Inclusión de estudiantes con Necesidades Educativas Especiales en la Enseñanza de la Lengua Inglesa: Creencias de los docentes sobre las oportunidades de aprendizaje de inglés de los estudiantes con discapacidad visual en las aulas ordinarias.
ELT inclusion of learners with SENs: Teacher's beliefs towards visually impaired students' English learning opportunities in mainstream classrooms.

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Abstract:

Inclusion has been a topic of conversation in recent years since the need to integrate all students equally in ordinary classrooms has caused this boom in the educational community. In the context of English language teaching, teachers sometimes happen to have students with visual impairment. This disability has a negative impact on learning English because it does not allow students to complete learning activities in the same way the rest of the students would. Therefore, this study focuses on visual impairment, and its objective is to explore what teachers' beliefs are regarding the opportunities for students with visual impairment to learn English and their inclusion in their classrooms. Data was collected through interviews, gathering comprehensive information about participants' beliefs regarding the English learning opportunities of these students and their inclusion within their classes. Data analysis was performed by coding interview responses and identifying specific patterns that were related to research questions that might be useful for the study. The study shows that there is insufficient information and training for teachers so there is a need to deeply understand their own beliefs to act wisely, strengthen inclusion, continue to provide the same opportunities and consolidate the way teachers interact with students with visual impairments.

Keywords:

Inclusion, ELT, visual impairment, teachers' beliefs

Resumen:

La inclusión ha sido un tema de conversación en los últimos años ya que la necesidad de integrar a todos los estudiantes por igual en las aulas ordinarias ha provocado ese auge en la comunidad educativa. En el contexto de la enseñanza del inglés, los profesores a veces tienen alumnos con discapacidad visual. Esta discapacidad tiene un impacto negativo en el aprendizaje del inglés porque no permite a los estudiantes completar las actividades de aprendizaje de la misma manera que lo haría el resto de los estudiantes. Por lo tanto, este estudio se centra en la discapacidad visual cuyo objetivo es explorar cuáles son las creencias del docente con respecto a las oportunidades de aprendizaje del idioma inglés de los estudiantes con discapacidad visual y su inclusión en sus aulas. Los datos se recogieron mediante entrevistas, recopilando información exhaustiva sobre las creencias de los participantes con respecto a las oportunidades de aprendizaje de inglés de dichos estudiantes y su inclusión dentro de sus clases; el análisis de los datos se realizó

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mediante la codificación de las respuestas de la entrevista e identificando patrones específicos que estuvieran relacionados con las preguntas de investigación que podrían ser útiles para el estudio. El estudio muestra que hay insuficiente información y capacitación para maestros por lo que existe la necesidad de comprender profundamente sus propias creencias para actuar sabiamente, fortalecer la inclusión, continuar brindando las mismas oportunidades y consolidar la forma en que los docentes interactúan con los estudiantes con discapacidad visual.

Palabras Clave:

Inclusión, ELI, discapacidad visual, creencias de docentes

Introduction

English as a lingua franca has become an indispensable tool for education, commerce and business, science, technology, and culture. People with visual impairment (VI) are at a total disadvantage when learning English. Teaching English to visually impaired students, inserting and having them participate on equal terms, is a great challenge for teachers because they "pose difficulties in learning foreign languages since human vision serves as a major stimulus for learning a language" (Susanto & Nanda, 2018, p. 83). Understanding English language teachers' beliefs about visually impaired students' English learning in general education classrooms allows us to comprehend better how their views influence inclusion and students' learning opportunities.

Nowadays, inclusion has attracted the attention of educators since the progression of visual impairments and other special educational needs has increased more than in previous years; "the number of children, who are visually impaired and are educated in general education classrooms, has been increasing around the world" (Miyauchi, 2020, p. 1). In Mexico, as INEGI (n.d.) shows in its statistics, from 2010 to 2020, the percentage of the population with visual limitations nationally increased from 27.2% to 64.4%, which equals 7,682,652 people more than in 2010. In Pachuca de Soto, Hidalgo, a state of central Mexico, the percentage of the population with visual limitations by 2020 consisted of 26, 893 people. With the increase in the number of students with visual impairment in general education classrooms, discussions in research on classroom teachers' beliefs toward inclusion of students with visual impairment, opportunities when learning, and the challenges teachers face in teaching have also increased.

