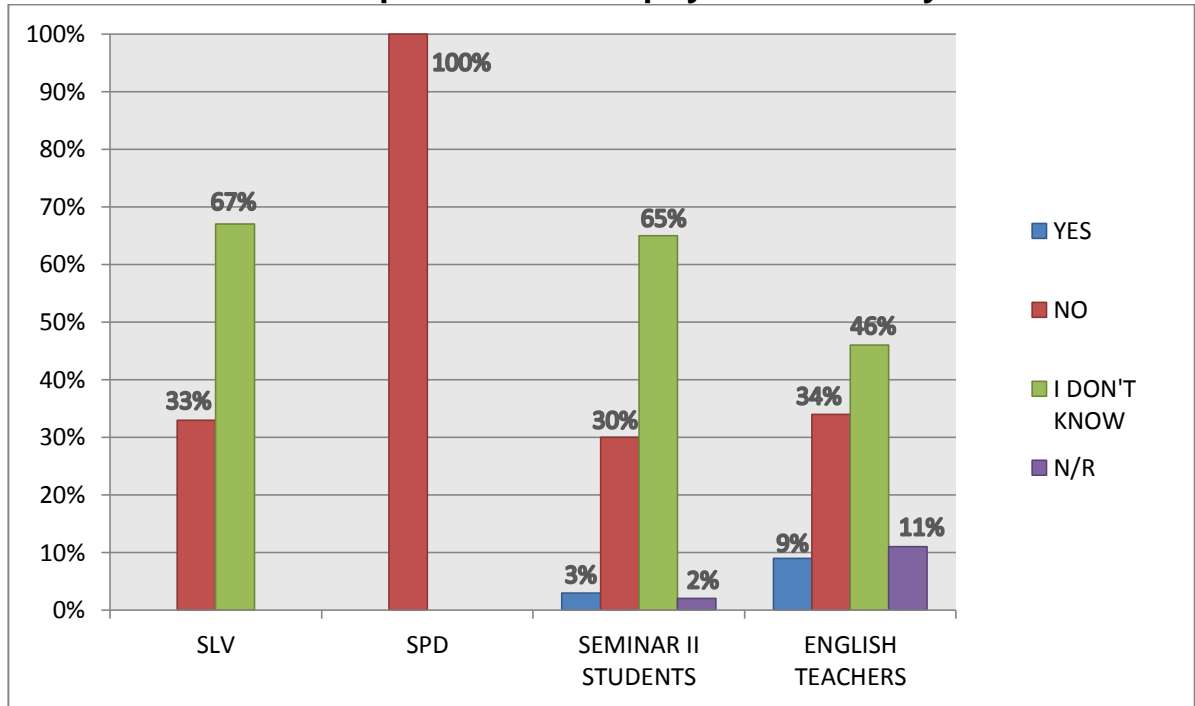
- **Does the Foreign Language Department have technological resources to help students with low vision disability?**



Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of students with low vision disability said the Foreign Language Department does not have technological resources to help students with low vision disability. The other 67% of them does not know if the FLD have technological resources to help students with low vision disability.
- The 33% of students with physical disability said the Foreign Language Department has technological resources to help students with low vision disability. The other 67% of them said that the FLD does not have technological resources to help students with low vision disability.
- The 4% of Seminar II students said the Foreign Language Department has technological resources to help students with low vision disability. Another 36% of them said the FLD does not have the technological resources to help these students. 57% of Seminar II students do not know if the FLD have technological resources to help students with low vision disability. And a 2% of them did not respond.
- The 3% of English teachers said the Foreign Language Department has technological resources to help students with low vision disability. A 26% of them said the FLD does not have the technological resources to help students with low vision. 57% of teachers do not know if the FLD has the technological resources to help these students. And a 14% of them did not provide any response.

- **Does the Foreign Language Department have technological resources to help students with physical disability?**



Source: Questionnaire administered to Students with Low Vision disability, Students with Physical disability, Seminar II students and English teachers from the Foreign Language Department at the University of El Salvador, Semester II-2014

- The 33% of students with low vision disability said the Foreign Language Department does not have technological resources to help students with physical disability. The other 67% of them does not know if the FLD have technological resources to help students with low physical disability.
- The 100% of students with physical disability said the Foreign Language Department does not have technological resources to help them.
- The 3% of Seminar II students said the Foreign Language Department has technological resources to help students with physical disability. Another 30% of them said the FLD does not have the technological

resources to help these students. 65% of Seminar II students do not know if the FLD have technological resources to help students with physical disability. And a 2% of them did not respond.

- The 9% of English teachers said the Foreign Language Department has technological resources to help students with physical disability. A 34% of them said the FLD does not have the technological resources to help students with physical disability. 46% of teachers do not know if the FLD has the technological resources to help these students. And an 11% of them did not provide any response.




8.3 QUALITATIVE ANALYSIS

COMPARATIVE TABLE BY QUESTIONS – QUALITATIVE QUESTIONNAIRE INSTRUMENT						
Question	Theory	ENGLISH TEACHERS (out of the 100% of teachers at the FLD)	Students from Seminar II	Students with Low Vision disability	Students with physical disability	Analysis / Conclusion
1. What is Inclusive Education?	<p>According to UNESCO (2007) believes that inclusive education provides the best solution for a schools system which can meet the needs of all learners. Inclusive education cannot be developed in isolation from overall school development. Inclusive education cannot be seen as a specific issue, but must be regarded as an approach to the development of the entire school system".</p> <p>The term of Inclusion has revolutionized to an holistic idea in which all girls, boys, teenagers have the right to an Inclusive Education that</p>	<p>According to English teachers from the FLD, they have uttered that inclusion means to include the diversity of students regardless religion, disability, sex preference, race, color, income, social status. Mainly inclusion means to provide the conditions for different circumstances</p>	<p>All students from Seminar II interviewed about the inclusion of students with low vision and students with physical disability in regular classes agreed on the concept of inclusion saying that it is to include all the people who are not</p>	<p>Students with low vision think that the inclusive education is to get involved in all activities that the teacher does and participate actively in the classroom no matter the disability they may have. They also mentioned that people should be more conscious when constructing buildings since</p>	<p>Students with physical disability form the FLD mention that inclusion involves all the procedures, techniques and tools that can improve the students with physical disability education. For example: educational activities, programs, methodology but that must have a</p>	<p>In conclusion the researcher students compare the answers every group gave at the moment of the interview and see that students and teachers have a similar perception on what inclusive education is about, all of them agree that inclusive education means not only to include</p>

	<p>provides them equal opportunities of learning in different schools no matter their social and cultural antecedents and their differences in abilities and in capacities (CIE 2008). Few years ago, to integrate people with disability in regular education was considered a way of solving the lack of equal opportunities this sector has had. However, to integrate people with disability in the regular education is not enough. It is necessary to go from inclusion in the school to the Inclusion in the learning to get democratization in the access to knowledge (Marchesi, Blanco, Hernández, 2014). This does not mean that inclusion is more important than integration or vice versa, because there would not be inclusion without integration and there would not be integration</p>	<p>students may have, not letting anybody out.</p>	<p>considered that fit the norm, maybe people with disability, people with different sexual orientation; it is also to give a class to teach and take into account all the students' abilities and disabilities where every student has a place or participation and the teachers do not make any distinction even if they have a disability, so the</p>	<p>they should think of those students with disability.</p>	<p>special training, previous knowledge and overall the ability, capacity or power will to put into practice all this knowledge. They also said that it is very important that all teachers include all the students in different areas like in education. For example as they study English, and they like to learn English in every time they can and they do not want to feel discriminated</p>	<p>all type of people in an educative institution but to provide the necessary tools and ways to make all of them feel included in the environment they are going to study and develop as professionals.</p>
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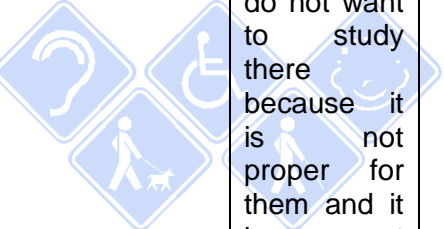
	without inclusion.		teacher treats the students as equals.		because of their disability.	
2. Is the Foreign Language Department inclusive?	In 2013, there were some important events that highlighted the inclusion in El Salvador. The Approval of Inclusive Education Policy for Students with Disabilities at the University of El Salvador launched by the University of El Salvador. Over 150 college students with disabilities benefit. "Students will be guaranteed the access, retention and graduation of public higher education as students and respect for labor rights in case they are employees of that institution", said Vanda Pignato, First Lady during the lanching of the Policy at the Hotel Intercontinental, . By the end of this same year, there was a new project developed named as: "Inclusion of people with disabilities in the English	Many teachers express that the FLD is not inclusive because teachers have not been trained to teach students with low vision or students with physical disability, also the building has not been designed for including students with physical disability to access; moreover, there is no technological resources to deal with students with low vision or students with	Some Seminar II students consider that the FLD is in a way inclusive because it has accepted students with different sexual preference and there are some students with disability studying in the different majors of the FLD, but some others think that sometimes	Students with low vision from the FLD said that as far as they know, the FLD is not inclusive because classes are not adequate for students with low vision, they said that the letter should be bigger than the one they use for regular students but they do not think about it, the letter size in material should be bigger in order to be able to see it well and have updated technological equipment to	All the students with physical disability from the FLD agreed that the FLD is not inclusive taking into account many factors such as: methodology, infrastructure, technological resources and attitude towards the inclusion of students with physical disability.	Unfortunately, at the end of the interviews, it is found that the FLD has tried to be inclusive at the moment of accepting students with low vision or students with physical disability; however, it is not inclusive because it does not provide with the require stuff that make the place an inclusive place such as: infrastructure, methodology, technological resources


	<p>language learning process at the University of El Salvador” carried by students of 5th year on major Licenciatura en Idioma Inglés Opción Enseñanza. This project had the purpose of helping students with different disabilities (physical, audio, and low-vision) in their learning process of English. Also, to be a strong support since many of them were having difficulties on these subjects while coursing their majors. The chancellor of the university, engineer Mario Lovo Roberto Nieto emphasized during his speech the importance for the current administration to include and cooperate with the academic community of people with disabilities, "for the first time an institution of higher education, UES, puts some interest providing youth the conditions that enable</p>	<p>physical disability and the attitude from teachers and students is not bad regarding students with physical disability or students with low vision, the main factor might be the lack of knowledge about this sector.</p>	<p>it is not inclusive because they have seen many students there who have physical disability or low vision, and some teachers decide the schedule and the room for giving classes not taking into account those students who cannot walk or have problems with their vision, so it is very difficult for them to get upstairs if</p>	<p>enlarge digital and printed material for them to read it. They also said that they feel as if some teachers do not care about their situation because they are do not change the methodology to teach them being aware that they have students with low vision in their class; however, they see other teachers who try to help and have ask them for their e-mail address to send them the presentations or material since they have difficulty to read them at the</p>		<p>adapted to students with low vision or students with physical disability, and attitude from teacher and regular students to treat them as human beings.</p>
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	<p>them to overcome these barriers and see their hopes of being professional crowned."</p>		<p>they have classes there. Seminar II students also said that the FLD has tried to be inclusive because they heard about a conference about teaching students with physical disability or students with low vision; however, the FLD actually has not implemented anything.</p>	<p>moment of the class. They expressed that sometimes they have let the teachers know about their problem in order to improve their learning and it has given them good results because there are some other teachers who really care and try to change the methodology and at the same time provide material with big size letters; nonetheless, there are some teacher who do not care even if they tell them so they prefer sometimes not to say anything</p>		
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				maybe and do it by themselves to continue their studies and forget what they say so can finish their career.		
3. Which would be some factors that affect the Foreign Language Department to become a 100% percent inclusive?	<p>Access to information: According to the British Council, (2013), people with visual impairment (VI) can access information using a range of different mediums and tools depending on the level of sight. Some are not able to see standard print with easy [at the FLD homework assignments are normally required to be handed in Arial and Times New Roman Fonts #12 or #14]; however, there are some students with visual impairment may be able to access enlarged print or receive audio, and others may prefer receiving the information in electronic format. Likewise, some</p>	<p>As teachers said, the factors that may affect the FLD to become 100% inclusive are first of all the ignorance form teachers, administration staff and regular students about the topic “inclusion” and that it is not only a the FLD responsible to provide the necessary tools and equipment to include students with physical</p>	<p>A student from Seminar II basically answered that the main factor for the FLD not be inclusive is the infrastructure. Talking about people with disability, students from Seminar II do not think FLD is that inclusive because</p>	<p>FLD students who have low vision disability agree that the methodology FLD teachers use is a factor that makes the department not be 100% inclusive. Also, the attitude they have towards the inclusion of students with disability as in as in their case that they cannot see well and need to have adjustments in their teaching –</p>	<p>Students with physical disability from the Foreign Language Department believe that First of all, the infrastructure is not adequate because they have experienced by themselves that it is difficult to go up and down stairs and even for people who just use a stick when</p>	<p>As mentioned above, all the interviewee people said that the main factors that affect the FLD to become 100% inclusive is the lack of knowledge students and teachers have to deal with students who have physical disability or students who have a low vision disability, then, the infrastructure</p>

	<p>students with VI prefer using magnification, screen readers, others are satisfied by making changes to computer settings to magnify screen. Some VI learners will use computers with speech or magnification software, touch screens with voice over (British Council, (2013</p> <p>Accessible environment: A building's physical environment affects the comfort, concentration and well-being of all learners. For people with a visual impairment, it can also affect what and how they can learn, level of independence, as well as the level of access available to them. A well-planned environment is beneficial not only for learners with all types of visual</p> <p>What do teachers need to know and do to facilitate the inclusion of all their learners including those with a visual impairment?</p>	<p>disability and students with low vision but also the whole university.</p>	<p>the whole infrastructure of the building is not equipped or proper for people with disability; they said for example: "the guy who is using a walker everybody has seen him around and every time he has to ask for help when he wants to come down the stairs, someone has to hold the walker and then he has to come down the stairs</p>	<p>learning English process. The infrastructure is another factor that affects them because one student expressed that when she goes out of the building during the day, there is too much brightness that she cannot even see the stairs to walk out. Moreover, they do not have the appropriate technological resources within their grasp to take advantages of and improve their English macro skills.</p>	<p>they have to go up and down stairs, it is very uncomfortable. Also the methodology the teachers use is the same for regular students and students with physical disability which means that it can be that in a certain moment, they will have a student with physical disability will be in his or her class and they do not know how to act in that situation. Also they said that the curriculum does not</p>	<p>is too old that at the moment it was built, they did not think of students with physical disability and did not design classrooms, restrooms and gates for letting the students with physical disability to access by their own. Moreover, all of them have expressed that the University of El Salvador does not have a proper budget to be able to update technological resources at the FLD and have adequate</p>
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	<p>Teachers should provide a meaningful education, teaching content should reflect the needs of each student considering if he or she has a visual impairment or not (British Council, 2013). How could all of the above be identified? According to the British Council (2013), an assessor should study the educational needs of each VI learner separately identifying would need to have equal access to education as other students without visual impairment. In this manner, teachers may be able to identify what the educational institution needs to provide an inclusive education. It is also stated by the British Council that teachers should share recommendations with the educational institution, teachers, and learners to a better understanding in helpful changes</p>		<p>and I think it is very uncomfortable.” They also mentioned that in a way people with disability see the building and maybe they do not want to study there because it is not proper for them and it is not comfortable for them to be here but if they want to study here? They also mentioned the lack of knowledge students and</p>		<p>include special activities for them and there are some activities that are not suitable for them to perform.</p>	<p>technology for improving the English learning to students with low vision and students with physical disability. Finally, they said that the methodology teachers use to teach is so traditional that they do not even think on changing it to improve the quality of education.</p>
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	<p>ACTIVITIES IN ENGLISH TEACHING LEARNING THAT CAN BE USED TO HELP SS</p> <p>According to Teachers Superior School “Escuela Superior de Maestros”(ESMA) the schools should satisfy students’ needs and the curriculum should be adjusted when needed. This contemplates the diversity of students’ capabilities, emotional intelligences, and types of learning. As developed in the project “Inclusion of students with disability in the English Learning Process”</p> <p>INFRASTRUCTURE</p> <p>In the global world, there are a lot of people with disabilities exhibiting difficulties in mobility, communication and, in general, sensorial activities performance that precludes or limits their joining to the daily life, and sometimes, limiting the access to educational</p>		<p>teachers have about the topic is another factor that affects the FLD to be inclusive because they do not know how to treat or help a person with disability.</p>			
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	<p>programs by factors beyond their physical limitations, but rather by environmental agents such as barriers in buildings of the schools. (Cerén, et al., 2010) Retrieved from: http://laaccesibilidadesdetodos.blogspot.com/2011/01/historia-de-la-accesibilidad-iii.html).</p>					
<p>4. In your opinion, can people with physical disability be included in regular classes?</p>	<p>Inclusive education is a process that responds to the different educational needs of the students. Inclusive education is a component of the right of education, process oriented to respond to the diversity of students increasing their participation (Cerén, et al., 2010; Marchesi, Blanco, Hernández, 2014; Unesco, 2005). The integration has focused on placing students with special needs into classrooms and curriculums pre-existing. On the other hand, inclusive education</p>	<p>The majority of teachers say that students with physical disability can be included in regular classes because they just have a disability that limits them to move around quickly; however, they can give their opinions since their brain works perfectly. Teachers just have to adapt the activities in</p>	<p>Unfortunately according to Seminar II students' answers, they think that students with physical disability could be included; however, based on the situation how the department is, they think that it will be</p>	<p>All the students with low vision disability agree when saying that students with physical disability should be included in regular classes but the university is the responsible for providing the proper tools and ways to learn English and also said that they would like teachers to</p>	<p>Students with physical disability from the FLD said that they agree on being included in regular classes but they understand that the FLD has to have certain modifications mentioned above: special games, dynamics,</p>	<p>Taking into account the situation the FLD is facing right now, they think that students with physical disability cannot be included in regular classes because it is not appropriate for them since they will not feel included and will be facing some</p>

	<p>requires that educational schools modify the curricular instruction, the organization in the classroom and even the infrastructure of buildings to be able to attend ALL students (Guía de Educación Inclusiva, MINED, 2005). It means that students with physical disability can be included in regular classes, if not, the policy of inclusion at the University of El Salvador is not being put into practice.</p>	<p>the classroom for all the students to participate including students with physical disability. Few teachers believe that the students who have a physical disability should not be included in regular classes because the teachers are not prepared to teach them.</p>	<p>better if they have a different group or if they study in a specialized school taking into account that teachers are not methodologically prepared and the infrastructure of the FLD building is not designed to include people with physical disability since there are too many stairs and they see difficult for students</p>	<p>think more about students because when there is an activity that is not appropriate for them, they cannot perform it and if teachers see that their students cannot perform certain activities, they should change the activities and adjust the activities who just people who can walk perform.</p>	<p>and homework assignments.</p>	<p>kind of discrimination. Interviewees consider that in order to include all students with disability, it is necessary to prepare the field where they are going to study and prepare also teachers and students to accept students with physical disability and students with low vision to be in regular classes and treat them the way they deserve.</p>
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			with physical disability to go up and down stairs and it lacks of an elevator. Also, the classrooms are either dark or with too much glare.			
5. In your opinion, can people with low vision disability be included in regular classes?	<p>Having established that inclusive education responds to different educational needs, it is sustained the fact that students who have a physical disability may be included in regular classrooms.</p> <p>According to the Department of Inclusive Education from the MINED, everybody has the right to be part of a unit as a whole, participating with its own characteristics because</p>	<p>Most of the teachers think that students with low vision can be included in regular classes taking into account that the only problem they have is visual and can develop other abilities in the classroom. They also know that in these cases, teachers</p>	<p>Seminar II students said that students with low vision can be included in regular classes if teachers take into account the abilities they may have and learning style everyone</p>	<p>Some students with low vision from the FLD said that they can be included in regular classes because there is no problem since all people have the right and the opportunity to study. They also said that they have the capacity to learn as regular</p>	<p>Students with physical disability answered that they agree on including students with low vision in regular classes but with the same modifications, for example, they can use different technological resources to help them</p>	<p>Interviewees consider that students with low vision and be included in regular classes if they have the appropriate methodology to learn, technological resources within their grasp whenever they need, and some</p>

	<p>everyone is different and helps.</p>	<p>have to be aware that those students will need some kind of help at the moment of giving material, preparing exams and writing on the board since the letter size has to be bigger than the one they use for regular students. On the other hand, some teachers think that students should not be included in regular classes because the teachers have to take extra time preparing classes, preparing power point presentations and preparing</p>	<p>has provided that there are people who have low vision and there are people who are very visual and there are activities, so the teacher has to make a balance applying different techniques that fit the learning styles for students with low vision to feel included.</p>	<p>students can; however, they think that there are some teachers who do not care about it. They suggest that teachers should learn more strategic techniques to teach and it does not matter that a person has a disability because the teacher has to include all the students and it depends on the teacher because he or she has to work more. Other students with low vision think that it is good to feel included in regular classes because there are teachers</p>	<p>enlarge the size letter in materials and power point slides.</p>	<p>sense of humaneness from teachers and students whom they treat the most.</p>
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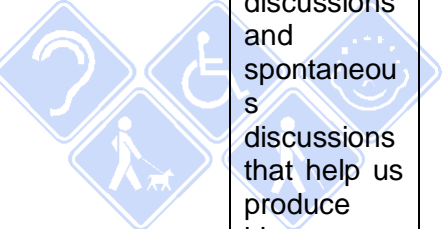
		material with letter size suitable for students with low vision. Just one teacher says that it will be difficult for a teacher to enlarge letters in the material and sometimes he forgets to do it and the FLD does not have the resources to provide better activities.		and students who support one another no matter the disability and help students with low vision to feel included and comfortable in the class.		
6. Do you know what the policy of Inclusive Education of the University of El Salvador is about?	The national and international theories and educational policies as the Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nations, Constitution of The Republic of El Salvador, The Law of High Education of El Salvador (Ley de Educación Superior de El Salvador), The Law of Equal	The majority of English teachers do not know about the policy of Inclusive Education of the University of El Salvador, some of them have heard about it but have not read it and some	The majority of students from Seminar II expressed that they have never heard about the policy of inclusion that the University of El	Some students with low vision already know about the policy of inclusion that the university created in 2013; however, there are some other students with low vision who do not know what that is about.	Students with physical disability from the FLD know about the policy of inclusive education that was created at the University of El Salvador and expressed	Unfortunately, none of the people interviewed are familiar with the policy of inclusive education that the University of El Salvador created in 2013 and none of them see that it has

	<p>Opportunities in El Salvador (Ley de Equiparación de Oportunidades), The Policy of Inclusive Education in El Salvador (Política de Educación Inclusiva - 2010), The Policy of Inclusive Education to Students with Disability at the University of El Salvador (Política de Educación Inclusiva para estudiantes con Discapacidad en la Universidad de El Salvador) and some others laws, policies, and conventions fight for changing the lack of inclusive education people with disability suffer.</p>	<p>others have the idea of what it can be about but have not been interested on reading it.</p>	<p>Salvador created in 2013.</p>		<p>that it includes like certain steps that must be applied for every new or actual students with any disability so they can study in a normal way in the university</p>	<p>been applied to the different schools the University of El Salvador has.</p>
<p>7. What are the objectives that you as a teacher want students to reach at the end of the English learning?</p>	<p>Based on Escuela Superior de Maestros (ESMA) [The School of Higher Education] (2013), in the inclusive classrooms (regular classrooms) teachers are in charge of providing support to students in</p>	<p>The English teachers from the FLD have as objectives to make the students learn how to use the language and communicate</p>	<p>All the Seminar II students expressed that their objectives throughout the career learning</p>	<p>Students with low vision from the FLD expressed their objectives as students: they said that they would like to have a</p>	<p>Students with physical disability expressed that their objectives as students are: to learn as new</p>	<p>This question was asked to teachers and students according to their perspective of the objectives they have as</p>

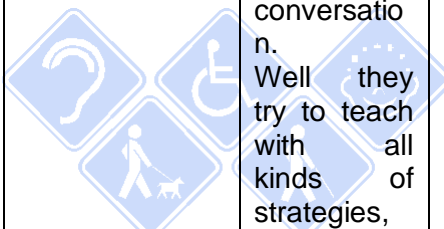
	<p>order to help them achieve objectives stated in the curriculum and students' personal objectives. To satisfy students' needs the curriculum should be adjusted when needed.</p> <p>At the Foreign Language Department of the University of El Salvador, main campus, to prepare professionals with a knowledge of the language and of the culture, to be capable of managing a new language and also to be capable of getting a job working as teachers or other areas are some of the objectives to be reached by students at the end of their majors (personal communication, J. Gamero, May 12, 2014).</p>	<p>with others according to the level they study and to know when to use the language.</p>	<p>English are to become a multitask teachers who include all students in the class for them to have participation during the class thinking that they have the same rights. Some of them said that at the end of the major, they want to be able to communicate in English, which is the most important, to be able to develop effectively in the four</p>	<p>proficiency level of English including fluency in speech, to have more opportunities to work, to get a job at the end of their career where they do not have too many barriers to develop their job because of their disability.</p>	<p>vocabulary as possible, to improve their four macro skills which are reading, writing, speaking and listening. Also, they try to develop their knowledge every day so they become good professionals at the end of the career.</p>	<p>teachers and as students. Teachers answered that all of them hope to develop the four macro skills of English in their students according to the level they may have and students hope to be able to communicate with native speakers of the language and be understood and at the end getting a good job.</p>
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			<p>skills of English. They also said that they want to be proficiency in the language, to be able to defence themselves in a native environment maybe in the United States or in England and to be understood, and getting a good job of course.</p>			
<p>8. What is the methodology that you as a teacher use to help students to</p>	<p>METHODOLOGY The handout #48 from the California Child Action Care Health Program... states that there must be a plan to develop appropriate activities in a safe, nurturing environment for children in</p>	<p>Teachers said that they use the Direct method, audio-lingual method, natural approach. Ecliptic method which is a</p>	<p>Seminar II students said that based on the experience they have at this point of the</p>	<p>Student with low vision have seen that teachers use mostly the communicative approach as well as the direct method;</p>	<p>Students with physical disability from the FLD said that teachers use the same methodology as the one they use for</p>	<p>Teachers answered that they use the Ecliptic method to teach English which includes a variety of</p>

