

**The Role of ICTs to Enhance English Listening Comprehension Skills on Students with
Visual Impairment**

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Dedication

To my mom, who has always encouraged me to become an academic woman, and supported me in every rough path.

To my dad, who has taught me discipline and resilience for achieving my goals and being my best.

To my sister, who is always telling me I can do whatever I want to just because I am me.

To my partner and dearest friend, Valentina, for building this beautiful project with me and always bringing peace and laughs to our academic sessions.

Forever grateful.

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To my mom, for being a constant inspiration in my life. Thanks for always believing in me and for your love.

To my dad, who taught me to be perseverant in everything I do. Thanks for always being there for me and for your love.

To my brother, for believing in my capabilities.

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Abstract

Title: The Role of ICTs to Enhance English Listening Comprehension Skills on Students with Visual Impairment*

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Key words: Visually-Impaired Students (VIS); Information and Communication Technologies (ICT); Listening Comprehension Skills; English as a Foreign Language (EFL); Learning Strategies.

Description: This research study aimed to explore the role of ICTs to enhance English listening comprehension skills on students with visual impairment. The method selected to frame this project was a Case Study. The participants were two students, eight and fourteen years old, who had an A1 level and attended a language institute to learn English as a Foreign Language. The study was framed under a qualitative paradigm, and included class observations, semi-structured interviews, and reflective narratives as the data collection instruments. In addition, the data gathered was analyzed through color coding and memos. From the information collected, three categories arose: 1) ICT management in the EFL learning process of VIS, 2) VIS insights towards Listening Comprehension Skills, 3) Strategies that support the English learning process of VIS. The results revealed that the exertion of ICT resources is significant to the EFL process of learning with VIS, the accessibility to these tools improved their development in the language and provided user-oriented implementation. It was also concluded that further research is required to explore the teacher's expertise with this community.

*Bachelor Thesis

**Universidad Industrial de Santander, Faculty of Human Sciences, School of Languages. Director: Luz Helena Prada Ramirez. Master in Language Teaching.

Resumen

Título: El rol de los recursos TIC para promover la habilidad de comprensión oral en estudiantes con discapacidad visual*

Autores: Marianela García Hernández y Valentina González Niño**

Palabras clave: Estudiantes con discapacidad visual; Tecnologías de la información y la comunicación (TIC); habilidad de comprensión oral; Inglés como lengua extranjera; estrategias de aprendizaje.

Descripción: Este estudio tuvo como objetivo explorar el rol de los recursos TIC para promover el desarrollo de la habilidad de comprensión oral en estudiantes con discapacidad visual. El método empleado para llevar a cabo esta investigación fue un Estudio de Caso. Los participantes fueron dos estudiantes de ocho y catorce años quienes contaban con un nivel A1 y además asistían a un curso de inglés como lengua extranjera para aprender dicho idioma. La investigación fue de naturaleza cualitativa e incluyó observaciones de clase, entrevistas semiestructuradas y narrativas. Asimismo, la información recolectada fue analizada mediante codificación por colores y memos. A raíz de la información obtenida surgieron tres categorías: 1) Manejo de los recursos TIC en el proceso de aprendizaje de inglés como lengua extranjera en estudiantes con discapacidad visual, 2) Perspectivas de los estudiantes con discapacidad visual hacia la habilidad de comprensión oral, 3) Estrategias que apoyan el proceso de aprendizaje de inglés de estudiantes con discapacidad visual. Los resultados demostraron que la implementación de recursos TIC es importante para el proceso de aprendizaje de inglés como lengua extranjera en estudiantes pertenecientes a esta comunidad y que la accesibilidad a estos recursos no solo mejoró su desarrollo en el idioma, sino también proporcionó una implementación adecuada de las clases. Finalmente, se concluyó que se requiere más investigación para explorar la experiencia de los profesores con esta población.

*Trabajo de Grado

**Universidad Industrial de Santander, Facultad de Ciencias Humanas, Escuela de Idiomas. Director: Luz Helena Prada Ramirez. Magíster en enseñanza de la lengua.

Problem Statement

1. Context Of The Problem

Over the years, learning English as a foreign language steps from being seen as an experience available to the opulence to a requirement on the current educational system, and the Colombian context is not the exception. In the Colombian context, the Ministry of Education set standards around foreign languages teaching and learning policies with programs such as "Colombia Bilingue (Bilingual Colombia)", which is aimed to improve the quality of education by 2025. (MEN, 2021)

Nevertheless, in the process of adjusting to the need of communication in a globalized world, Colombian stakeholders are framing the language teaching and learning policies into an ideal homogenous environment where every student seems to demand the same needs within the same type of learning environment. Many groups are being marginalized from bilingual policies in Colombia, including deaf and blind people, and it is a must to acknowledge their particular language accommodation needs. (Mora et al., 2019). Having said that, the reframe of bilingual policies in Colombia is indispensable considering that they are not coming clean about what it takes to achieve the objectives that stipulate inclusive education, making learning processes harder for this population.

Although learning is a human right, language learning comes with difficulties to each individual considering that everyone displays different needs and interests which vary around their beliefs, socio economic backgrounds, life experiences, physical capabilities, and contexts.

At the same time, the learning process can be different in the sense of cognitive abilities, students with any kind of disability present more difficulties in their learning process than people of their age (Malgobat, 2017), which supports the necessity of creating a reference for learners with specific needs.

Hence, it can be affirmed that the English learning experience which is promoted in Colombia may be taught to be accessible to “unimpaired” people due to their traits, while for people with any type of physical impairment represents another test in the way. Thus, this is the case of students with visual impairment. MEN (2022) affirmed that one of their principles for inclusion and equity in education is selfsame opportunities and treatment within the framework of promoting education for equity and equal opportunities for all people, decreasing disparity and gaps within the framework of recognizing and attending diversity.

Fairly, the educational opportunities for these students are not given, neither the context has acknowledged their needs nor the scope has worked in favor of building the necessary policies (Carpenter, 2020). The disparity cannot be reduced if this group is not taken into consideration when talking about diversity.

Being aware of the concept of visual impairment, it refers to people who are blind or partially sighted. (Ramos & Andrade, 2016). Learners who are part of the latter group do not count with the same extent of learning materials that sighted people have at hand; thus, this implies that they have to wait until the material is adapted and implemented so they can take advantage of it. Araluce (2002) illustrates this by mentioning that the instructional materials implemented nowadays are highly visual; consequently, visual-impaired students cannot receive the impact brought by regular textbooks. On top of that, it cannot be set aside from the fact that learning a language is more accessible when you can see. For instance, analyzing body language

might result useful in the process, visual-impaired people have to look for various strategies that let them keep track of what is being learned, for example, memorize everything so that relying on traditional material does not become the only option.

Moreover, it is noticeable that teachers are not fully trained to incorporate suitable strategies to help these students with special needs. The earlier mentioned can be on the grounds that there is a lack of resources which does not guarantee a proper development of strategies and outcomes to this matter, qualified education is lost on account of leaving aside pertinent policies (MEN, 2022).

Furthermore, a vast variety of strategies have been recently came upon to facilitate the language learning process in EFL students, one of them being the use of ICT resources owing to its possible uses to prop up different skills such as reading, speaking, writing or listening. As Ramos and Andrade (2016) stated:

Technology has become an essential component in our society and considering its impact in the educational system, Information and Communication Technologies (ICT) cannot be dissociated from the educational process and, in particular, from pedagogical practices adopted for students who are blind or partially sighted. (p.625)

In spite of the ICT resources being at their peak moment, on occasions they are not being carried out according to the students' needs. The aforementioned is reflected in the quantity and quality of English courses that provide inclusive foreign language education in the country.

In Colombia, the main sources of education for people with some kind of disability are nonprofit foundations, where they coincide in a space that suits their immediate concerns. As people with visual impairment are a minority in the Colombian context, common areas are just being adapted to the world's perception of this population and so is standard education.

Bearing in mind what was previously stated, it is needful to delve into the role of ICT resources to enhance listening comprehension skills on the English learning process of students with visual impairment, not only to lay out strategies to institutions or different professionals who could be interested, but also to teachers who have students belonging to this population and want to surround their students into inclusive education lessons.

1.1. Research Question

This research project suggested the following research question:

What does the exertion of ICT resources disclose about building up listening comprehension skills in students with visual impairment?

1.2. Justification

In the fullness of creating an inclusive education, this project was thought to scrutinize strategies analogous to ICT resources that enhance listening comprehension skills in EFL students with visual impairment. In recent months, as a result of informal observations within our teaching experiences, we have perceived the challenge that this skill means for the study group since there was a flaw in the selection of English learning tools to boost specifically this skill in comparison with the other linguistic skills. The visual impairment is connected to the inability or marked limitation of electronic skills (Ramos & Andrade, 2016), which sets a number of boundaries when it comes to design and test new tools to different students. These boundaries may be on account of the fact that schools and institutions are not prepared, either professionally or personally, to include students whose learning process is different to the other ones.

Up to this point, Colombian curriculum has delimited inclusion to regular schooling and has not fostered a merge between inclusive education to its bilingualism project, which hardens

teachers and students' role in learning. ICT tools lessen the barrier of discrimination and pave the way for students to acquire knowledge in different ways (Eligi and Mwantimwa, 2017). Be that as it may, there is a need to explore how ICT resources may improve or not learning's quality of students with visual impairment, not only for seeking new opportunities in relation to inclusive education, but also to mark a starting point to the outlining of real alternatives to the study group.

In accordance with that, a case study was conducted with two young learners with visual impairment who have attended an English course before; hence, they have some basic knowledge of the language. Into the bargain, this research intended to lay out various perspectives around the research matter.

1.3. Objectives

On one hand, through the qualitative nature of this case study, the general objective of this study was to explore the role of ICT tools to enhance listening comprehension skills in students with visual impairment.

On the other hand, in regard to specific objectives, this study was mainly focused on two points: first, to examine possible strategies that support the learning process of English as a foreign language in this study group. Second, to analyze students' perceptions towards the implementation of ICT tools in their EFL learning process.

2. Theoretical Framework

2.1. Literature Review

2.1.1. ICT Resources In The Foreign Language Field.

“The society we live in is called a Global Society and the constant evolution of Information and Communication Technologies (ICT) contributes to its change and development.” (Ramos & Andrade, 2016, p.626). It is remarkable how these tools have unfolded countless opportunities for both sighted and visually-impaired students (VIS). Additionally, with the emergence of ICTs, teachers have been equipped with a vast variety of resources to apply in their classes in an attempt to improve the quality of the teaching strategies which impact students' process of learning a foreign language.

Furthermore, the improvements in the learning process come along with constant upgrades to technological resources, which unfasten newer ways for people to learn and teach. On top of that, greater scale usage in technology closely considers the minorities in the field of education such as visually impaired students, by having these means the educational field can design the imperative methods and practices to boost learning processes within this group (Arslantas et al., 2021). Furthermore, Eligi and Mwantimwa (2017) support this idea in their study results when they delved into the effectiveness of ICT facilities when supporting the learning process of VIS.

Despite the fact that these innovative resources have upgraded pedagogical practices, the lack of teachers' expertise has been notorious when applying these tools with visually-impaired students (Ramos and Andrade, 2016; Eligi and Mwantimwa, 2017). Hence, it can be said that Colombian stakeholders need to consider that in order to create an inclusive education, it is not enough to have the resources needed, but also the required knowledge about how to use them

(Ramos & Andrade, 2016). These studies set a point on where ICT resources are managed around inclusive education and what is left to be accomplished.

2.1.2. Visually-impaired Students' Learning Process.

Regarding visually-impaired students, there are some factors that must be taken into consideration before thinking of reshaping the methodologies implemented with this population. In fact, the need of reshaping the methodologies is practical not only for students and the people working in the educational system in general, but also for stakeholders who incline an important section of their work into creating inclusive education in the country. By the same token, the necessity of designing new policies for visually-impaired students is no longer an eligible option for stakeholders. Susanto & Nanda (2018) and Carpenter (2020) examine in their work the reason behind the urgent change in the teaching strategy to include this group.

On one hand, the study of Susanto & Nanda (2018) concluded that “visually-impaired students do have distinctive ways to learn foreign languages and that the use of technology may support their process.” (p. 83). On the other hand, Carpenter (2020) supports that students with visual impairment must be offered prompt help in the process of learning English (p. 75).

In addition, visually-impaired people have had a different course of action in relation to daily activities (Retorta & Cristovão, 2017; Carpenter, 2020). With the course of the time, there has been an attempt to integrate this population in classes with sighted people despite the fact that their learning processes are different. This task might have been strenuous for teachers as according to Cárdenas and Inga (2019), nowadays teachers must develop and adjust their methodological strategies framing the reality of students with visual impairment. Moreover, teachers need to know emergent technologies that can be implemented in a ubiquitous learning

environment. Thusly, teachers need to stay informed about the wealth of resources they can apply in their classes with a focus on creating an inclusive educational environment.

In order to do so, Cárdenas and Inga (2019) found that there are some strands that are required to enhance learning in a noteworthy way: the review of previous knowledge, the real and meaningful practice of what is taught, and the recognition of learning purposes. Likewise, Kashdan and Barnes (1998) indicated that learners with visual disabilities require conditions adapted to their needs. Hence, teachers assure visually-impaired students' educational goals through the features previously mentioned with the aim of providing tools to work on the needs they might present during the learning process and setting different scenarios in which these factors can exist individually for the process to be more complete.

2.1.3. Listening Comprehension Skills For Visually-impaired Students.

Learning a foreign language requires more than mastering a single skill of the language; it comes with the four of them which are: speaking, reading, writing, and listening. Although learning a language can be challenging for visually-impaired students, teachers need to take into account how they learn. Retorta & Cristovão (2017) expressed in their research that “when one is deprived of one sense, the others are enhanced, such as touch and hearing; thus, the learning process can take place.” (p. 1). This is also the scenario for studies such as Martinez-Hernandez & Belles-Fortunato (2021) who also conveyed in their study that the main advantage of sighted language learners is receiving information from both visual and auditory mechanisms.