As the term indicates, a visual impairment involves a sight issue that interferes with a student's academic pursuits. Under 34 CFR §300.8(c)(13), visual impairment means an impairment in vision that affects a child's educational performance (IDEIA, 2004).

Regarding inclusion, according to UNICEF, Inclusive Education means all children in the same classrooms and schools and authentic learning opportunities for groups who have traditionally been excluded. An inclusive education classroom is a regular education classroom, students with and without learning differences learn together, an appropriate learning environment where all learners' academic, physical, and social needs are addressed within one all-encompassing setting (Brown et al, 2013, Packer, & Passmore, 2013; Foremen, 2008).

Although some studies have generally focused on students' different Special Educational Needs (SENs), there needs to be more evidence of teachers' beliefs regarding including visually impaired students within ELT classrooms in higher education. Thus, this study aims to explore English language teachers' beliefs about the inclusion of students with visual disabilities inside the academic environment and the students' opportunities when learning the language. For instance, Lowe (2016) argues that the lack of attention to this subject matter is due to the notion that English language teaching "is a field which operates largely within the private sector, and so is not usually subject to governmental oversight" (p. 23). In other words, the private sector provides its students with more possibilities to study a second language than the public ones. Moreover, this study addresses the following questions: What are the teachers' beliefs toward students with visual impairments? To what extent do visually impaired students have the same opportunities when learning English? Is there inclusion of students with visual impairment in the English classes? Furthermore, what are the main challenges in teaching students with visual impairments? The present study is significant because it helps identify the teacher's perspectives concerning visually challenged students' English language opportunities and inclusion in prevailing classrooms and what challenges the educators might encounter in teaching these students. Although there have been studies on teacher's beliefs regarding inclusive education; impairment students' English learning opportunities have been little explored.

Literature Review

Visual impairment

Visual impairment is the loss of visual acuity or the limitation of the visual system functions, meaning that the visual range of the person with this particular need might vary from mild vision to blindness. The University of Pittsburgh Department of Ophthalmology (2023) declares

"Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual. It may also be caused by a loss of visual field, where the eye cannot see as wide an area as usual without moving the eyes or turning the head." (para. 1)

Regarding learning, "a person with low vision has a measurable vision but has trouble executing or cannot achieve visual tasks. Standard glasses or contact lenses do not help these people accomplish those tasks" (Corn & Lusk, 2010, p. 4-5)

Many studies on VI in language teaching report teachers' difficulties, showing that the learner's capacity to obtain skills and learn is affected by their visual impairment, having difficulty acquiring concepts and retaining sufficient visual memory to benefit from visual descriptions. For example, Lowe (2016), Başaran (2012), and Morelle (2016) noted that English language teachers generally lack the training opportunities and support available in mainstream education regarding Special Educational Needs (SEN) or have little knowledge about inclusive education Mwakyeja (2013). Some authors bring some information about the challenges faced by English teachers. Researchers such as Aryanti (2014), Başaran (2012), Ralejoe (2021), and Mwakyeja (2013) point out the lack of teaching materials and the inadequate preparation of teaching resources as some of the challenges faced by English teachers.

Teacher's beliefs

A belief is the feeling of being certain that something exists or is true (Cambridge University Press, n.d.), an idea that we hold and accept as true, whether or not there is proof or evidence. Pajares defines *belief* as "an individual's judgement of the truth or falsity of a proposition" (1992, p. 316).

Regarding inclusion, "Despite the recognized importance of leaders and school administrators, classroom teachers are largely responsible for implementing inclusive principles and breaking down barriers to inclusion" (Miyauchi, 2020, p. 2).

There have been numerous studies to investigate teacher's beliefs. For example, Jorgensen et al. (2010) assessed 25 teachers' beliefs about various pedagogical practices. They identified areas of inconsistency between teachers' beliefs and practices; one of them was 'inclusiveness.' They found that teachers strongly recognized inclusiveness as important, but more evidence of it in their teaching needed to be implemented effectively. Plus, there exists a considerable body of literature on the importance of teachers' beliefs in classroom practices, including teachers' choices of instructional strategies (Smith & Southerland, 2007; Wilkins, 2008) and their selection of instructional

resources (Speer, 2008) and technology tools (Ertmer et al., 2012).

