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Lesson Plans

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Docente Tutor

## CERTIFICADO DE PROPIEDAD INTELECTUAL

Título del Trabajo de Integración Curricular:

### Teaching English to VI Students: A Proposal of Speaking and Listening Lesson Plan

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#### Abstract

This article presents the curricular adaptations for lesson plans that develop listening comprehension and speaking skills. The starting point is a bibliographic review of the strategies for teaching foreign languages based on the methodological frameworks known as PDP and ECRIF. Then, the adaptations are prepared based on the activities in the lesson plans. Through qualitative research, bibliographic and documentary systematization is combined with critical analysis to identify practices for inclusive teaching of foreign languages. The methods used are the incorporation of supportive technologies and inclusive pedagogical techniques focused on improving auditory and verbal skills based on practices identified in the literature review, whose general objective is to develop an adapted class plan to enhance the skills of Listening comprehension and oral expression in students with visual disabilities who are learning a foreign language. The results suggest that integrating these tools improves students' linguistic skills with visual impairment (VI). Pedagogical implications propose an adaptive model for teaching, promoting strategies that make learning accessible and enriching for all and offering recommendations for future research.

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## TEACHING ENGLISH TO VI STUDENTS: ADAPTATIONS FOR SPEAKING AND LISTENING LESSON PLANS<sup>1</sup>

Enseñanza de Inglés a estudiantes con discapacidad visual: Adaptaciones para planes de lección de expresión oral y comprensión auditiva.

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### Abstract

Vision, as a crucial sense for learning, establishes significant obstacles within the educational process. The growing need for language learning in educational settings highlights the urgency of addressing the challenges of teaching a second language to this specific group of students. This article presents the curricular adaptations for lesson plans that develop listening comprehension and speaking skills. The starting point is a bibliographic review of the strategies for teaching foreign languages based on the methodological frameworks known as PDP and ECRIF. Then, the adaptations are prepared based on the activities in the lesson plans. Through qualitative research, bibliographic and documentary systematization is combined with critical analysis to identify practices for inclusive teaching of foreign languages. The methods used are the incorporation of supportive technologies and inclusive pedagogical techniques focused on improving auditory

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<sup>1</sup> Article based on original research findings.

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and verbal skills based on practices identified in the literature review, whose general objective is to develop an adapted class plan to improve the skills of Listening comprehension and oral expression in students with visual disabilities who are learning a foreign language. The results suggest that integrating these tools improves students' linguistic skills with visual impairment (VI). Pedagogical implications propose an adaptive model for teaching, promoting strategies that make learning accessible and enriching for all and offering recommendations for future research.

**Keywords:** visual impairment; inclusive education; foreign language; accessibility technologies; listening comprehension; oral expression.

### **Resumen**

El propósito de este artículo es presentar las adaptaciones curriculares para planes de lección que desarrollan las destrezas para la comprensión auditiva y la expresión oral. Se parte de una revisión bibliográfica sobre las estrategias en la enseñanza de lenguas extranjeras en base a los marcos metodológicos conocidos como PDP y ECRIF, para luego elaborar las adaptaciones en base a las actividades de los planes de lección. Se utilizan métodos tradicionales, la incorporación de tecnologías de apoyo y técnicas pedagógicas inclusivas, centrada en mejorar las destrezas auditivas y verbales basado en prácticas identificadas en la revisión de la literatura, cuyo objetivo general es desarrollar un plan de clase adaptado para mejorar las habilidades de comprensión auditiva y expresión oral en estudiantes con discapacidades visuales que están aprendiendo una lengua extranjera. Se trata de una investigación cualitativa donde se combina la sistematización bibliográfica y documental con el análisis crítico para identificar prácticas para la enseñanza inclusiva de lenguas extranjeras. Los resultados sugieren que la integración de estas herramientas contribuye a la mejora las habilidades lingüísticas de los estudiantes con VI. Se discuten las implicaciones pedagógicas al proponer un modelo adaptable para la enseñanza, promoviendo estrategias que hacen que el aprendizaje sea accesible y enriquecedor para todos y ofrecer recomendaciones para futuras investigaciones.

**Palabras clave:** discapacidad visual, educación inclusiva, lengua extranjera, tecnologías asistidas, comprensión auditiva, expresión oral.