<p>achieve those objectives?</p>	<p>order to give a variety of reasonable choices. Considering that students should not adapt themselves to the school but the school is expected to adapt the school environment, the methods and the pedagogy to all students as mentioned by DePaw & Doll-Tepper (as cited by Wickman). The principal barrier in students' learning is the pre-designed, inflexible curriculum which the needs and particularities are considered as common and average according to Rose, Meyer & Hitchcock (2005) (as cited in). This is known as "one size-fits-all". Without being the intention, this type of design creates barriers in the learning of those students whose abilities and specific educational needs are put aside and vulnerable from the average of students. As listed in the paper</p>	<p>combination of techniques to help students to develop the four macro skills of the English language.</p>	<p>career in the fifth year, they realized that teachers are used to teach in a mechanical way which includes: memorizing , systematic activities and repetition drills, stuff and it is kind of mechanical activities that are very similar like you move to intermediate then you move to advance and there are the same kind</p>	<p>nonetheless, students with low vision do not think that it helps them a lot because teachers do not include them at the moment of preparing classes since there are some of them who do not enlarge letters when providing written material to them, they do not read what they have written on the board and their voice is inaudibly that they cannot record them when they speak.</p>	<p>regular students. The activities used do not apply to any special treatment even a single modification that can help them a little bit so they can get accomplished with any methodology.</p>	<p>techniques to teach different learning styles; however, students think that teachers use a traditional way of teaching that address just regular students and ends in repetition and mechanical activities that are not useful enough for achieving their objectives.</p>
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	<p>"Focusing on inclusion" by Scotland Executive, planning should keep in mind some characteristics such as:</p> <p>Development of emotional intelligence – awareness of and ability to cope with one's emotions</p> <p>High quality learning and teaching activities, considering things that matter to their achievement.</p> <p>Overall ethos/relationships – this gives priority to inclusion and the community is very supportive.</p> <p>Negative and/or discriminatory attitudes – This could be tackled by valuing diversity and promoting equality and fairness.</p> <p>Children's active involvement in learning by deploying a wide range of techniques – Including classroom activities to promote both achievement of specific learning aims and personal development</p>		<p>of activities like role plays, presentations, I think they help but there could be more methodology that could be more helpful like discussions and spontaneous discussions that help us produce ideas because in role plays and presentations and you write what you are going to talk to other people and you don't know what</p>			
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	makes learning enjoyable.		to say because you are used to write things that you are going to say in a presentation and then in real life, it is difficult to have a conversation. Well they try to teach with all kinds of strategies, the FLD do the communicate learning approach because they make us to speak half of the year. Sometimes teachers act in a way			
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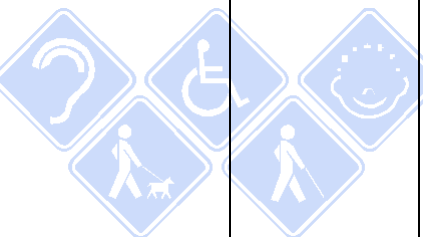
			<p>that they want to be friendly, and students approach them. For me it is nice because it helps me to understand that if we have confidence and are very close to the teacher, we can have a better proficiency and we perform more our role, you can participate better in class.</p>			
<p>9. Do you think all students have</p>	<p>Barriers to the implementation of a total inclusiveness are classified by Kochlar,</p>	<p>Some teachers have said that the students do not have the</p>	<p>Seminar II students agreed on thinking that</p>	<p>Students with low vision from the FLD uttered that all students</p>	<p>Some students with physical disability think</p>	<p>Students and teachers agreed on saying that</p>

<p>equal conditions for learning English?</p>	<p>West & Taymans (2000) (as cited in Bou”) as: Barriers of knowledge, Barriers of organization, and barriers of attitude.</p>	<p>same conditions to learn the English language because they are not equal, hey come from different types of families, they have different abilities or disabilities, they come from different high school, their parent may or may not be professionals and have a good income. Some other teachers think that students with physical disability or students with low vision do not have the same conditions as regular students</p>	<p>regular students, students with low vision and students with physical disability do not have the same conditions for learning English because all of them are different, act different and come from different social background .</p>	<p>have the same opportunities to learn English either conventional students or students with disability, but they think that the teachers do not provide the adequate conditions for them to feel included in regular classes despite their disability. Students also expressed that they are pretty sure that they have the intellectual capacity to learn English but not the same conditions so it renders more difficult for them.</p>	<p>that they have the same conditions for learning English inside the classroom because they have access to material teachers prepare for regular students; they can also understand topics but if they are talking about learning outside, it can be a little bit complicated in their case since they do not have access to technological resources, and it is very difficult to work in groups. Some other</p>	<p>not all the students have the same conditions for learning English since all of them come from different social background, their families’ education is different, schools they come from are completely different and they learn different according to learning styles.</p>
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		<p>because the FLD does not provide with the resources such as there are no signals, no ramps, no handles attached to the walls which help students with a physical disability to move on their own, there is no elevator in the building, there are too many stairs, there is no appropriate equipment to help students with low vision or students with physical disability to have an effective English learning, the teachers have not been</p>			<p>students with physical disability consider that they do not have the same conditions to learn English because the activities performed by some teachers are not suitable for them either inside the classroom or outside.</p>	
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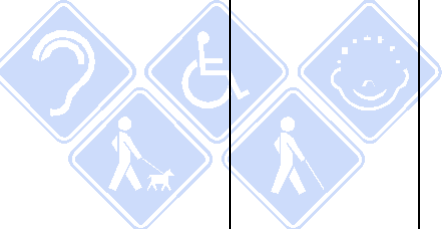
		trained to deal with students with physical disability or students with low vision.				
10. Have you ever received any training about the inclusion of students with physical disability in the English learning process?	<p>Marchesi, Blanco, and Hernández, 2014 state that the lack of skills to teach a growing diversity of students in contexts of high complexity and the unequal distribution of the most qualified teachers are two of the main barriers to ensure equality in learning achievement. According to the results of a study called Teaching and Learning International Survey (as cited in Marchesi, Blanco, and Hernández, 2014) a 50% and a 75% of teachers ask more training to teach in diverse contexts and excluded sectors.</p> <p>According to Shade & Steward (as cited in the State Of The World's Children, UNICEF, 2013), a study from 2001 found</p>	<p>All the English teachers from the FLD have not received any training about the inclusion of students with physical disability in the English learning process. One teacher said that she studied a little bit about the topic when she took her mater degree but it was because of a subject that she took.</p>	<p>Seminar II students from the FLD said that they have never received any training about the inclusion to students with physical disability in the English learning process.</p>	<p>Some students with low vision disability have not received any training about the inclusion of students with physical disability in the English learning process neither at the FLD nor outside; nevertheless, there are some others who have received trainings about it in the main library at laboratorio de atencion a estudiantes con discapacidad (Caring</p>	<p>The students with physical disability from the FLD said that they have never received any training about the inclusion of students with physical disability in the English process neither at the FLD nor at the university.</p>	<p>Neither teachers nor students have received any training about the inclusion of students with physical disability in the English learning process which means that they do not have any idea on how to deal with students with disability in a professional way.</p>

	that a course on inclusion for those studying to be teachers was effective in changing their attitudes, so that they favored including children with mild disabilities in the classroom.			Program for students with disabilities) where they have taught students with low vision that all of them have the same opportunities to learn English as conventional people have.		
11. Have you ever received any training about the inclusion of students with low vision disability in the English learning process?	There are many barriers unidentified or unknown to full participation that cause children with special needs to become isolated, frustrated, and less independent than their peers (Watson & McCathren). Some of these conditions or barriers are listed below: Kids with disability who live in unfavorable conditions of poverty tackle more problems than those kids who share the unfavorable conditions of poverty but do not have disability due to their	Unfortunately, the English of the FLD have not received any training on the inclusion of students with low vision disability in the English learning process.	All students from Seminar II said that they have neither received any training about the inclusion of students with low vision disability in the English learning process.	Some students with low vision have not received any training about the inclusion of students with low vision in the English learning process; however, there are some other students who have had the opportunity to attend some trainings at the laboratorio de	Students with physical disability expressed that they have not received any training about the inclusion of students with low vision disability in the learning process.	They have neither received any training about the inclusion of students with low vision on the English learning process and disown about teaching students and making balance with teaching techniques.

	<p>impairments and the numerous obstacles that the society place in their path. Kids who live in poverty have fewer opportunities to receive learning; however, the probabilities of kids with disability in poverty to assist to school are even fewer than the already mentioned (UNICEF, 2013)</p> <p>Their type of impairment: According to Marchesi, Blanco, and Hernández not all excluded people are visible. It is noticeable the lack of information about students with disability, sector which is one of the most excluded of the education, especially those with severe disabilities.</p> <p>Status: The Exclusion of the education is phenomenon that not only affects the ones who not even have access to education but also to others who are part of the educational system and</p>			<p>atencion a estudiantes (Caring Program for Students with disabilities) located at the main library of the University of El Salvador where they have learned about all the disabilities and about the policy the university has so that they can take advantages of that.</p>		
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	are segregated or discriminated by their social background, types of living, and so on ((Marchesi, Blanco, Hernández, 2014).					
12. Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with low vision disability in regular classes?	Integration involves the school in a process of assimilation where the pupil with Special Educational Needs (SEN) can fit in. On the contrary, inclusion involves the school in a process of accommodating, changing adapting curricula, methods and procedure so that it becomes more responsive (Fredrickson and Cline, 2002).	All the teachers answered no to this question and expressed that they would like to have a training or seminar about this topic.	All the students from Seminar II expressed that they FLD does not offer any methodological training to teachers or students about the inclusion of students with low vision disability in regular classes.	All students with low vision from the FLD answered that the department does not offer any methodological trainings about the inclusion of students with low vision disability.	Students with physical disability said that the FLD does not offer any methodological training to teachers about the inclusion of student with low vision in regular classes.	All interviewees do not know about any training offered by the FLD about the inclusion of students with low vision disability in regular classes but students have expressed their desire on having trainings about it because it is interesting to have a wide idea on what it is about.
13. Does the Foreign Language	5. States Parties shall ensure that persons with disabilities are able to	All the English teachers agreed that the	All Seminar II students answered	All the students with low vision from the FLD	The students with physical disability from	Students and teachers do not know

<p>Department offer methodologic al trainings to teachers about the inclusion of students with physical disability in regular classes</p>	<p>access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities. (Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nations, United Nations, 2007)</p>	<p>FLD does not offer any training about the inclusion of students with physical disability in regular classes.</p>	<p>that as far as they know, the FLD does not offer any training about the inclusion of students with physical disability in regular classes.</p>	<p>agreed when saying that as far as they know the FLD does not offer any training about the inclusion of students with physical disability in regular classes.</p>	<p>the FLD agreed when saying that the FLD does not offer any methodologic al training about the inclusion of students with physical disability in regular classes.</p>	<p>about trainings about the inclusion of students with physical disability offered by the FLD and some teachers even said that there are other topics that are more important that this one.</p>
<p>14. Have you ever had a student with physical disability in your English Intensive courses?</p>	<p>However, to integrate people with disability in the regular education is not enough. It is necessary to go from inclusion in the school to the Inclusion in the learning to get democratization in the access to knowledge (Marchesi, Blanco, Hernández, 2014). This does not mean that inclusion is more important than integration</p>	<p>Few teachers have not had any student with physical disability but the majority of them have had at least one student with physical disability.</p>	<p>Many students from Seminar II said that they have had classmates who have physical disability and just few students from Seminar II</p>	<p>Some students with low vision disability have had classmates with physical disability and some other students with low vision have not.</p>	<p>All students with physical disability from the FLD said that during the years in the career, they have not had any classmate with physical disability too.</p>	<p>Some teachers have had students with physical disability, some others not but all of them express that it is not so difficult to have a student with physical disability if he or she has the</p>

	<p>or vice versa, because there would not be inclusion without integration and there would not be integration without inclusion.</p>		<p>have not had any classmate with physical disability but they said that they have seen them around the FLD.</p>		<p>willingness to learn because they think that they have the capacity to acquire knowledge. On the other hand, there are some students who have had classmates with physical disability and there are some others who never had a classmate with physical disability along the career, but they said that they have seen some around the FLD whom they imagine how difficult it could be to travel from</p>
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						one place to another.
15. Has it been difficult to teach students with physical disability without having received any training related to inclusion?	Attention to inclusion requires a group work from teachers and the collaboration of other experts who can be able to share experience to answer to the diversity of students and their educational needs. To face this diversity is a challenge by teachers because it requires designing educational situations in which everyone has access... (Blanco, Hernández, Marchesi, 2014). Valuing the diversity also involves teachers' dispositions and adapting teaching to the needs and characteristics of students according to Blanco, Hernández, and Marchensi.	The English teachers from the FLD who have had students with physical disability said that it is a little bit difficult to work with them because they have to adapt the activities that require to move around the classroom in order to include those students who have physical disability; however, they think that it is good to work with them because they do not have serious problems learning	Students from Seminar II who have had classmates with physical disability said that they see difficult to work with them because they do not know the proper way to treat them and do not want to make them feel bad; however, they said that they have intuition to work with	Some students with low vision disability who have had classmates with physical disability state that as the situation was sensorial, psychomotor, it was not difficult because people just need to get close to them to realize that they are human beings with the same feelings and thoughts as conventional people. A student mentioned about a classmate with physical disability that she had, she	As students with physical disability have not had any classmate with physical disability, they did not answer this question.	Teachers expressed that it was a little bit difficult to work with students who have physical disability at the moment of performing activities in the classroom; however, they do not see any difficulty for learning English. Students who have and not have had classmates with physical disability express that even though they have not received any training about

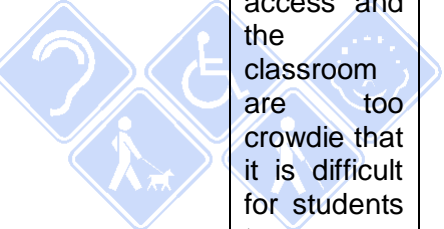
		<p>English since the physical disability does not limit the opportunity to learn a language.</p>	<p>students with physical disability because they know that even though they have a disability, they can go beyond, they learn. Some other students from Seminar II said that it is not difficult to work with them but they said that sometimes the problem is the classes since they are crowded and teachers have to</p>	<p>said that he was very good at participating and the difficult thing for him was the mobilization because he was not good at moving when he wanted to present any activity in the classroom; therefore, the teacher told him not to go to the front but to stay at the back and present from there.</p>	<p>it, the sense of humane let them be nice with them and feel not too difficult to work with them since they have other abilities that can use in order to learn English.</p>
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			know how to handle the situation.			
16. Have you ever had a student with low vision disability in your English Intensive courses?	Inclusive education is to include everyone no matter the disabilities they may have as any human being. Every human being has the right to study, to have the conditions as any other human being. We cannot leave anybody out of the rights that they have as human beings. They have the right to study; they have the right to be treated as any other human being (M. Glower, personal communication, May 14, 2014.)	Few English teachers from the FLD have had students with low vision disability and the majority of them have not had a student with low vision disability in their classes.	Few students from Seminar II said that have had classmates with low vision disability and most of them have not had any classmate with low vision; however, they expressed that have seen students who had difficulties seeing the board and have seen them around.	All the students with low vision from the FLD answered that they have not had any classmate with low vision.	Students with physical disability have had several classmates with low vision during their career according to what they said.	Some teachers have had students with low vision, some others have not but they said that they have made it and students have passed the subjects and there are some students who have had classmates with low vision and there are some who have not had but they said that they have had the opportunity to see them out of the classroom.


<p>17. Has it been difficult to teach students with low vision disability without having received any training related to inclusion?</p>	<p>Referring to students with low vision, there are a set of needs which should be considered in their learning and their support. The key to appropriate support is thorough knowledge of the child or young person as a learner and a person and of his or her individual circumstances (as cited in the paper "Focusing on inclusion" by Scotland Executive, 2006)</p>	<p>English teachers who have had students with low vision said that it requires extra time and special attention to keep in mind those students who have low vision disability because they have to enlarge the size of letters in order to help the students to see easily and prepare material adequate for their vision.</p>	<p>Seminar II students who have had classmates with low vision said that they see difficult for students to see the board, to read material that is in normal size letters since teachers do not think about that and give the same material they use for regular students. The other students who have not had any</p>	<p>Students with low vision from the FLD said that even though they have not had any classmate with low vision, they know by their own experience that it is not difficult to work with them since they are normal people who have thoughts and feelings and are able to provide opinions and great ideas.</p>	<p>All the students with physical disability from the FLD uttered that it was not difficult to work with them because they are good at studying and it is something of a common sense to treat them because they are like the others.</p>	<p>Teachers and students who have had the opportunity to work with students with low vision express that it requires extra time and effort to teach them and understand the disability they have since they have to be patient with these kind of students. They also said that low vision students are intelligent as regular students are and even more; however, they</p>

			<p>classmate with low vision said that even though they have not had a classmate with low vision, they have taken classes in classrooms where is too much brightness and even they who do not have low vision, have difficulties to see the board and how it may affect students who really have low vision.</p>			<p>just need some extra time to work in tasks when the letter or images have not been enlarged.</p>
<p>18. What are the major difficulties</p>	<p>The accessibility and mobility into a building or sidewalk into the</p>	<p>Teachers said that he major difficulties they</p>	<p>Seminar II students said that</p>	<p>Students with low vision from the FLD said</p>	<p>A students with physical disability said</p>	<p>Teachers and students agree on</p>

<p>students with physical disability have learning English?</p>	<p>educational institution seems to be such a challenge for students with a physical disability. This is why, in 1989, architect Ronald L. Mace, makes a critical appraisal of the concept of "Physical Accessibility" and proposes as a stage of evolution, the "Universal Design (UD)", defined as "the design of products and environments to be usable by all people, to the greatest extent possible". (Sheryl Burgstahler, Ph.D. 2012). The UD is also a goal that puts a high value on both diversity and inclusiveness.</p>	<p>see in those students is the self-esteem they may have that can alter their attitude towards learning English. As the building and classrooms are not designed for students with physical disability, they have problems to access the second and the third floor; they also have problems moving around the classroom.</p>	<p>they do not see too many difficulties in students with physical disability learning English because they have the same capacity to learn English and see that some students who have physical disability participate in class even more than regular students. The problem they see is the infrastructure of the</p>	<p>that even though they do not have a physical disability, they see how difficult it is for students with physical disability when they do not feel included in their classes and uncomfortable when there are other classmate who do not like to work with them just because of their disability thinking that they need to be helped and not thinking that they can contribute. Also, they expressed that the main difficulty for them is the infrastructure of</p>	<p>that he has had the only difficulty when learning English in his pronunciation but other students with physical disability stated that for them, it is difficult to get to the classrooms because sometimes the location is in the second floor or it is far away from the FLD. Moreover, it is difficult for them trying to get the photocopies since there are a lot of people getting photocopies and sometimes</p>	<p>saying that they do not see too many problems in students with physical disability because they do not have an intellectual disability and are able to grasp everything teachers teach; however, they have difficulties moving around the classroom or participating in activities where they have to stand up or attending classes late.</p>
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			<p>FLD because it has too many stairs, it does not have a restroom specially designed for students with physical disability to access and the classroom are too crowdie that it is difficult for students to move around.</p>	<p>the FLD building because it has not been updated with suitable equipment to receive students with different physical disabilities.</p>	<p>they have to be late in classes provided that they take more time to get to the classroom mostly when they have classes in the second floor because the aisle is overcrowded and they cannot walk through them; they also said that it is kind of impossible trying to join their partners because there is not any tool that they can use to move around or the desks are not well-arranged or are not appropriate</p>	
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					for them to sit down.	
19. What are the major difficulties students with low vision disability have learning English?	Some are not able to see standard print with easy [at the FLD homework assignments are normally required to be handed in Arial and Times New Roman Fonts #12 or #14]; however, there are some students with visual impairment may be able to access enlarged print or receive audio, and others may prefer receiving the information in electronic format. Likewise, some students with VI prefer using magnification, screen readers, others are satisfied by making changes to computer settings to magnify screen. Some VI learners will use computers with speech or magnification software, touch screens with voice over (British Council, (2013).	Some teachers answered that in the case of students with low vision disability, it will be hard for them to read the material with small letters, they are also slower than regular students at the moment of doing exams having the same size letter.	Students from Seminar II expressed that what they see is difficult for students with low vision to learn English. It is the lack of knowledge and awareness teachers have to teach them because some teachers do not pay attention to the different kind of students they have in the classroom	Students with low vision from the FLD express by their own experience that it is difficult for them when the teachers write on the board and they cannot see and still teachers do not read what they write on the board; they also said that sometimes they forget to do it, hence, students with low vision have to ask a classmate to give them copy of what they wrote. Moreover, they comment that it is difficult not to	Students with physical disability declare that they see many difficulties students with low vision have mainly when trying to understand what is written on the white board and the teachers do not have human sense because they do not read what they write on the board and if students with low vision problems sit at the back, and the classroom is	The major difficulties students with low vision may have are the lack of light the classrooms have or too much brightness that affect students to see the board and be able to read as fast as the others can. Learning English can be difficult at the moment of developing the reading and writing skills taking into account that they do not see well.