On the other hand, Delaney (n.d.) lists the five most common myths of teaching students with special educational needs. Among these five myths, the belief of being unable to learn a language is considered the third concurrent belief among educators. It is mentioned that this myth creates a false perspective towards students who require special needs in terms of education.

Furthermore, Abbas and Narjes (2017) determined that "teachers' beliefs impact their teaching behavior, learner development, guide their decision-making and interactions with their learners." (p. 83). Consequently, how they perceive the educational setting and the learner's abilities is essential to strengthening their capacities to empower their language learning.

Methodology

Regarding the overall design of this study, a constructivist worldview, a case study design, a qualitative approach, and a qualitative instrument were selected to answer the ensuing research questions: What are the teachers' beliefs toward students with visual impairments? To what extent do visually impaired students have the same opportunities when learning English? Is there inclusion of students with visual impairment in the English classes? Furthermore, what are the main challenges in teaching students with visual impairments?

Worldview, approach, and design

A constructivist worldview was adopted to probe the teachers' beliefs, respecting visually impaired students' opportunities to learn a language in the educational context. An inclusive environment is present in their English classes since, as quoted by Creswell and Creswell (2018), "Individuals develop subjective meanings of their experiences—meanings directed toward certain objects or things" (p. 46), meaning that the perspective that the participants have towards a subject matter is contemplated assiduously concerning their previous experiences and social interactions. In addition, a qualitative approach was adopted to explore the beliefs that educators have about these students and if there are challenges they have to face when teaching visually challenged students. To this extent, it was fundamental to understand the educators' point of view and how their prior knowledge or experiences influenced their social meanings by interviewing them in person. Considering what has been said, a case study design was adopted.

Setting

This study took place at the UAEH Instituto de Ciencias Sociales y Humanidades (ICSHu), a public university in

Pachuca de Soto, Hidalgo. The institute promotes the autonomous learning of the student community through the development of basic skills in the social sciences depending on the B.A. they study. It is divided into four modules, in which eight degrees are distributed along with another building (CEDICSO) that houses a ninth degree. In this manner, the interviews took place in Module 3, ground floor, classrooms 1, 2, and 7. At the same time, two were held in the institute's library and two on some benches next to a café within the same facilities in Module 2. Nevertheless, the setting impacted this research due to the differences in the availability that teachers had to be interviewed and the places that could be used to conduct the interviews inside the institution. For this reason, scheduling a meeting with each interviewee days before, two weeks after finishing the semester was necessary.

Participants
The participants in this study were 7 English language teachers from Instituto de Ciencias Sociales y Humanidades (ICSHu) who teach university students. There were six women and one man, five of whom are teachers at the BA in ELT while the other two at other BAs. All of them are between thirty and fifty years old; each has different years of teaching experience in this institution as English teachers of various proficiency levels.

Instruments
This study used interviews to gather thorough information about the participants' beliefs regarding visual impairment students' English learning opportunities and inclusion in their classes. The interview consisted of 24 open-ended unbiased questions, which the participants answered honestly according to their perspectives and knowledge. The researcher wrote all the questions to collect data about the participants' beliefs and experiences they have had, if any, with visually impaired students during their teaching career and questions about future changes they would like to make to give their students better opportunities to avail the knowledge they are teaching them (see appendix 1).

Piloting
As mentioned above, when the interview was completed, testing was done over a piloting session to see if some modifications or additions were needed for its further application. For this piloting session, a teacher with a B.A. in English language teaching was interviewed; the participant was chosen for the years of experience leading a group and teaching English. The interview was conducted at ICSHu and lasted around 30 minutes. No modifications were made after its testing. Besides, the answers given by the interviewed teacher were analysed to see whether they answered the research questions of

the project; notwithstanding, if the teacher's answer to question twelve was 'no' since the outcome of the following question would not be as expected, some of the inquiries were skipped. Additionally, if any of the questions were answered within the first ones, the corresponding question was not asked to avoid repetition; it is worth noting that the responses to the questions were positive. Overall, the piloting helped peruse the functionality and clarity of the interview and check if the interviewee's answers were according to what was asked and if the research questions were regarded inductively. Plus, a consent form was given to the participants to fill in for being recorded and to analyse their answers as an ethical issue further. (Appendix 2)

Data analysis

After the instrument application, the data analysis was conducted via coding the interview answers. The coding process was done by collecting specific and salient patterns related to the research questions by underlining the extracts that could be helpful for the study; the seven participants' responses to the interview were organised in a chart for an easier understanding of theme identification and classification. In such a way, the information gathered yielded some patterns that were bestowed by the in-depth feedback of the participants.