In spite of the fact that enhancing any of the four skills in visually-impaired students (VIS) is complex, listening may bring all sorts of challenges. Aryanti (2014) stated that:

There are some difficulties faced by VIS in learning listening skill, such as: (1) they find it difficult to keep up; (2) they cannot understand fast, natural native speech, (3) they have limited vocabulary and (4) they get trouble with sounds. (p.9)

Some of the adversities previously mentioned can be easily identified in classroom environments where visually-impaired students take part in. For instance, having the benefit of reading follow-up questions without the need of pausing the audio when presenting an exam are advantages that only sighted students can have, it eases the links between written information and oral information (Martinez-Hernandez & Belles-Fortunato, 2021).

The relevance that listening comprehension has in the English learning process comes when as individuals we understand that visually-impaired students interchange from their visual function to their auditory function (Aryanti, 2014).

This literature review has analyzed studies in the topics related to the research matter; hence, it can be concluded that foreign language education for students with visual impairment must be targeted to fulfill the necessities with the different learning process this population has.

2.2. Theoretical framework

At first, it is to be highlighted that the group study concerns with visually-impaired people who are learning a second language, for this matter, English. These students are a subgroup of visually-impaired students who by learning English set specific and new learning requirements (Schultz and Savaiano, 2022). The aforementioned conveys that English as a foreign language students are modeling new perceptions of education at the same time, they are constructing the need of changing current curriculums in order to meet the requirements of their process of learning.

On the subject of ICTs, they emerge from the interest of people using diverse information technologies that at the same time bring down differences, by doing so, there would be an optimization of the usage of them (Badke, 2009). The implementation of ICTs greatly assists the process of inclusion of people with visual impairment and also supplies newer solutions for the integration of them in different settings including education (Ashraf et al., 2016). This information apprises us of the origin of ICT tools as well as it unveils how ICTs can bring updated solutions to communities as visually impaired people.

On the whole, the limitation of the English as a Foreign Language (EFL) process with these students stalls when addressing the main necessities of this population. Policies come to a longer process to be changed, that is the reason why the procedure may be obsolete to counterbalance this process; however, this study seeks to explore the role of ICTs in the English learning process of these students, focused on listening comprehension skills. E.g. the jeopardization in the accomplishment of tasks due to the inability of pausing the audio track for repeating questions, leaving as an only option retaining information which does not assure a successful performance (Martinez-Hernandez & Belles-Fortuno, 2021). Equally, we strive to analyze students' perceptions towards this situation, and review strategies that could support them.

2.3. Legal Framework

The Colombian legal framework offers regulatory referents in the warranty of the right of education following the objective of a diverse Educational System (MEN, 2022). Besides, Statutory Law 1618 of 2013 establishes the needed arrangements to guarantee qualified education to people with disabilities, which opens up the field to different populations. Likewise, decree 1421 of 2017, following the framework for inclusive education, focuses the educational

support to the people who belong to one of twelve groups of disabilities, one of them being visually-impaired students, marked in the country by the MEN in their report (MEN, 2020).

Reckon with visually impaired people, in 2021 there were 9,692 students within private and public institutions that were registered to create suitable objectives in the framework of inclusive education (MEN, 2021). However, the aforesaid government regulations are followed mainly by the Instituto Nacional para Ciegos (INCI) that under decree 1421 of 2017 prioritize the training of educators and provides free materials for up to three thousand educational institutions which have students with visual impairment (MEN, 2022).

3. Methodology

3.1. Research Methodology

The following research study has a qualitative research nature which is defined by Aspers and Corte (2019) as “as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied.” (p. 1). In addition, this research project follows the Interpretivist Approach as the focus of it is to study a specific reality to then contrast it with a different time and place (Cohen et al., 2007). We intended to gain an insight into the experiences of individuals with visual impairment regarding the implementation of ICT resources to enhance listening comprehension skills on their English learning process. A Case Study was the method selected to frame this research as it provides a unique example of real people in real situations (Cohen et al., 2007). Moreover, for the scope of this study we used exploratory research, which according to Swedberg (2020) “consists of an attempt to discover something new and interesting, by working

your way through a research topic” (p. 17). By applying the scope aforementioned, we intended to have the first impressions and observations regarding this research matter, since it monitorizes the conditions in which visually-impaired students learn; moreover, it helps to the necessities these students may encounter in the way of becoming fluent in a foreign language, in this particular case, English.

3.2. Participants And Sample Description

By using Convenience Sampling, that is where the data gathered is retrieved from participants to whom researchers find easy to access (Cohen et al., 2007; Etikan et al., 2016), an oral invitation was made to two EFL students who were selected as a result of informal observations within our teaching experiences as we could notice the challenges they faced when developing activities towards listening comprehension. Both of them have visual impairment disability, one of them being blind, and the other one presenting low vision. The former student mentioned is 14 years old, while the latter one is 8 years old. They are currently attending an English course in a language institute; hence, not only have they been in contact with English for almost one year, but also they have been implementing a variety of ICT tools during their learning process taking into account their physical disability. The participants who were part of this study got further information about the project the day the data collection process started.

3.3. Data Collection Tools

The data was gathered in person through a semi-structured interview (Annex 3), according to Galletta (2013) this instrument “is sufficiently structured to address specific topics related to the phenomenon of study, while leaving space to participants to offer new meanings to the study focus.” (p. 24). Following this idea, the participants shared the experiences during

learning a new language as visual impaired students, and the differences and improvements when developing listening comprehension skills in their EFL environment. Besides, classroom observations (Annex 8 and 9) were conducted as Weber et al. (2016) conveyed that “observation research is a valuable method for studying classroom contexts because it allows researchers to collect detailed information about environmental characteristics and student and teacher behaviors within natural and authentic settings.” (p. 92). This tool contributed in portraying insights into the research matter and new interpretations to contrast or support the data collected. As well, the reflective narratives (Annex 4) added understanding to the semi-structured interviews since they achieved a level of comprehension that goes beyond oral reflection (Asselin, M., 2011), enclosing the perceptions of the participants during the use of new resources to learn English. Finally, in order to consolidate the data triangulation strategy defined by Cohen (2007) as “the use of two or more methods of data collection in the study of some aspect of human behavior.” (p. 141), the instruments aforementioned were used to collect participants’ learning experiences and to validate the findings of the study as a result of the completed data analysis process.

3.4. Resources And Analysis Techniques

After the data collection process was finished, we scrutinized the data assembled from the semi-structured interview, the classroom observations, and the reflective narratives by building categories to analyze participants' perceptions towards developing listening comprehension skills and the role of ICT tools in their process. Subsequently, data was tabulated by creating categories and subcategories that allowed us to narrow the information down. On one hand, color coding was used. According to Bianco et al., (2015), color coding is a “process of associating a set of colors with a set of items to express their significance.” (p.95). This technique and margin notes

were implemented to highlight the patterns in the material collected and to add this information onto the assembled data. On the other hand, memos (Annex 6 and 7) were selected to analyze the information. As conveyed by Birks et al., (2008), “memos are contemporaneous, a snap-shot of thought processes at a given stage of the research that facilitate an understanding of what perspectives were held and why decisions were made.” (p.71). Seventeen of them were developed taking into consideration the answers facilitated by the data collection instruments.

4. Results

As mentioned above, three data collection instruments were implemented as a means to gather the information required to develop the research question of our project. The results were divided into the three main sections of our literature review which are ICT management in the EFL learning process of VIS, VIS insights towards Listening Comprehension Skills, and strategies that support the English learning process of VIS. The following sections show the outcomes in a thorough way.

4.1. ICT Management In The EFL Learning Process Of VIS

As conveyed by Paudel (2021), “the implementation of ICT resources plays crucial role in ameliorating knowledge acquisition in general and enhancing English Language mastering in particular” (p.37). Hence, it can be affirmed that the emergence of these tools have supplied students with different opportunities to make their learning process a more successful experience as these resources have motivational features that suit students’ learning styles. Furthermore, not

only students, but also teachers can exploit the assets that ICT tools have to offer in a classroom (Paudel, 2021).

Focusing on the context of this research project, it was figured out how the exertion of these kinds of tools was being applied from both perspectives, students and teachers. First, it is important to highlight that this study was carried out in a language institute of private nature; thus, it is to bear in mind that these institutions have the budget required to supply their facilities with these instruments that prop up students' learning processes. Not in accord with the public character institutions in Colombia, where technological resources are scarce (Cárdenas & Miranda, 2014), and as a consequence we infer that they have to base their lessons on a traditional teaching approach.

During the latest years ICT tools have gained strength in the educational field owing to the numerous perks when supporting learners' needs, specially the visually-impaired ones (Martínez, 2011). In the foreign language field, there is much more to analyze due to the circumstances where it can be learned, combined with the disabilities of students and the setting of their language learning process. The prior mentioned conditions led us to analyze ICT resources, advantages, disadvantages and common outcomes to certain strategies used by foreign language teachers of students with visual impairment.

While it may be true that it is not common to see visually-impaired students in regular language institutes, as time goes by, it is singular to perceive the effort of using different resources to enhance foreign language learning in this community. The previous statement can be illustrated in the language institute where this research study was conducted, as two visually-impaired students are currently learning English. It is to be mentioned that this

institution has a record of another student with visual disability completing his/her foreign language study.

Taking into consideration the data scrutinized from the memos corresponding to the semi-structured interview and the narratives of the relevant section, it was possible to bring up that ICTs have effects in language learning. In compliance with participants' answers regarding the role of ICT tools, both of them conveyed that these resources have been of the utmost importance when it comes to supporting their English learning process. These resources have not only helped them during their journey at the language institute, but also the ICTs have holded up the mastering of some skills bearing in mind the visual disability each one of them has. The ICT tools applied by the participants' teachers have brought a positive influence to their learning process since these instruments provide features that assist their needs and adapt to their different visual conditions. These findings are supported by Susanto & Nanda (2018), by conveying that “visually-impaired students do have distinctive ways to learn foreign languages and that the use of technology may support their process.” (p. 83). Furthermore, supporting the use of ICTs raises the effectiveness of the learning process of visually-impaired students (Eligi and Mwantimwa, 2017).

Teachers' course of action in concordance with their syllabus has provided the participants a wider use of technology in the classroom. This is significant to surround students with new expressions of telecommunications; thus, to new ways of building up language skills in the foreign language of their choice. Having said that, from the information collected we can analyze that both participants have been exposed to technology frequently, taking advantage of the resources that their language institute and teachers make available in the lessons. Both participants have claimed that most of the time they use technology to learn English and do not

perceive an effective lesson for them with zero use of technological resources. Thus, this statement led us to infer there is a proper use that teachers have given to material and media sources (Aryanti, 2014). If these resources were left aside, there would not be opportunities to go along with the needs and requirements of the participants.

Above and beyond, we could infer that the long-term use of ICT tools in the language institute can have perks and drawbacks in the sense that students would get used to this dynamic and expect greater implementation of the technological resources as time goes by. In view of the fact that learners with visual disabilities do not get information in the same way other learners do (Aryanti, 2014), the regular use of the same ICT tools can improve their process but at the same time it can become obsolete with the course of the years. The more students explore different resources or change from one another to learn, the merrier it would be for them to link and rate which strategies and ICT tools work in their learning process (Pacheco et al., 2017).

Furthermore, there is still a perceptible change when participants are the ones in control of making use of technological tools when studying autonomously. From the data analyzed, it can be affirmed that even though they are aware of certain resources that are available to ease their L2 learning process, they do not know how to make the best use of them considering their age. Hence, it was found that mainly the participants use the computer, and some of its features such as search engines, to practice by themselves; also, they stated that it is common to use those for enhancing listening comprehension skills. Nevertheless, the participants are not exploiting the different features that this electronic device has to offer them; therefore, they remain using the most basic ones. Additionally, it is to highlight that the computer is a device of regular use for the participants but still does not give the chance of exploring new functional technological

devices (Pacheco et al., 2017). Accordingly, it can be affirmed that there is a need to impart VIS adequate training to ease their foreign language acquisition process.

The ICT field is broad; therefore, teachers can provide students with different tools that allow them to benefit from these resources in order to make their English learning process more pleasant. When teachers get used to the idea of how powerful ICT resources are in the educational field, they will acknowledge that using the common devices will end in a drawback for students as they will not be able to explore the vast variety of tools to aid their learning processes (Femenía, 2019). In spite of that, both participants rely on tools that reinforce what they learn in the language institute they are currently in. Apps like Duolingo and Youtube have been used by participant one to restudy and clarify doubts, and tools like the translator have helped participant two to enhance reading and listening skills every time s/he uses it. By using features of the same devices they manage to enhance their knowledge with the different ways to use the devices they know (Pacheco et al., 2017). With that being said, it can be stated that the use of technology supports the VIS' English learning process (Eligi and Mwantimwa, 2017; Susanto & Nanda, 2018).

Despite the fact that the participants belong to the same population, which is visually-impaired students, they adapt the use of the computer in agreement with their needs and their learning strategies. On one hand, considering the low vision of participant two, the use of the computer enhances his/her knowledge by playing games and learning at the same time. These games were mainly focused on vocabulary acquisition and were linked to activities such as moving from one side of the classroom to the other. By designing these games, students are most likely to take an active role and follow the lesson in their best attitude. Over and above that, computer use in the classroom allows to adapt the use of the English book to take advantage of

the content (Aryanti, 2014). While working on pages of the textbook, which was done in each one of the lessons, teacher had the possibility of playing the audios at three different speeds: lower, medium, and fast; so when students were singing a song to learn about a specific topic, they had the possibility to listen to it at distinct rhythms to accommodate their listening comprehensions needs while doing simultaneous activities like practicing the content and vocabulary related to the class topic.