## Introduction

Foreign language proficiency has become an essential tool that opens doors to academic, professional, and cultural opportunities in today's globalized world. Teaching a new language to students with visual impairment (VI) presents challenges that require innovative and adaptive pedagogical approaches. This research focuses on curricular adaptations for lesson plans to improve the oral expression and listening comprehension skills of VI students and apply best practices and evidence-based strategies. Foreign language instruction should be inclusive and accessible to ensure all students have the same opportunity to learn and thrive. Inclusive education, promoted by organizations such as the United Nations Educational, Scientific and Cultural Organization, commonly abbreviated as (UNESCO) and the United Nations (UN), has brought about significant changes in teachers through the implementation of new policies for teaching students with special needs (UNESCO, 2024).

In Ecuador, the Constitution establishes the importance of inclusive education in Article 47.7 (CONSTITUTION OF THE REPUBLIC OF ECUADOR, Art. 47, 2008). Despite these efforts, many students with special needs, particularly those with visual impairments, continue to face significant limitations in education.

Vision, as a crucial sense for learning, establishes significant obstacles within the educational process. The growing need for language learning in educational settings highlights the urgency of addressing the challenges of teaching a second language to this specific group of students. Studies focused on teaching a foreign language to students with VI have identified several problems, including time management, student behavior, poor classroom conditions, and lack of resources (Marzulina et al., 2021). Therefore, the question arises about how a

specific lesson plan can improve the listening and speaking skills of visually impaired students learning a foreign language.

This research aims to create a proposal for developing, evaluating, and implementing an adapted lesson plan to improve the language skills of visually impaired students. The proposal includes the design of specific activities, such as active listening exercises and guided conversation practices, according to the needs and abilities of VI students. The author presents several activities in this research. They were the first to identify best practices in inclusive foreign language teaching through a critical literature review. Second, activities adapted to the needs of students with VI, such as active listening exercises and guided conversation practices. Third, assistive technologies, such as speech recognition software, should be incorporated to facilitate learning. Next, develop teacher training programs on technological tools and inclusive pedagogical techniques. Finally, evaluate the effectiveness of the proposed lesson plan in improving the language skills of students with VI.

This research focuses on developing and implementing a lesson plan aimed at improving the oral expressions and listening comprehension skills of VI students, learning a foreign language, utilizing assistive technologies, and inclusive pedagogical techniques. To this end, a systematic review of existing literature and tailored activities to integrate assistive technologies such as speech recognition software. In addition, it is essential to implement teacher training programs to ensure an inclusive learning environment, and the effectiveness of the plan will be evaluated through case studies and analysis of pre-and post-intervention outcomes (Fernández et al., 2019),

Other problems include deficiencies in the curriculum and a need for teacher preparation (Almaki, 2021). Administrative challenges, such as divided ministerial responsibility, lack



of legislation, insufficient teacher training, and resource shortages, pose significant obstacles (Moreno et al., 2017). Similarly, Sirirungruang (2015) highlights the responsibility of authorities to provide the necessary budget to make resources accessible to all visually impaired students, noting that teachers alone cannot address these issues.

Research on best practices for teaching foreign languages to students with VI is limited but growing. Recent studies have shown that assistive technologies, such as voice recognition software and accessible language learning apps, can be very effective (Almufare, 2024). In addition, training teachers in specific methods for instructing visually impaired students is crucial. This training must include technological tools and pedagogical techniques that promote an inclusive and participatory learning environment (Jones et al., 2019). Although this topic is relevant to academics, there is little research on it. Mastering the senses of touch and hearing is necessary to develop the potential of students with VI. (Phuong & Phuong, 2020).

A recent study by O'Brien E. (2023) highlights the importance of teaching oral expression and comprehension to students with visual impairments. The research emphasizes that interactive activities and adapted technological tools, such as online games and accessible applications, can significantly improve oral communication skills in these students. Furthermore, students' active participation in planning activities and incorporation of their interests are effective strategies to foster an inclusive and participatory learning environment. The proposal developed in this work consists of a combination of traditional methods and modern technologies designed to maximize the accessibility and effectiveness of learning. (Díaz & Ruiz, 2020. A recent article in IntechOpen discusses how combining traditional methods and modern technologies can significantly improve the quality of education.

Research highlights that when integrated with traditional educational methods such as augmented reality, virtual reality, and gamification, modern technologies increase student interactivity and engagement and enable more effective personalization of learning. These hybrid approaches, also known as "blended learning," have proven particularly effective in adapting to students' diverse needs and learning styles, ensuring that no one is left behind (Abbood et al., 2023).

El-Hossary Y. (2017) proposed a lesson plan model for teaching a foreign language. However, it does not fully cover all skills and highlights the need to dedicate additional time to these skills to address the challenges VI learners face. This model emphasizes the use of specific materials and strategies adapted for students with VI but recognizes that it is essential to develop the necessary competencies in these students fully.