The analysis was significant because it helped identify the teacher's perspectives concerning visually challenged students' English language opportunities and inclusion in prevailing classrooms and what possible challenges the educators encounter in teaching these students.

Findings and discussion

Considering all the above, as a result of the codification of themes related to the research questions, the following two main categories were obtained: teachers' beliefs and VI students' inclusion. Along with that, subcategories were also identified inside the former and latter main categories; moreover, the study's implications, which comprise teaching challenges, improvements, and future suggestions are elucidated below.

Teacher's beliefs
Regarding these university teachers' beliefs towards visually challenged students', results show that they see everybody is involved in the classroom activities. However, one of them mentions that it is necessary to delve deeper into other people's perspectives since they may feel that, superficially, there is inclusion in the classrooms. Also, being given coaching would help them address their students' needs adequately.

Uhm, from my perspective, in my classes I think all- like all students are- I mean they, they don't have- they do not exclude other students…from my point of view but sometimes perception is different from what students live or perceive but from my point of view everybody is accepting to mostly everyone, I guess. **(Teacher 1)**

Well, ah- based on the experience I had, my beliefs are that they are really smart. Yeah, like, when a person cannot, like, develop one of their senses completely, he sometimes is forced to reinforce his other senses, right? **(Teacher 4)**

I think sometimes, even when they have eh…some disabilities…I mean, it is common that…these kinds of students- I don't know if they go to special centres or something but they get used to live with that disability they have and they learn how to get information. **(Teacher 7)**

As quoted above, these teachers have seen that there seems to be inclusion within their groups since the other students treat impaired students with respect. Still, Abbas and Narjes et al. (2017) acknowledge that each teacher's belief can affect their awareness and teaching appropriacy when managing the classroom so they need to deeply understand their own beliefs to act wisely to strengthen the inclusion they already create and the way in which they interact with visually impaired students. Nevertheless, all the interviewees recognized that the below specified different themes are needed if better attention is sought to be provided to particular students who attend regular classrooms.

Insufficient information and training for teachers
Data gathered from the interviews pointed out that teachers do not have the necessary information to cover their students' particular needs, nor do they have the adequate preparation to know how to handle those special situations inside the classroom even if there is inclusion and they prompt students not to make any distinction.

But I- I think the- the thing is that we teachers, we don't have much information about it and then we don't know how to handle that so ah in this sense I couldn't say much about it because I don't have- We recently were talking to the coordinator about how we have some students who suffer from anxiety and depression and ATD or all these things that- I mean we could just re- we don't know how to handle students with certain, you know situations and I-I think that's- I don't have much of an insight because we're not trained for that. **(Teacher 1)**

But there are some that could be more serious for which we are not prepared. If we are not prepared for-,for visual impairments or auditory impairments, we are not prepared for the other ones, which are more serious. Yeah. So, I'm not against having everyone in, be- We would need to receive preparation for that, I think everybody in the class should be prepared for that, but we are not prepared. **(Teacher 2)**

These statements show that most teachers concur that they need the information or the training on how to act when they face delicate student conditions. Besides, Delaney et al. (n.d.) argues that teachers do not really need to be specialised in the subject matter;

"It will of course help you to learn more about SENs and to get advice from specialists in the area, but learners with SENs benefit from good teaching practice, particularly in the area of classroom management, planning and setting of tasks. For example, learners with SENs needs clear, consistent rules and instructions, they need short do-able tasks which give a sense of achievement." (para. 3)

Nonetheless, there is no room for discussion that it would be helpful for teachers to be informed about the ways in which they can assist each visual impairment or other types of special educational needs (SENs) to be more well-prepared in their teaching practice.

Inappropriate infrastructure
According to the data obtained, teacher 2 declared that the institution does not have the necessary infrastructure to boost these students' abilities as the teacher would like to; the only thing they can do now is adapt the materials they have on hand for visually impaired students according to the umbrella term that teachers can see respecting their particular condition.