			<p>and teach as if all of them are regular students, they also mentioned that the classrooms are not appropriate for students with low vision since the windows sometimes do not let the light get through the classroom and are dark and sometimes it is too much brightness that they are unable to see either.</p>	<p>be able to see because there are some things that are very interesting and cannot take notes at the moment the teacher speaks. They also said that sometimes the classrooms are very dark and some other times the classrooms are sunlit and either way they cannot see very well.</p>	<p>overcrowded, they cannot see and teachers do not even realize the need those students may have. Other difficulties students with physical disability see for students with low vision are: trying to do the workbooks, trying to read the handouts and pamphlets. They think that it can be sometimes discriminative not intentionally but in a certain way that it can sound like</p>	
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					rude or impolite.	
<p>20. In your opinion is the methodology used in the Foreign Language Department adequate to teach the English language to students with physical disability and students with low vision disability as well as regular students?</p>	<p>Some other activities to carry out in an inclusive classroom according to Barrera (2004) are: Activities in group Jigsaw: The jigsaw technique is a cooperative learning approach where the teacher gives a topic to talk about in a group. The group divides the topic depending on the amount of members and then each member takes a part of the topic and becomes an expert so when the group discusses the topic, everyone has something to say in an exciting and interesting way (M. Barrera 2004.) Think-Pair-Share: This is an activity that goes with working in pairs and it can be used in many topics where the pair of students just think about the topic, discuss and then give their opinions in front of the class. (M. Barrera, 2004)</p>	<p>According to the majority of teachers, the methodology they know is good to teach regular students but not to teach students with physical disability of students with low vision because that is the only methodology they know about. Teachers also mentioned that students with physical disability or students with low vision have not had any learning problems besides that</p>	<p>The majority of students from Seminar II think that students with physical disability and students with low vision have different abilities that should be taken into account at the moment of receiving a class and the methodology teachers use is focused only in regular students</p>	<p>Based on students with low vision from the FLD opinions, the methodology used in the Foreign Language Department is not adequate to teach students with physical disability, regular students with low vision and regular students because they are prepared to teach only regular students and the methodology is oriented to them; therefore, students with low vision think</p>	<p>For students with physical disability, the methodology applied in the FLD is not adequate to students with low vision, students with physical disability as well as regular students because they are not completely prepared to fulfil the demands of students with low vision and students with physical disability without mentioning the fact that classrooms</p>	<p>According to their answers, the methodology the FLD still uses is not adequate mainly for students who have physical disability or students with low vision because teachers have not been trained for that and that is the only methodology they know that just includes regular students.</p>

	<p>Some strategies which can be implemented to include students with a physical disability as well as students with low vision disability are the following which may be grouped in 4 categories according to MINED, 2005:</p> <p>Modify how information is presented</p> <ol style="list-style-type: none"> 2. Accept different ways of responding 3. Adapt the educational environment 4. Adjusting time and the use of it. 	<p>just they cannot see well or they cannot go around as they should or they have any other problem but it will be good to have some training about how to teach them. Teachers expressed that they may have some difficulties because they will have to help the students to access the classroom and sitting down the students with low vision and they do not have assistance for that. Others said that the FLD building does not have an</p>	<p>which means that students with physical disability and students with low vision need another type of conditions, for low vision students, they need to have different type of boards or different strategies not to read too much and not the methodology used at the university because it is somehow traditional.</p>	<p>that teachers should include all types of students having different strategies to teach. They emphasized that teachers can change the methodology applying a variety of suitable techniques but some of them do not want to work extra time to make changes.</p>	<p>are very crowded.</p>	
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		<p>appropriate infrastructure for students with physical disability to get to all the floors.</p>	<p>Some other students from Seminar II said that the department tries to help students with low vision and students with physical disability but it is not totally a good methodology teachers do not have the willingness to change and they design the lessons for regular students and not for students with disability.</p>			
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			<p>told you before they use the communicative approach and the traditional method mostly in grammar and it is difficult for a low vision student to see if he or she is sitting at the back. Maybe the methodology is appropriate for them. No, I don't know about that but it would be a good idea because there are people with different</p>			
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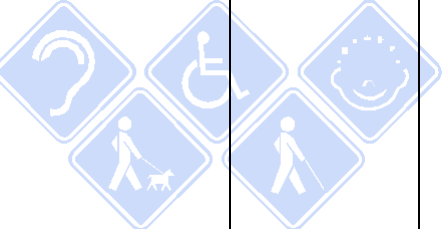
			abilities or have different activities prepared for those people. For example; if they have problems with their legs, they can't stand up and do what others do if they have the same activities as the others.			
21. Is the Foreign Language Department training future English teachers to work with regular students and students with	In the professional practice, exclusion is generated when the teacher declares himself or herself not capable of understanding and facilitating the diversity to barriers in the accessibility in the school (Ceren et al, 2010). The access, continuance and	The answers from English teachers of the FLD were: "no" because they expressed that the FLD does not have in the curriculum any subject related to inclusion	Seminar II students expressed that they do not know about any training provided by the FLD but they said that it would	Students with low vision determined that the FLD does not train future English teachers to work with regular students at the same time with	Students with physical disability said that unfortunately, the FLD is just training future English teachers to teach do not have any	As far as all the teachers and students know, the FLD does not offer any training and does not have the inclusion of students with physical

<p>low vision disability and physical disability as well?</p>	<p>completion to the higher education have shown that it is one of the most non-inclusive educational contexts which people with disability require more urgently attention (Moreno, 2005).</p> <p>In an inclusive learning environment the teacher must be permanently immersed in their own professional development; however, in practice this is not so simple. Forming a teacher with these competences is a complex task, it is related to the teacher decision about the need of changing his/her practice and improve it. Nevertheless, it is not merely a teacher responsibility answer to the educational diversity but the school and the system's as a whole (Marchesi, Blanco, and Hernández, 2014).</p> <p>To ensure equal rights is necessary to combine</p>	<p>neither in didactics to learn on how to deal with students with physical disability or students with low vision. Also they said that structurally the building of the FLD is not prepared for students with physical disability.</p>	<p>be a good idea because there are specialized people with different abilities or have different activities prepared for teaching students with low vision or students with physical disability. For example; if they have problems with their legs, they can't stand up and do what others do if they have the same activities as</p>	<p>students who have physical disability or students who have a low vision disability because just teach them how to deal with regular students and the activities they learn are just for conventional people and do not include students with different disabilities. The methodology is not appropriate for everybody. That means the work is for the teachers because they have to look for activities that are suitable for all the students.</p>	<p>disability, but they comment that it is very important to be open-minded and know the sign language as well as other abilities or strategies to have an inclusive learning to help and communicate with others in the future.</p>	<p>disability and students with low vision and does as a subject matter or topic to be studied in order to change ways of teaching of making future English teachers aware of the need of having a variety of methodology.</p>
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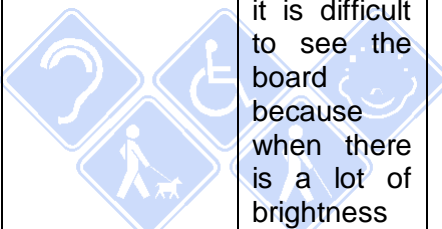
	universal policies that ensure basic services for the entire population, with targeted strategies and resources and differentiated services to meet the specific requirements of the social groups' most vulnerable, ensuring equality with social unity Marchesi, Blanco, and Hernández, 2014).		the others. So it will be interesting to have trainings on how to teach them and make a balance with the activities.			
22. Do you consider the building of the Foreign Language Department is well designed for students with physical disability to access it?	(e) To provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public (Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nations, United Nations, 2007)	Almost all teachers answered that the building has been designed just for regular students because students with physical disability will have a lot of troubles trying to access it since the building has many stairs, the restrooms are not	According to Seminar II students, the FLD is not designed for students with physical disability because there are classes up stairs and some students cannot go or attend the class	Students with low vision disability consider that the FLD building is not well designed for students with physical disability to access because the main entrance is not big enough for students who use wheelchairs enter and go	Any student with physical disability consider that the FLD building is well designed for them since the infrastructure of the same is not appropriate for students who use wheelchairs, walkers and walking sticks taking into	None of the interviewed people consider that the FLD building is well designed for students with physical disability to access because it has a lot of obstacles that limit the students to go everywhere they need starting with


		<p>designed for students with physical disability; a teacher also said that the building is not well designed even for regular students because she as a teacher get tired going up and down stairs.</p>	<p>upstairs, the bathrooms are designed just for regular students and the classroom are too crowdie that they cannot access it easily and desks are not appropriate for them either.</p>	<p>out at the same time other students do it. They also said that it is not for all students because there are many stairs and it lacks of an elevator to let students in wheelchairs to get to any floor.</p>	<p>account that there are too many stairs, there is no elevator, there are no restrooms adapted to students with physical disability, there are no ramps neither recreational areas where they can feel included. There are some other students with physical disability who use a walking stick who said that they do not have any problem accessing the building.</p>	<p>the stairs the building has, the ramps, the restrooms, the classrooms and the lack of an elevator.</p>
<p>23. Do you consider the building of the Foreign</p>	<p>In the global world, there are a lot of people with disabilities exhibiting difficulties in mobility, communication and, in general, sensorial activities</p>	<p>All teachers answered that the FLD building is not</p>	<p>The majority of students from</p>	<p>Students with low vision disability interviewed</p>	<p>Almost all the students with physical said that the FLD</p>	<p>Interviewees consider that the FLD building was</p>

<p>Language Department is well designed for students with physical disability to mobilize on their own?</p>	<p>performance that precludes or limits their joining to the daily life, and sometimes, limiting the access to educational programs by factors beyond their physical limitations, but rather by environmental agents such as barriers in buildings of the schools. Tool for the Evaluation of Accessibility with Universal Design Criteria. Revista Virtual Universidad Católica del Norte (2013). (Cerén, et al., 2010) suggest that the exclusion as an expression of lack of recognition and attention to diversity; is a phenomenon immersed in almost all daily life fields, hence excluding: excused or unexcused, comes from the political, society and market and even from the main areas of socialization (family and school). In fact, Ceren et al., (2010) stated that schools generally exclude by the limitation of economic and financial resources, including <i>infrastructure</i>.</p>	<p>designed for students with physical disability or students with low vision disability since the restrooms, the classrooms and labs are not good for them and they may feel discriminated when they are unable to access the places where regular students can access.</p>	<p>Seminar II said that the FLD building is not designed for students with physical disability to move on their own provided that When they, for example, enter the classroom there are a lot of desks and the classrooms are so crowdie that if the student comes late, there are a lot of students sitting together and does</p>	<p>about this topic, said that they do not believe the building has been designed for students with physical disability to move on their own since the aisles are too narrow that there is no space for regular students to walk neither for students who use wheelchairs to move without interference, they also said that there are too many stairs so the students with physical disability using wheelchairs and walkers have to ask others for help either to go</p>	<p>building is not designed for them to access by themselves because they cannot to go upstairs to their classrooms or to go to the third floor to do some research or investigate any special document or information about their classes.</p>	<p>designed just for regular students to access and limits the students with physical disability to access on their own provided that they are almost always asking for help either to go upstairs or to go down stairs.</p>
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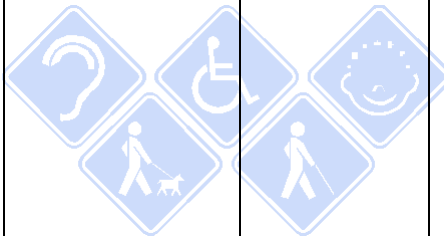
	<p>Likewise, (Cerén, et al., 2010) consider there are some asymmetric differences that put students at a disadvantage to the opportunities available as a consequence of the shortfall in measures of elimination of all barriers and actions of equal opportunities. This concept of the elimination of barriers, which can be defined as the process by which it is attempted to suppress anything that blocks, brake, limit or move away from the objectives prior set by the person, or restricts opportunities and / or abilities of expression or action, gradually emerged in the second half of the twentieth century when it was truly necessary to adapt the physical environment to people. (Retrieved from: http://laaccesibilidadesdetodos.blogspot.com/2011/01/historia-de-la-</p>		<p>not allow the student with physical disability to access without interference , so how is he or she going to move around?</p>	<p>upstairs or to go down stairs.</p>		
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	accesibilidad-iii.html).					
24. Do you consider the actual infrastructure of the Foreign Language Department provides equal conditions for students with low vision disability and students with physical disability as well as the rest of students without disability?	<p>Each of the classrooms will meet: Area per student: 1.25 M² Maximum recommended capacity: 40 students. It will have optimum conditions of natural lighting and ventilation. The shelf height windows will be approximately 1.40 meters. The best acoustic conditions shall be deemed in order to avoid interference of sounds between classrooms, and especially it will be isolated from outside noise. Its design will facilitate the best visibility of the students to the board; the first row of desks will be 2.10 meters of it, and the size of the classroom in which the board is located must not exceed 8.0 meters. The dimensions of the board will be</p>	<p>No, all the teachers consider that the actual infrastructure of the FLD does not provide equal conditions to regular students and students with disability taking into account that there are some students who use wheelchairs, walkers or crutches and the building does not count with an elevator or special stairs for students to go up and down stairs without problems.</p>	<p>Many students from Seminar II consider that the FLD infrastructure does not provide equal conditions to all students because the desks are not that good since are too small and students using wheelchairs cannot get any desk since they cannot be moving from their chair to the</p>	<p>Students with low vision disability from the Foreign Language Department said that the infrastructure of FLD does not provide the same conditions to all the students because they said that the main entrance when they go out from the building is too bright that they cannot see the stairs to walk out. They also mentioned that the classrooms sometimes are dark and some other times there is too much glare are</p>	<p>Students with physical disability from the FLD said that the building of the FLD does not provide the same conditions for all students at all because the building has been designed just for regular students taking into account that the restrooms are not inclusive, there is any restroom designed specifically for students who have physical disability using</p>	<p>The actual infrastructure of the FLD building does not provide with equal conditions for all students taking into account regular students or students with low vision or students with physical disability since as they have expressed, it does not fulfill the requirements even for regular students less for students who have a physical disability or</p>

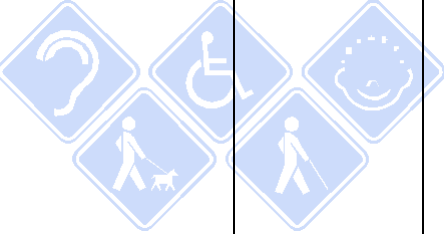
	<p>approximately 1.20 x 4.50 meters.</p> <p>Artificial lighting will be through fluorescent luminaries and light level shall not be less than 300 LUXES.</p> <p>Circulation will offer optimal conditions for access to and from the classroom; and space for the teacher will be placed immediately next to the entrance. The doors shall be beaten down out; and minimum width will be 1.00 meter.</p> <p>The lateral spacing between desks will be approximately 0.45 meters.</p> <p>The average height of the room is set in approximately 2.80 meters.</p> <p>Doors: Any door, no matter the place they occupy within a building shall have a minimum clear width of not less than 0.85 meters.</p> <p>Aisle: Aisles shall have a minimum clear width of</p>		<p>desk. Also, there is a problem even for people without low vision because they said that depending on the hour of the class, it is difficult to see the board because when there is a lot of brightness that goes through the windows and they think that for low vision students it will be even more difficult to see the board.</p>	<p>they are unable to see the board and even the other students.</p>	<p>wheelchairs or walkers. Moreover, the classrooms are assigned in different floors where students with physical disability using wheelchairs cannot access.</p>	<p>low vision disability.</p>
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	<p>1.10 meters. In cases where the corridor allows simultaneous passage of two wheelchairs, it shall have a minimum clear width of 1.80 meters.</p> <p>Ramps: Ramps shall comply with the following.</p> <ul style="list-style-type: none"> • They should be constructed of non-slip materials. • Any ramp with a greater length of 1.50 meters must have guardrails or handrails on both sides, placed at 0.90 meters high and constructed of durable material. <p>Stairs: In any official or private building, the stairs to be used by people with limitations, such as building access and the ones directly leading to areas of health care that provide facilities to such persons shall comply with the following provisions.</p> <ul style="list-style-type: none"> • Must have a minimum width of 0.90 meters. • They should have handrails on both sides of durable material; 0.45 		<p>Some other students from Seminar II express that the FLD building lacks of an elevator and there are too many stairs. Moreover, the restrooms have been designed just for regular students to access since it does not have at least one bathroom assigned for students with physical disability to access.</p>			
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	<p>meters which will extend into the upper and lower ends thereof, as long as possible.</p> <p>Elevators: The elevator shall not be less than 1.10 meters x 1.40 meters to allow placement of a person with limited wheelchair and his assistant.</p> <ul style="list-style-type: none"> • Handrails shall be placed at 0.90 meters high on the inner sides of the elevator 0.05 meters separated from the side walls. <p>Windows: In buildings and internal of thereof places where people with limitations require appropriate visibility to the outside, the windows should be positioned at a height varying between 0.60 to 0.85 meters.</p> <p>Sanitary Facilities: In buildings such as schools, stadiums, auditoriums or which provide similar services it must be intended for the use of persons with limitations, a minimum of one per each</p>					
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	restroom or windows.					
25. In general, does the Infrastructure of the Foreign Language Department have the Universal Design to the freely academic development of students with disability?	<p>Universal Design Principles</p> <p>At the Center for Universal Design (CUD) at North Carolina State University, a group of architects, product designers, engineers, and environmental design researchers established seven principles of UD to provide guidance in the design of products and environments. Following are the CUD principles of UD: <i>Equitable use, Flexibility in use, Simple and intuitive, Perceptible information, Tolerance for error, Low physical effort, Size and space for approach and use.</i></p>	<p>Taking into account the universal design states that buildings, ramps, restrooms, labs and recreational areas should have some specific measures for people with physical disability to access everywhere without barriers. The FLD building does not fulfill with the requirements of the universal design</p>	<p>Seminar II students pointed out that they do not know about the Universal Design requirements; however, they do not think the FLD building can fulfill with those requirements.</p>	<p>Students with low vision disability from the FLD do not know too much about the universal design requirements; however, they think that the FLD does not take into account the universal design of infrastructure because the stairs that are located outside the FLD building should include grab bars in order to be able to go up stairs and down stairs without any problem since they have</p>	<p>Students with physical disability from the FLD assert that the infrastructure of the FLD does not fulfill the requirements of the universal design since it requires building, recreational areas and walking areas available for everybody without leaving anybody out and taking account everybody's needs. Students with physical</p>	<p>According to the requirements the Universal Design demands, the FLD building does not fulfill any of them because it is not well signposted, there are too many stairs, there is just one ramp to enter the first floor of the building, restrooms are designed just for regular students, it lacks of an elevator and doors of classrooms are too narrow to be able to enter</p>

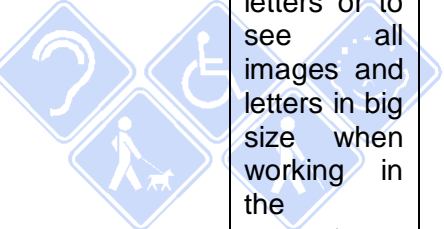
				<p>visual problems and sometimes, depending on the lighting, they need to have help for not to fall down.</p>	<p>disability expressed that they feel uncomfortable being in regular classes but being discriminated because of the infrastructure of the building and feeling like if they are not taken into account. They pointed out the classrooms assigned in the second floor or far away from the FLD building since they have difficulties to get to those places quickly; also, the desks it contains</p>	<p>using a wheelchair without any barrier.</p>
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					<p>which are too small and do not let students using wheelchairs to sit down without problems. Moreover, the building has to many stairs, it does not have an elevator and the aisles are too narrow that they cannot go everywhere as needed.</p>	
<p>26. Are technological resources essential in the teaching/ learning of a second language?</p>	<p>According to Barrera (2004) the use of visual graphics will facilitate the acquisition of knowledge in a simple way and depending on the topic to study. There is a variety of visual aids that can be used in a classroom including students with low vision. The researcher group has considered</p>	<p>Some teachers think that technological resources are essential because it helps to prepare classes, to change the routines in every class and</p>	<p>All the students from Seminar II agreed on saying that the technological resources are essential</p>	<p>The students with low vision from the FLD said that they consider technological resources as essential in the English learning because they told about their</p>	<p>All the students with physical disability understand that the technological resources are essential to learn a second language</p>	<p>Teachers agreed when saying that technological resources are important to learn a second language but are not essential since they do</p>

	<p>important to reveal some of the visual aids which have been used with students with a visual impairment and conventional students such as the following: The Venn Diagram can be used to compare, contrast or define cause and effect. The Circle graphics can be also for other generalizations or present diagrams on the board. Cause and effect diagrams can be presented in a way where the cause is placed in the middle and the effects are going around. Link diagram is another one to be used to propose cause and effect. Another diagram for report are the outlines that can answer the questions why, what, how, when, who and where. The CDA chart is also helpful to diagnose students' needs and knowledge and what they wish to learn. There are</p>	<p>facilitate the tools to learn English in the case of students. However, there are some other teachers who think that technological resources are important but not essential because even though the FLD does not have the appropriate resources, still they can teach and students can acquire a good level of English and they remember the time when they studied English and said that by that time, technological resources were not present and they were able</p>	<p>and said that they make an important part nowadays since the world is turning into a globalized era. They express that by using technological resources, it is easier to be in contact and to bring real life resources to the classroom such as: videos or recordings with real people talking not like the videos that</p>	<p>experience when teachers use technology and they said that once there was a teacher who posted the classes, material, videos or power point presentations on facebook and had created a group where they could be up to date in everything about the English class. They also said that sound recorders are an important part in their case since they need an extra help when they are not able to read something on the board, if the teacher reads it, they</p>	<p>because using them can make the teaching/ learning easier either for teachers or students. Additionally, they said that nowadays, technology is very important to maintain the students in contact one another even with teachers, videos and sound recorders are good to have an effective English learning.</p>	<p>not have all the necessary equipment to teach but it does not mean that they are unable to give a good class and students cannot learn efficiently. On the other hand, students believe that technological resources are essential when learning a second language because it gives them a lot of material to acquire the language to use it in the real life.</p>
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	some other visual aids as charts, flash cards, objects, power presentations, videos, digital images and posters.	to learn English.	are normally used in traditional classes with conversations written in books in order to understand but at the end it is not how real people talk. They said that through technology, teachers can change the routine in the classroom and apply a variety of methodology.	can record what he or she says. Nevertheless, they also said that if they do not have accessibility to technological resources, it is a disadvantage for them because they cannot record classes or enlarge printed or digital material to big size letter and be able to read it quickly.		
27. Do you consider technological resources are important to guarantee an authentic	The incorporation of new technologies as part of a pedagogical innovation process requires, inter alia, instances of continuous training, coaching and supporting	Many teachers said that they consider technological resources are important to guarantee and	Students from Seminar II agreed thinking that technological	Students with low vision confirm that technological resources in the academic area will help	All the students with physical disability from the FLD think that technological	Teachers and students interviewed consider that technological resources are important to

<p>educative inclusion?</p>	<p>materials that enable to attend and support the challenge that this task represents. The material produced in digital format has the advantage of that by sharing a writing code with teachers and family will facilitate a guidance of its use in the classroom. However, it is not possible, at first, to provide digital material: it is necessary to develop strategies to scaffold its use in the classroom and at home. Moreover, new technologies provide us with publishing and dissemination instruments that achieve a population which, as estimated by the World Health Organization, will increase. Finally, regarding the digital format, there are students with low vision who usually use the expansion as a digital ramp to netbook usage. In view of the visual effort that this may involve,</p>	<p>authentic educative inclusion and just one teacher considers that it is not important but helps.</p>	<p>resources are very important to guarantee an authentic educative inclusion and said that all the technological resources should be for everyone. They also expressed that the FLD needs to be updated with new technological resources such as: intelligent boards, appropriate furniture for students with</p>	<p>them to improve some abilities such as read fluently and write as fast as the ones who do not have any visual problems. They also recommend the use of technological equipment for everybody to have access to it and know how to use it to satisfy their needs.</p>	<p>resources play an important role in the English learning because if the students and teachers have them within their grasp, they can give a lot of help to learn new vocabulary to reach their goals and put into practice the English language.</p>	<p>guarantee an authentic educative inclusion because it provides different software to use with students who have low vision or students who have a physical disability and facilitate the teacher to teach in a proper way.</p>
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	<p>generally students can be guided so that when reading long texts they utilize the NVDA display reader whose reading commands are simple and avoid eyestrain, which ends being configured as a limiting between the material and understanding by the student (Flores & Vilar). Flores and Vilar also mention the Guide, prepared by the Connecting Equality program, which offers guidance for the use of netbooks for students with visual disability according to their educational level. This Guide mentions some of the most important aspects that should be taken into account when having students with low vision: large print and pictures, text distribution, fonts or numbers, writing style, font size, thickness, letter Spacing, Spacing, line Length Paper images and</p>		<p>physical disability and software programs that can help students with low vision to have printer material in big size letters or to see all images and letters in big size when working in the computer.</p>			
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	graphics and charts. It should also be mentioned some of the technological programs and software used to support student students with disability:					
28. What are the technological resources that teachers use in the Intensive English classes to guarantee the English learning to students with physical disability?	<p>Blogs: Publishing edited material in blogs (accommodates audio, text).</p> <p>Chat and Social Networking: Interaction from the various platforms.</p> <p>Moreover, those technologies that help people with disability are not only or special just for them, but also for people without disabilities (usually improve the accessibility of information). For people with physical disability, these new technologies and the new digital environment can pose mitigation, if not the complete overcoming, of their limitations (to study, to work, to learn, to communicate, to relate to</p>	<p>The majority of teachers use a computer, an overhead projector, recorders, CD players, internet to teach regular students; however, there are some teachers who have not had any student with disability and said that they just use some technological resources taking into account regular students.</p>	<p>Some Seminar II students who have had classmates with physical disability said that the teacher uses the overhead projector for teaching a class; however, they think that it was not a good idea because he was wasting time in order to set</p>	<p>Students with low vision disability said that the only technological resources they have seen teachers use are the computer, the overhead projector and the internet for them to teach English.</p>	<p>Students with physical disability have seen that teachers use laptops, internet, overhead projectors, and recorders as technological resources. They also expressed their desire to have a lot of technological equipment in their hands in order to have a better learning. They mentioned about having</p>	<p>The main technological resources used in the FLD according to interviewees' answers are the overhead projector, computers, recorders, CD players, and internet. Computers, overhead projector, etc.</p>

	others). ADSUARA, Borja (2005).		it up. Some other students from Seminar II expressed that the teacher did not use any technological resource and it was the same for all students and for that classmate with physical disability.		a special mouse for computers and usage of software programs that talk to blind people and talk about the things that are in the screen. Also it can be useful to have ipods, laptops earphone and so on either for students with low vision or students with physical disability.	
29. What are the technological resources that you use in your classes to guarantee the English	Editing images with Paint: While Paint is a simple program for working with images, it is sufficient to simplify and retouching. Replacement of images: If we choose to replace the original artwork, we have a large bank of free	Teachers who have had students with low vision said that they use the common CD player for them to be able to listen, they	Students from Seminar II who have had classmates with low vision disability	Students with low vision disability said that the teachers do not use a specific technological resource to teach them	According to students with physical disability, teachers do not use a variety of technological resources	Teachers accept that they do not use a variety of technological resources in their classes because the

<p>learning to students with low vision disability?</p>	<p>images in the Aragonese Portal of Augmentative and Alternative Communication (ARASAAC). This repository is aimed as a resource for the construction of "journalists" and other media for augmentative and alternative communication, but the sheer amount and simplicity of the drawings that offer it an interesting tool for designing materials for students with low vision.</p>	<p>try to project big slides when having a power point presentation so the students can see them well.</p>	<p>said that they never saw any technologic al resource used by the teacher in order to help students with low vision because they remember that the teacher presented power point slides but they were with normal size letters, and images in normal size.</p>	<p>because teachers are focused in general mostly taking into account just regular students.</p>	<p>either because they do not want to or because they do not have it at the FLD, but they just see the same computers, overhead projectors and internet.</p>	<p>FLD does not have enough and said that they just use, CD players, internet, overhead projector, and computers; however, students express that the majority of teachers do not use any type of technology and have seen just power point presentations. N/A</p>
<p>30. Is there any initiative carried out by the Foreign Language Department</p>	<p>To ensure equal rights is necessary to combine universal policies that ensure basic services for the entire population, with targeted strategies and resources and</p>	<p>Many English teachers from the Foreign Language Department said that they do not know</p>	<p>A lot of students from Seminar II said that they do not know about</p>	<p>Based on students with low vision's answers, the FLD does not carry out any initiative to</p>	<p>According to students with physical disability, the FLD is just working in projects for</p>	<p>Analyzing the work the FLD develops, it has not carried out any project or program to</p>