On the other hand, considering the blindness of participant one, the use of the computer is carried out by features like talkback or other out loud readers; even so, this feature does not consider the context of listening activities, meaning that these tools do not focus on giving the VIS an overview of the content and only provide a textual reading of what is on the screen. For instance, the pauses and follow-up questions made by a teacher that assist reading processes and work as a constant reminder of the main idea of the text. Thinking about out loud readers from that point of view, it could only work on specific moments of a lesson or in specific exercises that found helpful textual reading. Despite the fact that screen readers are not fully advanced, participant one stated that the mobile phone is a more comfortable device to use these features.

In agreement with participant one's answer, the feature aforementioned has been functional dealing with the subject of getting access when reviewing topics that were seen in classes. Although the most common screen-reading software in computers is *JAWS* (Job Access With Speech), the smartphone is a device that has made available loads of information and comes with a pack of applications and features that support people needs, visually-impaired people are not the difference (Bhardwaj and Kumar, 2017). Nonetheless, the use of screen-reading softwares does not cover the part where VIS have to get information from a graphic source. The implementation of visual material during lessons becomes a challenge that

technology may not be able to perform correctly despite its rapid development (Bhardwaj and Kumar, 2017).

In addition, more information was gathered from the classroom observation memos concerning this section. It is important to mention that the classes observed were in two different class groups where participants one and two were separated. Each lesson was under a school session of four hours, in which the participants had classes with fifteen students and were exposed to the foreign language the whole time, with the exception of the thirty minutes of the recess. During the course of these classes, it was significant that both participant one and two could rely on ICTs not only to improve communication with their assistant teachers, but also to deliver better outcomes in each lesson. Nevertheless, in the case of participant one, ICT tools cannot provide total backing for him/her, at some point it was common to end up memorizing contents as a means to fulfill class' objectives and improve performance on speaking activities (Aryanti, 2014). A punctual situation where memorization made its way through was the realization of the class project, students had to present a fictional animal and its features (physical description, food habits, sleep habits, favorite place) and at the end of the course they would present it in front of their parents. One struggle participant one presented was the impossibility of relying on graphic material or any other ICT tool, it was noticed that participant one had to work harder in order to learn his/her part of the oral presentation, something that could have affected his/her performance.

Notwithstanding the fact that teachers use ICTs in all the lessons, from time to time they could have taken advantage of the resources provided by the language institute in a better way. For instance, each teacher has the possibility to book a room called "multimedia room" that is fully equipped with computers, headphones, speakers, and television. Teachers can make the

most of this place to foster specific skills that cannot be implemented at the same level when visually-impaired students are in their regular classroom. As they are aware of the disability of each participant, they should adopt exercises that help out students in the matter of strengthening skills such as listening (Femenía, 2019). Given that regular exercises or activities cannot be easily adapted, teachers should make the most out of the ones that are directly involving ICT resources, either in an explicit or implicit way. Following some studies, the authors came to the conclusion that the lack of teachers' expertise has been notorious when they have to include ICT tools when teaching visually-impaired students (Ramos and Andrade, 2016; Eligi and Mwantimwa, 2017). Furthermore, Ramos & Andrade (2016) conveyed that apart from having the resources required, it is crucial to be aware of how to use them appropriately.

Likewise, Paudel's work (2021) brings up that teachers might find it tough to search for the most suitable resources to use in their classes on account of their inexperience. Despite the fact that participant one and two expressed that teachers have used ICTs in the lessons they have attended to, the class observations data disclosed that they are not fully aware of how to profit from these instruments. We reached that statement since participants claimed to be acquainted with different ICT resources and from time to time the change to specific tools that could help them more effectively; thus, the main use of those technologies or tools is to elaborate simple sentences or to look for specific words. The insufficient use of ICT resources from teachers deprives VIS of a wider experience of language learning, even if they are not changing technological devices, teachers could explore more features of the same learning instruments.

In order to deliver lessons in an effective and motivating way, ICTs need to play an instrumental role in English Language Teaching, something that is an affirmation to most professionals in the field of teaching foreign languages (Paudel, 2021). In the upcoming section,

visually-impaired students' insights towards listening comprehension skills will be discussed taking into consideration the data gathered from the instruments used.

4.2. VIS insights towards Listening Comprehension Skills

When it comes to listening comprehension skills, Beiranvand and Mall-Amiri (2018) argued that “listening tasks may be considered demanding and analytical since learners are required to pay close attention to every detail of the aural input to be able to answer the raised questions.” (p. 69). The previous statement brings light to the comprehension of these research findings regarding listening comprehension skills in visually-impaired students. Observing the procedures to do the data collection of this research, we could distinguish that VIS endure different challenges when it comes to learning a foreign language in all of its skills. However, in the particular case of these participants, comprehension skills were the ones that had more endeavors even though the institution supports the participants with helpful user-oriented tools and assistance.

Foremost, it was observable how participant one and two experienced some struggles both in classes and during the exams. Although their opinions in regards to this skill were divergent, the connotation of their answers was only negative. At the moment of asking participants about their feelings when facing exercises that involved this skill, P1 conveyed that “No pues la verdad antes me sentía inseguro pero ya con el tiempo si se me ha facilitado bastante, repitiendo los audios y eso ya es como más claro ese tema” [“Well, to be honest I felt insecure before, but as time went by, I have got the hang of it, when audios are repeated the topic is clearer for me”]. Oppositely, P2 expressed that when doing listening exercises, the audio tracks should be played for him/her more than once because s/he was not used to these kinds of exercises; therefore, it was difficult for him/her. After studying their answers, it was concluded

that their feelings when doing these kinds of exercises are related as a consequence of their visual disability. As they can't see or don't have a full visual support, they have to memorize everything. (Martinez-Hernandez & Belles-Fortuno, 2021).

Likewise, it was discernible that there were various factors that affected participants' outcomes in the activities dealing with this skill. On one hand, both participants agreed on the fact that teachers' speech rhythm affects their understanding when learning English. By virtue of classroom observations it was possible to appreciate that at different times teachers forgot that their speech rhythm should be moderated not only according to their learners English proficiency level, but also to the dissimilar kinds of visual conditions inside their groups. Adding to this situation, even if teachers were aware of both the disabilities in the classroom and their low level of English proficiency (A1) of the participants, there is no record of them checking information with questions by means of tracking if students were following the course of each lesson. This results in a standstill in the vocabulary profit margin of the student, which causes trouble to gradually advance in the L2. Aryanti (2014) work brings up that VIS present some difficulties when mastering listening comprehension skills such as they cannot understand regular speech of a native person, due to the amount of vocabulary they know in English. Participants associated their understanding to the pace and quality of vocalization of each of their teachers. If the teacher speaks fastly, they wouldn't understand as much as if the teacher speaks slower.

As a consequence of teachers' speech rhythms, participants tended to rely on their assistant teachers as they could ask for instructions, repetition, and clarify information that was not completely gotten within the first hear in class. This can be seen as an useful strategy that improved in a way VIS understanding of natural native speech (Aryanti, 2014).

On the other hand, another factor that affected the outcomes of participants was the speed of the audio tracks. An advantageous role of ICT tools was perceived in the group of participant two in which the virtual version of the book enabled the teacher to use different speeds, and with this tool participant two engaged more with these types of exercises. When playing the audios at different speeds participant two expressed that s/he feels more comfortable with medium speed since at normal it is not understandable and makes it confusing. Femenía (2019) stated that:

Learners should listen and re-listen at different speeds. Language spoken at native speed is really quick, so it is a good idea to listen at a slower pace, and making it faster bit by bit, so that people will not get overwhelmed by the speed and fluency of native speaking. In order to do that, individuals must find recordings that can be slowed down; fortunately, most of them have this feature, so it is easy to take advantage of this strategy. (p. 15)

Over and above that, through the participants' answers, it was found that pausing audio tracks was a useful strategy for them. The moments when participants were able to listen to the same audio more than once were key to get a better result in the activities proposed by the lead teacher in the classes. It can be analyzed that this option appears comfortable to students with visual impairment as they cannot understand fast speech if there is no other source which can support information. Taking into consideration Femenía's study (2019), comprehension skills are operational since the listeners form meanings from the information gathered.

In addition, even though participant one and two experienced difficulties when working on their listening skills on their own, when someone or something else was supporting them, that circumstance turned into a good one. There were different moments through classes where the main teacher decided to implement listening activities in order to ameliorate students' knowledge concerning a certain topic. To illustrate this, during the course of those activities, it was noticed

that participants found it easier to do listening exercises because they were accompanied by an assistant teacher who provided another source of information and clarification during the activities (Aryanti, 2014).

In the same way, there is to be highlighted that participants preferred that they or their assistants were the ones in charge of controlling the audios since they would know the parts were the audios required to be paused in order for them to answer the questions suggested by the book, the worksheet or the exams. When teachers were the ones playing the audios, they did not take into account participants' visual disabilities and most of the time they expected participant one and two to take the same time as their classmates to answer the questions. The learning process involves interactions between the teacher and the student, then, one between the teacher and student among the other learners of the course (Zhu, 2008).

Concerning the last class observation, which was made the day the module ended, it was analyzed from the beginning the challenge that doing the exam represented for both participant one and two. It is to be mentioned that this final test lasted two hours and it examined the skills each learner has in relation to writing, reading, and listening. Even though each one of the skills previously mentioned display a challenge for the visually-impaired students that took part in this research study, the most perceptible hassle during the implementation of the final test has to do with the challenge that is completing the listening section.

During the test experience of participant one, the most common action was asking for instructions, bearing in mind that P1's visual disability is blindness. Specifically in the listening section, participant one asked for the instructions of the sections before and after the assistant played the audio track, these requests were mainly to confirm the purpose of each exercise (fill in the blanks or multiple choice type of questions). Likewise, P1 asked the assistant teacher to read

out loud the possible answers of the questions, apart from writing the answer in the case of open-ended questions. After one and all parts of the listening section, there was a considerable amount of time taken to check and correct if the participant was feeling the need of. Most of the struggles presented during the listening section of the final test could have been ameliorated by the use of specialized technology that boosted the learner's development of the exam (Femenía, 2019).

With respect to P2's experience while taking the final test, the most remarkable struggle was recognized in the listening section since it was evident the laborious task that keeping up and understanding natural native speech meant for him/her. Furthermore, the assistant's presence is essential to support P2' performance (Aryanti, 2014).

From the selfsame observation, it was restated that the assistant plays a valuable role owing to the support that she provides to P1 taking into account that s/he is proficient in the L2. Since s/he has to guide VIS through the presentation of the exam, s/he must read each section to P1 and P2. On one hand, in the case of P1, all the exam should be read because of his/her blindness; on the other hand, in the case of P2, it has to be read as the letter size is not big enough for him/her to clearly see it.

Linking up the answers gathered from the different data collection instruments with our literature review, it was found that the inability of pausing different audios both in classes and in exams affects the performance of the learners. By joining these findings with the information from the previous categories, it can be said that the teacher has the accessibility to line up listening skills, so that the visually-impaired students are able to continuously prepare themselves before encountering exams or more demanding tests. The teacher could repeat the audios and seek for understanding or clarify possible doubts; however, by not pausing the audio

tracks, the only option left is retaining information which does not assure a successful performance (Martinez-Hernandez & Belles-Fortuno, 2021). The aforementioned would become a strategy for teachers to enhance language knowledge in visually-impaired students. On that account, the following section will thoroughly discern some details that are valuable to this research matter.

4.3. Strategies that support the English Learning Process of VIS

Visually-impaired students not only experience their English learning process in a divergent way, but also the improvement of each language skill despite the fact that they belong to the same community (Schultz and Savaiano, 2022). It is to be highlighted that participant one and two have been studying their L2 for almost the same amount of time in the same language institute. However, their experiences with their EFL learning process have been unlike and it was noticed when applying the semi-structured interviews as they have different opinions about it.

Both participant one and two have been in contact with the language for almost a year; hence, it can be stated that they have basic knowledge of the language and they recognize elementary vocabulary related to level A1. During their journey at the language institute, they have presented some challenges, being the listening comprehension skill the most acknowledged one when the word “difficult” comes to the fore. This happens on the grounds that it is difficult for VIS to keep up when doing listening exercises as it is a strenuous task for them to understand natural native speech (Aryanti, 2014). In addition, it is to be taken into consideration that this difficulty remains as VIS do not receive information through different mechanisms, the

limitation can be seen as a drawback for their comprehension process during exams (Martinez-Hernandez & Belles-Fortunato, 2021).

Considering the classes observed, at times both participants presented difficulties to understand the teacher's commands or the explanations, which affected their performance later in oral productions. What is more, the understanding between peers was not difficult for participants when the L2 was used, but the main struggle was in regards to the teacher's speech. In view of information processing by VIS, it was also noticed the tussle of participants by not having different instruments to receive information in the L2. During classes, Kahoot activities were common, making it difficult, for P1 specially, to keep up. These activities are to be designed by the teachers; thus, it can be inferred that teachers require to consider the different visual disabilities to design their materials in order to make the participation and engagement of VIS easier in the lesson as supported by Aryanti (2014).

Furthermore, Ramos & Andrade (2016) conveyed that it is important for teachers to know how to profit from the resources they have in their surroundings. With the examples provided previously, it could be analyzed that teachers know certain ICT resources but they do not know how to fit them into visually-impaired students' learning needs; thus, these tools are not being completely exploited in favor of VIS.

Another aspect to take into account is that the scarcity of teachers when applying methods to guide VIS makes the role of the assistant practical to ensure that the students complete the class goals set for him or her (National Sensory Impairment Partnership, 2012). Therefore, teachers can make use of the knowledge acquired by the assistant teacher each class, in order to modify activities, materials and procedures of the lessons, this can result in better outcomes of VIS and a closer look to students' enrollment in the foreign language field.