These are my own beliefs. I think we don't have the appropriate infrastructure to support them and unfortunately we have to see, like the general thing and in terms of inclusion, you don't- I don't know if it is part of the system or part of my own beliefs, but you cannot make it really noticeable like saying "you Conchita, I know you don't see well", so you cannot do that, but then you have to do like a standardized things that can include everyone, but you have to think in these other ones because it's my own life. So, it's- it's hard because we are not prepared and we don't have enough tools to help. That's what I think. **(Teacher 2)**

Hence, this participant thinks that in order to provide VI students with the tools they need to enhance their potential, not only is it fundamental to be aware of each condition present in their groups but also to have materials previously acquired or designed according to their peculiar demands. For instance, if there happens to be a blind student, there should be material equipped in braille for them to avail the input received in terms of reading to encourage their learning autonomy and independence. Similarly, (UNESCO, 2009, as cited in Belay and Yihun, 2020) claims that "insufficient learning resources such as textbooks and learning materials that support the needs of particular groups of learners such as Braille and easy reading materials are major barriers for visually impaired students in different countries of the world." (p. 114) By this means, it is crucial to start considering special students so that learning resources and services can be provided to future generations of students to support them with the infrastructure to meet their requirements.

Large groups
As reported by teacher 3, when the group is large, some teachers can only cover some of the noticeable students' necessities or give them the required attention by using the available tools and the general knowledge they possess.

> *The biggest challenge is that we have, like, large groups. And we cannot give, like, a special attention to those students. Yeah, when you're working with them. I have groups of almost forty students and it's- it's quite hard because it is impossible to give attention to all of them. So, I think that is the most difficult, when you're working with too many students, to cover all the necessities or differences.* **(Teacher 3)**
> *I think they may have difficulties but what- what I have noticed, and- and my daughter has a- a sight issue, is that we move the students to the front of the classroom. Most of the time the problem is solved. Most of the time it is difficult when we have huge groups. Large groups where we have several students with the same problem and it is difficult to have all of them in front of the class, right?* **(Teacher 3)**

As quoted by this teacher, the experience they have had is that when teaching large groups, they cannot comprise the totality of the classroom as they would want because of the time they have of instruction per class. Lane (2022) observes that the detriment of teaching "large class sizes is that it's more difficult to give each student the individual attention they need" whereas "in a smaller class, you have more time to get to know your students and understand

their strengths and weaknesses." (para. 13). This conveys that, in a large group it is sometimes complicated for the teacher to give particular attention to all the students' demands.

VI students' inclusion
As stated by some of the participants, visually impaired students are included in all their classes since they, as teachers, treat them equally as their peers making them participate and feel accepted.

> *I think we have now one or two students with Asperger…I treat them the same and ah in a way you can say "Oh, that's inclusion" because everybody is treating- treated equally but then I think we need to be aware of different mechanisms to, you know, make them feel more comfortable or better; but again, this goes back to the lack of training in these special needs that we're not trained for. Right?* **(Teacher 1)**
> *From what I perceive, I think everybody is included and probably it has to do with- I mean students already have this network of relationships or friendships and I think they work together in that way so they don't go for who can listen, who can see which- that would be something different but since they already have their network, they work well with the people they feel comfortable with.* **(Teacher 1)**
> *I make everybody participate. Yeah, because this student and all students must be part of it. So there is things that the teacher struggles with when making teams.* **(Teacher 2)**
> *Well, it is present at, at any moment, I guess now that, that you are telling me and I- I- I'm thinking about the, the real meaning of this one, I guess now, the students -women and men- they are, they try to express their feelings, their emotions or whatever they think. It is eh, it has to do with their, their personality and, and I guess they interact without any problem in a classroom and I…eh I think, well, I'm sure that this is really positive for them.* **(Teacher 5)**
> *I think there is inclusion, yeah, I had never had like…that issue of segregating…like any kind of student.* **(Teacher 4)**

As can be seen, there is inclusion of students with VI in the English classes due to the fact that they are made to feel welcomed and take part in the activities within the English subject. Additionally, the foremost important thing in a classroom context to be inclusive is the teachers' attitudes concerning these students. As claimed by Miyauchi et al. (2020) "A positive teacher attitude is a prerequisite for successful inclusion." (p. 1). Thus, the

teachers of the Institute, by having a positive attitude in each of their classes, generate an environment of inclusion free of prejudices and favorable for the learning of their students.