<p>to solve problems students with physical disability and students with low vision disability may have in the English Language any learning English Language learning process?</p>	<p>differentiated services to meet the specific requirements of the social groups' most vulnerable, ensuring equality with social unity Marchesi, Blanco, and Hernández, 2014).</p> <p>In el Salvador the ratification of the convention on the rights of persons with disabilities and optional protocol and the ley de equiparación de oportunidades para las personas con discapacidad have brought new perspectives related to the inclusion of students with low vision and students with physical disability as well as other students with different disability. At the University of El Salvador the creation of a policy run by a committee appointed by Vice-rector Master Ana Mary Glower, Rector engineer Mario Roberto Lovo, Licenciado Hugo Figueroa, Licenciada</p>	<p>about any initiative carried out by the FLD not even for students with disability. Some teachers expressed that they know about a unit called "Atención al estudiante" that helps students who have difficulties learning English but it is especially for students with cognitive disability.</p>	<p>any program or project carried out by the FLD in order to help students with physical disability and students with low vision. However, there are some other students who said that the university has created some programs but they said that they have not been implemented at the FLD since they still</p>	<p>solve problems that students with physical disability or students with low vision may have. Nonetheless, they said that in the caring program of students with disability office located at the main library and at the psychology building, they have participated in campaigns and projects to improve the quality of education students with different disabilities and the inclusion they may have in the different majors of the University of El</p>	<p>improving the quality of education for regular students and not for students with disabilities. Some of them said that they have heard that they are going to work on inclusive education but nothing has been seen yet.</p>	<p>include students with low vision or students with physical disability in order to help them feel included, and learn a second language effectively.</p>
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	<p>Rosario Villalta to fight for students with disability's rights has been a great process and at the same time an innovation since there no other university at the country that count with policies to include this sector. The creation of a Unit headed by Licenciada Rosario Villalta has helped students with disability in many educational aspects such as:</p> <ul style="list-style-type: none"> Campaigns of awareness Students' tutoring Develop trainings about inclusion Request adequate technology and software And others. 		<p>see that the students with physical disability or students with low vision are not taken into account by the teachers when preparing classes.</p>	Salvador.		
<p>31. Are you willing to know and modify methodological ways of teaching for students with low vision disability as well as for students with</p>	<p>Teachers play an important role in the development of schools to ensure education for all students. Therefore, cooperative strategies among teachers' staff favor the elimination of barriers which students with disability may be dealing at school. When</p>	<p>All teachers said that they would like to have a training, seminar or course about inclusion in order to be prepared to deal with students with</p>	<p>Seminar II students expressed that they definitely would like to take a course or training in order to modify</p>	<p>All the students with low vision from the FLD expressed their desire of being part of a change at the University of El Salvador and receive trainings or</p>	<p>Students with physical disability said that they in their best availability to know and modify methodologic al ways of teaching</p>	<p>Teachers and students from the FLD expressed the desire they have about modifying methodologic al ways of teaching after having</p>

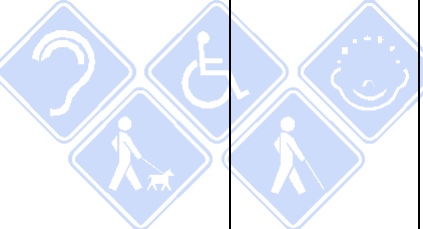
<p>physical disability?</p>	<p>teachers work together, they can view classroom situations from other perspectives. The inclusive school promotes the professional development of teaching staff, while improving teaching practices and circulation of knowledge is encouraged. For a real change becomes apparent in practice, it is necessary that teachers recognize the need to improve; and it must have an internal process of reflection. According to Winter (as Watson and McCathren) Inclusive environments are designed to provide an educational setting in which all children can be as involved and independent as possible. Marchesi, Blanco, and Hernández, 2014 state that the lack of skills to teach a growing diversity of students in contexts of high complexity and the unequal distribution of the most qualified teachers</p>	<p>low vision or students with physical disability and at the same time they think that it is interesting to have an experience where they can treat people with disability and be able to change the methodology they use.</p>	<p>methodological ways of teaching because nobody knows when having to face a situation specially with people with disability knowing they have it harder than most of regular students and they think it will be nice to get involved in that because those students with physical disability or students with low</p>	<p>courses through a project to teach either regular students or students with physical disability or other with low vision.</p>	<p>either to conventional students or students with low vision as well as students with physical disability.</p>	<p>trainings, seminars or courses that guide them to work with students who have low vision or students who have a physical disability.</p>
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	<p>are two of the main barriers to ensure equality in learning achievement. According to the results of a study called Teaching and Learning International Survey (as cited in Marchesi, Blanco, and Hernández, 2014) a 50% and a 75% of teachers ask more training to teach in diverse contexts and excluded sectors.</p> <p>According to Shade & Steward (as cited in the State Of The World's Children, UNICEF, 2013), a study from 2001 found that a course on inclusion for those studying to be teachers was effective in changing their attitudes, so that they favored including children with mild disabilities in the classroom.</p>		<p>vision will feel included in the class and make them feel part of the classroom and not treat them as if they are worthy of pity.</p>			
<p>32. Would you give some suggestions to teachers who do not know how to</p>	<p>ATTITUDE Inclusion requires substantive change. Change that influences every aspect of a school. Change that alters the daily professional activities</p>	<p>Teachers gave different suggestions to other teachers who do not know how to treat students</p>	<p>Some students from Seminar II suggested to teachers to read</p>	<p>Students with low vision disability suggested: Teachers should be observer so</p>	<p>Students with physical disability suggested: To assign classes in classrooms</p>	<p>Teachers and students gave some suggestions regarding students with low vision and</p>

<p>treat students with disability?</p>	<p>of teachers and administrators. Changes that challenge traditional attitudes, beliefs and understandings regarding students with disabilities and other students who do not 'fit' into the typical classroom in a school.'</p> <p>McLeskey and Waldron, Inclusive Schools in Action, 2000</p>	<p>with disability and said the following: teachers should not discriminate students with disability, to ask for government findings for having paid institutional policy financed by the government to address those things to implement it in the department and at the university at large for those students with low vision or students with physical disability and to work in infrastructure for buildings that fulfil the universal</p>	<p>what they write on the board since it will be difficult for students with low vision to read the letters in normal size, to take into account students with physical disability at the moment of planning their lessons since they can include activities where students can participate and feel included. To organize themselves so they can</p>	<p>that they see the different students they may have either regular students or students with disabilities' needs. To take into account students with low vision when planning their lessons since they will need to have either printed material or digital material with big size letter. To change the methodology used in the FLD so they feel included and be able to develop themselves in the career as well as regular students. The</p>	<p>located at the first floor of the FLD building so that they do not have to walk long distances to receive classes and do not have to go upstairs. To build an elevator or a ramp to go everywhere. To get better desks because they are in a bad situation or a table for them to sit.</p>	<p>students with physical disability such as: not to discriminate them and have a sense of humane in order to be able to treat them as human beings and find out different ways of teaching like enlarging letter and images for students with low vision, applying different techniques for students with physical disability where they do not have to move around to perform it. They not only give suggestions</p>
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		<p>design requirements because with dreams and projects, things do not get done, it is necessary the financial assistant, to have clear policies which focus on students with physical disability and students with low vision; teachers have to have the willingness to adapt techniques and change methodology in order to help students with low vision and students with physical disability when teaching them, the university</p>	<p>take into account students with physical disability at the moment of assigning classrooms to groups where students with physical disability will study. To be more humane every moment they treat with students who have a physical disability or low vision disability.</p>	<p>government should involve students and teachers for them to know their obligations and rights stated in the inclusive policy and being recognized as human beings. ..</p>	<p>for teachers but also for authorities of the university in order to make them aware of the situation of infrastructure the university has and try to build new buildings where students can be included and have access to them.</p>
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		should hire specialized teachers to deal with students with low vision and students with physical disability, to create programs focused on students with physical disability and students with low vision.				
33. Do you consider there is a positive interaction among all students?	<p>WHEN REFERRING TO COOPERATIVE LEARNING : Small group works (up to 5 members) to develop assignments and activities. A positive Independence through group encouragement to mutual learning. Photographs gotten from the Social Service “Inclusion of students with disability in the English Learning Process”, (2013)</p>	Many teachers agree that regular students have a good interaction among all students including student with either physical disability or low vision disability, but a teacher said that regular	Students from Seminar II expressed that they have seen a good interaction among all students and they always treat one another in a respectful manner.	Students with low vision disability consider that in general the interaction among students was good; however, they told that there were some students who stayed away from those students who had a	In the case of students with physical disability, they said that they could not see a good interaction among all the students because there was a little apathy trying to help a person with physical	Teachers and students said that there is a positive interaction among all students because they have not seen misbehavior in the classroom; however, they do not doubt that there might be any

		<p>students tend to reject to work with students with disability.</p>		<p>physical disability or a low vision disability. They think that it was a positive interaction but always there were people who were not in agreement on having classmates with disability. They said that depending on the groups, they could feel included because a girl with low vision expressed that she used to be in an English group where the students helped her a lot and liked to work with her.</p>	<p>disability. Student who use wheelchairs or walkers said that they had to ask for help when they were trying to go upstairs or down stairs since other students just saw them and do not do anything. Other students who do not use walkers or wheelchairs said that they consider to have had a good interaction with all their classmates because they consider to have friends and did not</p>	<p>student who sees the disability in a wrong way.</p>
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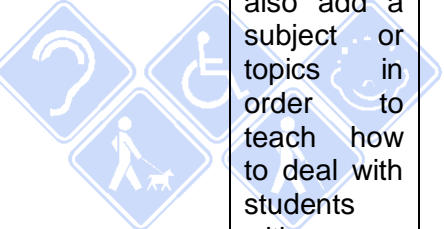
					have to ask to help when accessing the classrooms or the building.	
34. Do you consider there is a positive interaction among students with a physical disability and teachers?	Both teachers and students must be immersed in a climate of solidarity in which everyone is building a shared project based on Johnson and Johnson Holubec, 1999 (as cited in Marchesi, Blanco, and Hernández, 2014). This climate is based on a positive interdependence born into a sense of togetherness that makes them feel that success will be achieved if working together and not individually according to Johnson and Johnson Holubec, 1999 (as cited in Marchesi, Blanco, and Hernández, 2014). This implies that teachers generate in their classrooms atmospheres in which social consciousness is	Some teachers who have had students with physical disability expressed that students with physical disability sometimes tend to have low self-esteem when they cannot perform certain activities in the classroom; however, there are some students with physical disability who participate a lot and get good grades even better than regular	Students from Seminar II who have had classmates with physical disability said that the teacher tried to help students with physical disability speaking slowly, giving extra instructions and being nice with them.	Some students with low vision disability said that they believe that there was a positive interaction among students with physical disability and teachers, but there were some others who said that there was relationship of courtesy but they do not consider the teacher saw them as their favorite students.	Students with physical disability consider that it was a positive interaction among them and the teachers because they never had any problem with them.	Teachers and students consider that there is a positive interaction among students and teachers provided that even though students may have a disability, they participate and feel included in the class, teachers do not comment topics that may offend students or make them feel embarrassed or

	<p>fundamental. So that students learn to collaborate, to dialogue, and to solve conflicts (Marchesi, Blanco, and Hernández, 2014). The empathy created in a classroom makes teachers commit themselves to high expectations, expect their students to learn and therefore seek strategies to achieve learning (Marchesi, Blanco, and Hernández, 2014). All students should be included in their own learning to generate an inclusive atmosphere. According to Winter (as Watson and McCathren) Inclusive environments are designed to provide an educational setting in which all children can be as involved and independent as possible.</p>	<p>students.</p>				<p>uncomfortable</p>
<p>35. Do you consider there is a positive interaction among</p>	<p>Relationships among students and teachers and the competences and dispositions of teachers are important. So, invest</p>	<p>English teachers from the FLD who have had students with</p>	<p>Seminar II students said that they saw a good</p>	<p>Students with low vision consider that it was a positive interaction</p>	<p>Students with physical disability said that they never saw</p>	<p>All teachers and students from the FLD believe that there is a</p>

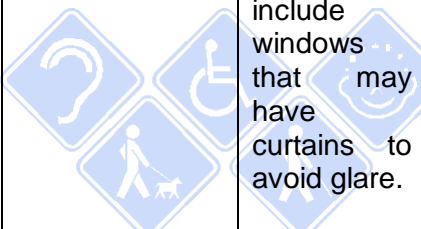
<p>students with a low vision and teachers?</p>	<p>in teachers and other professionals to make students learn and strength their capabilities, commitment, motivations, and generate adequate working conditions (as cited in Marchesi, Blanco, and Hernández, 2014). It is a challenge that teachers have the qualifications and training required for their performance related to the inclusion topic. Based on Marchesi, Blanco, and Hernández, (2014) and licenciada Jimenez, diversity should be a main competence and it should be a requirement for certification of teachers. "Each curriculum from all majors should be adapted for people with disability, the psychologist, doctor, teacher, engineer, ... should had studied something related to the disability to work with professional ethics" (Jimenez, 2014, Personal communication, C.</p>	<p>low vision in their class say that the students with low vision were usually very shy, and sometimes out of the classroom they talk about many things but in the classroom they were very shy and didn't express themselves.</p>	<p>interaction among the teacher and the students with low vision and said that the students were participating a lot and the teacher gave them the opportunity to talk and express themselves.</p>	<p>among them and the teachers because it was a relationship of teacher and student not as friendship.</p>	<p>any problem with students who have a low vision disability and the teachers.</p>	<p>positive interaction among teachers and students with low vision because they have seen some teachers who have the willingness of helping students with low vision when teaching.</p>
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	Jimenez, February 29, 2014).					
36. Do you know if the Foreign Language Department recruits human resources who know about the inclusion of students with disabilities?	Invest in teachers and other professionals to make students learn and strength their capabilities, commitment, motivations, and generate adequate working conditions (as cited in Marchesi, Blanco, and Hernández, 2014). It is a challenge that teachers have the qualifications and training required for their performance related to the inclusion topic. Based on Marchesi, Blanco, and Hernández, (2014) and licenciada Jimenez, diversity should be a main competence and it should be a requirement for certification of teachers. "Each curriculum from all majors should be adapted for people with disability, the psychologist, doctor, teacher, engineer, ... should had studied something related to the disability to work with	As far as the English teachers know, the FLD do not recruit human resources who are specialized about the inclusion of students with disability.	The majority of students from Seminar II said that they do not know if the FLD recruits human resources who know about the inclusion of students with disabilities.	Indeed, students with low vision disability do not know about anything related to this topic that the FLD does and less to recruit human resources to improve the quality of inclusion at the FLD.	Students with physical disability are pretty sure that the FLD does not recruit human resources who know about the inclusion of students with disabilities.	Concluding with this question, FLD students and teachers said that the department does not recruit human resources who know about the inclusion of students with disability due to the lack of budget and interest from people in charge of this.

	professional ethics” (Jimenez, 2014, Personal communication, C. Jimenez, February 29, 2014).					
37. Finally, can you give some recommendations to improve the English learning quality students with physical disability have?	As listed in the paper “Focusing on inclusion” by Scotland Executive, planning should keep in mind some characteristics such as: Development of emotional intelligence – awareness of and ability to cope with one’s emotions High quality learning and teaching activities, considering things that matter to their achievement. Overall ethos/relationships – this gives priority to inclusion and the community is very supportive.	Some English teachers express that there are some factors conducting language successful such as: providing the students with low stress, low anxiety and more motivating classes, providing the right methodological practices, meaningful contexts, etc.	Students from Seminar II gave some ideas on what the FLD can improve the quality of English learning students with physical disability may have and said the maybe they can create software programs on the internet in case they cannot attend classes.	All the students with low vision disability recommend: To make teachers and students aware that the physical disability students may have does not mean that they are bad students or are not prepared to study English. To change the methodology teachers usually use in order to take students with physical disability into account at the moment of planning their	Students with physical disability said that they do not complain about the treatment they have received at the FLD; however, they recommend: Not to judge students who have physical disability because of their disability but for the ability they have to learn English. To build a new building where they can go up and down stairs through	Teachers and students give important recommendations to the institution, teachers and students themselves in order to help the learning quality students with physical disability require: To have buildings more inclusive having ramps, elevators, well signaled areas, restrooms and classrooms appropriate to receive students with

			<p>They can also update furniture in the FLD in order to have specialized desks to help students who use wheelchairs , they can also add a subject or topics in order to teach how to deal with students with disability in the future when they become professionals</p>	<p>lessons. To work hard in order to acquire a good budget to build appropriate buildings and classrooms for students with physical disability.</p>	<p>an elevator. To organize the curriculum so that all students either regular or with certain know about the inclusion of students with disability at the University of El Salvador. To work together the administration people and people from the caring program of students with disabilities located at the main library in order to assign classrooms that students with physical disability can attend and not to go too</p>	<p>physical disability in regular classes, to update technological resources to have appropriate equipment to teach classes, to access the computer room without thinking that they are unable to access it. To prepare trainings for teachers to be able to deal with these students professionally and humanly. To make the students and teachers aware of the situation they have at the FLD and be</p>
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					far away from the FDL building. To assign special exercises or dynamics that will be more participative for them.	able to call them in the proper way, to treat them in the proper way and be able to accept them as they are.
38. Finally, can you give some recommendations to improve the English learning quality students with low vision disability have?	<p>To ensure equal rights is necessary to combine universal policies that ensure basic services for the entire population, with targeted strategies and resources and differentiated services to meet the specific requirements of the social groups' most vulnerable, ensuring equality with social unity Marchesi, Blanco, and Hernández, 2014).</p> <p>To develop campaigns of awareness, Students' tutoring, trainings about inclusion, and some other actions should be carry out more often to address the inclusion of students</p>	English teachers from the FLD gave some recommendations in order to improve the English learning quality for students with low vision taking into account that they have the same capacity to learn, just enlarge the letter size in the material, power point slides, exams and board.	Seminar II students recommend teachers to write big letters on the board, power point presentations with big slides, take into account learning styles regular and students and students with low vision have in order to improve the English	Regarding this, students with low vision recommend: The FLD should create projects or programs to train teachers and students to know how to face a situation when having students with low vision. To adjust the curriculum so that the topic of inclusion can be released to everybody. Teachers should adjust	In addition, students with physical disability recommend: The inclusion of students with disability should be included as an optional subject or as a mandatory subject at the FLD so that everybody knows about it and be prepared to face a situation of inclusion in the future.	Teachers and students give important recommendations to the institution, teachers and students themselves in order to help the learning quality students with physical disability require: To have buildings more inclusive having ramps, elevators, well signaled areas,

	<p>with low vision disability and students with physical disability.</p>		<p>learning quality for students with low vision. They also recommend taking into account the infrastructure for a new building so that it can include windows that may have curtains to avoid glare.</p>	<p>methodology according to students needs enlarging printed or digital material for them to be able to read it without too much effort. The authorities of the university should focus on providing an inclusive education in the four aspects that an institution needs such as infrastructure, attitude methodology and technology.</p>	<p>The FLD should provide with technological resources in order to let the students with low vision enlarge either printed material or digital material at no cost. To prepare professionals not only with a sense of knowledge but also with a sense of humaneness.</p>	<p>restrooms and classrooms appropriate to receive students with physical disability in regular classes, to update technological resources to have appropriate equipment to teach classes, to access the computer room without thinking that they are unable to access it. To prepare trainings for teachers to be able to deal with these students professionally and humanly. To make the students and</p>
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Inclusion of students with low vision disability and Students with physical disability at the FLD

						teachers aware of the situation they have at the FLD and be able to call them in the proper way, to treat them in the proper way and be able to accept them as they are.
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COMPARATIVE TABLE BY ASPECTS – QUALITATIVE QUESTIONNAIRE INSTRUMENT

Aspects	Theory	ENGLISH TEACHERS (out of the 100% of teachers at the FLD)	Students from Seminar II	Students with Low Vision disability	Students with physical disability	Analysis/ Conclusion
1. Teaching methodology	<p>The handout #48 from the California Child Action Care Health Program... states that there must be a plan to develop appropriate activities in a safe, nurturing environment for children in order to give a variety of reasonable choices. Considering that students should not adapt themselves to the school but the school is expected to adapt the school environment, the methods and the pedagogy to all students as mentioned by DePauw & Doll-Tepper (as cited by Wickman).</p> <p>The principal barrier in students' learning is the pre-designed, inflexible curriculum which the needs and particularities are considered as common and average according to Rose, Meyer & Hitchcock (2005) (as cited in Bou). This is known as "one size-fits-all". Without being the intention, this type of design creates barriers in the learning of those students whose abilities and specific educational needs are put aside and vulnerable from the average of students.</p>	<p>The English teachers from the FLD are prepared to teach regular students at any level of English and the methodology they use is focus basically to teach students without disabilities. According to their answers, they use the communicative approach and the direct method to teach English and set up objectives according to</p>	<p>Students from Seminar II from the Foreign Language Department expressed that that teachers use the direct method and communicative approach to teach English and the techniques are very good for those students</p>	<p>Students with low vision disability studying English at the FLD consider the teaching methodology to be poor in terms of applying appropriate techniques to teach them and get an effective English learning</p>	<p>Students with physical disability who study at the FLD ponder on the teaching methodology teachers use to English at the FLD is not appropriate to teach any type of student because it is mostly focus on regular students; therefore, indirectly, they feel excluded in classes</p>	<p>Taking into account the results from the interviews, it is found that the methodology used at the FLD to teach English is not appropriate for students with low vision and students with physical disability to learn English because teachers have been taught to teach regular students and have not received any training on how</p>


	<p>As listed in the paper "Focusing on inclusion" by Scotland Executive, planning should keep in mind some characteristics such as:</p> <p>Development of emotional intelligence – awareness of and ability to cope with one's emotions.</p> <p>High quality learning and teaching activities, considering things that matter to their achievement.</p> <p>Negative and/or discriminatory attitudes – This could be tackled by valuing diversity and promoting equality and fairness.</p> <p>Children's active involvement in learning by deploying a wide range of techniques – Including classroom activities to promote both achievement of specific learning aims and personal development makes learning enjoyable.</p> <p>ACTIVITIES IN ENGLISH TEACHING LEARNING THAT CAN BE USED TO HELP SS</p> <p>Based on The Escuela Superior de Maestros (Esma) [The School of Higher Education] (2013), in the inclusive classrooms (regular classrooms) teachers are in charge of providing support to students in order to help them achieve objectives stated in the curriculum and students' personal objectives. To satisfy students' needs the curriculum should be adjusted when needed. This contemplates the diversity of students' capabilities, emotional intelligences, and types of learning. As developed in the project "Inclusion of students with disability in the English Learning Process", (2013), ESMA</p>	<p>level the students are but not according to the needs they have in order to make the students learn how to use the language and communicate with others according to the level they study. Teachers also said that they teach using the audio-lingual method, and the Ecliptic method which is a combination of techniques to help students to develop the four macro skills of the English language. Talking about condition, some teachers think that the students do not have the same conditions to learn the English language because they</p>	<p>who do not have any disability; however, the techniques are not suitable for students with low vision and/or students with physical disability. Seminar II students said that by the time they have been at the university, they have seen a humdrum methodolog y which limits the developme nt regular students as well as students with low vision disability and</p>	<p>because as they express, teachers ignore the topic of inclusion as well as the Policy of inclusion of students with low vision and students with physical disability at the FLD and at the University of El Salvador so that they do not prepare classes taking into account that they sometime s have students with low</p>	<p>where they cannot move due to the activities they use. Moreover, students think that they have the same capacity to learn a second language but it will be necessary to make changes on the curriculum to have an inclusive education with strategies applied to everybody.</p>	<p>to deal with students who have either a low vision disability or a physical one. Unfortunately, the FLD does not prepare future English teachers to learn an inclusive methodology to face situations with students who may have a physical disability or a low vision one so that the problem is not solved until authorities from the FLD make consciousness of the situation it is going through.</p>
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	<p>suggest a set of techniques and materials for curriculum changes: *Oral and written work techniques. *Role Plays *Guide observations *Games *Present learning contents in different ways (visual, audible, motor) taking into account students' characteristics. WHEN REFERRING TO COOPERATIVE LEARNING : *Small group works (up to 5 members) to develop assignments and activities. *A positive Independence through group encouragement to mutual learning. Barrera (2004) suggests group activities to carry out in an inclusive classroom such as: *Jigsaw *Think-Pair-Share: According to the study of inclusive atmospheres by Miroslava (2005) (as cited in Bou), the interaction among peers while carrying out a collaborative task could demonstrate that students working under these circumstances express their opinions and listen to others respectfully, taking turns with a high sense of group work. In other words Miroslava concluded that strategies of cooperative learning conduct positive relationships among peers.</p>	<p>come from different types of families, they have different abilities or disabilities, they come from different high school and they come from different social background. Some other teachers think that students with physical disability or students with low vision do not have the same conditions as regular students because the FLD does not provide with the resources that can help them to acquire a second language and does not have the equipment to help students with low vision or students with physical disability to have</p>	<p>students with physical disability learning.</p>	<p>vision in their classes and do not prepare material or resources to help those students who need big size letters on board, in printed or digital material and on exams.</p>		
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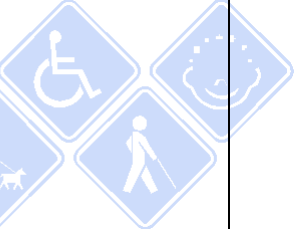
		<p>an effective English learning. Another disadvantage that students with low vision and students with physical disability have is that the English teachers from the FLD have not received any training about the inclusion of students with physical disability in the English learning process neither to teach students with low vision.</p>				
<p>2. Infrastructure</p>	<p>In the global world, there are a lot of people with disabilities exhibiting difficulties in mobility, communication and, in general, sensorial activities performance that precludes or limits their joining to the daily life, and sometimes, limiting the access to educational programs by factors beyond their physical limitations, but rather by environmental agents such as barriers in buildings of the schools (Cerén, et al., 2010) suggest that the exclusion as an expression of lack of recognition and attention to diversity; is a phenomenon</p>	<p>English teachers from the FLD who were interviewed about the infrastructure of the FLD building pointed out that the building is not inclusive starting from the lack of an elevator, the</p>	<p>Seminar II students from the FLD agree that the building of the FLD was designed to fulfill the requirements of the regular</p>	<p>The students with low vision disability express that the FLD building is in some way good for them since they</p>	<p>Students with physical disability consider that they are the most affected people with the infrastructure of the FLD building because it has not been</p>	<p>The infrastructure is of the main factors that affect the FLD not to be inclusive because as stated by students and teachers, there are too many stairs, the</p>