It is to be considered that different strategies can be implemented during the lessons, in this particular case, we noticed that the teacher of participant two is willing to use L1 (Spanish) to solve doubts and look for a better way to link P2's knowledge of the contents in the L2 (English). Conversely, another advantage that P2 can make use of is the help of the assistant, who repeats instructions and collaborates in P2's participation in the lesson (Aryanti, 2014).

However, besides the use of L1 to clarify doubts, there was not another successful strategy implemented during the classes observed. In the case of P1's teacher, s/he intended to include participant one in the lesson a few times without success, at some points, s/he also asked the assistant teacher if P1 was able to achieve some goals of the class like playing kahoot, playing charades, or being in group activities. The previous findings reinforce what has been discussed between authors along this paper about teachers' lack of knowledge in regards to class strategies to teach visually-impaired students. Even though classes occur differently according to the topic and setting, the element of VIS being part of the group remains the same.

Bearing in mind the different moments of the English lesson, it is noticeable how the strategies of the teacher did not involve the participation of VIS, as a result, the activities were not adapted to create a well-rounded learning environment for them. The inadequacy of the lesson led to the discouragement and affected the possible points where English learning could have been boosted, and in future moments this could affect negatively to the VIS' process.

Lastly, while gathering the data from the narratives and the classroom observations applied in this research study, it was found that it was not enough to have a lead teacher in the classroom; conversely, the presence of an assistant teacher was required too as a way to support VIS learning processes. For that reason, the upcoming section highlights the role of the assistant

teacher as one of the possible strategies to aid these students in order to achieve a consistent development in their L2.

The Role Of The Assistant Teacher

According to the National Sensory Impairment Partnership (2012) “Teaching Assistants play a vital role in enabling access to the curriculum and in supporting the inclusion and achievement of pupils with Visual Impairment.” (p. 8). This situation is perceived in our data analysis since the participants attributed great importance to their assistants; in different tasks they received help during English lessons. Not only is it more comfortable for them to develop certain tasks, but also it is helpful when classes are planned with different tools or materials that are not suited for visually-impaired students. When analyzing the data collected from the reflective narratives, it was observed that participant one conveyed that he felt included in the classroom owing to each assistant teacher that the language institute has assigned him/her in each module.

To a greater extent, the assistance of a third party without disabilities is viable for activities that involve reading, description of visual material or description of classroom materials such as the whiteboard (Lamichhane, 2017). While observing the lessons, it was noticeable how the presence of the assistant teacher was not only helpful, but also necessary since the lead teacher cannot focus his/her attention on a single student.

The assistant teacher, for a blind student, plays an essential role inside the classroom since they meet functions such as describing images, reading texts and checking information during the lesson which is needed to successfully develop most of the activities in the EFL classroom. Conversely, an assistant teacher for a low vision student meets requirements that help

the students to involve themselves better with the lesson. For participant two, who is a low vision student, it is common to ask his/her assistant teacher to repeat instructions, read texts and check writing for grammar or spelling mistakes.

The classroom observations allowed us to reiterate that the role of an assistant is significant to the learning process of VIS, since it is someone they could receive support from and make the most out of their knowledge to improve their learning (Aryanti, 2014). The opportunity of having someone that keeps up the English learning process is significant for both the students who belong to the visually-impaired community and their parents since they know the assistant is a person they can rely on. It is to be mentioned that to be an assistant teacher in the language institute where this research project was carried out, you need to fulfill certain requirements. On one hand, the person that aims to develop this role must have a high proficiency level in the language. On the other hand, the candidate needs to demonstrate that s/he has knowledge about pedagogy; in that sense, the institution can assure parents that their children are well taken care of.

By completing the previous conditions, it is substantial the input that the assistant teacher can provide to the parents, the main teacher and the institution on the foreign language process of visually-impaired students. On account of the fact that the assistant teacher works together with the students and completes tasks that the other people in this process are not fully involved in, the role of the assistant teacher covers different learning stages owing to the schedule that the language institute fixed to the assistant.

In addition, it is to be taken into consideration that teachers are not fully trained to teach English to VIS since they do not know the most accurate strategies to implement with them. This can be observed in the lessons as for both teachers it was their first time having a student with

this kind of disability in his/her classroom; thus, they did not have knowledge about the most accurate strategies that they could implement as a means to ease the L2 learning process of VIS. Additionally, it was inferred from classroom observations that teachers evaluated the effectiveness of activities planned through trial and error since they were not aware of the things that could work or not in students' journey to acquire their second language. Following some studies, the authors came to the conclusion that the lack of teachers' expertise has been notorious when they have to include ICT tools when teaching visually-impaired students (Ramos and Andrade, 2016; Eligi and Mwantimwa, 2017).

Furthermore, throughout one class observation in P1's group, the use of visual material was excessive taking into consideration the blindness of the student. The main teacher backed most of his/her activities with visual materials and those images created clues and context to the exercises that the group developed. Another similar situation was perceived when evaluating, a quiz was made during the lesson but it was faster and easier to solve if the students could follow charts and tables while listening to audio tracks related to the quiz exercise. Hence, it was possible to analyze that the common use of pictures during the activities gives no room for adaptation to VIS presence in the classroom. The overuse of visual materials with VIS implies a narration; however, it is better to consider a moderate use of visual content when teaching to this population (Aryanti, 2014).

Moreover, concerning P2's observations, it was also revealed that the lead teacher makes use of many visual materials while being in the multimedia room. Despite the fact that participant two has a low-vision condition, it is still hard for participant two to enroll in these activities. An example of this situation happened when teacher proposed a kahoot but the questions were based on a table that included images; although participant two was sat in the

front row, s/he could not analyze the picture in depth during the twenty seconds that each question had to be answered; hence, s/he was at a disadvantage in regard with his/her other classmates.

In spite of the fact of the assistant teacher trying to motivate participants to take an active role during the class, it was tough to accomplish it. However, the burdensome activities were partly achieved since the student can rely on the help of an assistant, who serves these learning necessities and provides support.

Moreover, the implementation of exams has its challenges too. The information gathered took us to examine that the idea of having visually-impaired students presenting a final exam on their own is non-viable. This is stated on account of the fact that during the last class observation, which was held the day of the final exam, it was perceived how the company of the assistant teacher was weighty while both participant one and two were taking the exam. Despite the fact that each assistant played a different role due to each student's visual disability, both of them had to be very clear when giving instructions and describing each exercise in detail since the exam can be only presented in printed version. One of the advantages of presenting the exam is that the language institute allows the use of a different classroom to take the exam in a most suitable place. The employment of this space is mainly to develop listening and reading activities at VIS' pace without interrupting other students' progress in the exam.

Hence, the role of the assistant teacher is considered to be a successful strategy in VIS' EFL learning process. The constant supervision over VIS activities helps to promptly prepare for the forthcoming lessons where the students will find a supportive learning environment. On top of that, in the process of analyzing data, we could grasp listening comprehension skills to be the hardest to acquire in visually-impaired students.

Essentially, the visual impairment of the participants led to discovering struggles and strategies that they have experienced through their journey of learning a foreign language. It is important to consider that their processes are not the same but are alike for being students of the same community (VIS). Throughout the development of each section, the findings revealed the value of including ICT resources in classes as well as teacher's training for visually-impaired students; moreover, it was shown how an assistant teacher could improve the student's learning process and help with the advance of each language skill. The foregoing opens the way to carry through the conclusions of this research study.

5. Conclusions

This research study aimed to explore the relationship between ICT resources and listening comprehension skills of two visually-impaired students when learning English as a foreign language. After having scrutinized the data collected through the semi-structured interview, the reflective narratives, and the class observations, it was concluded that for visually-impaired students there is a developing relation on the use of ICT tools and the enhancement of the skill aforementioned.

Furthermore, the implementation of the information and communication technologies is used as a support to the learning process of students when learning English, but not as a base to successfully include VIS in the totality of the lesson. Besides, it was noticed that the most common ICT resources were game-based and learning platforms that helped the participants to practice and to master the topics worked in class; for instance, Kahoot was one of the main resources used. Apart from that, another aspect to be highlighted was that both classrooms where participant one and participant two attended classes to, were equipped with ICT tools such as, a

projector, television, computer, speakers, and camera. It can be concluded that these resources helped to strengthen visually-impaired students' language skills in general, not only in the listening comprehension one.

The following paragraphs will thoroughly mention what was found in regards to the research matter. It is worth mentioning that all the information gathered allowed us to answer not only the research question, but also unveil results which were proposed in the objectives.

On one hand, it was discovered that the ICT resources used by the lead teachers in each group have some advantageous features that have supported visually-impaired students' EFL learning process since the beginning. To illustrate this, it was observable how features such as changing the audio speed in listening exercises done during classes aided the better understanding of participants when it came to get the main ideas of those kinds of practice. Furthermore, another feature to be highlighted was the opportunity of pausing the audio tracks during both the mid-term and the final exam. This option allowed both participants to comprehend better the natural native speech of the listening exercises and to accommodate the aural information to their pace when completing exams.

On the other hand, it is to be noted that participants were familiar with features of their electronic devices such as Voiceover or Talkback components. In reference to participant one, the Voiceover feature greatly supports his/her process since the blindness leaves as the best option to rely on the listening comprehension skill. Case in point, P1 can use this tool mainly in reading activities or to practice at home what was learned in the school hours. Conversely, the use of adapted technology for Braille implementation drew researchers' attention; for instance, a tablet that included a Braille keyboard still and all produced regular alphabetic characters. By using this technology inside the classroom it was possible to establish written communication between

student and teacher, but also with student and assistant, and among the students of the course; boosting participation in lesson activities and independence when completing written tasks.

With the previous information, and taking into account the research question proposed in this study, it could be stated that even though a weighty relation was not found between ICTs enhancing listening comprehension skills on VIS, it can be stated that these tools are starting to establish a connection with foreign language learning of this community. It does not only enclose in building on comprehension skills but considers a larger impact on students' learning process.

The exertion of ICT resources disclose that the application of different technological aids during the EFL lesson is a strategy that assists in a positive way visually-impaired pupils. The regular use of these tools and the utilization of their features improves the journey of students when it comes to uplifting the various skills that acquiring a L2 involves.

Other than that, the implementation of ICTs can also contribute to undermining the complexity that doing listening exercises represents to this community. It was recognized that when students made use of different strategies during the module, their process was easier in a certain way; thus, the outcomes fulfilled the standard requirements for that level in the research setting.

Additionally, concerning the objectives stated in this study, we also focused on examining possible strategies that support the learning process of EFL in this study group, being having an assistant one of them. The role of the assistant is beneficial to the visually-impaired student, it is the closer look to find out the student's needs and strengths when it comes to language learning. A vast sum of information considered that the assistant teacher helped in a greater part to support the student in moments where the class was not adaptable to VIS. Without further ado, the assistant is of service to the requirements of the student and keeps them up with the rest of the

group. Moreover, in the realization of final exams, the assistant serves as guidance taking into consideration that the use of ICT resources is not implemented during exams; thus, in some stages of visual disability it would be challenging to work without assistants under those circumstances.

Concerning the limitations of this study, it is to be mentioned that the main one was the population chosen in this research, since different circumstances such as participants' ages restricted a wider understanding in VIS conditions when studying a foreign language. At last instance, this research study opens the way to further research. More information could be gathered in regard to teachers' lack of expertise when using ICT materials with VIS, feelings of visually-impaired students when facing struggles inside the English classroom, and the role that the assistant teacher plays when ameliorating students with visual disabilities EFL learning process.

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Appendices

Appendix A: Consent form



DOCUMENTO DE CONSENTIMIENTO INFORMADO

El rol de los recursos TIC para mejorar la comprensión oral en estudiantes con discapacidad visual.

INFORMACIÓN

Han sido invitados a participar en la investigación 'El rol de los recursos TIC para mejorar la comprensión oral en estudiantes con discapacidad visual'. Su objetivo general es explorar el rol de las herramientas TIC para perfeccionar la comprensión oral de estudiantes con discapacidad visual. Por otro lado, los objetivos específicos son: primero, revisar posibles estrategias que apoyen el proceso de aprendizaje del inglés como lengua extranjera a este grupo de estudio; segundo, analizar las percepciones de los estudiantes hacia la implementación de herramientas TIC en su proceso de aprendizaje del inglés como lengua extranjera. La población de estudio son dos estudiantes con discapacidad visual los cuales asisten a un curso de inglés. Ustedes han sido seleccionados porque, además de estar estudiando inglés en una academia, han experimentado la implementación de al menos una herramienta TIC en sus clases.

Las investigadoras responsables de este estudio son las estudiantes Marianela García Hernández y Valentina González Niño de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que consideren la siguiente información. Siéntanse libres de preguntar cualquier aspecto que no les quede claro:

Participación: Su participación consistirá en una entrevista para relatar sus experiencias con el uso de herramientas TIC para mejorar la comprensión oral en su lengua extranjera, en este caso, inglés. Además, tres narrativas reflexivas escritas en los siguientes diez días para compartir otras experiencias que no hayan sido dichas en la entrevista. La entrevista durará alrededor de 15 minutos, y abarca 9 preguntas sobre su proceso de aprendizaje del inglés, las ventajas y desventajas del uso de las TIC, el aporte de estas herramientas a sus conocimientos del idioma, etc...

Para facilitar el análisis, esta entrevista será grabada. En cualquier caso, ustedes podrán interrumpir la grabación en cualquier momento, y retomarla cuando quieran.

Riesgos: Este proyecto de investigación no supone riesgo alguno para ustedes como participantes puesto que se mantendrá en anonimato sus identidades durante el desarrollo del estudio y después del mismo.

Beneficios: No recibirán ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información para brindar nuevos conocimientos a nuestro campo, dado que proporcionará un esquema para las instituciones de inglés interesadas en implementar el uso de herramientas TIC como estrategia para facilitar la comprensión oral en estudiantes con cualquier tipo de discapacidad visual.

Voluntariedad: Declaran que conocen esta investigación y han autorizado su participación. Además, tendrán la libertad de contestar las preguntas que deseen, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para ustedes.