Same learning opportunities
Inquiry showed that the teachers' beliefs is that visually challenged students have the same opportunities as their classmates since they work successfully during the activities at their own peace depending on the task they need to comply with; and most importantly, they see them as capable of learning a language and performing well at school since the condition is not cognitive but visual.

> *Well, it depends. It depends because if the learning comes from reading, they are in disadvantage but if the learning comes from hearing, all of them are equal. So it depends on the type of activity you are doing.* **(Teacher 2)**
> *In, in- if we talk about the cognitive uhm processes, that might be the same; now, it may take more time because of a- of the poor vision, maybe they need to struggle more to read something…not in terms of processing the information but just in terms of, you know, the mechanism of- of seeing information so- in a way but not cognitively speaking, right?* **(Teacher 1)**
> *Like, to me, they can learn the same, they process the information the same but the procedure and the mechanism…probably different…is a more complex and most likely requires more time, right? So…there's limited in a way but…not from here (head) but from here (eyes).* **(Teacher 1)**
> *To have a balance, not to give them that much reading, to have more discussion, to give them the opportunity to participate orally instead of giving them that much (reading).* **(Teacher 3)**
> *Yes, they have the same opportunities. Ah…Gael was the best student; he can't see very well, the others can see and they don't do the things…that's why I told you: when a person wants to do something, you do it.* **(Teacher 6)**

From what can be inferred from the above comments, the extent to which visually challenged students have the same opportunities as their peers is reflected in how the student community and faculty interact respectfully with them and accept every special condition that the BA houses. Fichten, et al., (1990) acknowledge that "interacting effectively with professors is particularly important for students with disabilities" (p. 104) since the latter party are provided with equivalent consideration in the activities. It should be noted that as teachers, they have seen that students' performance during the semesters has been rewarding despite some difficulties that visually impaired students may have when reading if they wear glasses.

Implications

In the light of these findings attained, three important implications were identified to be further considered to improve the English language classroom environment for all students.

Teaching challenges
One of the participants mentioned that, since they tend to teach large groups of students, it is sometimes challenging to encompass all their necessities due to the length of the class. Moreover, all the participants agreed that there is also a need for teacher training regarding the special needs they might encounter when teaching all types of students in regular classes of the same institution and how to cope with their requirements within the lessons.

> *I think that the biggest challenge is that we have, like, large groups. And we cannot give, like, a special attention to those students. Yeah, when you're working with them. I have groups of almost forty students and it's- it's quite hard because it is impossible to give attention to all of them. So I think that is the most difficult, when you're working with too many students, to cover all the necessities or differences.* **(Teacher 3)**
> *The challenge…well, the challenge to have that training in order for us to know how to- there are some things that are very logical like you say, just make bigger all; is something simple that we can do, we don't require training for that and the fact probably that we need to be aware of that and start doing it but more than that I do believe that teachers ah need proper training,* **(Teacher 1)**
> *I mean I don't know but that's the thing, we are not aware of all the conditions and we are not really aware of how to treat each one of them and the same for other conditions, like we were saying anxiety, HTD whatever it is, I mean, we don't- we need the proper training and I think that's the challenge: to…to know how to handle the different situations.* **(Teacher 1)**
> *I think that is the biggest challenge, knowing how to work with everyone without making people feel bad. Nobody wants to feel bad. You don't want to feel bad. You as a teacher, students don't want to feel bad. Then you as a teacher don't want to be the cause of the students to feel bad, so we need preparation.* **(Teacher 2)**

These teachers' comments display the main challenges that they consider to be hindering their correct equitable contemplation of VI students which is the deficient training on how to teach impaired students that attend mainstream classrooms. Correspondingly, Başaran et al. (2012, p. 224) reports in his findings that because of the fact that teachers are not formally trained for teaching these students, it is a challenge for them to adapt methodologies depending on their need, so they handle those circumstances by using the material they have on hand for sighted students.

Improvements
Improvements were exposed among the teachers' answers by mentioning personal awareness and the materials awareness. Not only did they highlight the awareness that they should have as teachers, but they also asserted that apart from receiving training, what they can do for now is make the font visible for all the students who patently wear glasses.