	<p>immersed in almost all daily life fields, hence excluding: excused or unexcused, comes from the political, society and market and even from the main areas of socialization (family and school). In fact, Ceren et al., (2010) stated that schools generally exclude by the limitation of economic and financial resources, including <i>infrastructure</i>. Likewise, (Cerén, et al., 2010) consider there are some asymmetric differences that put students at a disadvantage to the opportunities available as a consequence of the shortfall in measures of elimination of all barriers and actions of equal opportunities. This concept of the elimination of barriers, which can be defined as the process by which it is attempted to suppress anything that blocks, brake, limit or move away from the objectives prior set by the person, or restricts opportunities and / or abilities of expression or action, gradually emerged in the second half of the twentieth century when it was truly necessary to adapt the physical environment to people.(Retrieved from: http://laaccesibilidadesdetodos.blogspot.com/2011/01/historia-de-la-accesibilidad-iii.html).(Watson & McCathren, 2009) expressed that as children become older, all should be able to enter buildings independently. The physical space should be also considered. It is important to ask then, if there are any obstacles that prevent the students from moving safely in the FLD; also, if the pathways are wide enough to accommodate special equipment such as</p>	<p>amount of stairs, the lack of ramps for students with physical disability and taking into account the classrooms, restrooms, aisles and desks that are in disrepair. The infrastructure needs to be standardized in order to provide the adequate furniture for students with physical disability using wheelchairs to have desks where they can put their books and notebooks as regular students do, appropriate classrooms with doors big enough for students with physical disability using wheelchairs to access the</p>	<p>students but is not inclusive since it limits students with physical disability and students with low vision to access the different floors of the department and the classrooms are non-well-prepared to receive either students with low vision or students with physical disability. Seminar II students, being regular students, consider</p>	<p>do not have problems going up and down stairs; however, they consider that the main entrance stairs should have hand rails to hold themselves since, depending on the hour, the sun is too bright that they cannot see very well having a low vision disability.</p>	<p>designed for them to be able to access any floor they need as the building has too many stairs and does not have an elevator. Students using walkers or wheelchairs have to be asking for help every time they have classes in the second floor or need to go to the third floor.</p>	<p>restrooms are not inclusive for students with physical disability, and classrooms are either dark or bright and affect the sight of students with low vision. The FLD does not have any ramps to access it by both sides of the building and the most affected people are the ones who have physical disability and use walkers or wheelchairs.</p>
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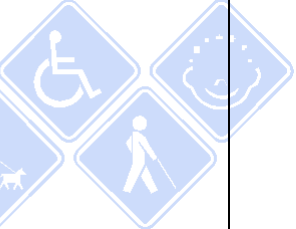
	<p>walkers or wheelchairs. To become an inclusive educational institution, it is necessary not only to implement programs that allow admission to students with physical disability but also to have the suitable conditions for acceptance (Jaramillo et al, 2012). An inclusive environment should be a priority in all institutions, since they are designed to provide an educational setting in which all students can be as involved and independent as possible according to Winter (as cited in Watson & McCathren, 2009). Many times there are unidentified or unknown barriers to full participation that cause students with special needs to become isolated, frustrated, and less independent than their peers. Identifying potential barriers to inclusion allows educators to adjust the physical environment, programming and teaching methods as needed to seek related supports before a student with special needs joins the program. (Watson & McCathren, 2009)</p> <p>The accessibility and mobility into a building or sidewalk into the educational institution seems to be such a challenge for students with a physical disability. This is why, in 1989, architect Ronald L. Mace, makes a critical appraisal of the concept of "Physical Accessibility" and proposes as a stage of evolution, the "Universal Design (UD)", defined as “the design of products and environments to be usable by all people, to the greatest extent possible”. (Sheryl Burgstahler, Ph.D. 2012). The UD is also a</p>	<p>classrooms without interference, classrooms containing windows with curtains in order to adjust the level of light, restrooms designed for students with physical disability to access having the appropriate measures based on the universal design. A building including an elevator to be able to access all the floors.</p>	<p>that the FLD building is not even appropriate for students without disabilities less for students with physical disability since the building has to many stairs and classrooms for receiving classes are assigned to different floors where students who cannot walk have to go up and down stairs. They also said that the brightness in classrooms is so heavy</p>			
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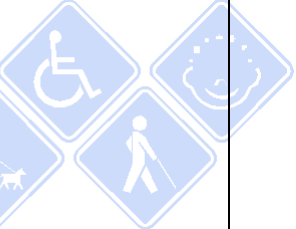
	<p>goal that puts a high value on both diversity and inclusiveness. It is also a process. But as it might be known, designing any product or environment involves the consideration of many factors, including aesthetics, engineering options, environmental issues, safety concerns, industry standards, and cost. Applying UD principles might result in the design of a counter that has multiple heights—the standard height designed for individuals within the average range of height and who use the counter while standing up and a shorter height for those who are shorter than average, use a wheelchair for mobility, or prefer to interact with service staff from a seated position.</p> <p>The following list suggests a process that can be used to apply UD:</p> <ul style="list-style-type: none"> *Identify the application. *Define the universe. *Involve consumers. *Adopt guidelines or standards. *Apply guidelines or standards. *Plan for accommodations. *Train and support. *Evaluate. <p style="text-align: center;">Universal Design Principles</p> <p>At the Center for Universal Design (CUD) at North Carolina State University, a group of architects, product designers, engineers, and environmental design researchers established seven principles of UD to provide guidance in the design of products and environments. Following are the CUD principles of UD, each followed with an example of its application:</p> <ul style="list-style-type: none"> *Equitable use. 		<p>that they cannot see the white board very well and think that the same happens to students with low vision disability.</p>			
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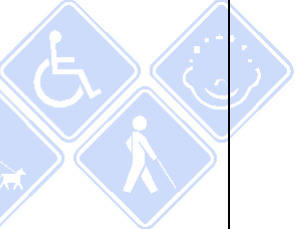
<p> *Flexibility in use. *Simple and intuitive. *Perceptible information. *Tolerance for error. *Low physical effort. *Size and space for approach and use. The Reglamento para Proyectar sin Barreras Arquitectónicas, 1991 [Regulation to project without Architectural Barriers] also describes the requirements for accessibility to buildings: *Doors *Aisle *Ramps *Stairs *Elevators *Windows *Sanitary Facilities The Normativa para la Infraestructura de las Instituciones de Educación Superior. MINED (1998) [Regulations for Infrastructure of Higher Education Institutions] provides models of ideal spaces which constitute the basic framework in terms of infrastructure for the different constructions that all Higher Educational Center must possess, especially in classrooms: CLASSROOMS: Each of the classrooms will meet: Area per student: 1.25 M² Maximum recommended capacity: 40 students. It will have optimum conditions of natural lighting and ventilation. The shelf height windows will be approximately 1.40 meters. </p>					
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	<p>The best acoustic conditions shall be deemed in order to avoid interference of sounds between classrooms, and especially it will be isolated from outside noise.</p> <p>Its design will facilitate the best visibility of the students to the board; the first row of desks will be 2.10 meters of it, and the size of the classroom in which the board is located must not exceed 8.0 meters.</p> <p>The dimensions of the board will be approximately 1.20 x 4.50 meters.</p> <p>Artificial lighting will be through fluorescent luminaires and light level shall not be less than 300 LUXES.</p> <p>The height of the luminaires will be approximately 2.80 meters above ground level.</p> <p>*Circulation will offer optimal conditions for access to and from the classroom; and space for the teacher will be placed immediately next to the entrance. The doors shall be beaten down out; and minimum width will be 1.00 meter.</p> <p>*The lateral spacing between desks will be approximately 0.45 meters.</p> <p>*The average height of the room is set in approximately 2.80 meters.</p>					
<p>3. Technological Resources</p>	<p>In the last few years, the Internet has become a major social community where people can meet, form friendships, shopping, fun, play, learn and discuss. The Internet plays also an important role in education, rehabilitation and social life of people with different types of disability. It offers alternative means of communication for people who have difficulty speaking; it facilitates and makes education be</p>	<p>According to the English teachers of the FLD, the technological resources are very important in the teaching of English; however, they consider that</p>	<p>Seminar II students think that the technological resources are essential in the</p>	<p>Students with low vision disability consider that technological resources such as</p>	<p>In fact, students with physical disability say that the technological resources are very important either to</p>	<p>Technological resources are another factor that needs to be improved at the FLD because nowadays, it is necessary to have</p>

	<p>attractive to children with learning difficulties; it allows people with motor impairment to communicate with any individual or institution even on distance. The Internet and other communication and information technology (IT) are increasingly present in the learning of foreign languages. Domagała-Zysk, Ewa (2010). Nowadays, it is difficult to imagine teaching English as a foreign language without the use of computers and Internet pages in English (cfr. Litwin, 2000).</p> <p>"Currently educational institutions have found in technology a significant resource for improving the quality of education and especially to make it more streamlined and make it available to nearly all users who are eager for knowledge but yet have not had the opportunity to attend a face-to-face school class. The globalization and economic growth causes the field of knowledge be diversified so that higher education and technology have a broader bonding effect. Pozo, Beatriz (2013).</p> <p>Pozo, Beatriz (2013) also states that technology is so important that nothing could be done without it; therefore the educational institutions and teachers should be constantly updating to apply this new and important tool in all the tasks that must be satisfied.</p> <p>Inclusive contexts consider the use of communication and information technology into educational practice as a powerful solution to transform teaching and enhance participation and learning of everybody. In spite of this, their use in educational centers</p>	<p>they are not essential taking into account that they can teach English and students learn acquire an effective English learning by using authentic material or other type of material that is not technological.</p>	<p>teaching/ learning process because they provide great tools to get an effective learning of English and at the same time facilitates their life when teaching or learning. At the FLD, they have seen that teachers use overhead projectors, computers and internet but sometimes they do not use them in the way, they help students with low vision to be able to read</p>	<p>magnifying glasses, sound recorders, internet, computer s and tape recorders are great tools that help them to learn a second language so if they had the opportunity to have access to all that stuff, they would satisfy the needs they have when learning English.</p>	<p>teach or to study English because it assists to develop different macro skills at the moment of learning a second language.</p>	<p>equipment either to communicate out of classes, or to teach and learn English in an easy way. Taking into account opinions from students with physical disability, students with low vision, regular students and teachers, technology plays an important role when using them appropriately because it helps students with low vision to enlarge the size of letter in printed or digital material. It also helps students with physical disability to move around and to</p>
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	<p>of our region is a challenge to overcome; not only by the lack of these, particularly in schools more vulnerable contexts or distant from urban centers, but because teachers must learn to integrate them as a means to know, as a strategy to facilitate learning, and not as a goal itself. The use of computer and internet connection is no longer considered a luxury, but a needed element to guarantee equal opportunities and reduce the knowledge gap. On the other hand, new technologies have benefited people with disability, who through technological equipment and specialized software have been able to overcome barriers of access to information and knowledge, and have significant progress in their learning. Barrera, Mary (2004)</p> <p>Adapting to a workplace environment characterized by digital technology in continuous change involves changing stiff and conditioned schema of learning materials that rely exclusively on the printed media. (Acedo, Marine, & González). We are in a new "setting", the digital environment, which is determined or defined by use increasingly intensive, these Information (information technology) and communication (telecommunications) technologies (digital), whose union has led to the so-called Information Society. Worth mentioning that a handicapped person or a person with a physical disability that causes difficulty to move in the physical environment can be, however, perfectly able to "navigate" through the virtual,</p>		<p>printed or digital material, to read what is written on the board and on exams.</p>			<p>communicate without having to go to the specific place, it helps regular students to do homework assignments easily, it also helps teachers to get innovative material to teach and adapt it to all students' needs.</p>
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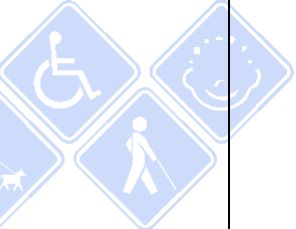
	<p>electronic or digital world, so there's no point to discriminate and even less to "tag" this person as "disabled" in the new environment.</p> <p>Moreover, those technologies that help people with disability are not only or special just for them, but also for people without disabilities (usually improve the accessibility of information). For people with physical disability, these new technologies and the new digital environment can pose mitigation, if not the complete overcoming, of their limitations (to study, to work, to learn, to communicate, to relate to others). ADSUARA, Borja (2005).</p> <p>The incorporation of new technologies as part of a pedagogical innovation process requires, inter alia, instances of continuous training, coaching and supporting materials that enable to attend and support the challenge that this task represents. The material produced in digital format has the advantage of that by sharing a writing code with teachers and family will facilitate a guidance of its use in the classroom. However, it is not possible, at first, to provide digital material: it is necessary to develop strategies to scaffold its use in the classroom and at home. Moreover, new technologies provide us with publishing and dissemination instruments that achieve a population which, as estimated by the World Health Organization, will increase.</p> <p>Finally, regarding the digital format, there are students with low vision who usually use the expansion as a digital ramp to netbook usage. In view of the visual effort</p>					
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	<p>that this may involve, generally students can be guided so that when reading long texts they utilize the NVDA display reader whose reading commands are simple and avoid eyestrain, which ends being configured as a limiting between the material and understanding by the student (Flores and Vilar).</p> <p>Flores and Vilar also mention the Guide, prepared by the Connecting Equality program, which offers guidance for the use of netbooks for students with visual disability according to their educational level. This Guide mentions some of the most important aspects that should be taken into account when having students with low vision: large print and pictures, text distribution, fonts or numbers, writing style, font size, thickness, letter Spacing, Spacing, line Length Paper images and graphics and charts. It should also be mentioned some of the technological programs used to support student students with disability:</p> <ul style="list-style-type: none"> *Balabolka and DSpeech *vozMe *Blogs *Chat and Social Networking *Editing images with Paint *Replacement of images 					
<p>4. Attitude</p>	<p>Barriers to the implementation of a total inclusiveness are classified by Kochlar, West & Taymans (2000) (as cited in Bou”) as: barriers of knowledge, barriers of organization, and barriers of attitude.</p> <ul style="list-style-type: none"> *Barriers of knowledge *Barriers of organization 	<p>All the English teachers from the FLD claim not being trained to teach students with low vision or</p>	<p>Students from Seminar II at the FLD also gave their point of view</p>	<p>Students with low vision from the FLD express that they</p>	<p>Students with physical disability from the FLD state that they have a positive interaction</p>	<p>The attitude English teachers and regular students have towards the inclusion of</p>

	<p>*Barriers of attitude TEACHERS IN INCLUSIVE SCHOOL: HOW TO STRENGTHEN THE COLLABORATIVE PROFESSIONAL DEVELOPMENT OF PERMANENT</p> <p>Teachers play an important role in the development of schools to ensure education for all students. Therefore, cooperative strategies among teachers' staff favor the elimination of barriers which students with disability may be dealing at school. When teachers work together, they can view classroom situations from other perspectives.</p> <p>The inclusive school promotes the professional development of teaching staff, while improving teaching practices and circulation of knowledge is encouraged. For a real change becomes apparent in practice, it is necessary that teachers recognize the need to improve; and it must have an internal process of reflection.</p> <p>Both teachers and students must be immersed in a climate of solidarity in which everyone is building a shared project based on Johnson and Johnson Holubec, 1999 (as cited in Marchesi, Blanco, and Hernández, 2014). This climate is based on a positive interdependence born into a sense of togetherness that makes them feel that success will be achieved if working together and not individually according to Johnson and Johnson Holubec, 1999 (as cited in Marchesi, Blanco, and Hernández, 2014).</p> <p>This implies that teachers generate in their classrooms atmospheres in which social</p>	<p>students with physical disability; whereby, they do not feel prepared with appropriate methodology to teach English to them. They express to be willing to learn how to teach students with low vision and students with physical disability through training, courses or seminars. Some teachers gave different suggestions to other teachers who do not know how to treat students with disability and said the following: teachers should not discriminate students with disability, to ask for government findings for having paid</p>	<p>about the inclusion of students with physical disability and students with low vision at the FLD and said that they agree on having students with different disabilities in their classes; however, they mention that it is necessary to implement changes in the curriculum of Modern Languages as well as English Teaching majors to provide</p>	<p>had a good interaction with students and teachers in their classes; nonetheless, they always feel certain level of exclusion when there are some classmate who do not like to work with them due to the disability they have. Likewise, there are some teachers who do not care about students' needs</p>	<p>with students and teachers inside the classroom but outside the classroom it is difficult to do homework assignments in group because they cannot reach the places they may decide to work at. Moreover, they express that authorities from the FLD should change first, their conception about students with low vision and students with physical disability for later to change the way of teaching, the technological resources</p>	<p>students with low vision and students with physical disability is the main factor that affects the FLD to be a 100% inclusive since the character and the conception people have is hard to be changed because it depends on the culture everyone has and the values they have been taught to treat and accept students with either low vision disability or students with physical disability. Depending on the attitude students and teachers have towards students with low vision and students with</p>
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	<p>consciousness is fundamental. So that students learn to collaborate, to dialogue, and to solve conflicts (Marchesi, Blanco, and Hernández, 2014). The empathy created in a classroom makes teachers commit themselves to high expectations, expect their students to learn and therefore seek strategies to achieve learning (Marchesi, Blanco, and Hernández, 2014). All students should be included in their own learning to generate an inclusive atmosphere. According to Winter (as Watson and McCathren) Inclusive environments are designed to provide an educational setting in which all children can be as involved and independent as possible.</p> <p>Marchesi, Blanco, and Hernández, 2014 state that the lack of skills to teach a growing diversity of students in contexts of high complexity and the unequal distribution of the most qualified teachers are two of the main barriers to ensure equality in learning achievement. According to the results of a study called Teaching and Learning International Survey (as cited in Marchesi, Blanco, and Hernández, 2014) a 50% and a 75% of teachers ask more training to teach in diverse contexts and excluded sectors.</p> <p>According to Shade & Steward (as cited in the State Of The World's Children, UNICEF, 2013), a study from 2001 found that a course on inclusion for those studying to be teachers was effective in changing their attitudes, so that they favored including children with mild disabilities in the classroom.</p>	<p>institutional policy financed by the government to address those things to implement it in the department and at the university at large for those students with low vision or students with physical disability and to work in infrastructure for buildings that fulfil the universal design requirements because with dreams and projects, things do not get done, it is necessary the financial assistant, to have clear policies which focus on students with physical disability and students with low vision; teachers</p>	<p>appropriate tools and teaching methodology for them to acquire proficiency level of English.</p>	<p>and do not focus their English teaching beyond regular students.</p>	<p>that they use, and in the near future, the infrastructure of the FLD building.</p>	<p>physical disability, so shall the treatment and inclusion students with low vision and students with physical disability will have at the FLD.</p>
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	<p>Relationships among students and teachers and the competences and dispositions of teachers are important. So, invest in teachers and other professionals to make students learn and strength their capabilities, commitment, motivations, and generate adequate working conditions (as cited in Marchesi, Blanco, and Hernández, 2014). It is a challenge that teachers have the qualifications and training required for their performance related to the inclusion topic. Based on Marchesi, Blanco, and Hernández, (2014) and licenciada Jimenez, diversity should be a main competence and it should be a requirement for certification of teachers. "Each curriculum from all majors should be adapted for people with disability, the psychologist, doctor, teacher, engineer, ... should had studied something related to the disability to work with professional ethics" (Jimenez, 2014, Personal communication, C. Jimenez, February 29, 2014).</p> <p>In an inclusive learning environment the teacher must be permanently immersed in their own professional development; however, in practice this is not so simple. Forming a teacher with these competences is a complex task, it is related to the teacher decision about the need of changing his/her practice and improve it. Nevertheless, it is not merely a teacher responsibility answer to the educational diversity but the school and the system's as a whole (Marchesi, Blanco, and Hernández, 2014).</p> <p>To ensure equal rights is necessary to combine universal policies that ensure</p>	<p>have to have the willingness to adapt techniques and change methodology in order to help students with low vision and students with physical disability when teaching them, the university should hire specialized teachers to deal with students with low vision and students with physical disability, to create programs focused on students with physical disability and students with low vision.</p>				
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	<p>basic services for the entire population, with targeted strategies and resources and differentiated services to meet the specific requirements of the social groups' most vulnerable, ensuring equality with social unity Marchesi, Blanco, and Hernández, 2014).</p> <p>In el Salvador the ratification of the convention on the rights of persons with disabilities and optional protocol and the ley de equiparación de oportunidades para las personas con discapacidad have brought new perspectives related to the inclusion of students with low vision and students with physical disability as well as other students with different disability. At the University of El Salvador the creation of a policy run by a committee appointed by Vice-rector Master Ana Mary Glower, Rector engineer Mario Roberto Lovo, Licenciado Hugo Figueroa, Licenciada Rosario Villalta to fight for students with disability's rights has been a great process and at the same time an innovation since there no other university at the country that count with policies to include this sector. The creation of a Unit headed by Licenciada Rosario Villalta has helped students with disability in many educational aspects such as:</p> <ul style="list-style-type: none"> *Campaigns of awareness *Students' tutoring *Develop trainings about inclusion *Request adequate technology and software and others. 					
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CHAPTER 9

FINDINGS

9.1 HYPOTHESIS TEST

- **90% of teachers and students of the Foreign Language Department do not know about the inclusion of people with low vision disability learning English at the FLD.**

It is important to mention that the teachers were asked about inclusion to what they answered that they know about the topic in a 70% which means the hypothesis elaborated by the researcher students is not totally true because at least 58% of the teachers know what inclusion of students with low vision disability means; moreover, 19% of the students of the Foreign Language Department are familiar with the topic of inclusion of students with low vision and 26% know a little bit. (However, most of the sample asked, gave their answers based on an assumption of what the word inclusion mean for them according to what it was expressed)

- **90% of teachers and students of the Foreign Language Department do not know about the inclusion of people with physical disability learning English at the FLD.**

At least 58% of teachers and 45% of students of the Foreign Language Department know about the inclusion of students with physical disability which shows that the hypothesis is not completely true because the researcher students had supposed 90% did not know about inclusion but more than 10% of students and teachers know about the topic of inclusion of students with physical disability at the Foreign Language Department as the researcher students had supposed.

- **50% of teachers of the Foreign Language Department do not use a suitable methodology to teach English to students with low vision disability at the FLD.**

According to students with low vision disability, students of the FLD and teachers, the hypothesis is true because teachers do not prepare suitable techniques to teach English to students with low vision disability at the FLD

since their answers pointed out that the methodology teachers know is basically to teach regular students only. Thus, 37% out of 100% of teachers have had students with low vision disability in their classes; therefore, according to teachers answers', 29% of them do not prepare lessons taking into account students with low vision needs and according to what they have seen, 68% of teachers do not prepare lessons thinking of students with low vision needs. Additionally, 20% of teachers from the FLD said that they sometimes do it and 13% of them answered that they have seen some teachers who do it sometimes, and only 3% of teachers always take into account students with low vision according to their answers and 4% of them frequently do it according to their answers and the rest of teachers did not want to answer to the question as well as students.

- **50% of teachers of the Foreign Language Department do not use a suitable methodology to teach English to students with physical disability at the FLD.**

Based on teachers' answers, 60% out of 100% of teachers at the FLD have had students with physical disability in their classes which 9% of teachers always take into account students with physical disability to prepare their lessons, 6% of them frequently take those students into account, 20% of teachers sometimes prepare classes taking into account the needs students with physical disability have and 23% of them have never thought about them to prepare classes. According to students with physical disability and regular students, 1% of teachers at the FLD always prepare lessons to teach students with physical disability, 3% of teachers frequently teach taking applying a variety of techniques to teach students with physical disability, 10% of teachers who have had students with physical disability sometimes use suitable methodology to teach them and 69% of teachers have never applied any suitable technique to teach students with physical disability. So, the hypothesis is true because more than 50% of teachers do not apply a suitable methodology to teach English to students with physical disability at the FLD.

- **90% of the infrastructure in the Foreign Language Department does not fulfill the requirements according to the universal design for people with low vision disability to access without interference.**

The 47% of students believe that the infrastructure of the FLD building does not fulfill the requirements the universal design demands for students with low

vision disability and 57% of teachers think that the FLD building is not appropriate for students with low vision disability taking into account lighting in classrooms,

- **90% of the infrastructure in the Foreign Language Department does not fulfill the requirements according to the universal design for people with physical disability to access without interference.**

The 89% of regular students and students with physical disability and students with low vision disability consider the infrastructure of the FLD building does not fulfill the requirements according to the universal design for people with physical disability to access without interference and 86% of teachers think that the FLD building is not appropriate for students with disability to move on their own. Therefore, the hypothesis is almost true because there are 1% of students who did not want to answer the question and 14% of teachers who did not answer either which means that only 10% of students believe that the FLD building is appropriate for students with physical disability.