Confidencialidad: Todas sus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, sus nombres no aparecerán asociados a ninguna opinión particular. Para garantizar la seguridad de la información, las grabaciones, transcripciones y narrativas serán vistas únicamente por las investigadoras y serán guardadas en una carpeta de acceso seguro. Estas medidas serán implementadas con el objetivo de proteger su información personal y la información respecto a las actividades que han realizado. Estos datos serán guardados por las investigadoras a cargo hasta por 5 años con fines académicos.

Conocimiento de los resultados: Tienen derecho a conocer los resultados de esta investigación. Para ello, pueden solicitar los resultados a las investigadoras a cargo y les serán facilitados por medio de correo electrónico.

Datos de contacto: Si requieren mayor información, o quieren comunicarse por cualquier motivo relacionado con esta investigación, pueden contactar a las investigadoras responsables de este estudio:

Valentina González Niño

Teléfono: [REDACTED]

Dirección: Facultad de Ciencias Humanas, Universidad Industrial de Santander

Correo electrónico: [REDACTED]

Marianela García Hernández

Télefono: [REDACTED]

Dirección: Facultad de Ciencias Humanas, Universidad Industrial de Santander

Correo electrónico: [REDACTED]

De igual forma, pueden comunicarse con la profesora encargada de esta investigación:

Luz Helena Prada Ramírez

Dirección: Facultad de Ciencias Humanas, Universidad Industrial de Santander

Correo electrónico: [REDACTED]

Declaro que hemos leído (o se nos ha leído) y hemos comprendido las condiciones de mi participación en este estudio. Hemos tenido la oportunidad de hacer preguntas y han sido respondidas. No tenemos dudas al respecto.

[REDACTED]

Firma Participante #1

[REDACTED]

Firma Participante #2

[REDACTED]

Firma Tutor Legal de los participantes


[REDACTED]

Firma Investigadora Responsable

Valentina González Niño.

Firma Investigadora Responsable


[REDACTED]

Firma Directora de la Investigación

Appendix B: Data collection authorization

Asunto: Solicitud de permiso académico para realizar observaciones de clase.

Cordial saludo:

Por medio de la presente, MARIANELA GARCÍA HERNÁNDEZ, con código 2191540, y VALENTINA GONZÁLEZ NIÑO, con código 2191771, estudiantes de octavo semestre del programa Licenciatura en Lenguas Extranjeras con Énfasis en Inglés, acudimos a usted con el objeto de solicitar un permiso académico para realizar tres observaciones de clase en los grupos KIDS 3 y TEENAGERS 4 durante los días 11 de febrero, 25 de marzo y 1 de abril del presente año. Esto, con el fin de recolectar datos para nuestro proyecto de grado en la modalidad de trabajo de investigación. Cabe señalar que la información recolectada mediante este instrumento será usada únicamente para fines académicos e investigativos. Por consiguiente, los datos y el nombre tanto de la institución como de los docentes serán de carácter confidencial y protegidos por la Ley 1581 del 2012.

Agradecemos la atención a la presente solicitud.

Sin otro particular,

Valentina González Niño
VALENTINA GONZÁLEZ NIÑO

Mariela G. H.
MARIANELA GARCÍA HERNÁNDEZ

Luz Helena Prada Ramírez
LUZ HELENA PRADA RAMÍREZ
Directora de Trabajo de Grado

Appendix C: Semi-structured interview

School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramírez

Protocolo de la entrevista

1. Se saluda a los participantes.
2. Se realiza una descripción del proceso a continuación.
3. Se pregunta a los participantes si hay dudas al respecto.
4. Se les explica que la entrevista será grabada con fines académicos.
5. Se solicita confirmación para grabar
6. Las investigadoras proceden a realizar las preguntas.

Research Question: What does the exertion of ICT resources disclose about building up listening comprehension skills in students with visual impairment?

Entrevista semi estructurada

1. ¿Cuánto tiempo llevas estudiando inglés?
2. ¿Cómo te sientes cuando debes hacer actividades de escucha en inglés?
3. ¿Tus profesores han usado herramientas TIC en las clases? ¿Cuáles?
4. ¿Cuál es la parte más complicada de los exámenes finales de inglés? ¿Por qué?
5. ¿Crees que el uso de la tecnología influye positivamente en tu proceso de aprendizaje del inglés? ¿Por qué?
6. Cuando estás en tu casa estudiando inglés por tu cuenta, ¿qué herramientas TIC utilizas para practicar?
7. ¿Se te facilita realizar los ejercicios de escucha en las clases? ¿Por qué?
8. ¿Cuáles son tus actividades favoritas en las clases de inglés?
9. En las clases de inglés, ¿se te dificulta entender lo que el profesor dice o explica en inglés? ¿A qué crees que se deba esta situación?

Semi-structured interview

1. How long have you been studying English?
2. How do you feel when you have to do listening activities in English?
3. Have your teachers used ICT tools in classes? Which ones?
4. What is the most difficult part of the English final exams? Why?
5. Do you think that technology positively affects your English learning process? Why?
6. When you are studying English on your own, which ICT tools do you use to practice?
7. Is it easy for you to do listening exercises in classes? Why?
8. What are your favorite activities in your English classes?
9. In your English classes, is it difficult for you to understand what the teacher says or explains in English? Why do you think this may happen?

Appendix D: Reflective narrative



School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramírez

Narrativas Reflexivas: este instrumento contiene experiencias de los participantes alrededor del tema de investigación, está diseñado para ser transparente y breve sobre las situaciones vividas por cada participante respecto a sus experiencias aprendiendo inglés.

- En cuanto a tu experiencia aprendiendo inglés como lengua extranjera, ¿recuerdas haber usado un recurso digital en la clase de inglés que te haya servido?

Date:	Reflective Narrative

- En cuanto a tu experiencia aprendiendo inglés como lengua extranjera, ¿recuerdas alguna experiencia donde tuviste mucha dificultad para entender un audio de inglés (ejercicio de escucha)?

Date:	Reflective Narrative

- Relata una experiencia donde te hayas sentido incluido en tu aula de inglés. ¿Cómo te sentiste? ¿Por qué crees que esto sucedió?

Date:	Reflective Narrative

Appendix E: Observation grid



School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: _____
 Participant: _____
 Time: _____
 Place: _____
 Course: _____
 Date: _____

Field notes		
Class topic		
Agenda of the day		
Time	Descriptive Field Notes	Reflective notes

Adapted from: Pedagogical Practicum I.

Appendix F: Memos interview

MEMO #1

Date: April 21st, 2023

Data Collection Instrument: Semi-structured interview

Category: Visually-impaired Students' Learning Process.

Codes: Time of study

Subcode: EFL process

Raw Data:

Q1: ¿Cuánto tiempo llevas estudiando inglés?

P1: Bueno, si hablamos de la universidad pues este es mi **cuarto nivel** en el teenagers...

P2: Ehm, más o menos ya **casi** voy a cumplir **el año**.

Follow-up Q1: ¿Y en el colegio?

P1: Por parte del colegio desde pequeño, ese si normal.

Follow-up Q1: En el instituto, ¿sí?

P2: Sí, señora.

FINDINGS SUMMARY

Regarding participants' EFL learning process, they have been studying the language for almost the same time. One of them has studied it for 9 months while the other one for 7 months in the Language Institute.

ANALYSIS AND DISCUSSION

Taking into account the time of study, it is interpreted that each participant has experienced the language learning process in a different way and the development of each language skill is also different even though they are students who belong to the same community (VIS) (Schultz and Savaiano, 2022).

MEMO #2

Date: April 21st, 2023

Category: Listening Comprehension Skills For Visually-impaired Students.

Codes: Perceptions

Subcode: Difficulty and insecurity

Raw Data:

Q2: ¿Cómo te sientes cuando debes hacer actividades de escucha en inglés?

P1: No pues la verdad antes me sentía **inseguro** pero ya con el tiempo si se me ha facilitado bastante, repitiendo los audios y eso ya es como más claro ese tema.

P2: Bueno, me lo tienen que repetir mucho porque yo... esto... no estoy acostumbrada a escuchar mucho eso entonces me... me... se me hace **difícil** un poquito eso.

FINDINGS SUMMARY

Concerning P1 and P2 perceptions towards listening activities in class, they express that these kinds of exercises mean a certain grade of difficulty for them. In this case, P1 who has been in contact with the language more time, affirms that as time went by s/he has felt more comfortable with this skill.

 Valentina González Niño
08:34 21 abr

Code: Time of study (Yellow)

 Valentina González Niño
08:34 21 abr

Subcode: EFL process

 Valentina González Niño
08:37 21 abr

Code: Perceptions (Orange)

 Valentina González Niño
09:49 28 abr

Subcode: Difficulty and insecurity

ANALYSIS AND DISCUSSION

Analyzing P1 and P2 answers, we came to the conclusion that their feelings when doing these kinds of exercises are related as a consequence of their visual disability. As they can't see or don't have full visual support, they have to memorize everything. This would be a new finding concerning our research matter (Martinez-Hernandez & Belles-Fortuno, 2021).

MEMO #3

Date: April 21st, 2023

Category: ICT Resources In The Foreign Language Field.

Codes: ICT implementation

Subcode: -

Raw Data:

Q3: ¿Tus profesores han usado herramientas TIC en las clases? ¿Cuáles?

P1: **Si**, el navegador por ejemplo se usa mucho para hacer los workshops y pues audio ponen casi todas las clases por el televisor.

P2: **Si**, señora.

Follow-up Q3: ¿Hay alguna otra aplicación que tu sientas que usan bastante en clase?

P1: Bueno si hablamos de eso, la verdad se usa más que todo eso y las diapositivas también pero creo que eso ya se sale del tema.

Follow-up Q3: ¿Sí, cómo cuáles? ¿Cuáles recuerdas? ¿utilizan recursos para hacer actividades de escucha? ¿Y para hacer juegos en clase? Como Kahoot y eso, Quizizz... ¿Y en tus clases también usan digamos televisores, computadores?

P2: **Si**

FINDINGS SUMMARY

According to P1 and P2, their English classes have implemented ICT tools. It is common in their classes to use them and to have a regular use of technological devices such as computers and television.

ANALYSIS AND DISCUSSION

From this information, we can analyze that both participants have been exposed to technology frequently. Most of the time they use it and do not know how a class could have been with zero use of ICT and technological resources, which leads us to infer there is a proper use that teachers have given to material and media sources (Aryanti, 2014).



Valentina González Niño
08:39 21 abr

Code: ICT implementation (Pink)

MEMO #4

Date: April 21st, 2023

Category: Visually-impaired Students' Learning Process.

Codes: Perceptions, Skills

Subcode 1: Listening, speaking and writing

Subcode 2: Difficulty

Raw Data:

Q4: ¿Cuál es la parte más complicada de los exámenes finales de inglés? ¿Por qué?

P1: Sí, bueno yo creo la verdad que es como el tema para copiar, se me **dificulta** un poco.

P2: Ehm, tengo poquitas varias, por ejemplo, la de **escuchar** porque eso toca rápido, entonces me la hace un poquito **difícil** eso.

Follow-up Q4: La parte de escritura ... ¿sí?

P1: Sí, la parte de **escritura**... y el **speaking** también.

Follow-up Q4: ¿por qué crees que pasa eso? ¿Por qué crees que esas dos son las que más se te dificultan?

P1: Bueno, el tema de la escritura porque hay que ir todo el tiempo modificando verbos, auxiliares, todo eso entonces uno se empieza como a enredar. Creo que más que todo es eso y acomodar las palabras.

FINDINGS SUMMARY

When talking about the hardest part in the exams, participants have different opinions. On one hand, P1 expresses that speaking and writing are the most difficult ones due to grammar structures. On the other hand, P2 expresses that listening is the most difficult one since s/he feels that part is fast.

ANALYSIS AND DISCUSSION

Even though the participants have been a couple months in contact with the language, we can notice that the hardest part in the final english exams was the listening one. This is attributed to the difficulty to keep up when doing listening exercises (Aryanti, 2014). Conversely, this difficulty is something that remains since VIS do not receive information through different mechanisms, the limitation can be seen as a drawback for their comprehension process during exams (Martínez-Hernández & Belles-Fortuno, 2021).

MEMO #5

Date: April 21st, 2023

Category: ICT Resources In The Foreign Language Field.

Codes: Influence, Skills

Subcode 1: Positive

Subcode 2: Listening

Raw Data:

Q5: ¿Crees que el uso de la tecnología influye positivamente en tu proceso de aprendizaje del inglés? ¿Por qué?

P1: Bueno, la verdad creería que **si**, por ejemplo con mi discapacidad visual, por ejemplo el tema de la escritura me puede beneficiar bastante escribir desde una tablet, y pues por otro lado sí pues como se usa bastante la **escucha** si es una parte importante.

P2: **Si**, por parte de los juegos y todo eso.

Follow-up Q5: ¿Te parece que es mejor así, que sea más didáctico para que tu puedas aprender?

P2: Si.



Valentina González Niño
08:44 21 abr

Code: Perceptions (Orange)



Valentina González Niño
08:44 21 abr

Subcode: Difficulty



Valentina González Niño
08:44 21 abr

Code: Skills (Blue)



Valentina González Niño
08:45 21 abr

Subcode: Listening, speaking, and writing



Valentina González Niño
08:47 21 abr

Code: Influence (Magenta)



Valentina González Niño
08:49 21 abr

Subcode: Positive

FINDINGS SUMMARY

Both participants agree that the implementation of ICT tools positively affects their English learning process. On one hand, one of the participants (P1) pointed out that due to the visual impairment it is easier to rely on ICT tools and technological devices when studying. On the other hand, P2 found it more didactic to have their classes with ICT tools, in this case, games.