> *We need to be aware of the different visual impairments, not just one, and how to brought them on, right? For a start, I think a bigger font would be great but I need to know more about it.* **(Teacher 1)**
> *I just need to know what I need to change to support them. Right now, just as I said, the font sizes, font size. If you're just reading materials, including probably more reading (inaudible) having them feel comfortable and what's the better way? I don't know. I need to prepare myself, or at least to be guided.* **(Teacher 2)**

These quotes show that teachers have done their best to support their students even if they need more precise knowledge and coaching about the different visual or other needs that their students may have. Chacón & Badilla (2015) insist that

> "However, this help is often insufficient for educators who seek a better inclusion of these students in English classes, with the use of appropriate methodologies to teach the lessons taking into account the diversity and particular needs that these students may have." (p. 170)

This implies that even though the teachers inform themselves by reading about the issue or request guidance from a professional in the area, they would have to keep learning new methodologies to continue triggering inclusiveness inside and outside the academic realm.

Future suggestions
In addition to what was aforesaid, some future suggestions were brought up to the teachers for them to have ideas of what could be put into action in future years,

such as receiving training, having students approach their teachers, and continuing to be inclusive.
Likewise, positive reactions were obtained, and a total willingness from the teachers to implement these suggestions was noticed.

> *I would like to receive a course that tell us how we can help and I also would prefer- it would be easier in classes if a student approach me and told me "teacher I have this issue", it would be really nice if you could help me with this- this way, because that's another thing in the way in which you ask the things is the way in which you are going to get them.* **(Teacher 2)**
> *If they said you need to do a special exam for these types of students with these characteristics, I would do it. But if my student comes and says I don't want to feel different then I would listen to my student. So, anything that can support students' learning and self-confidence I would do it.* **(Teacher 2)**
> *I think all of the above. And I think most importantly, it would be really helpful that whenever you finish this study, this research you can ahm come up with a- well, you can share with us the information, what are your- wha- what your findings are and most importantly if you can take this to the next level to the head of the department; to see if we can actually do something about this to- to raise awareness and to- to have ahh the necessary strategies to- to help students.* **(Teacher 1)**
> *I guess all of them are important. Ah, we need a course ah, to know what things we can do to- that can be used in the classroom so the students can, can feel uhm integrated into all of the activities and also, at the same time to know that you are helping this situation, no? You are helping the students with- with these specific- probably you don't need to modify everything but ah~ at least the necessary things for them to, to feel better and to learn, no?* **(Teacher 5)**
> *Well, ah…take a course for a- specifically for students with visual problems, no. I would like to take a course with different kinds of students' problems and that, I think that could be very enriching.* **(Teacher 6)**

Overall, teachers need more professional training to help students with these educational needs in a way in which they know how to contemplate their particular requirements. The Special Education Department Communication Disorders and Sensory Impairments (2013) observes in its manual that the teacher who intends to serve special students should adopt the role of

identifying, assessing, and providing strategies that can be of great use to bring meaningful instruction for visually impaired or blind pupils. Besides that, all of them are more than willing to do whatever is necessary so that their students have support in their learning as well as self-confidence to ask for help.

Conclusion

This study yields increasingly good findings and further implications on data that can definitely encourage better instruction and improvements since as mentioned by these university English teachers, there is a need for training on special educational needs so as to better integrate visually impaired students and other exceptional requirement students within classroom activities. What is more, it was suggested by the interviewed teachers that courses on how to handle special situations and teaching methods could be given to broaden their teaching perspectives for future possible cases. On that account, the hope of this study was to deeply explore English teachers' beliefs about learners with visual detriments at ICSHu in Pachuca de Soto, Hidalgo. On the whole, it is conspicuous that visually impaired students' English language learning opportunities are the same as their sighted classmates; equity being one of the factors that stimulate an inclusive classroom environment. Furthermore, the found implications comprise teaching challenges, improvements, and future suggestions for its further consideration. Lastly, this study seeks to raise awareness about the various conditions of students that can arise within ordinary classrooms in order to contribute to their special needs by transmitting the academic support they demand.