- **80% of students and teachers of the Foreign Language Department believe that technological resources are necessary and important for students with low vision disability to acquire a second language.**

The 71% of teachers and 86% of students believe that technological resources are necessary and important for students with low vision disability to acquire a second language; hence, the hypothesis of the researcher students is positive since above the 80% of students think that technological resource are good for learning a second language.

- **80% of students and teachers of the Foreign Language Department believe that technological resources are necessary and important for students with physical disability to acquire a second language.**

The 69% of students and 51% of students said that technological resources are necessary and important for students with physical disability to acquire a second language; thereupon, the hypothesis made by the researcher students is false taking into account that the percentage estimated by them is not reached in the surveys and interviews.

9.2 RESEARCH QUESTIONS' ANSWERS

9.2.1 Research questions

1. Is there any inclusion for students with Low Vision disability who are learning English at the Foreign Language Department?

When referring to the inclusion of students with low vision disability who are learning English at the FLD, at the University of El Salvador during the semester I and II - 2014 is imperative to refer to the main four aspects which led to this research, these are: Methodological, Infrastructural, technological, and attitudinal aspects. As expressed from a great number of English teachers, the perception of students from Seminar II, and the opinions from students with low vision and students with physical disability who were interviewed, there is very low (little) inclusion in terms of methodology since only few teachers recognize that they know a little bit about this issue and do not know how to teach these students and make them participate of regular activities and technological resources, how to make exams, written and visual materials since they have not been trained for it.

2. Is there any inclusion for students with Physical disability who are learning English at the Foreign Language Department?

The inclusion of students can somehow be perceived since their major inconveniences are related to the infrastructural and attitudinal aspects. However, this does not mean they are fully included in the methodological and technological aspects, due to the fact they have to tackle with indoors and outdoors activities that require movement. Some teachers from the FLD make an effort to include different teaching-learning techniques so students with physical disability can participate. However, most teachers do not prepare

classes taking into account these students with physical disability, and considering Seminar II students, Students with Low Vision and Physical disability's responses from the surveys administered, there is no total methodological, nor infrastructural inclusion at the FLD. Attitude is also important; however, only few teachers try to find options by their own to include these students on regular classes and point they do not work on the inclusion of these students at the FLD because they have not been trained for it.

B. Subsidiary questions

3. Are students with Low Vision disability included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department?

Based on responses taken from the surveys processed to English Teachers at the FLD, some teachers have tried to make students with low vision disability participate in the English learning process. However, this effort has been hardly seen or perceived not only by regular students [students from Seminar II – 2014] but also by students with low vision disability. The lack of inclusion reflected in the curriculum design of the English Teaching/Learning at the FLD confirms this specific point. Subjects associated with the Inclusion of students with Low Vision disability should be added to the curriculum design.

Not knowing how to teach and work with students low vision disability sustains (backs up) the fact that more actions should be done to eradicate the exclusion of students with low vision. Actions such as the reinforcement of teachers and regular students' preparations about the inclusion of students with low vision disability are needed, and a pedagogical instruction for regular students and teachers should be provided according to the responses obtained on the surveys (be specific). Make the whole Foreign Language Department

participate of awareness campaigns such as the ones carried out by “Vice-Rector's Office” under “El Programa de Atención de Estudiantes con discapacidad de la Universidad de El Salvador” headed by licenciada Rosario Villalta should be a commitment to reach. These campaigns offer another perspective of disability; however, few English teachers and regular students showed interest in joining these activities carried by students with disability from different majors in order to be seen, and treated as adequately because they have the same rights to study as it is grounded in article # 24 of the Convention on the Rights of Persons with Disabilities and Optional Protocol-United Nations in which the right of persons with disabilities to education without discrimination and on the basis of equal opportunity is recognized .

4. Are students with Physical disability included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department?

According to the quantitative and qualitative data results, students with physical disability are not included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department. Some teachers' responses show their recognition that having a student with a physical disability is a big challenge. Indeed, teachers seem to understand what to have a student with a physical disability implies and they make efforts preparing teaching-learning techniques for these students. However, the lack of a curriculum design including this students' population and needs has blocked some of these efforts. Not having designed a curriculum including students with physical disability makes evident that some activities are not suitable for all students such role plays which require different movements and make students with physical disability feel uncomfortable when performing in case they participate.

5. Does the Foreign Language Department infrastructure fulfill the standards of the Universal Design?

Even though at the University of El Salvador infrastructural changes have been carried out as part of the lines of actions of the Policy of Inclusion of students with disability of the University of El Salvador, the FLD building does not fulfill the standards of the Universal Design. According to responses taken from surveys and interviews made to teachers and to students from Seminar II, the FLD was not initially built for people with special needs; therefore, this building do not have all accommodations as enough handrails that students with physical disability need to mobilize by themselves and to reduce their barriers. Consequently, the FLD does not fulfill such standards, an urgently infrastructural changing which include ramps, lightings, signals, elevators, proper seats, bigger entrances, tables and boards, and so forth are required to become an inclusive department and clarify the wrong idea most people have that just by observing students with physical disability in the surroundings of the FLD building would mean it is an inclusive place. Because this idea merely reflects there is integration but not a real inclusion of this sector.

6. Does the Foreign Language Department have adequate technological resources for the English Teaching/Learning of students with Low Vision disability?

Based on responses obtained from the surveys carried by researchers, the FLD have some technological resources that could be useful for the English Teaching/Learning of students with Low Vision disability as overhead projectors, laptops, slides, speakers, and PowerPoint presentations. Nevertheless, only few students are aware of these technological tools. The most common one used by teachers are PowerPoint presentations which has the asset of making the font bigger or smaller depending on students' need; unfortunately, most of the time

this asset is not used by teachers. It is clear that even though, there are not that too many modern technological resources, the ones the FLD has could be enough to start helping students with low vision disability in their learning English process. And though, teachers are provided with paper, and free printing material, they are not taking advantage of these sources, and this makes the technological resources become existing but not useful for students with Low Vision to develop their English Teaching/Learning.

7. Does the Foreign Language Department have adequate technological resources for the English Teaching/Learning of students with Physical disability?

Based on surveys performed, it is clear the FLD counts with some devices as laptops, keyboards, sound recorders and a Laboratory. Notwithstanding, since the laboratory is in the 3rd floor, the accessibility is through stairs, and there is no elevator, the department counts with some technological resources, but they are not accessible for students with physical disability.

8. Is there willingness from English Teachers and students from Seminar to know how to include students with Low Vision disability in the English/Learning Process?

According to the surveys made by researchers, it is concluded that the lack of information or training provided to teachers and regular students at the FLD creates such a barrier for these sectors to show a special interest on students with Low Vision disability inclusion or to learn more about the topic. It is a right for every single person in world to study, but the fact to teach students with Low Vision without having been prepared for it, is something that make teachers consider twice the idea of including them on regular classes for their English Learning process.

9. Is there willingness from English Teachers and students from Seminar to know how to include students with Physical disability in the English/Learning Process?

Considering responses from English teachers and Seminar II students surveyed from the FLD, it can be concluded that there exists some willingness from teachers and Seminar II students to know how to or to include students with physical disability in the English Learning process. The fact that no one has been trained to work with students with physical disability becomes an obstacle for the complete agreement of inclusion of this students sector. All these difficulties and not getting personal interest on this section of students, transformed teachers and students minds into people with lack of willingness to include students with physical disability in regular classes at the FLD. On the other hand, it can also be concluded that at least a small group of teachers and Seminar II students are willing to become inclusive.



CHAPTER 10

CONCLUSIONS

After carrying out the undergraduate research and analyzing the results gotten from the instruments administrated, the researchers have arrived to the following conclusions:

1. Students with low vision disability and students with physical disability at the FLD have been facing the problem of being excluded in a methodological sense since their educational needs are not taking into account when designing the curriculum because it does not contemplate the possibility of having or not students with this type of disability. However, this

exclusion has been recently tried to tackle by few teachers when trying to look for strategies or some activities to answer these sector's needs.

2. English teachers, students with or without disability in a learning/teaching process bring quality that adds something positive to the whole educational community. Not taking into account this aspect, inclusiveness would not be reached if such diversity is not part of it.

3. Not having adequate infrastructure do have negative effect not only for students with a physical disability, students with a low vision disability but also for conventional students who expressed that the bad conditions from some classrooms, bathrooms, and some other spaces and aspects are not also appropriate for everybody.

4. Investment in software and technological resources at the computer center at the FLD would benefit students with a physical disability, students with a low vision disability and regular students in a great manner. Besides, teachers would have updated technological resources to count with when designing class materials for all students.

5. Unless these barriers are taken care of, inclusion to students with low vision disability and students with physical disability exclusion would remain. Get interested in the topic would change these students reality.

6. Finally, researchers conclude that this problem has to be taken into account based on a human sense since the English teaching and Modern Languages Bachelors, majors which belong to the Faculty of Sciences and Humanity, prepare professionals able to contribute to the solution of socio-political problems of the country from a humanistic perspective in the field of learning and teaching of foreign languages social development as well

according to the majors missions (Consejo Superior Universitario, 2001-2002)

CHAPTER 11

RECOMMENDATIONS

At the end of the hard work made during the undergraduate process, the researchers give some recommendations based on the answers given in the administered surveys and the interviews performed to English teachers, seminar II students, students with low vision disability and students with physical disability as well as the analysis based on the reading of the information consulted and investigated through personal communication of different experts. This research involves a set of aspects which involve the term of inclusion such as methodology, infrastructure, attitude and technology. Aspects that a school should consider in terms of inclusion so that it becomes more responsive as Fredrickson and Cline, (2002) stated. It is for this reason that the recommendations will be addressed particularly to each aspect.

METHODOLOGY:

1. To create projects and programs to train teachers in order to prepare them to teach students with disability and apply an appropriate methodology with suitable techniques. This includes, teachers preparing written material with big size letters, power point presentations designed with big images and big size letters, to write on the board big letters for students with low vision to see well, doors in buildings wide enough for students with physical disability to access without difficulties.

2. To promote inclusiveness development of emotional intelligence should be taken into account when planning.
3. Teacher should consider when facing the class while speaking,
4. To tape the class,
5. Provide large print versions of classrooms materials,
6. Be flexible with assignment deadlines,
7. Considering alternative assignments,
8. Ask student with a low vision disability or students with physical disability if they have any suggestion for supporting them in any educational need.

INFRASTRUCTURE

9. To request the government financial support for the institution to build buildings and recreational areas, which comply with the universal design of structure to be accessible for all students no matter the disability they may have. This includes, classrooms with good lighting for students with low vision to be able to see the board and material, classrooms with enough space to have desks well-arranged and let students with physical disability using wheel chairs to have their own desks, restrooms with at least one bathroom designed for students with physical disability to access it, buildings with an elevator for students who cannot walk to be able to go to different floors.

TECHNOLOGY

- ✓ **TECHNOLOGICAL RESOURCES FOR STUDENTS WITH LOW VISION**
10. To promote technological programs such the NVDA (NonVisual Desktop Access), **YAWS: (Job Access With Speech)** and **ABBY Fine Reader OCR (Optical Character Recognition) software** focused on helping this

kind of students who may have low vision disability to access to computer centers for them to be able to use the computers with specialized software.

11. To provide a budget to the FLD to update software and to get adequate technological resources as Editing images with Paint, and Replacement of images for students with low vision disability.
12. To train English teachers in the use of the software and technological resources for improving the English learning process of students with low vision disability.

✓ **TECHNOLOGICAL RESOURCES FOR STUDENTS WITH PHYSICAL DISABILITY**

13. To provide a budget to the FLD to update software and to get adequate technological resources as Blogs and Chat and Social Networking for students with physical disability.
14. To train English teachers in the use of the software and technological resources for improving the English learning process of students with physical disability.
15. To provide access of WIFI into the Foreign Language Department for Students with Physical Disability to be able to access the web from the first floor without needing to go up to the third floor where the Computer Center is located.

ATTITUDE

16. Overcoming discrimination against people with disabilities is the starting point for them to fully enjoy their rights, including the right to education, from an inclusive perspective. They should be recognized as persons with a set of possibilities and capabilities who can fully develop by

adequate means and can contribute to their own development and the development of their community (Informe para la Comisión Interamericana de Derechos Humanos, Noviembre 2009).

17. The university should hire specialized teachers to deal with students with low vision disability and/or students with physical disability's educational needs. Besides, English teachers should be trained in the inclusion issue to answer most of them doubts and fears about having students with low vision disability and students with physical disability and how to be able and prepare to teach them and develop students' English skills.
18. Use an appropriate terminology to call them (such as student with low vision disability or student with physical disability, avoiding pejorative terms such as Crippled, disabled, handicapped, ill, paralytic, people with special abilities, and others) or call them by their names.
19. There must be a better communication between the FLD and the Laboratorio de Atención a estudiantes con discapacidad to work together in the inclusion topic and share information about how many students with physical disability and students with low vision disability are at the FLD and/or newcomers will be in every semester for being provided to English teachers in advanced and being able to prepare their lessons based on students' needs taking into account that many teachers mentioned that they need to be informed about students with disability and if they are or are not going to have them in their classes.
20. To create projects oriented to solve educational needs that students with physical disability and students with low vision disability demand being

answered. Educational needs that the convention on the Rights of Persons with Disabilities and Optional Protocol, (United Nations) promote as well as the Policy of Inclusion of Students with Disability at the University of El Salvador has adopted to promote them making the University of El Salvador become more democratic (M. Nieto, 2013).

21. The Foreign Language Department of the University of El Salvador, Main Campus should make students from the FLD more aware of the issue of inclusion to foster respect for the rights and the dignity of persons in general. For this, the researcher group wants to establish two strategies, for the FLD to promote and to be implemented to awareness respect for the capabilities and the contributions of students with low vision disability and students with physical disability.

21.1 Develop students' awareness campaigns to encourage respect to the rights of students with low disability and students with physical disability and to promote recognition of their skills.

21.2 Fostering at all levels of the English learning process an attitude of respect for the rights of people with disabilities. This action into our English learning process is key in relation to the direction of the policy of inclusion of students with disability implemented at the University of El Salvador the researcher group suggests being promoted at the FLD.

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- qq. Semela, L. Dr. (February 7, 2014) Personal communication
- rr. Umlas, J. Dr. (February 6, 2014) Personal communication



ANNEXES

The word "ANNEXES" is rendered in a large, bold, grey, sans-serif font with a slight drop shadow. The letters are positioned over a graphic of several overlapping blue diamond shapes. Some of these diamonds contain white icons: a person with a cane, a person with a dog, and a person with a wheelchair. The overall effect is a modern and inclusive design.

Annex A

PROJECT PROFILE

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES



RESEARCH PROJECT PROFILE



Presented by:

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Date: June 12th, 2014

UNIVERSITY OF EL SALVADOR, SAN SALVADOR, EL SALVADOR

RESEARH PROJECT PROFILE

I. INTRODUCTION

In the ongoing development of society, the inclusion of people with disability is increasing; consequently, the University of El Salvador cannot put off planning and providing educational services suited to these students' needs since it is the only public institution that accepts a diversity of students with different conditions; such as low economical incomes, belonging to low social class, and people with any disabilities. That is why, in order to shorten the gap between regular students and students with disability, the United States and Canada have recently approved laws that mandates all schools to provide specialized assistance to students with low vision and students with physical disabilities in regular classes (Barrera, 2004).

The law of equal opportunities for people with disability of El Salvador Republic has stated that all people with disability have the right of being protected against discrimination, exploitation, degrading or abusing treatment because of their disability; they also state that people with disability have the right to be properly educated in order to facilitate the learning process as well as to prepare professional teachers to teach people with disabilities according to their needs. El Salvador (2002). *Ley de Equiparación de Oportunidades para Personas con Discapacidad de El Salvador*, 2000. El Salvador: Casa Presidencial.

Considering that the University of El Salvador just approved the inclusion policy in 2013 which inherently provides guidelines for all schools and academic units to align academic efforts to honor such commitment, researchers have decided to work on the inclusion of students with low vision and students with physical disability in the learning of English at the Foreign Language

Department, in order to precisely find out the level of inclusion these students have in the English learning process, the researchers pursue to describe how the Department of Foreign Languages works to provide an appropriate education, accessibility in buildings, the adaption of didactic material, technological sources, and equal opportunities to learn a foreign language as their peers.

This will be an exploratory-descriptive study with a non-experimental transactional design and a non-probabilistic sample. The population considered for this research study will be 3 students with low vision, 3 students with physical disability, 38 teachers of English subjects in which that language is acquired and developed, and a stratified sample of students from seminar II at the Foreign Language Department, during the year 2014, at the University of El Salvador.

The participants taken as the sample for this investigation will be six students with disability, three students with low vision and three students with physical disability who are registered in the first semester of the year 2014, the researcher group will get quantitative and qualitative data through in-depth interviews. Surveys will be administered to the stratified sample of students from Seminar II, students with low vision, students with physical disability and the 100% of teachers of English subjects in which this language is acquired and developed from the Foreign Language Department. The reviewing of literature and/or data from books, internet, personal communications, and so on will give a better understanding and guiding on this topic.

This research profile embodies six chapters: Chapter I contains the statement of the problem that provides the information of a historical framework, description of the problem, research objectives (general and specifics), research questions, Justification and delimitation of the problem. Chapter II contains the

Theoretical Framework. Chapter III includes information about the type of study, hypothesis, variables, indicators, research design, population and sample, techniques and data gathering instruments. Chapter IV provides the Data Gathering Process, the research instruments to administer, the data gathering plan, data analysis, statistical procedures and data analysis plan. Chapter V presents the research report format, limitations and references. Finally, Chapter VI embraces the annexes.

II. TOPIC PROPOSAL

Researchers will describe ways through which students with low vision and students with physical disability are included or excluded when learning English as Foreign Language; therefore, the topic is going to be as follows:

“Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English language learning process”

III. OBJECTIVES

A. GENERAL OBJECTIVE

To describe the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador in order to raise teachers', students' and administrator's awareness on this sensible subject matter.

B. SPECIFIC OBJECTIVES

1. To identify students' needs and difficulties when learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador to propose ways of solving them.
2. To collect opinions from students with low vision disability and students with physical disability, regular students studying in the fifth year of the major taking the subject Seminar II, students with disability and all the teachers from the Foreign Language Department who teach English subjects in which this language is acquired and developed on the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process through surveys in order to socialize them and in time improve the level of inclusion at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department.
3. To determine the level of inclusion of students with low vision and students with physical disability in the methodology applied in the English Language Learning Process in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department in order to properly inform Foreign Language Department Community on subject matter current status.

IV. JUSTIFICATION

There is a need of learning English as a foreign language in an continuously developing society due to its usefulness to access cutting edge information, communicate with others, do business, travel.... and the like; then, it is understandable that regular students as well those ones with disability decisively enroll in the learning of English. At the Foreign Language Department, the methodological, technological, infrastructural, and attitudinal conditions in which this learning takes place might positively or negatively affect that process; thus, not only regular students but also students with physical disability and students with low vision disability might end up being affected.

The main purpose of this research is to describe the level of inclusion of students with low vision and students with physical disability in the English Language Learning Process at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador.

Bearing in mind a small but significant group of 3 students with low vision disability and 3 students with physical disability learning English at the Foreign Language Department, researchers have decided to continue working on the Inclusion of these students, by doing this research study, after finishing their social service in 2013 with students with disability.

There is a great amount of reliable printed documents and sources on-line that will contribute to explain what inclusive education of students with low vision disability and physical disability is about, to draw conclusions and generate some recommendations at the end of the research study.

Expectations are that many students with physical disability and students with low vision will benefit out of the research findings, especially the ones who are studying English at the Foreign Language Department because it will help FLD members to better understand the problem and hopefully it will pave the way for administrative and academic efforts leading towards providing deserved services to this student minority.

It is a relatively new topic because little research has been done at a national and local level. That is why; it will serve as a benchmark for further studies on the same issue. Moreover, in spite of the newness of the topic, researchers strongly believe that teachers and administration staff play a key role in crafting and delivering Inclusive educational services with social sensibility and a sense of humanity.



V. HYPOTHESIS

- 90% of teachers and students of the Foreign Language Department do not know about the inclusion of people with low vision disability learning English at the FLD.
- 90% of teachers and students of the Foreign Language Department do not know about the inclusion of people with physical disability learning English at the FLD.
- 50% of teachers of the Foreign Language Department do not use a suitable methodology to teach English to students with low vision disability at the FLD.
- 50% of teachers of the Foreign Language Department do not use a suitable methodology to teach English to students with physical disability at the FLD.

- 90% of the infrastructure in the Foreign Language Department does not fulfill the requirements according to the universal design for people with low vision disability to access without interference.
- 90% of the infrastructure in the Foreign Language Department does not fulfill the requirements according to the universal design for people with physical disability to access without interference.
- 80% of students and teachers of the Foreign Language Department believe that technological resources are necessary and important for students with low vision disability to acquire a second language.
- 80% of students and teachers of the Foreign Language Department believe that technological resources are necessary and important for students with physical disability to acquire a second language.



VI. RESEARCH QUESTIONS

A. Research question

1. Is there any inclusion for students with Low Vision disability who are learning English at the Foreign Language Department?
2. Is there any inclusion for students with Physical disability who are learning English at the Foreign Language Department?

B. Subsidiary questions

3. Are students with Low Vision disability included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department?
4. Are students with Physical disability included in the curriculum design of the English Teaching/Learning Process at the Foreign Language Department?
5. Does the Foreign Language Department infrastructure fulfill the standards of the Universal Design?

6. Does the Foreign Language Department have adequate technological resources for the English Teaching/Learning of students with Low Vision disability?
7. Does the Foreign Language Department have adequate technological resources for the English Teaching/Learning of students with Physical disability?
8. Is there willingness from English Teachers and students from Seminar to know how to include students with Low Vision disability in the English/Learning Process?
9. Is there willingness from English Teachers and students from Seminar to know how to include students with Physical disability in the English/Learning Process?

VII. METHODOLOGY

In this section, the researchers elaborate the type of study, the research design chosen, population selected and its limits, sample and sampling procedure, research techniques and data collecting instruments. Furthermore, they explain how data will be collected, processed and analyzed to eventually write down the research report.

At the first stage of the research project “Students with low vision and students with physical disabilities learning English in the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”, being a mixed research approach, the type of research is going to be Exploratory-Descriptive. It’s considered to be exploratory because this is a new investigation related to the inclusion of students with low vision and students with physical disability learning English at the Foreign Language Department; on the other hand, it is descriptive because there are some other investigations related to inclusion to people with disabilities

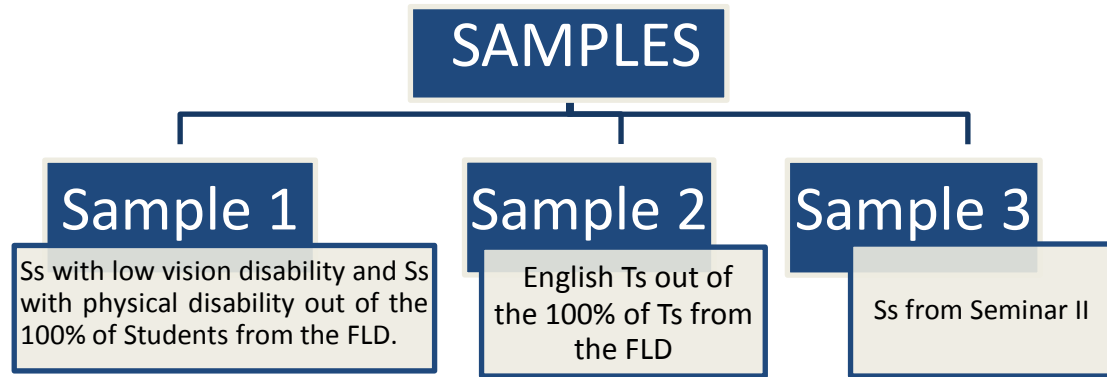
in the country and around the world and the researchers will base their research study in previous studies related to the topic.

The research design will be non-experimental transactional because the group is not going to have a controlled group and an experimental group to compare them and does not involve a manipulation of the students' experiences.

For this purpose, they will interview students with low vision and students with physical disability, students from Seminar II and also teachers from the Intensive English courses, in which the macro skills are developed. Moreover, the researcher students will administrate questionnaires to of teachers from the Foreign Language Department in which the English language is acquired and developed as it is important to know to what extend the inclusion of students with low vision and students with physical disability is taking place and regular students from Seminar II since they may have had classmates with these conditions as mentioned above along their major. The researchers will analyze all the answers by creating a comparative table. Based on the results, they will provide some recommendations so they can be taken in the inclusion of students with low vision disability and students with physical disability in the actual English Learning Process and to make changes on the inclusion of applicants with low vision disability and applicants with physical disability to improve the future English Learning Process.

The population taken for this research study is going to be 3 students with low vision, 3 students with physical disability, 38 teachers of English subjects in which that language is acquired and developed, and a stratified sample of students from seminar II at the Foreign Language Department, during the year 2014, at the University of El Salvador.

The samples will be distributed as follow:



For the purpose of collecting information about the level of inclusion students with physical disability and students with physical disability may have in the English learning process at the FLD by the representative samples, the researchers will make use of the survey and the in-depth interview. These techniques will contribute to get data from representative respondents.