ANALYSIS AND DISCUSSION

Participants' answers allowed us to analyze that ICTs have brought a positive influence to their learning process since these tools have helped them taking into account their visual disability. Following the findings of Susanto & Nanda (2018), "visually-impaired students do have distinctive ways to learn foreign languages and that the use of technology may support their process." (p. 83). Furthermore, supporting the use of ICTs results in the effectiveness of the learning process of visually-impaired students (Eligi and Mwantimwa, 2017).

MEMO #6

Date: April 21st, 2023

Category: ICT Resources In The Foreign Language Field.

Codes: ICT implementation, Electronic Devices

Subcode: Search engine, Mobile phone and computer, translator

Raw Data:

Q6: Cuando estás en tu casa estudiando inglés por tu cuenta, ¿qué herramientas TIC utilizas para practicar?

P1: Yo creo que más que todo el navegador.

P2: Bueno, algunas cosas que yo no recuerdo cuando dicen como el título, me toca buscar en español eso para poderlo hacer.

Follow-up Q6: ¿utilizas alguna página digamos en específico para audios en inglés o algo así?

P1: Bueno, la verdad no lo uso casi, pero si hay algunas páginas que uso bastante.

Follow-up Q6: ¿sueles usar youtube para practicar con audios en inglés?

P1: Sí, youtube si lo uso en esa parte, en safari si es muy remota la vez que uso eso, pero en youtube si uso bastante los audios de diferentes canales.

Follow-up Q6: ¿Y qué utilizas? El computador, tu tablet...

P2: El celular.

Follow-up Q6: Aparte del computador, ¿qué otro recurso digital te gusta usar?

P1: Uso ambos, tanto el celular como el computador, pero me parece más fácil el celular ya que uso el talkback de manera permanente. No suelo usar búsqueda por voz del navegador porque el lector de pantalla no lo lee en inglés sino cómo se escribe. Otros recursos que también uso son duolingo para reforzar y videos en youtube que encuentro para estudiar, no tengo canales específicos, solo busco y entro a cualquier video.


Follow-up Q6: ¿Por qué prefieres el celular?

 Valentina González Niño
09:14 21 abr


Code: Skills (Blue)

 Valentina González Niño
09:14 21 abr

Subcode: Listening

 Valentina González Niño
08:52 21 abr

Code: ICT implementation (Pink)

 Valentina González Niño
08:53 21 abr

Subcode: Search engine, youtube, talkback, duolingo

 Valentina González Niño
23:45 2 may

Code: Electronic devices (Yellow mustard)

 Valentina González Niño
23:45 2 may

Subcode: Mobile phone and computer, translator

P2: Porque puedo buscar por ejemplo "cómo se dice lápiz en inglés" y lo que me sale lo leo y lo escucho.

FINDINGS SUMMARY

When participants study on their own, they are most likely to use search engines and look up information on them. They didn't express another tool that is useful for them when studying on their own.

ANALYSIS AND DISCUSSION

Bearing in mind participant ages, it can be stated that they are not completely involved in how to take advantage of the various ICT resources for studying on their own in order to aid their listening comprehension skills. In spite of that, both participants rely on tools that reinforce what they learn in their institute. Apps like Duolingo and youtube are used by P1 to restudy and clarify doubts, and tools like the translator help P2 to enhance reading and listening skills every time s/he uses it. By using features of the same devices they build up language skills and manage to find different ways to use the devices they know. With that being said, it can be stated that the use of technology supports the VIS' English learning process (Eligi and Mwantimwa, 2017; Susanto & Nanda, 2018)

MEMO #7

Date: April 21st, 2023
Category: Listening Comprehension Skills For Visually-impaired Students.
Subcategory: Strategies that support the English learning process of VIS
Codes: Perceptions, Pace, Assistant teacher
Subcode 1: Difficulty and easiness
Subcode 2: Paused

Raw Data:

Q7: ¿Se te facilita realizar los ejercicios de escucha en las clases? ¿Por qué?

P1: Sí, la verdad sí, pues como lo trabajo siempre es por ejemplo yo le pregunto a mi acompañante las preguntas, y al responder del audio las voy encontrando, se las voy diciendo y así el proceso se me facilita bastante, entonces yo creo que sí.

P2: Ehm, más o menos, algunas veces le tengo que decir a la profesora que me lo ponga otra vez para poderlo escuchar porque si no, no lo puedo, no lo entiendo.

Follow-up Q7: ¿se te hace más fácil que el audio vaya todo de corrido o que se vaya pausando, que tu asistente lo vaya pausando?

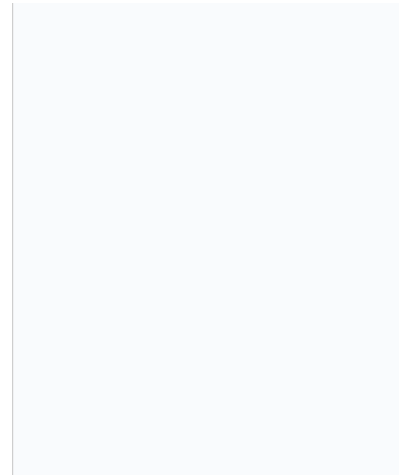
P1: Bueno, pues la mayoría de veces el profesor pone el audio, digamos de cinco puntos, entonces reproduce hasta donde termina el primer punto, lo pausa un momento, después arranca con el segundo, lo pausa un momento, el tercero, lo pausa un momento, el cuarto, lo pausa un momento, el quinto ... y después lo repite. Algunas veces los repite entonces...


Follow-up Q7: ¿Sientes que se te hace más fácil entenderlo cuando lo pausan, cuando lo van pausando?

P1: Sí la verdad, yo creo que sí, casi siempre lo he manejado igual, entonces pues ya me adapté más que todo a esa modalidad.


P2: Que lo vayan pausando.

FINDINGS SUMMARY




 **Valentina González Niño**
08:59 21 abr


Code: Perceptions (Orange)

 **Valentina González Niño**
08:59 21 abr


Subcode: Difficulty and easiness

 **Valentina González Niño**
09:28 28 abr


Subcategory: Strategies that support the English learning process of VIS (Light green)

 **Valentina González Niño**
09:28 28 abr

Code: Assistant teacher

 **Valentina González Niño**
09:01 21 abr

Code: Pace (Purple)

 **Valentina González Niño**
09:01 21 abr

Subcode: paused

Regarding participants' listening comprehension skills, we could find different perceptions. Even though one of them finds listening comprehension exercises easier to complete than the other, both agree that pausing audio tracks is a useful strategy to complete these exercises promptly.

ANALYSIS AND DISCUSSION

Through the participants' answers, we find that pausing audio tracks is a useful strategy for them. We analyzed that this option appears comfortable to students with visual impairment as they cannot understand fast speech if there is no other source which can support information. Besides, participants find it easier to do listening exercises because they are accompanied by an assistant who provides another source of information and clarification during the activities (Aryanti, 2014).

MEMO #8

Date: April 21st, 2023

Category: Listening Comprehension Skills For Visually-impaired Students.

Codes: Perceptions, Rate of speech

Subcode 1: Understanding

Subcode 2: Speed

Raw Data:

Q9: En las clases de inglés, ¿se te dificulta entender lo que el profesor dice o explica en inglés?
¿A qué crees que se deba esta situación?

P1: Bueno, algunas veces si hay unas palabras que claramente **no entiendo**, pero ya últimamente si he entendido mucho mejor. No pues como le comento este es mi cuarto nivel entonces si hay muchas cosas que se me escapan hasta el día de hoy, entonces pues yo creo que a eso se debía más que todo.

P2: ¿Cómo así?

Follow-up Q9: ¿Crees que se te ha facilitado más entender si un profesor habla más despacio?

P1: Bueno, yo creo que **cuando se habla más lento se vocaliza mejor** y si se vocaliza mejor pues

se puede entender más fácil pero hay profesores que hablan rápido e igual vocalizan bien. Entonces pues yo creo que está más que todo el tema de vocalizar.

Follow-up Q9: has tenido ¿cuántos profes diferentes?

P1: Bueno, pues profesores, uno por nivel.

Follow-up Q9: O sea, cuando están en la clase si la profe digamos te está como explicando el ejercicio o explicando el tema, ¿se te dificulta entenderle a ella? Cuando habla en inglés claramente.

P2: Un poquito, algunas cosas como que yo **no entiendo** nunca lo he escuchado, si me queda así como un poquito difícil.

Follow-up Q9: ¿Y crees que es por la velocidad con la que la profe habla en inglés?

 Valentina González Niño
09:07 21 abr

Code: Perceptions (Orange)

 Valentina González Niño
09:08 21 abr

Subcode: Understanding

 Valentina González Niño
09:08 21 abr

Code: Rate of speech (Dark green)

 Valentina González Niño
09:09 21 abr

Subcode: Speed

P2: Sí, también porque como que habla con cosas que yo no he escuchado en inglés, también porque **habla rápido**.

FINDINGS SUMMARY

Regarding the understanding of the participant when receiving information from their teachers, they find it difficult to understand some words. They associate their understanding to the pace and quality of vocalization of each of their teachers. If the teacher speaks fastly, they wouldn't understand as much as if the teacher speaks slower.

ANALYSIS AND DISCUSSION

Regarding listening comprehension skills, participants agreed on the fact that teachers' speech rhythm affects their understanding when learning English. This results in a standstill in the vocabulary profit margin of the student, which causes trouble to gradually advance in the L2. Aryanti (2014) work brings up that VIS present some difficulties when mastering listening comprehension skills such as they cannot understand fast, natural native speech, and they have limited vocabulary.

Appendix G: Memos narratives

MEMO #1

Date: April 21st, 2023

Category: ICT Resources In The Foreign Language Field.

Codes: Electronic devices

Subcode: Computer

Raw Data:

Q1: En cuanto a tu experiencia aprendiendo inglés como lengua extranjera, ¿recuerdas haber usado un recurso digital en la clase de inglés que te haya servido?

P1: El **computador**, me a servido junto a el televisor para escuchar los audios, otro de ellos fue el **celular** por ejemplo para realizar los kahoot, en otra ocasión se realizó un workshop

P2: hemos utilizado video vip y el **computador** me han fusionado para que mi aprendizaje sea más didáctico y formativo.

Follow-up Q1: ¿Recuerdas otro recurso?

P1: También el **televisor** porque ahí reproducen los audios cuando estamos en clase. El computador y **el celular** le pido a mi asistente que los maneje porque yo me demoro más tiempo, ella hace lo que yo le pida.

Follow-up Q1: ¿Cómo te sientes con los recursos usados en clase?


P2: El **televisor y el computador** para cuando hacemos juegos me sirven mucho. Cuando la profe pone los audios del libro me sirve para practicar la escucha y prefiero la velocidad media porque entiendo mejor, cuando es rápido no comprendo lo que dicen las canciones.

FINDINGS SUMMARY

Participants find ICT tools to be useful in their learning process. They usually use these resources when they are completing English tasks but they also use them during classes to complete the activities assigned.

ANALYSIS AND DISCUSSION

Considering the experiences in participants' English classes and the different visual disabilities

 Valentina González Niño
11:18 21 abr

Code: Electronic devices (Mustard yellow)

 Valentina González Niño
11:19 21 abr

Subcode: Computer

each one of them has, we can analyze that the computer is a device of regular use but still limits their discovery of new functional technological devices. However, considering the low vision of P2, the use of the computer enhances his/her knowledge by playing games and learning at the same time. Apart from that, even though all of them use the same book, it has some adaptations to take advantage of the content (Aryanti, 2014).

MEMO #2

Date: April 21st, 2023

Category: Listening Comprehension Skills For Visually-impaired Students.

Codes: Pace

Subcode 1: speed and repetition

Raw Data:

Q2: En cuanto a tu experiencia aprendiendo inglés como lengua extranjera, ¿recuerdas alguna experiencia donde tuviste mucha dificultad para entender un audio de inglés (ejercicio de escucha)?

P1: Fue en un examen final, teenagers 3, fue virtual, los problemas de esos audios, **no se podía pausar**, el audio **iba muy rápido**, **solo se podía reproducir una sola vez**

P2: En algunos audios presento alguna dificultad pero la profesora lo **repite varias veces** y nos aclaras las dudas.

FINDINGS SUMMARY

Concerning participants' experience towards listening exercises, P1 expressed that s/he presented problems with an audio that was in an online exam owing to its speed. P2 said that s/he presents problems with some audios but as the teacher repeats them, s/he can clear doubts.

ANALYSIS AND DISCUSSION

Linking up answers gathered with our literature review, it was found that the inability of pausing different audios both in classes and in exams affects the performance of the learners. The teacher could repeat the audios and seek for understanding or clarify possible doubts; however, by not pausing the audio tracks, the only option left is retaining information which does not assure a successful performance (Martinez-Hernandez & Belles-Fortuno, 2021).

MEMO #3

Date: April 21st, 2023

Category: Visually-impaired Students' Learning Process.

Subcategory: Strategies that support the English learning process of VIS

Codes: Perceptions, Assistant Teacher

Subcategory: Comfortable and included

Raw Data:

Q3: Relata una experiencia donde te hayas sentido incluido en tu aula de inglés. ¿Cómo te sentiste? ¿Por qué crees que esto sucedió?

P1: En la mayoría de las actividades me siento incluido, gracias a los **tutores que me asigna el curso**, por lo tanto me siento muy **cómodo** y con ganas de aprender más

P2: En todas las clases me siento muy **incluida** ya que la profesora tiene muchos juegos en los cuales aprendemos y puedo compartir con todos mis compañeros.

 Valentina González Niño
11:22 21 abr

Code: Pace (Purple)

 Valentina González Niño
11:23 21 abr

Subcode: Speed and repetition

 Valentina González Niño
09:29 28 abr


Subcategory: Strategies that support the English learning process of VIS (Light green)

FINDINGS SUMMARY

The participants express that they feel included thanks to the people that surround them in classes. In the case of P1, s/he feels comfortable with the tutors that the institute assigns to him/her. P2 feels comfortable thanks to the activities that the teacher prepares and the dynamics that are implemented in class with his/her classmates.