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Appendix 1

1. What is your name?
2. What is your favorite hobby?
3. How long have you been a teacher?
4. Could you tell me a bit about why you decided to be a teacher?
5. Is there any further professional development you have undertaken? Have you done a Master's Degree? Where?
6. What do you enjoy about teaching English
7. Could you tell me what do you know about inclusion?
8. Can you tell me whether you think inclusion is present in the classrooms and how?
9. Could you tell me what the word visual impairment means to you?
10. Have you ever had students with visual impairments?

   - **YES – Can you tell me a little about your beliefs regarding these types of students?** (continue with Q11, 12…and so on)

   - **NO - ASK Q12**

11. When teaching, do you think you create an inclusive classroom environment for visual impairment students? Why do you think so?
12. Imagine that you are teaching and you notice (a) student(s) that wear glasses; would you take into account your students' special needs? For example, would you make the letter bigger so that they can see better or would you give them handouts? Would you print your material? **GO TO Q18**
13. When designing your materials, do you think of different ways in which visual impairment students can avail the input they receive?
14. Have you seen your visual impairment students struggle to read still wearing glasses?
   a) **YES (ask Q15)**
   b) **NO - If you were to notice that a student is forcing his/her vision to read something from the board/screen, what would you do to ensure your visual impairment student language learning?**
15. Could you tell me what have you done to ensure your visual impairment students' language learning?
   a) **This, this and this**
   b) **NOTHING – What could you do to ensure your visual impairment students language learning?**
16. Could you share your experience about your students with visual impairments English language learning?
17. When you design a teamwork activity, does your students include their visual impairment classmates or do they segregate them?
18. From your point of view, do you consider that visual impairment students learn in the same way as their classmates? **Go to Q20**
19. When your students work in teams, do you think that visual impairment students feel included? Justify your answer. For example, if you see that a visual impairment student is not participating in the teamwork activity.
20. When learning English, do you consider that visual impairment students have the same opportunities as the others?
21. If you were to have a student with visual impairments or other special educational needs, how do you think your students would feel in your class?
22. What would be the biggest **challenge** in working with students with special educational needs? In this case, visual disabilities.
23. What would be the biggest **reward** in working with students with special educational needs? In this case, visual disabilities.
24. Could you tell me whether you think that the beliefs about students with special educational needs opportunities when learning a language can be modified?
25. In the future, would you change anything in your classes so that students with visual impairments feel included and taken into account?
   a) **YES – What would it be?**
   b) **NO – Could you tell me which is the strategy that you think has helped you to maintain your students equally included?**
26. Is there anything else you would want to share with me about visual impairment students' inclusion in the English language learning environment? **For example**
   a) **Would you like to have a training course for visual impairment students' inclusion or teaching?**
   b) **Would you say that being included help them to learn better despite their needs?**
   c) **Would you like them to tell you if they are having problems?**
   d) **Would you say that their special visual needs limit their learning process?**

Appendix 2

CONSENT TO CONDUCT AN INTERVIEW AND AUTHORIZATION FOR ITS ANALYSIS

Name: _____

Telephone number: _____

CONSENT TO RECORD THE INTERVIEW

I hereby give my consent to be interviewed and authorize the interview to be recorded for educational, teaching, and research purposes.

PURPOSE

I hereby authorize the use and transcription of the interview responses for educational, didactic, and research purposes to P. Guadalupe Patricia Noriega Pérez, student at the Autonomous University of the State of Hidalgo with account number: 355101.

Likewise, I hereby waive any right to receive compensation for such uses by virtue of the preceding authorization. I hereby release P. Guadalupe Patricia Noriega Pérez from all liability for any claim for damages and release her from all liability for indemnification arising from activities authorized by this agreement.

RESCISSION

If I choose to rescind this authorization; further use of the information collected in that interview will not be permitted.

RIGHTS

I can request that the recording stop at any time; likewise, I can rescind this authorization up to a reasonable date before the information provided is used, but I must do so in writing, sent to P. Guadalupe Patricia Noriega Pérez. I may inspect or obtain a copy of the interview responses that I am authorizing to use. I may refuse to sign this authorization. I have the right to receive a copy of this authorization. I understand that I will not receive any type of financial compensation.

Date: MAY-24th-23

Signature: _____

Name:

Signature: _____

P. Guadalupe Patricia Noriega Pérez,

UAEH, account number: 355101