The researchers will design a questionnaire [a printed form in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons, James, Key P.] based on the Likert scale in order to get the quantitative and qualitative data information. The questionnaire will include 36 items including the four indicators to study in this research such as the methodological, infrastructural, technological, and attitudinal aspects.

It will be administered in the samples 1, 2 and 3 to have the quantitative data results and get their point of view on the inclusion of students with low vision and students with physical disability at the Foreign Language Department. Then, researchers are going to present the results by graphics using the IBM SPSS statistics (Statistical Package for the Social Sciences) program in order to be analyzed and provide recommendations.

The representative sample for the questionnaire will be submitted as follow:

Sample 1 will be non-probabilistic which will include characteristics by quotes taking into account the students with low vision and students with physical disability at the Foreign Language Department out of the 100% of students learning English language at the FLD.

Sample 2 are those regular students (students who do not have any disability) from the fifth academic year who are taking Seminar II as a subject bearing in mind that they have studied the majority of the subjects and may have had the opportunity of meeting a classmate who has a low vision disability or a physical disability. Therefore, the sample will be probabilistic and it will be calculated in a stratified manner.

Sample 3 will be non-probabilistic that will include characteristics by quotes considering teachers who teach subjects in which English is acquired and developed, during the semester I out of the 100% of English teachers at the FLD, such as the following:

English Composition I	Introduction to Linguistics
English Composition II	Literature II
TFL I	Practice Teaching I
TFL II	Pronunciation
English Grammar I	Seminar I
Advanced Intensive English II	Syntax
Basic Intensive English	Translation I
Intermediate Intensive English II	Readings and Conversation II

In-depth Interview:

In depth interview are useful for getting detail information about a person's thoughts and behaviors or want to explore new issues in depth, Boyce , Carolyn; Neale, Palena, May 2006. Therefore, the use of an interview guide instrument will also be applied to get qualitative information by an intensive one-on-one in-depth interview from the representative samples to explore their perspectives on the topic.

The researchers are going to elaborate a questionnaire for the students with low-vision and another one for the students with physical disability to get qualitative data results. Each questionnaire will include 26 open questions for them to express their opinions and feelings about the inclusion of students with low vision and students with physical disability. Also, the researchers are going to elaborate an interview guide for teachers who teach at the Intensive English Courses to know the perspective they have about the Inclusion of students with low vision disability and students with physical disability. Then, they are going to compare both results in a comparative table to be analyzed and provide recommendations.

Sample 1 will be non-probabilistic which will include characteristics by quotes considering the students with low vision and students with physical disability at the Foreign Language Department out of the 100% of students learning English language at the FLD.

Sample 2 will be a 10% of volunteer regular students (students who do not have any disability) per each Seminar II group, from the fifth academic year, bearing in mind that they have studied the majority of the subjects and may have had the opportunity of meeting a classmate who has a low vision disability or a physical

disability. Therefore, the sample will be probabilistic and it will be calculated in a stratified manner.

Sample 3 will be those teachers who teach English in the Intensive Courses working at the Foreign Language Department knowing that they are the ones who develop the macro skills to learn English. Thus, it will be a non-probabilistic sample and the characteristics will be taken by quotes.



TIMETABLE

Activities	F	March				April				May	June				July				August				Sept				Oct				Nov					D	J	F
	2014									1-5																						1-4	3-5	1-3				
	3-4	1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1-4	3-5	1-3				
1. Choosing the topic to research.																																						
2. Statement of the problem																																						
3. Elaboration of Objectives																																						
4. Informational Meeting for graduates (Hand in of Thesis topic 2proposal)																																						
5. Elaboration of Research Questions																																						

IX. RESOURCES

To gather optimal information in this research project, the following resources available will be important to consult during the whole process of the academic writing.

A. HUMAN RESOURCES

There are some people who are involved in the inclusion of people with disabilities in our country, as well as some others around the world who have done many actions to make possible the inclusion of this group in the educational field. Therefore, as part of the investigation the opinions from different experts and people who work directly with students with disabilities will be gathered such as:

- **English** Teachers from the Foreign Language Department of the University of El Salvador.
- Vicerrectora MsD. Ana María Glower (Co-creator of the Politics of Inclusion of students with disabilities of the University of El Salvador)
- Licenciada Rosario Villalta (Responsible of the Caring of Students with Disabilities of the University of El Salvador)
- Licenciado Alberto Gonzalez (Responsible of the Laboratory of the Caring of Students with Disabilities of the University of El Salvador)
- Doctor James Umlas and Doctor Linda Semela; ophthalmologic doctors.
- Licenciada Jimenez (Responsible of the Educational Area in the CONAIPD institution)

Inclusion of students with low vision disability and Students with physical disability at the FLD

B. MATERIAL RESOURCES

Camera, computers, laptops, Photographs, paper bond, pencils, pens, memory sticks, CD's, surveys, books, note books, printer.

C. FINANCIAL RESOURCES

Photocopies	\$50.00
Paper bond	\$12.00
Pencil	\$2.00
Pens	\$2.00
Transportation	\$400.00
Feeding	\$283.50
Printings	\$50.00
Means of Communication	\$40.00
TOTAL	\$839.50

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Annex B

EXPERTS INTERVIEWS' SCRIPTS



UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT

Ophthalmologist Doctor James Umlas's Interview

Topic: "Students with low vision and students with physical disabilities learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process"

OBJETIVE: To gather data from the authorities of the University of El Salvador about the Inclusion of students with low vision and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and to offer them a high level of teaching/learning of the English language.

1- What is visual impairment? Visual impairment is visual decrease vision to the point where you cannot perform certain activities whether reading or driving a car or participating in classroom activities or going jumping stairs. It is broad category.

2- Is there any category for a person with visual impairment? Yes, definitely. Low vision typically is somebody who has a matter or severe vision impairment that won't be able to read in normal text book or they may have troubles getting from one place to the other, because they have problems to see stairs or steps.

3- What is low vision? It's considered 2200 or worst that will be legally blind in the US but it's different in each country. Low vision is very significant in 2200 will have low vision.

4- What is the standard average of sight that a person may have? I don't know if it is a single number. In the US is worse than 20/40 of vision you cannot drive. But you can still be very functional at 20/40 you can read a book or participating athletes or get around going up and down stairs easily. If the vision is much worse than 2200, you may have severe troubles walking, getting up and down stairs, you definitely cannot drive, you probably cannot read a book in the normal text.

DIFFICULTIES: Moving around a classroom will be difficult for this type of people who have low vision? Correct, most they have some kind of help they will need somebody to assist them, a guide maybe a dog who can help them. Somebody use white kin and they are very good using a kin but they do it by memory they have to know where these are. They learn how to do it.

- You may not see computer, to see television, to recognize people in the same room.

5- **Is there any other difficulty?** Sure, if you have low vision you may not be able to see the computer, to see television, to recognise people who are in the same room.

6- **What are some medical recommendations you can mention for low vision people to handle these difficulties?**

7- **What skills are more helpful for a person with low vision disability to master?** Well, I will say again it's depending on how bad their vision is, but learning to get around their surroundings whether their home, their school or the streets where they live, so ambulation of walking; for some people learning how to use braille which is very helpful. Nowadays, there are computer programs they can magnify things, or they can talk so you can interface with the computer.

8- **As an ophthalmologist doctor, do you consider that a person with low vision should be included in different contexts such as period educational field?** Absolutely, I think that just to being visually impaired doesn't mean you should be excluded from educational activities. The problem is that there are advantages and disadvantages. Now, we have technology that can help people who are visually impaired so there are also text computer. I have older patients that they have Macular Degeneration not just students to have maculate generation but now we have computer programs that magnify things much larger so they can actually read. There are different programs that are available that can help so there are ways to help people learn. I don't think we should stop them.

9- **Do you know any other study about the inclusion of people with low vision in the English language learning that you can mention?** I don't know of any study especially in English language training.

- **What about in the US, are there special programs for them?** The only place that I know is the schools of Perkins, school for the blind in Watertown which is a famous school in Boston. It was basically the school of Hellen Keller where you learn how to sign and other things; it has been there for 150 years. I'm pretty sure that they have programs to people from other countries who want to teach English but I don't know specifically.
- 10- **Can you suggest any source or any book where some information can be gathered about this topic?** I don't specifically know about any book. I will say that you can look for info the Perking School in Boston in Watertown will be a good source.



**UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT**

Ophthalmologist Doctor Linda Semela's Interview

Topic: "Students with low vision and students with physical disabilities learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process"

OBJETIVE: To gather data from the authorities of the University of El Salvador about the Inclusion of students with low vision and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and to offer them a high level of teaching/learning of the English language.

- 1- **What is visual impairment?** I consider a visual impairment whenever a person is in there in their daily activities and they don't see well, and then they cannot read well or develop properly, it could be congenital or could be someone who cannot have the glasses that they need and they will be impaired.
- 2- **Is there any category for a person with visual impairment?** No, I wouldn't category any of them.
- 3- **What is low vision?** It's considered 2200 worst hand motion light perception to say degree for low vision.

11-What is the standard average of sight that a person may have? It depends on the age; it depends if they need glasses or not. 20/40 20/20 better. In general, it is age dependence. What about students for the university who are young? I will say 20/20 or 20/30 is the average.

You told 2200 will be the worst condition. They cannot count fingers, hand motion and light perception so there are different degrees.

12-When can someone be diagnosed as a person with low vision? By visual accurately, by measuring their vision... if they have glaucoma, they will not see well in the periphery, they're bumping into thing but they can live ok.

13-Is there any other difficulty? Well, if they are impaired when developing their vision, then they may not be able to see texts but they can hear and use other senses.

14-What are some medical recommendations you can mention for low vision people to handle these difficulties? They will need additional help with glasses. In the US, some people specialize in telescopes; they have special mirrors in their cars where they can see the angle that they wouldn't see by different optical systems, glasses magnifiers, computers with big letters with readers or voice like instead of reading.. they just listen, touch the computer and it talk to you.

15-What skills are more helpful for a person with low vision disability to master? I will say good lighting, big text font, computer screen and the magnifiers.

16-As an ophthalmologist doctor, do you consider that a person with low vision should be included in different contexts such as period educational field? Absolutely, yes since they have other abilities especially other auditory, they can listen what the teacher can teach you something you don't see well. Baby start learning like that, they don't see well since they are new-born they look to the voice of their mother.

17-Do you consider that people with low vision can be included the English language? Yes, absolutely.

18-Do you know any other study about the inclusion of people with low vision in the English language learning that you can mention? Not, personally, but I will assume that people will make an effort to try to have them feel included or provide them with tools to be part to a learning program,

19- To conclude with this interview, can you suggest any source or any book where some information can be gathered about this topic? The internet. I know a low vision doctor in the US who give some lectures about this topic and his main English developing has been the development telescopes, mirrors that people can have in human life.



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

Entrevista Licenciada Jiménez- CONAIPD

TEMA: “Estudiantes con discapacidad física y estudiantes con baja visión que estudian Inglés en las carreras: Licenciatura en Idioma Inglés y Licenciatura en Idiomas Modernas en el Departamento de Idiomas Extranjeros de la Universidad de El Salvador durante el año 2014 y su Inclusión en el proceso de Enseñanza/Aprendizaje del Idioma Inglés”.

OBJETIVO: Conocer la opinión de las autoridades de la Universidad de El Salvador en el tema de Inclusión de personas con baja visión y personas con discapacidad física y de esa manera obtener información en cuanto a infraestructura, trato (actitudes), recursos metodológicos y tecnológicos apropiados para la Inclusión de las personas ya antes mencionadas y brindarles una calidad de Enseñanza/Aprendizaje del Idioma Inglés en la educación superior.

3- ¿Qué es la educación Inclusiva? Es cuando no dejo nada afuera, incluyo a todas las personas en todo. Para hablar de un concepto de inclusión, yo tengo q conocer si todos los servicios de una institución educativa no segregan a las personas con la condición discapacidad, si no dejan a nadie afuera de algún programa, si tienen acceso a los cafetines, tienen acceso a la facultad, a administración académica, si protección social

considera q los estudiantes con discapacidad puedan llevar a cabo su servicio social, si los encargados del proceso de graduación consideran q hay personas con discapacidad. La inclusión tiene q ver con generar el ambiente sin segregación. Cuando uno segrega, discrimina directa o indirectamente como lo dice la convención para los derechos de personas con discapacidad. En equiparación para todas las personas con discapacidad, generar los ajustes para eso.

- 4- **¿Es la Universidad de El Salvador un centro de estudios inclusivo?** No, hay pocas universidades que son inclusivas en su totalidad, en teoría es inclusiva pero falta la acción.
- 5- **¿Conoce cuáles son las universidades inclusivas dentro del territorio nacional y porque son consideradas inclusivas?** La Universidad de El Salvador está haciendo el esfuerzo ya sea para ayudar a las personas sordas, y tienen una política también. La Universidad Católica de El Salvador es muy accesible y hay muy buena señalización y por lo menos en infraestructura están muy bien al igual que en la Universidad Francisco Gavidia, lamentablemente en la parte de actitud no están muy bien porque los parqueos no se respetan, los vigilantes de las universidades no colaboran.
- 6- **¿Cuáles son algunos factores que usted consideran que afectan para que otras universidades no trabajen en la inclusión de estudiantes con discapacidad física y estudiantes baja visión a nivel superior?** El factor principal por el cual las universidades no son inclusivas es principalmente el sistema, no hay suficiente presupuesto, lo ven como algo sin importancia
- 7- **¿Existe alguna ley/reglamento dentro de la Universidad de El Salvador que vele por los derechos de los/las estudiantes con discapacidad?** la convención de los derechos de las personas con discapacidad.
- 8- **¿Trabaja el CONAIPD juntamente con el MINED para capacitar y evaluar si hay educación inclusiva?** Si se trabaja con el MINED, el MINED es parte del consejo. Antes andaban con ellos juntamente pero desde hoy que ya existe una ley, solo se trata de evaluar o preguntar si están capacitando a los maestros y ellos responden que si.
- 9- **¿Por qué optar por escuela regular y no escuela especial?** Se pretende incluir a las personas con discapacidad en la escuela regular porque se dio el caso en el que hay estudiantes con discapacidad no muy severa y que intelectualmente tenía la capacidad para estudiar en una escuela regular. En Inglaterra se hizo un estudio en el cual se descubrió que pueden estar en la escuela regular y lo que se hace hoy en día es que los alumnos empiezan en la escuela especial y de acuerdo al desarrollo o habilidad que tengan, se trasladan a la escuela regular.

II. INFRAESTRUCTURA

10- **¿Cuenta la universidad con edificios apropiados para que los estudiantes con discapacidad física y baja visión puedan acceder a ellos con facilidad?** La UCA, PEDAGOGICA tienen espacios que pueden ser inclusivos pero el concepto q se debe manejar es el diseño universal para saber que realmente están cumpliendo y que se respeten sus derechos. Se habla de autonomía, no permitimos que alguien los ande cargando, cada quien debe entrar y salir sin ningún problema. 20% longitud para las rampas según el diseño universal. El SITRAMS que está en construcción debe tener los espacios inclusivos. En general, la universidad debe contar con el diseño universal.

11- **¿Son apropiados los salones de clases para que los estudiantes con discapacidad física y baja visión puedan sentirse incluidos?** en algunas universidades hay salones de clase apropiados pero en la mayoría donde hay edificios, los alumnos con discapacidad física no tienen acceso.

12- **¿Están los baños sanitarios construidos e identificados de manera tal que los estudiantes con discapacidad física y baja visión tengan un fácil acceso a ellos?** Hay universidades que hacen sus esfuerzos pero los indicados en decir si son inclusivos, son las mismas personas con discapacidad quienes prueban por ellos mismos si realmente los baños cumplen con el diseño universal. Para una persona “sin discapacidad” las rampas y baños son adecuados pero una persona con discapacidad dice si se puede o no girar dentro de los baños y si las barras son adecuadas.

III. RECURSOS TECNOLÓGICOS

13- **¿Cuáles serían los equipos tecnológicos idóneos para que los estudiantes con discapacidad física y baja visión puedan adquirir un mejor aprendizaje?** Que haya una impresora braille

14- **¿Cuáles serían los recursos tecnológicos apropiados que los maestros puedan utilizar para enseñar tanto a estudiantes regulares como a estudiantes con discapacidad física y baja visión puedan adquirir un mejor aprendizaje?** programas de computación, impresora braille en la biblioteca, grabadoras

IV. ACTITUDINAL

15- ¿Considera usted que los docentes deberían valorar las fortalezas y las necesidades individuales de los estudiantes sino cuentan con especialistas ni instrumentos de evaluación? Si deberían valorar las fortalezas de cada estudiante al igual que sus necesidades, el pretexto común de los maestros es siempre que no han sido capacitados, pero realmente es un reto para cada maestro. Nadie está listo para abordar este tema.

16- ¿Considera usted que los maestros deberían planear sus clases tomando en cuenta las necesidades educativas de cada estudiante?

Claro que deberían, pero principalmente cada pensum de la formación profesional de las diferentes carreras debería estar adecuado para las personas con discapacidad, el psicólogo, el doctor en medicina, el maestro, el ingeniero, el arquitecto debería haber estudiado algo relacionado a la discapacidad para poder trabajar con ética profesional.



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

Técnico Edwin García

Coordinador Centro de Cómputo del Departamento de Idiomas Extranjeros

TEMA: “Estudiantes con discapacidad física y estudiantes con baja visión que estudian Inglés en las carreras: Licenciatura en Idioma Inglés y Licenciatura en Idiomas Modernas en el Departamento de Idiomas Extranjeros de la Universidad de El Salvador durante el año 2014 y su Inclusión en el proceso de Enseñanza/Aprendizaje del Idioma Inglés”.

OBJETIVO: Conocer la opinión del personal administrativo del Departamento de Idiomas Extranjeros de la Universidad de El Salvador que está en contacto con estudiantes con baja visión y estudiantes con discapacidad física en el tema de Inclusión de personas con baja visión y personas con discapacidad física y de esa manera obtener información en cuanto a infraestructura, trato (actitudes), recursos metodológicos y tecnológicos apropiados para la Inclusión de las personas ya antes mencionadas y brindarles una calidad de Enseñanza/Aprendizaje del Idioma Inglés en la educación superior.

13- ¿Qué es la educación Inclusiva? El concepto general no lo sé. Sería darle las facilidades aquella persona que tiene un impedimento físico para que pueda mejorar su desempeño.

14- ¿Es el centro de cómputo del Departamento de Idiomas Extranjeros un lugar inclusivo? Lastimosamente no, no es inclusivo para las personas con una discapacidad física, en primer lugar, está en una tercera planta, cuando lo idóneo

sería en la primera planta con las facilidades para sillas de ruedas. Logra identificar por lo menos los lugares que van a ocupar las personas con una discapacidad.

- 15- **¿Cuáles son algunos factores que usted considera afectan para que el centro de cómputo del Departamento de Idiomas Extranjeros no sea (un) 100% un lugar inclusivo (al 100%)? -----**
- 16- **¿Existe alguna reglamento dentro del centro de cómputo del Departamento de Idiomas Extranjeros que vele por los/las estudiantes con discapacidad al acceso a los recursos informáticos?** No existe, solo hay una implementación de parte de mi persona, junto con otra persona estudiante del departamento, que se quedó en proyecto para la implementación de un reglamento, lograr identificar las maquinas que podrían ocupar ellos, tipos de programas especiales que ellos ocupan porque son especiales, por ejemplo las personas que tienen baja visión ocupan ciertos software que le ayuda a su desempeño visualmente en la computadora.
- 17- **¿Conoce sobre la política de Educación Inclusiva para estudiantes con Discapacidad en la Universidad de El Salvador?** No, desconozco de parte de las autoridades el reglamento de inclusión. No he recibido alguna capacitación acerca del reglamento.
- 18- **¿Ha recibido alguna capacitación relacionado al tema de Inclusión de los estudiantes con discapacidad por parte de las autoridades de la Universidad o dentro del Departamento de Idiomas Extranjeros?** No he recibido alguna capacitación acerca del reglamento.
- 19- **¿Cuenta el centro de cómputo con equipos y/o dispositivos tecnológicos de apoyo específico de discapacidad? (como audiolibros, programas YAWS, tele lupas, etc.) -----**
- 20- **¿Cuáles son los recursos tecnológicos con los que cuenta el centro de cómputo a disposición de los estudiantes con discapacidad física y estudiantes con baja visión?** No se cuenta con el tipo de software que ellos ocupan o con el ambiente que ellos necesitan, porque más que todo es la accesibilidad de las computadoras y tener prácticamente reservados sus sillas y lograr identificarlas.
- 21- **¿Cuáles son algunas razones por las que los estudiantes suelen acudir al centro de cómputo?** La población estudiantil en el FLD es muy grande pero no todos los estudiantes cuentan con el recurso económico de internet pagar internet. Prácticamente el centro de cómputo viene a ser una facilidad para ellos para no pagar un ciber, o hacer una tarea, por lo menos ellos vienen a hacer tareas en aulas virtuales de los cuales necesitan conexión a internet, creación de documentos en Word, o prácticamente a venir a practicar algún audio de algún libro.

- 22- **¿Con que frecuencia acuden estudiantes con discapacidad física y estudiantes con baja visión al centro de cómputo para realizar trabajos o estudios académicos?** La frecuencia es bien mínima debido a la misma situación. (Quizá por parte de ellos y de nosotros) (personal administrativo del FLD). Por lo menos nosotros que damos el servicio del uso de las computadoras y la ayuda, no hay para ellos alguna información que les diga que está el centro de cómputo esperándolos en los cuales ellos puedan encontrar recursos, que les puedan facilitar su desempeño. Es bien poca prácticamente solo vienen personas con baja visión.
- 23- **¿Tienen los estudiantes con discapacidad física y estudiantes con baja visión alguna dificultad para acceder o utilizar los recursos tecnológicos del centro de cómputo?**Es bien poca prácticamente solo vienen personas con baja visión.
- 24- **¿Cómo se garantiza el acceso a los recursos informáticos a estudiantes con discapacidad física y estudiantes con baja visión?** El alumno con baja visión viene a solicitar su computa, el encargado se le acerca, se le explica el recurso que contamos. Ahorita contamos con una computadora que tiene un programa para este tipo de personas que tiene baja visión y es el que ellos pueden utilizar y es la que ellos han logrado identificar porque es la que ellos ocupan.
- 25- **¿Están los encargados del centro de cómputo capacitados para lograr un aprendizaje o desempeño adecuado de las personas con discapacidad dentro del centro de cómputo?** Bueno, capacitados, no. Estamos preparados académicamente para brindarles a ellos las mejores herramientas, pero capacitados en dado caso ellos necesiten otro tipo de ayuda, quizá no. Sería bueno implementar una capacitación para todos los encargados de todos los centros de cómputo a nivel universitario porque no solo acá se da ese problema. Prácticamente cuando se diseñan los centros de cómputo creo que no se diseñan pensando en la población con una discapacidad, se diseñan con el objetivo de prestar un servicio.
- 26- **¿Qué otra recomendación podría dar para mejorar el acceso a las personas con discapacidad dentro del centro de cómputo?** Sería bueno que aparte que los estudiantes sepan que aquí hay un centro de cómputo que les brinda ese tipo de facilidades. En sus aulas a los docentes se les dificulta hacer una evaluación a una persona con baja visión porque tiene que desarrollarle un material especial para él. cuando se podría contar con un software especial en los cuales ellos puedan desarrollar su evaluación por medio de una computadora.
- 27- **¿Tiene el departamento algún proyecto destinado a garantizar el acceso a los recursos informáticos a este sector?** hasta el momento de parte de las autoridades

no se cuenta con ese tipo de programa. Tendría que ser una autogestión de parte de mi persona, pero como para tener recursos siempre hay que tener el visto bueno de las autoridades, sería bueno primero hacerles del conocimiento a ellos para que ellos tomen a bien, desarrollar un programa para toda la facultad.



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**

Licda. Rosario Villalta

Responsible of the Caring of Students with Disabilities of the University of El Salvador

TEMA: “Students with low vision and students with physical disabilities learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process”

OBJETIVE: To gather data from the authorities of the University of El Salvador about the Inclusion of students with low vision and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and to offer them a high level of teaching/learning of the English language.

Conocer la opinión de las autoridades de la Universidad de El Salvador en el tema de Inclusión de personas con baja visión y personas con discapacidad física y de esa manera obtener información en cuanto a infraestructura, trato (actitudes), recursos metodológicos y tecnológicos apropiados para la Inclusión de las personas ya antes mencionadas y brindarles una calidad de Enseñanza/Aprendizaje del Idioma Inglés en la educación superior.

1. ¿Qué es la educación Inclusiva? Proceso de enseñanza-aprendizaje sin ninguna barrera. De tipo arquitectónico, actitudinal, metodológico, o evaluativo. Es el mismo proceso de enseñanza-aprendizaje pero incluyendo a la persona. En otros años se han confundido los términos las personas piensan que incluir es integrar. Pero son diferentes. En el sistema educativo en nuestro país las personas pensaban que estaban incluyendo pero la verdad era integración cuando comenzaron a crear las escuelas de educación especial – centros de educación especial. Como en el caso de las personas sordas. Esta la escuela licenciada Griselda Zeledón. Por ejemplo las escuelas de educación especial niños con discapacidad intelectual. Pero lo que se estaba haciendo en ese momento sino que era integrar. Integrar es apartar ese grupo y colocarlas en un determinado lugar a todas las personas ya sea con

una discapacidad específica o diferentes tipos de discapacidad pero en un lugar. Aisladas del resto de personas convencionales. Entonces el término de inclusión se refiere incluirlos en medio. La sociedad debe adaptarse a la persona y no la persona con discapacidad a la sociedad o al menos educativa. Entonces cuando hablamos de una educación inclusiva quiere decir que la persona con discapacidad tenga todas las oportunidades de desarrollo en equidad de condiciones que el resto de personas convencionales.