ANALYSIS AND DISCUSSION


Regarding the inclusion process of the participant, we can notice that they feel comfortable with their classes since the Language Institute has provided them a possibility of having a full-time assistant that supports their English learning process (Aryanti, 2014).

 Valentina González Niño
09:29 28 abr

Code: Assistant teacher

 Valentina González Niño
11:38 21 abr

Code: Perceptions (Orange)

 Valentina González Niño
11:38 21 abr

Subcode: Comfortable and included

Appendix H: Class observations P1



School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: Mariánela García Hernández
Participant: P1 (participant one)
Time: 2-6 pm
Place: Language Institute
Course: Teenagers 4
Date: February 18th

Field notes		
Class topic	There is, There are/ Prepositions of place/ Demonstratives and possessive adjectives/ Clothes, adjectives, parts of the house	
Agenda of the day	1. There is/are 2. Prepositions of place 3. Demonstratives and possessive adjectives 4. Vocabulary 5. Homework	
Time	Descriptive Field Notes	Reflective notes
2:07	Teacher explains the agenda of the day to students and reminds them of some class rules like the use of the cell phone.	
2:12	WARM-UP: Kahoot to practice the modal verb CAN (review). - Assistant teacher makes sure P1 knows how to play the kahoot activity according to their capabilities.	

2:07	<ul style="list-style-type: none"> - Main teacher does not know how to make P1 participate in the kahoot activity. - Main teacher has a good pitch and makes an explanation after each question. - Kahoot questions have images that help students guess the correct answer. However, assistant teacher has to spend more time that each question has to explain the images and question to P1. - Assistant teacher explains the game and describes the pictures in the L1 - Just one out of fifteen questions could be solved without the need of looking at the pictures. 	Activities could have more time and be designed to be understood either with or without the images.
2:32	<ul style="list-style-type: none"> - P1 asks the assistant teacher how the activity works as soon as it starts. - Assistant teacher explains grammar structure of THERE IS/ARE to participant 1. 	P1 may use a book where s/he can have the talkback tool.
2:52	<ul style="list-style-type: none"> - Grammar structure is explained on the TV apart from the JEOPARDY game. - T asks students to open their books (student's book), which are printed. 	

 Valentina González Niño
09:36 28 abr


Subcategory: Strategies that support the English learning process of VIS (Light green)

 Valentina González Niño
09:36 28 abr

Code: Assistant teacher

 Valentina González Niño
09:45 28 abr

Code: Teacher's methodological strategies (Light red)

 Valentina González Niño
09:46 28 abr

Subcode: Lack of experience

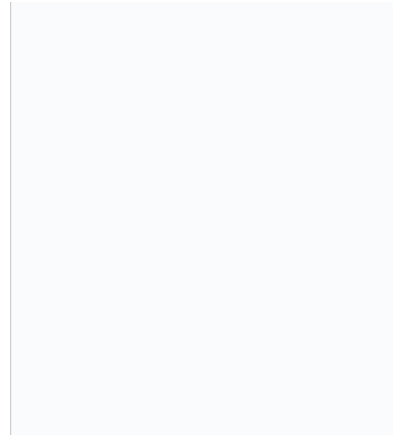
3:05	<p>- The activity with the book is to read a text. There isn't a way for P1 to read it without the help of the assistant teacher.</p> <p>- Teacher asks for new vocabulary in the text and draws the things on the whiteboard.</p> <p>- WHAT IS THE OBJECT? An activity with pictures but there isn't a description of the objects shown.</p> <p>- Assistant teacher says in L1 to P1 the objects in the pictures.</p> <p>- PREPOSITIONS OF PLACE: Most of the explanation is oral. Explaining activity is looking at a picture Assistant teacher has to describe the picture for P1 to comprehend the instruction.</p>	Describing objects with pictures cannot be an activity where P1 is involved.
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3:30-4:05	<p>- The description of the images is in charge of students. Assistant teacher continues to describe the pictures to P1 but he doesn't participate in the activity.</p> <p style="text-align: center;">BREAK</p>	
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4:07	<p>Demonstratives: Body language explains the topic, T asks students to take notes and P1 takes notes in Braille.</p> <p>- As P1 doesn't write at the same pace as other students, the assistant teacher tells P1 what to write in the notebook.</p> <p>- The assistant teacher is the one who checks the information with P1. The main teacher hasn't checked anything with P1 since the beginning of the class.</p>	Teacher could have adjusted the activity to a time where all students could read and finish.
4:20	<p>- T asks students to read a text that is in the book. Assistant teacher reads the text to P1 and s/he asks questions. Assistant teacher doesn't finish reading the text but the main teacher continues with the next activity.</p>	
4:34	<p>QUIZ: Groups of three. Main teacher asks if participant 1 can group together with other students.</p> <p>- The quiz is handout by the main teacher, and the assistant teacher helps P1 to fill in the quiz with the name and the answers.</p> <p style="text-align: center;">REGARDING LISTENING PART</p> <p>Audio file 1: A conversation between two people on the street.</p> <p>- Main teacher puts the students in context before playing the audio track.</p>	Teacher could have used a different type of contextualization for the audio files.

5:10-6:00	<p>- There is a picture on the TV with a cartoon, the picture gives visuals about the information of the audio.</p> <p>Audio file 2: Table of activities.</p> <p>- There is a table on the screen that matches the one on the quiz for students to check things according to the audio.</p> <p>- Assistant teacher writes sentences for P1 by asking questions about the information required in each exercise.</p> <p>BRAINSTORMING: In groups they are going to talk about ideas for the final project (5 people per group).</p>	Assistant teacher has to work harder to explain the activity while the audio reproduces.
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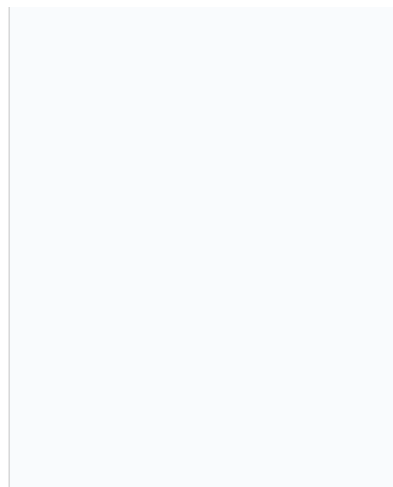
	<p>FINDINGS SUMMARY:</p> <p>One thing to highlight is the active role of the assistant teacher due to the design of the activities that are not adapted to P1 needs. Even though the class uses different types of material and tools to enhance language skills, it is difficult for P1 to be involved in them and brings out the lack of expertise of the main teacher when working with VIS.</p> <p>ANALYSIS AND DISCUSSION:</p> <p>Considering the student's learning needs, the type of activities are not designed to improve English language learning, instead it becomes more challenging to the process of VIS to participate in the lesson. If there is not an adaptation of the learning material, the student's learning needs will not be met (Aryanti, 2014; Cárdenas and Inga, 2019). Henceforth, the students with visual impairment have to rely on other strategies that hold up their learning, in this case, the assistant teacher provided to help during the lessons. The role of an assistant is significant to the learning process of VIS, since it is someone they could receive support from and make the most out of their knowledge to improve their learning (Aryanti, 2014).</p>	
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School of Languages
B.A. in Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: Mariana García Hernández
Participant: P1 (participant one)
Time: 2-6 pm
Place: Language Institute
Course: Teenagers 4
Date: April 1st

Field notes		
Class topic	Quantifiers, adverbs of frequency, verbs in present simple, can	
Agenda of the day	1. Easter egg charades. 2. Food 3. Oral preparation evaluation	
	Descriptive Field Notes	Reflective notes
2:10	Easter egg charades: Groups are made (6) and each easter egg has a phrase, one of the participants has to mimic it for their group to guess. P1's group is formed by one of P1's friends and their assistant.	Teacher doesn't give clear instructions for the group's needs.



	<p>- Since the activity is charades, the assistant teacher describes the actions of the group mate but s/he didn't participate or tried to guess the phrase.</p> <p>- Assistant teacher is the one doing guesses in the group of P1. P1 doesn't feel encouraged by the group to participate and the main teacher doesn't encourage him/her either.</p> <p>- Assistant teacher does the last charade but P1 still does not participate. (GAME ENDS)</p> <p>FOOD: main teacher asks questions to the students about food and easter traditions. (Review of SO and BECAUSE)</p> <p>- Teacher makes some examples and asks the students to do the same.</p> <p>- Students open their books and in the same groups as in charades they are going to solve the exercises on the corresponding page.</p> <p>- P1 hands out their book to the assistant teacher (book is printed).</p> <p>- P1 uses the cell phone and a keyboard to transform Braille to letters and the assistant teacher can understand. In this way, the assistant teacher can write the activity for the main teacher to understand too.</p> <p>- Assistant teacher tells P1 what things he could write according to the activity and spell some words to her/him</p>	<p>Teacher could have encouraged P1 to try.</p> <p>There is no alternative to P1 than using the printed book.</p> <p>ICT tools help the assistant teacher and P1 to complete the activity.</p>
3:10		
3:30		

Valentina González Niño
10:04 28 abr

Subcategory: Strategies that support the English learning process of VIS (Light green)

Valentina González Niño
10:04 28 abr

Code: Assistant teacher


Valentina González Niño
10:08 28 abr


Code: Perceptions (Orange)


Valentina González Niño
10:08 28 abr


Subcode: Encouragement

	- Thanks to the cell phone and the keyboard, the assistant teacher is able to correct and give feedback to P1 when needed (writing activity).
4:00-4:30	BREAK
4:40	- Teacher explains the rubric of the final oral exam presentation, what it must include and the grading scale. - Students get in their groups and prepare themselves for the oral evaluation.
5:30	P1 performance: s/he has to learn by heart the part assigned to him/her since it is not possible to rely on the information of the slides or any other visual material that the group prepared.

 Valentina González Niño
10:05 28 abr
Code: ICT implementation (Pink)

 Valentina González Niño
10:05 28 abr
Subcode: Mobile phone and keyboard

 Valentina González Niño
10:15 28 abr
Code: Student's struggles (Lilac)

 Valentina González Niño
10:15 28 abr
Subcode: Memorization

	FINDINGS SUMMARY:
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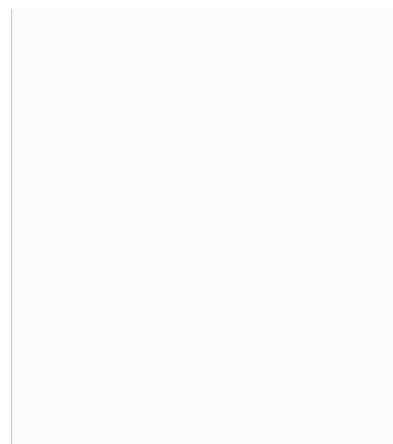
	<p>Concerning this observation, it was noticeable the different drawbacks P1 had to pass through in that class. The choice to do a specific activity let P1 felt unmotivated. Assistant teacher role is highlighted due to her efforts to make P1 feel included in that game. Moreover, technology was implemented as a strategy to support P1' English learning process.</p> <p>ANALYSIS AND DISCUSSION:</p> <p>Bearing in mind the different moments of the lesson, it is noticeable how the strategies of the teacher did not involve the participation of VIS, as a result, the activities were not adapted to create a well-rounded learning environment. The inadequacy of the lesson led to the discouragement and affected the possible points where English learning could have been boosted, and in future moments this could affect negatively to the VIS' process. However, the burdensome activities were partly achieved since the student can rely on the help of an assistant, who serves these learning necessities and provides support. Moreover, the student can rely on ICT (Information and Communication Technology) improving communication with assistants and delivering better outcomes to the lesson's assignments that require it. Nevertheless, ICT tools cannot provide total backing for the students, at some point it is common for the student to end up memorizing as a means to fulfill class' objectives and improve performance (Aryanti, 2014).</p>
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School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: Mariana García Hernández
Participant: P1 (participant one)
Time: 2-6 pm
Place: Language Institute
Course: Teenagers 4
Date: April 15th


Field notes		
Class topic	FINAL EXAM	
Agenda of the day	1. Written final exam 2. Oral Final Exam	
Time	Descriptive Field Notes	Reflective notes
2:30	Assistant teacher moves out of the classroom with P1. They move to another classroom to begin the exam.	A different classroom makes the exam more flexible for P1 to answer.