2. ¿Es la Universidad de El Salvador un centro de estudio inclusivo? Es una institución inclusiva pero en cierta medida. Podría decirse que en un 20% o 30%.

3- ¿Cuáles son algunos factores que usted considera que afectan para que otras universidades no trabajen en la inclusión de estudiantes con discapacidad física y estudiantes con baja visión a nivel superior? Hacen falta muchos aspectos dependiendo el ámbito. La infraestructura no es la adecuada para ningún tipo de discapacidad, los cubículos de los docentes por ejemplo todas están ubicadas en el tercer nivel de los edificios, las académicas no todas están accesibles..., están en diferentes niveles, en el caso de humanidades está en el sótano no es accesible en cuanto a la infraestructura..... se han hecho muchas iniciativas para poder ir solventando esa situación. Los nuevos edificios que se han construido entre los años 2013 y 2014 ya vienen con la normativa de diseño universal. Se ha establecido que cada edificio cuente con rampas, sino tienen acceso a la segunda o tercera planta al menos tienen acceso a la 1ra planta. Se han construido muchas plantas. En Idiomas, auditorio número 4 de humanidades, psicología, y otras sin embargo la universidad no es accesible pero tampoco no se puede decir que se van a derribar los edificios que están y a reconstruir los edificios debido al bajo financiamiento que tiene la universidad. Entonces lo que se hace es hacer ciertas adecuaciones como construcción de rampas como ya comente anteriormente. Y tener una coordinación con los diferentes decanatos y vicedecanatos de las diferentes facultades donde hay presencia de personas con discapacidad física para que a la hora de asignar aulas y los horarios las personas con discapacidad físicas... los grupos de clases sean asignados en las primeras plantas de los edificios.

4-¿Existe alguna ley/reglamento dentro de la Universidad de El Salvador que vele por los derechos de los/las estudiantes con discapacidad?

Históricamente la población con discapacidad ha estado invisibilizada - quizá a nivel nacional, se ha logrado como ir generando ese nivel de conciencia con el pasado gobierno. En cuanto a las escuelas antes no contaban con rampas ahora la mayoría cuentan con rampas. No había nada en la normativa, a nivel superior la Universidad de El Salvador es la primera universidad que cuenta con una política de educación inclusiva que fue ratificada por los organismos de gobierno el año pasado- el 19 de Junio del año pasado , 2013. Sin embargo, a nivel de normativa institucional, antes no había nada ni siquiera un artículo que amparara a la persona con discapacidad - Ni en la ley orgánica ni en los diferentes reglamentos que se ejecutan en cada facultad. Cada facultad tiene sus reglamentos

internos....no había nada hasta el año pasado con la política de educación inclusiva – que contempla no solo a estudiantes sino a trabajadores con discapacidad.

I. METODOLOGIA DE ENSEÑANZA

1- ¿Pueden las personas con discapacidad física y baja visión ser incluidas en clases regulares a nivel superior? Pueden ser incluidas... por eso se está trabajando en un nuevo modelo curricular a nivel institucional el cual que esta pretendiendo q sea más inclusivo y se pretende se generen ciertas adecuaciones que curriculares ser significativas y no significativas. Las significativas son las que se refieren al currículo que van implícitas en un documento y las no significativas son aquellas que simplemente puede hacer el docente si tiene la voluntad y la conciencia para hacerlo. Un ejemplo de adecuación curricular no significativa, si un docente tiene en su grupo de clase a una persona con baja visión lo que puede hacer es entregarle las separatas o diapositivas en un número de fuente mayor al resto de personas, dependiendo la disminución visual que tenga el estudiante -algunos que leen fuente 16 otros 24. No es necesario como acudir al jefe del departamento o a la facultad o al consejo es una adecuación que puede el docente en el momento de acuerdo a su criterio. En el caso de las personas con ceguera total también se pueden hacer adecuaciones.

2-¿Imparte la Universidad alguna capacitación metodológica a los maestros de nivel superior en cuanto a la Inclusión de personas con discapacidad física y baja visión en clases regulares? R/Hay muchos docentes que han manifestado en años anteriores 2011-2012 (tiempo en el que yo he estado trabajado en este tema) que han manifestado que no estaban capacitados, algunos han dicho que no quieren estudiantes con determinada discapacidad en sus grupos de clase, es por los mismos prejuicios, estereotipos y estigmatizaciones que hay hacia la persona con discapacidad, se piensa que la persona con discapacidad no razona, no tiene la capacidad para poderse desempeñar en área académicas y profesional. Algunos profesores han expresado que no saben cómo tratar a una persona con discapacidad auditiva, o una persona con discapacidad visual. Sin embargo se han desarrollado Jornadas Inclusivas Profesionales” junto al CONAIPD y todas las universidades del país en los cuales se trataban aspectos como la conceptualización de la discapacidad, el marco legal de la discapacidad, y adecuaciones curriculares en el Proceso de enseñanza-Aprendizaje y en la metodología de evaluación para las personas con discapacidad. Sin embargo, no fueron muchos docentes acudieron. Posteriormente, en Septiembre/2014 se trabajó una serie de jornadas dirigidas solamente para docentes de la Facultad de Ciencias y Humanidades con un cupo de 50 personas sin embargo solo 15 personas terminaron (no todos docentes). Se han realizado muchas iniciativas sin embargo hay como una serie de desinterés.

Para el próximo año en Junio, se desarrollara un curso de lengua de Señas dirigido a docentes de la Facultad de Ciencias y Humanidades, aunque la invitación se va a hacer a los diferentes departamentos.

6-¿Contrata la Universidad de El Salvador personal académico que cuente con preparación en el tema de la Inclusión a estudiantes con discapacidad?

R/ El tema de Inclusión o la apropiación del tema de Educación Inclusiva es nuevo. Siendo el 2011-2015 el tiempo en el que han sido mayormente visibilizados las personas con discapacidad. El Programa de Atención de Estudiantes con Discapacidad nace en el año 2012. La Política de Educación Inclusiva se logró presentar en el 2013 siendo un logro significativo. Sin embargo, el tema es nuevo. Es hasta el año pasado [2013]se empiezan hacer los primeros trabajos de investigaciones a nivel de Maestrías, tesis de las licenciaturas.

En cuanto a contratar personal calificado, se contrataron interpretes en el año 2008 pero fue algo esporádico hasta el 2011-2015 se consolidan ese grupo de profesionales en lenguaje de señas americano y salvadoreño con el fin de acompañar en sus clases y tutorías a estudiantes con discapacidad auditiva con el fin de garantizar la Inclusión... No se han contratados especialistas de cada discapacidad pero se están haciendo esfuerzos para contratar personal especialistas pero también contratar estudiantes y docentes....



**UNIVERSITY OF EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
FOREIGN LANGUAGE DEPARTMENT**

**M.A. José Ricardo Gamero
Head of the Foreign Language Department**

TEMA: ““Students with low vision and students with physical disabilities learning English at the Bachelors in English Teaching and Modern Languages at the Foreign Language Department, during the year 2014, at the University of El Salvador and their inclusion in the English Language Learning Process””

OBJETIVE: To gather data from the authorities of the University of El Salvador about the Inclusion of students with low vision and students with physical disability based on some aspects such as infrastructure, attitude, methodological and technological resources appropriate to guarantee the inclusion of these students and to offer them a high level of teaching/learning of the English language.

1- What is Inclusive Education? I will say that it is the one that provides room for all kinds of people with different abilities or disabilities no matter social position stay

as physical condition or whatever in other words it is a university for everyone that is capable of achieving something.

2- Is the Foreign Language Department inclusive? I don't. Well, in the first place, we do not choose the students who come to the department, we just receive the ones who are chosen There is a unit here at the university which is in charge of enrolling students or choosing them. We have nothing to do with that, so in that sense, we are not inclusive, we are receivers because even the tests that they run have nothing to do with the language with English or French. They test mathematics, Spanish language and some other things that those courses or areas have nothing to do with the foreign language department, we are not inclusive, we are receivers.

*** Which would be some factors that affect the Foreign Language Department to become a 100% percent inclusive?** I will say that it is exclusive because people with disabilities will find it difficult to study here those who cannot walk or use wheelchairs because this building was not designed for it. I don't know how old this building is if it is 25 or 40 years, at that time nobody thought of that, so we need lifts (elevator) for some people who have physical disability but we don't have that. It was not designed for that.

3- Does the Foreign Language Department work in coordination with any other dependency from the University to carry out the inclusion of students with physical and low vision disability in regular classes? We are planning or we already have a blue prints for a new building for the foreign languages department or access to the building are designed for people with disability, and we have also included a lift or an elevator for that kind of persons. We have the blue prints and some other things but we are trying to find funds for that.

4- Do you know what the policy of Inclusive Education from the University of El Salvador is about? I have heard of it but I haven't read it.

*** How the Foreign Language Department guarantee the fulfilment of the Inclusive policy?**

I. TEACHING METHODOLOGY

1- What are the objectives that the Foreign Language Department wants students to reach at the end of their majors? Are you talking about people with

disabilities or in general? The objectives, well what we want to do in general is to prepare professionals with the knowledge of the language and the culture, capable of managing the new language and also capable of getting a job working as a teacher or in other areas.

2- What is the method to achieve those objectives? The method. Well, if I have to speak about methods, then, I have to talk about the Intensive courses. The method is eclectic but we try to use the communicative approach mostly.

3-(In your opinion) Can people with physical and low vision disability be included in regular classes? Yes, but it will be difficult for them because to open the university for students with disabilities it is not just that, to open the university. We were not trained for that, nobody here has been trained for that. We teach or we were taught to teach to common students not students with disabilities, so we are not prepared to receive them, nobody here is prepared to receive them or to teach them. We can teach regular classes or regular students. Once, I had a student with a poor vision and I had to print special material for him, let's say that if the font of a regular student was 12, I printed for him the same material using 32 points, so that was very large exams and everything, that was the most I could do for him. We also have a special unit here, the purpose of the unit is to help students with disadvantages, we call it "unidad de atención al estudiante." There they can receive extra classes, oral classes, explanations and things like that. It is for regular students and also for students with disability.

Magaly: Is it contemplated there that ss with disability also can access to that area? Yes and they have had help. Other than that, we don't have anything else.

4-Does the Foreign Language Department offer methodological trainings to teachers about the inclusion of students with physical and low vision disability in regular classes?

Yes, but it will have to be, I mean everyone should be trained. It is not something that can be done overnight or over a period of one or two years because one thing is to learn the majors skills in the intensive courses but they also need to take all the other courses: linguistics, phonetics and all that, so everyone should be prepared for that but we have only few students with disability. I learned that one student who was completely blind wanted to study languages and what will we do here. If he is planning to be a teacher how he could he teach students, readings and things like that. It is very difficult.

Magy: To change the pensun: No I don't think that will be a good idea because the curricula that we have are for regular students. I think it will be better to have a

special place a special location with special teachers designed to have all those ss together think it will better to have them all together. For example: If you want me to teach something to deaf people, I think it's better to have them all together so you teach them everything using sign languages and some other things. So, I will say that it will be better to have a special place, a special institution, or unit or whatever. I think it will be more profitable, more beneficial to students. But I don't make the policies of the university; we have only a few students with disability so changing everything, let's say that we have 1800 regular students and we only have 3 with disability. Now, if you compare 1800 and you have only 3 and then you change everything because of the three, so I don't see the point on that, I think it will be better concentrate on the three in a special way but that is expensive.

5- Do you consider is difficult for teachers to teach if they have not received any training about how to teach students with these disabilities? Yes, because for many of us inclusion is just a word. We understand that people with disability need an opportunity but I think we should give them the opportunity with advantages and not with disadvantages. If you have a race and you have here regular or normal people or whatever and then, you have to go here and you have one here with disability and 20 with all the abilities and you have them run to this point, I will say that it is unfair to for the one with disability because the other ones will get to the goal faster and he will be left behind so if we give them the opportunity, it should be with advantages not with disadvantages and having teachers with no training, with no material, with no special equipment or whatever, that is a disadvantage for them. For example, if you tell them ok use the computer or some other things and they cannot see properly, they will need special programs or special equipment and we don't have that so I will say that to a certain point it is good to include them and to a certain point it is unfair to include them because we don't provide with the same advantages.

6- In your opinion is the methodology used in the Foreign Language Department adequate to prepare all future teachers of English?

No, it is not appropriate. I don't think so because they only have in mind regular students.

II. INFRAESTRUCTURE

7- Does the Foreign Language Department have appropriate buildings/classrooms so that students with physical and low vision disability can access freely? (trouble-free) It is not inclusive.

8- Are suitable built and identified bathrooms in order to provide an easy access to students with physical and low vision disability?

No, they are not good.

9- Is lightning adequate in all classrooms? No, Lighting is not good for students with low vision, the classrooms are kind of dark and changing the illumination will be very very expensive. Since we don't know where the students need be, we will have to change everything here in the building, so that is why I tell in that sense it is better to have a special place.

Vicky: If we are saying that it's better to have them in a special place, it means that we are excluding them in regular classes and you are not including them with the other people.

Teacher: you are right! But if they are with other people and we don't provide them with the proper conditions, then in disadvantage.

4- In general, does the Infrastructure of the Foreign Language Department have the Universal Design established by the World Organization of Health to the freely academic development of students with disability?

No.

III. TECHNOLOGICAL RESOURCES

1- Are essential the technological resources in the teaching/ learning of a second language?

I will say that it is very important because if you cannot hear well, then you need a piece of equipment that you adapt to your ear then you can hear better. If you don't have that piece of equipment, then you are in disadvantage. So, I will say that technology gives some extra help to them like me without glasses I wouldn't be able to see all my students only the ones at the front then I need these. They also need technology.

2- Does the Foreign Language Department have technological resources to provide an effective teaching/learning of the English language to these students?

*** Which are the technological resources that the Foreign Language Department provides to these students for an effective teaching/learning of the English Language?** We have let's say equipment for regular students that will

also help students with disability but they are not designed exclusively for them. For example, if you look back, there we have CD player, we have laptops, we have video projectors so we have lots of them here at the department. If I'm not wrong I will say that we have the department better equipped. We have anybody else here at the school. They are designed to help everyone not specifically to students with disadvantages.

5- What is the Foreign Language Department doing to guarantee the access to students with physical and low vision disability to technological resources?

We are not doing anything just what I told you the equipment that we have, we don't have special program and we don't have anything in mind except the access they will have in the new building. But other than that we don't have anything else. The thing is that we don't even know how many students we have, we don't know what kind of disadvantages they, the needs the have. We don't know anything about that, we have just seen some people in the lobbies, but we don't have a profile of them and what special needs they have.

IV. ACTITUDINAL

1-Is there any (area/ project or procedure) carried out by the Foreign Language Department to solve any learning English Language process trouble? I will say that it is good and I will say that it is also good that somebody somewhere opens the doors for them but let us put in this way. For example: if I invite you home, I invite you to come over to have a meal with me before opening the door to let you in, I need to prepare the house, to clean it, to prepare food and whatever I may need for you. So when you come in, you find it comfortable and find what you expect to find but just letting you in and then wait I need to buy sugar, then I have to buy... Uh! Uh! Wait I need to go to the supermarket. When you let someone in, you have made the preparations. I will say that it is a mistake of the university to just let them in we don't have anything ready. They say "The University is opening the doors for everyone" but the university doesn't have anything prepared for them, so it will be disappointing.

28-Are teachers from the Foreign Language Department willing to know and modify their methodological ways of teaching? (attitudinal)

I don't think so. It is difficult for them to modify plans for regular students and let alone with students with disadvantages. The thing is that here at the university sometimes we are like old dinosaurs, we don't like changes, they reject, and they

oppose changes. I don't think they are willing to modify methodological ways of teaching.

3- Would you give some suggestions to teachers who do not know how to treat students with disability?

First of all, I will need to know. In order to that, I will say that it will be good to have specialists come to the university and as I told you before, it will require a lot of money because we will need specialists on teaching languages, some other specialists to teach mathematics and biology and medicine and all that because it is not the same. We will need people coming from Spain, Germany or some other places wherever they have experience on that and knowledge.

29- Does the Foreign Language Department recruit human resources who know about the inclusion of students with disabilities?

Yes, but people who know a little bit I think wouldn't be enough if we want people to become professionals, we will need professionals to teach them. And I don't know where they have specialists on that because if you see people with disability they are taught to deal with their native language and not with a second language. Because you see on TV special places and programs let's say in the United States, but they teach them to deal with different situations but they are using the native language and not a second language. On the other hand, it is very difficult to hire people especially now because there are some movements interested in improving the situation of the teachers that we have now. Let's say that if we lose a teacher, we will not hire a new one. We will use the money to improve the situation of those ones who already work here. Right now it is very difficult to hire new people.

5- Finally, can you give some recommendations to improve the English learning quality students with physical and low vision disability have?

No, the only piece of advice that I will give is for them to go to the special unit that we have here in the department. As I told you before, the big disadvantage that we have is that we don't them, we don't know what special needs they have and not knowing that, we don't know how to cope with it.

Let's say that you are in charge of choosing people at the department and then, you see someone with disability, she cannot hear properly, and you interview her and see what she needs and you make a report explaining what she needs and the way to help her. So before she comes to my class, I can plan something extra for her. In other words, to let the teachers know in advanced that they are going to have a students with disability.

GLOSSARY

A

- **ACCESSIBILITY:** To ensure that people with disabilities have access to the physical environment, transportation, information, communications and other facilities open to public or for public use, on an equal basis with others.



B

- **BARRIERS:** In language refers to the difficulty in communications caused by language difference.

C

- **COMMUNICATION:** refers to the Convention to languages, printed texts, writings in Braille (which use raised dots to represent letters and numbers), tactile communication, written in large print and multiple media communication, known as multimedia-such as web sites and audio recordings

- **CONVENTION:** The agreement between countries to obey the same law about a specific issue.

- **CONVENTIONAL SORROUNDINGS:** It is any place without any restriction or barrier.

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D

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- **DEFICIENCY:** A lack or shortage; a condition characterized by presence of less than normal or necessary supply or competence.

- **DISABILITY:** The terminology proposed by the World Health Organization (WHO) in the International Classification of Functioning, Disability and Health (ICF) [new version known as ICIDH-2] (CIDD-2 which step to be called International Classification of Functioning, Disability and Health) with the objective to propose a unify and standard language, and a conceptual framework for the description of the health and “the states related with the health, expresses that disability is a term which encompasses deficiencies, activity limitations and restrictions to the participation, referring to the negative aspects of the interaction between an individual (with a health condition) and contextual factors of the same individual (personal and environmental factors).

To give some examples of the wide ranges of disabilities that may exist, the following definitions which can be used to understand the differences between impairment and disability are included. Take note that these definitions follow an exclusively medical model of disability:

- ◆ **Sensorial disability:** Sensorial disabilities and of communication includes visual, audible and speech deficiencies and disabilities, for example, low vision, totally blind, one eye loss, sight loss in one eye, deaf, audible loss in one ear, totally deaf and difficulties to speak.
- ◆ **Physical disability:** The group of physical disabilities includes deficiencies and disabilities to walk, manipulate objects and coordinate movements for example a severe restriction of the capacity to move from one place to another one and to use the arms and hands. Regularly, these types of disabilities require help of a person or an instrument such as wheelchairs, walker, etc. or handicap to perform daily life activities.
- ◆ **Intellectual disability:** The intellectual disabilities include mental and behavioral deficiencies that represent restrictions learning and the way to act. Thus, the person that has an intellectual disability cannot interact with the others and has limitations on the development of his or her activities.

◆ **Multiple disabilities:** Multiple disabilities consist of many disabilities or restrictions that a person may have like the one described above. This also includes the ones that are not considered in the other groups such as Down's syndrome and other syndromes, heart and lungs deficiencies, advanced illnesses as cancer. (CIDD-2 International Classification of Functioning, Disability and Health).

- **DISCRIMINATION:** Acting differently toward some people on the basis of the social class or category to which they belong rather than their individual qualities.

E

- **EQUAL OPPORTUNITIES:** Principle of non-discrimination which emphasizes that opportunities in education, employment, advancement, benefits and resource distribution, and other areas should be freely available to all citizens irrespective of their age, race, sex, religion, political association, ethnic origin, or any other individual or group characteristic unrelated to ability, performance, and qualification.

- **EXCLUSION:** It is the opposite of inclusion. In terms of students with disability, means the discrimination of them from the public schools and leaving them out of any activity either at school or any social environment. In the professional practice, exclusion is generated when the teacher declares himself or herself not capable of understanding and facilitating the diversity to barriers in the accessibility in the school.

I

- **INCLUSION:** It involves the school in a process of accommodation where the onus is on the school to change, adapting curricula, methods and procedures so that it becomes more responsive.

- **INCLUSIVE EDUCATION:** is a process that responds to the different educational needs of the students. Inclusive education is a component of the right of education,

process oriented to respond to the diversity of students increasing their participation (Cerén, et al., 2010; Marchesi, Blanco, Hernández, 2014; Unesco, 2005).

- **INTEGRATION:** Integration involves the school in a process of assimilation where the pupil with Special Educational Needs (SEN) can fit in. On the contrary, inclusion involves the school in a process of accommodating, changing adapting curricula, methods and procedure so that it becomes more responsive (Fredrickson and Cline, 2002).

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- **LANGUAGE:** For example, the word "language" refers not only the spoken word but also to the sign language and other nonverbal languages.

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M

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- **MACULAR DEGENERATION:** The macula is in the center of the retina, the light-sensitive layer of tissue at the back of the eye. The macula is responsible for central vision (straight-ahead vision). Degeneration of the macula occurs most often after the age of 60 years and is termed age-related macular generation.

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- **OPTIONAL PROTOCOL:** Optional Protocols to human rights treaties are treaties in their own right, and are open to signature, accession or ratification by countries who are party to the main treaty.

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P

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- **PARADIGMS:** It is a philosophical and theoretical framework of a scientific school or discipline within which theories, laws, and generalizations and the experiments performed in support of them are formulated.

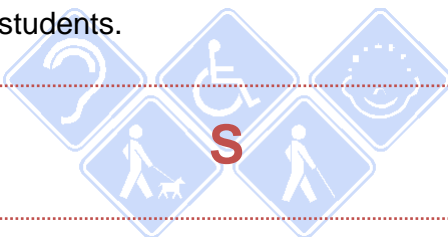
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- **RATIFIED:** Ratification legally obliges the State to implement the Convention and / or Optional Protocol, subject to reservations, understandings and valid statements.

- **REGULAR STUDENTS:** Students without a disability are considered to be regular students or conventional students.



- **STATES PARTIES:** Are the countries that have ratified or acceded to an international agreement and are, therefore legally bound to comply with its provisions.

- **STUDENTS WITH DISABILITY:** Any student who may have a physical, sensorial or intellectual disability.

- **STUDENT WITH SPECIAL EDUCATIONAL NEEDS:**

He or she who has a significantly different school performance with respect to their peer group; therefore it is required to incorporate into the educational process, major and / or different resources to ensure their participation and learning, and thereby to achieve the educational purposes.

These resources include: professionals (special education personnel, other government or private agencies), materials (special furniture, prosthetics, training materials), architectural (ramps, increased size of doors, adapted toilets), and curricula (adjustments in methodology, content, purposes and evaluation). The special educational needs that the student presents can be either temporary or permanent and be associated or not with a disability or outstanding skills.

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U

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- **UNIVERSAL DESIGN** means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.



- **VISUAL IMPAIRMENT:** it is the visual decrease vision to the point that you cannot perform certain activities whether reading or driving a car or participating in classroom activities or going jumping stairs. (Dr. J. Umlas)

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W

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- **WORLD HEALTH ORGANIZATION (WHO):** The World Health Organization (WHO) is a specialized agency of the United Nations (UN) that is concerned with international public health.

Annex D

MAIN ACRONYMS AND ABBREVIATIONS

CONAIPD: Consejo Nacional de Atención Integral a la Persona con Discapacidad

CUD: Center for Universal Design

EFA-VI: The Education for All Children with Visual Impairment

FLD: Foreign Language Department

IBM SPSS Statistics: Statistical Package for the Social Sciences program

ICEVI: International Council for Education of People with Visual Impairment

ICF: International Classification of Functioning, Disability and Health

ICIDH: International Classification of Impairments, Disabilities and Handicaps

ICIDH-2 (CIDDM-2): International Classification of Functioning, Disability and Health)

IDEA: Individuals with Disabilities Education Act's

IT: Information Technology

JAWS: Job Access With Speech

LISMI (Spanish acronyms): National Plan for Special Education and the Law on Social Integration of Disabled People

MI: Multiple Intelligences

MINED: Ministerio de Educación (Ministry of Education)

NVDA: NonVisual Desktop Access

RNPN: Registro Nacional de Personas Naturales

SEN: Special Educational Needs

UD: Universal Design

UN: United Nations

UNESCO: United Nations Educational, Scientific, and Cultural Organization

VI: Visual Impairment

WBU: World Blind Union

WHO: World Health Organization