<p>2:55</p>	<p>Assistant teacher writes P1's name on the exam and asks for information such as the date, the main teacher's name and the group.</p> <p>Since they are (P1 and assistant teacher) in a different classroom, they do the exam in a different order. Students in the regular (every class) classroom started with the first section.</p> <p>WRITING SECTION</p> <p>Assistant teacher reads the exam for sections to P1 and asks s/he what the answers are. Mostly contextualization of what the questions are talking about.</p> <p>Assistant teacher has to be very clear with instructions and describe the exercises in detail. For example: emphasizing where the brackets are to complete the sentences.</p> <p>P1 and assistant teacher start the 2nd part of the writing section that is writing a paragraph.</p> <p>P1 says the sentences to the assistant teacher and then they complete the paragraph section.</p> <p>LISTENING SECTION</p> <p>Assistant teacher reads the instruction for P1 and makes sure s/he understands it.</p> <p>Assistant teacher reads the questions before playing the audio tracks. Also, check her/his understanding of every single question.</p>	<p>Instructions have to be very clear and writing speed depends only on the assistant teacher. ICT tools used in previous classes would have helped.</p> <p>Flexibility when playing the audios helped P1 to complete the exercises better.</p>
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 **Valentina González Niño**
10:16 28 abr

Subcategory: Strategies that support the English learning process of VIS (Light green)


 **Valentina González Niño**
10:16 28 abr

Code: Assistant teacher

<p>3:30</p> <p>3:40</p>	<p>Audio tracks are played through the assistant teacher's phone and have access to pause it or change the volume in each question or when P1 asks for it. P1 asks to play it again. After every pause, the assistant teacher repeats the question to P1.</p> <p>P1 asks at different times to repeat the audio and the questions (fill-in-the-blanks).</p> <p>READING SECTION</p> <p>P1 asks in detail about the reading section.</p> <p>Assistant teacher makes sure P1 understands every word, sometimes spells it (if P1 asks for it), in order to complete the questions promptly.</p> <p>Assistant teacher is really expressive when reading the statements or answers options.</p> <p>Assistant teacher does it when reading questions/exclamations or statements with negative words.</p>	<p>Reading section was the most difficult to complete.</p>
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 **Valentina González Niño**
10:20 28 abr

Code: Pace (Purple)


 **Valentina González Niño**
10:20 28 abr

Subcode: Paused

<p>5:00-6:00</p>	<p>It is common for the assistant teacher to tell P1 what section they are in and how much is left for them to finish the exam.</p> <p>Assistant teacher has to re-read the whole text to complete each of the questions. Sometimes only the paragraph where the answer is.</p> <p>SPEAKING SECTION</p> <p>P1 does her/his presentation with the group. As done in the previous class, P1 has to learn by heart the order and things to say in the presentation and does not rely on visual material as the other group members.</p> <p>Main teacher gives feedback to the whole group and in the agenda writes individual feedback.</p>	<p>Speaking requires previous preparation in order to get a good grade.</p>
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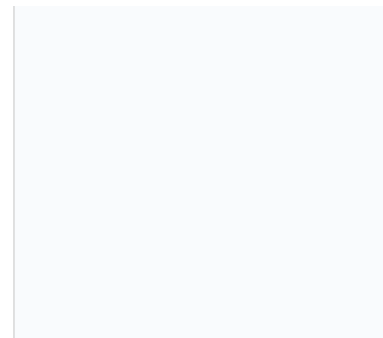
 **Valentina González Niño**
10:21 28 abr

Code: Student's struggles (Lilac)

 **Valentina González Niño**
10:21 28 abr

Subcode: Memorization

<p>FINDINGS SUMMARY:</p> <p>This observation was key to determine both the importance of pausing audio tracks during a final exam and the importance of an assistant teacher with proficiency in the L2. Different mishaps were noticed in the listening and speaking part of the exam.</p> <p>ANALYSIS AND DISCUSSION:</p> <p>From the observation made in the final exam, it was concluded that the assistant plays a valuable role owing to the support that she provides to P1 taking into account that she is proficient in the L2. Apart from that, pausing each audio track allowed P1 to improve his/her performance since under other circumstances it would not be as successful. If this wasn't possible to P1, it would be natural to him/her to depend on memorization to finish listening tasks (Aryanti, 2014).</p>
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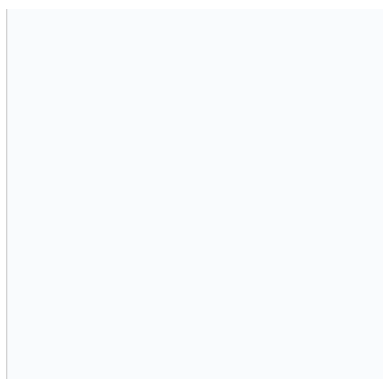
Appendix I: Class observations P2



School of Languages
B.A. in Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: Valentina González Niño
Participant: #2
Time: 2:30pm-6:20pm
Place: Language Institute
Course: Kids 3
Date: Saturday, February 18th, 2023

Field notes	
Class topic	Parts of the house
Agenda of the day	1. Hello song 2. Check homework 3. Book- Pages 59, 60 4. Multimedia room 5. Cutting and paste



Time	Descriptive Field Notes	Reflective notes
2:40 pm	T explains Ss the agenda of the day using L2 but P2 did not understand everything. P2 asks the assistant teacher to repeat what T said.	T could have spoken slower.
2:50 pm	T plays the "hello song" and T asks Ss to repeat after her. P2 sings with the classmates.	
2:52 pm	P2 tells T that s/he did not do homework because s/he did not attend 1st class. T explains P2 using L2 that s/he can bring it to the next class. P2 did not understand the instruction and asked the assistant teacher to repeat it.	T could have checked P2's understanding through some questions.
3:00 pm	Ss play a guessing game about "parts of the house". T helps Ss with her body language. In addition, T occasionally uses L1.	T uses her body language a lot to help Ss.
3:05 pm	P2 says that s/he understands some things. The assistant teacher suggests P2 to focus on the T's body language. As time goes by, P2 understands more.	T uses not only her body language, but also drawings to help Ss. These were great strategies. However, T didn't ask P2 if s/he could see the drawings clearly.
3:30-4:00 pm	BREAK TIME	

Valentina González Niño
10:27 28 abr

Subcategory: Strategies that support the English learning process of VIS (Light green)

Valentina González Niño
10:28 28 abr


Code: Assistant teacher


Valentina González Niño
10:31 28 abr

Code: Teacher's methodological strategies (Light red)



<p>4:10- 5:00 pm</p>	<p>Ss go to the multimedia room. T asks Ss to search for "parts of the house" in Google. Ss can choose any game they want to review the topic.</p> <p>While Ss were in that room, T proposed a kahoot about the topic of that class. P2 struggled with the image the questions were based on.</p> <p>The image was a table and it helped the other Ss to answer the question.</p> <p>Each question had 20 seconds to be answered by Ss.</p>	<p>T could have implemented a listening activity taking advantage of that room.</p> <p>Considering P2 low vision, it wasn't a great idea to implement this game since the image the questions were based on couldn't be zoomed.</p> <p>P2 could not analyze the image in the 20 seconds each question had to be answered.</p>
<p>5:10 pm</p>	<p>Ss are back in the classroom and T asks them to write what is on the whiteboard.</p>	<p>T monitors Ss' work.</p>
<p>5:20 pm</p>	<p>T explains Ss next activity where they are going to cut and paste the parts of the house. P2 understood the instructions because the teacher spoke slowly and repeated the things.</p>	<p>T should improve classroom management strategies.</p>

 Valentina González Niño
10:31 28 abr
Subcode: Lack of experience

 Valentina González Niño
10:36 28 abr
Subcode: Use of L1 inside the classroom

<p>FINDINGS SUMMARY:</p> <p>Taking into account the strategies used in P2's classroom, we notice that the use of an assistant teacher is helpful to fully comprehend the commands and instructions the main teacher gives. However, the main teacher didn't take into account P2 disability in some activities of the class where s/he could have struggled to be in or used tools that could ease the process.</p> <p>ANALYSIS AND DISCUSSION:</p> <p>This classroom observation helped us to analyze that the role of an assistant is significant to the learning process of VIS, since it is someone they could receive support from and make the most out of their knowledge to improve their learning (Aryanti, 2014). Besides, Ts are not fully trained to teach English to VIS since they do not know the most accurate strategies to implement with them. Following some studies, the authors came to the conclusion that the lack of teachers' expertise has been notorious when they have to include ICT tools when teaching visually-impaired students (Ramos and Andrade, 2016; Eligi and Mwantimwa, 2017). Furthermore, Ramos & Andrade (2016) conveyed that apart from having the resources required, it is crucial to be aware of how to use them appropriately.</p>	
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School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: Valentina González Niño
Participant: #2
Time: 2:00 pm- 6:20 pm
Place: Language Institute
Course: Kids 3
Date: Saturday, April 1st, 2023


Field notes		
Class topic	Animals	
Agenda of the day	<ol style="list-style-type: none"> 1. Hello song 2. Homework 3. Book 4. Quiz #2 5. Drawing animals 6. Multimedia 	
Time	Descriptive Field Notes	Reflective notes
2:20 pm	T starts the class with a song about animals to introduce the topic of that class.	P2 enjoys the activity and at the same time s/he listens to the correct pronunciation of animal names.
2:27 pm	T plays the "hello song". T asks Ss to sing the song together. P2 repeats after the video.	As Ss always start the class with that song, P2 knows the lyrics.

2:30 pm	T checks Ss' homework. T asks P2 about his/her homework and s/he understands the instruction and opens the book.	
2:35 pm	T reviews the topic they learned last class with slides. T asks Ss to repeat the name of the animals after her.	P2 participates in the activities and P2 answers T's questions saying if s/he likes or doesn't like each animal. T uses her body language to help all the Ss in general.
2:40 pm	T asks Ss to open their books. P2 understands the instruction. T asks P2 to read something on the page. P2 read it correctly. T explains an exercise but P2 did it wrong. T uses L1 a little bit to help P2. The assistant teacher repeats to P2 the instructions and then P2 corrects the exercise. T tells Ss they need to write some sentences. P2 wasn't paying attention so the assistant teacher repeated the instruction to P2 using L2. T uses some audios that are in the book to review the topic.	It was a great strategy to repeat the instruction and to write the page number on the board. T points P2 what s/he has to read. T used L1 because it was necessary and she checked P2's understanding as well. T could have checked Ss' understanding because at the beginning they weren't writing. These kinds of exercises help P2 to better understand the topic.


 **Valentina González Niño**
10:36 28 abr

Subcategory: Strategies that support the English learning process of VIS (Light green)


	P2 says to the assistant teacher that when the audios are slow it is easier for him/her to understand. On the other hand, when the audio is fast s/he says that s/he is lost.	P2 could have played the song at a lower speed as the book app has that feature. P2 presents difficulties to follow the audio at a normal speed because the letter size of the lyrics in the book is not big enough.
3:07 pm	T asks Ss to draw some animals in their notebooks.	
3:18 pm	T plays a video about Easter because Ss will do an activity during the break. T plays a different video but this time in Spanish.	

 **Valentina González Niño**
10:37 28 abr

Code: Assistant teacher


 **Valentina González Niño**
10:50 28 abr

Code: Teacher's methodological strategies (Light red)


 **Valentina González Niño**
10:50 28 abr

Subcode: Use of L1 inside the classroom


3:30- 4:00 pm	BREAK TIME T gives instructions for QUIZ #2. P2 says s/he didn't understand. Then, T provides examples on the board.	
4:13 pm	After Ss finish the 1st part of the quiz, T explains the 2nd part and T organizes the groups.	The examples helped P2 to understand.
4:30 pm	Ss go to the multimedia room. T chooses different exercises so Ss can practice listening, grammar, etc. P2 needed help with listening exercises so the assistant teacher helped him/her.	
5:13 pm		Listening exercises were good because P2 could repeat and pause them as many times as necessary.

 **Valentina González Niño**
10:37 28 abr


Code: Pace (Purple)

 **Valentina González Niño**
10:38 28 abr


Subcode: Slow

 **Valentina González Niño**
10:43 28 abr

Code: ICT implementation (Pink)

 **Valentina González Niño**
10:44 28 abr


Subcode: Book feature

 **Valentina González Niño**
10:48 28 abr

Code: Pace (Purple)

	ANALYSIS AND DISCUSSION: It is important to consider that different strategies can be implemented during the lesson, in this particular case, we notice that the teacher is keen to use L1 (Spanish) to solve doubts and look for a better way to link P2's knowledge of the contents in the L2. Conversely, another advantage that P2 can make use of is the help of the assistant, who repeats instructions and collaborates in P2's participation in the lesson (Aryanti, 2014).	
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Code: Pace (Purple)

 **Valentina González Niño**
10:48 28 abr

Subcode: Paused



School of Languages
B.A. In Foreign Language Teaching: English
Degree Work II
Director: Luz Helena Prada Ramirez

Observer: Valentina González Niño
 Participant: #2
 Time: 2:00 pm - 6:20 pm
 Place: Language Institute
 Course: Kids 3
 Date: Saturday, April 15th, 2023

Field notes		
Class topic	Final exam	
Agenda of the day	1. Final test 2. Parents meeting 3. Project presentation	
Time	Descriptive Field Notes	Reflective notes
2:00 pm	T asks Ss to write the agenda of the day.	
2:20 pm	T does a review about the different topics Ss learned during "Kids 3".	It was a great strategy to use videos to review the topics. P2 understands better when there is a visual aid.

3:00 pm	<p>T hands out Ss the final exam. The assistant teacher goes to a different room with P2 in order to do the exam.</p> <p>P2 starts the exam with the reading part because the assistant teacher was waiting for the audios.</p> <p>Assistant teacher continued reading the different parts of the exam to P2</p> <p>Assistant teacher needs to check if P2 is writing the right letters in some exercises because P2 can't see well due to the letter size.</p> <p>P2 does the listening part at the end. As the assistant teacher has the audios, she can pause them so P2 has time to write the answers.</p>	<p>Assistant teacher needs to repeat the instructions to P2. Moreover, the assistant teacher has to read all the exam to P2. Assistant teacher also asks P2 if s/he can see the pictures that are in the exam.</p> <p>The Language Institute should take into account P2's disability (low vision) to do the exams with the letter size and the pictures bigger.</p> <p>Some adjustments need to be done. Even though pausing the audios helps P2 a lot, the Language Institute doesn't take into account that P2 will take more time than the other Ss to solve the exam.</p>
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Valentina González Niño
10:54 28 abr

Sucategory: Strategies that support the English learning process of VIS (Light green)

Valentina González Niño
10:54 28 abr

Code: Assistant teacher

Valentina González Niño
10:55 28 abr

Code: Pace (Purple)

Valentina González Niño
10:55 28 abr

Subcode: Paused

	<p>FINDINGS SUMMARY:</p> <p>During the implementation of the final test, it was seen that the assistant's role was relevant since P2 had to wait for the assistant teacher's instructions to complete each section.</p> <p>ANALYSIS AND DISCUSSION:</p> <p>The most perceptible hassle during the implementation of the final test has to do with the challenge that is completing the listening section as a result of the struggle presented by P2 to keep up and to understand natural native speech. In addition, assistant's presence is essential to support P2' performance (Aryanti, 2014).</p>	
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