The proposed lesson plan is structured around critical activities, including active listening exercises, guided conversation practices, and interactive listening resources. These activities are to reinforce the ability to understand spoken language, as well as the ability to express it orally, offering students with VI rich and varied opportunities to practice and develop their language skills. In addition, important aspects such as adaptive assessment and constructive feedback are essential for continuous progress and positive reinforcement. (López, 2019).

The main objective of this research is to develop an adapted lesson plan that improves expression and listening comprehension skills in students with visual disabilities (VI) who are learning a foreign language. This lesson plan integrates assistive technologies and inclusive pedagogical techniques to create an accessible and effective learning environment. In contemporary education, it is necessary to identify practices that allow the literature review to carry out a critical analysis and thus identify the best practices in the inclusive teaching of

foreign languages. This way, it is necessary to design activities adapted to the needs of students, such as active listening exercises and guided conversation practices, that adapt to the needs and abilities of students with VI (Bugaj, 2022)

By incorporating the use of assistive technologies, such as voice recognition software, to facilitate the learning of students with visual disabilities and developing training programs for teachers in the use of technological tools and inclusive pedagogical techniques to ensure an environment of participatory learning, we can thus test and evaluate the effectiveness of the proposed lesson plan in improving students' skills (Keefe, 1999).

This approach justifies the need to comply with global laws and policies that require inclusive education. Within the Ministry of Education, hand in hand with the Constitution of Ecuador, practical challenges are faced, such as the need for more resources and insufficient teacher training. (CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR, Art. 47, 2008).

It is important to emphasize that the effectiveness of this lesson plan depends mainly on the educational context and each student's individuality. Personalization and flexibility are fundamental principles in inclusive teaching. Therefore, the lesson plan is an adaptable model that can and should be modified according to the specific needs and abilities of the students involved (Fernández et al., 2019). This research highlights the importance of teacher training and personalized learning, presenting an adaptable and practical model for teaching foreign languages to this specific student population. In doing so, it seeks to contribute to the debate on inclusive education and promote strategies that make language learning an accessible and enriching experience for all students.

## **Literature Review**

Teaching foreign languages to students with VI is based on several theories and pedagogical approaches. The multimodal learning theory suggests that students learn best when information is provided through multiple sensory channels (Mayer, 2009). Students with visual impairments span a range of vision loss measurements, such as low vision, total blindness, and visual impairment. The definitions share a common thread: People with these conditions have difficulty seeing or may even lose vision completely (Keefe, 1999).

The use of specific teaching techniques designed for students with visual impairment (VI), such as active listening exercises and guided conversation practices, allows the implementation of assistive technologies such as speech recognition software and accessible language learning applications, including AWS (Job Access With Speech), NVDA (NonVisual et al.), TalkBack among others which allow students to use an accessibility tool for Android devices that provides voice feedback.

In this order of ideas, the problems and barriers that VI students face, according to their research by Marzulina et al. (2021), are time management and curriculum issues. In this sense, it is essential to mention the importance of the lesson plan, which Moore-Cox (2017) affirms is a documentation process used widely in education and helps the teacher plan what will happen throughout the class, including activities, tools, and strategies that help develop an organized class.

Additionally, educational accessibility theory emphasizes the importance of adapting teaching materials and methods to students' individual needs by removing barriers in the educational environment to ensure that all students, regardless of their physical or cognitive abilities, have equal access to learning opportunities (UNESCO, 2020). This literature review

explores how this theory can be applied specifically to teaching English to students with visual disabilities (VI), using principles of Universal Design for Learning (UDL), assistive technologies, and inclusive pedagogical strategies; therefore, various sources that support these principles are necessary for practices (Xiangling et al., 2020).

Within the critical principles of educational accessibility theory, one of the fundamental frameworks of educational accessibility theory is Universal Design for Learning (UDL); this framework proposes multiple means of representation, expression, and participation to adapt teaching students' differences. The DUA seeks to make content accessible and understandable for all students, eliminating educational barriers and promoting inclusion (Moreno & Mayer, 2019).

Multisensory resources for students with visual disabilities are crucial to facilitate foreign language learning in students with VI. Audiobooks and podcasts effectively improve listening comprehension by allowing students to access content through their sense of hearing. (Díaz & Ruiz, 2020). These resources provide an alternative to written material, making learning more accessible.

Studies on assistive technology show how specific devices and applications can facilitate foreign language learning for students with VI (Robles et al., 2024); this theoretical framework analyzes these theories and studies to provide a solid foundation for the proposed lesson plan as they play a vital role in inclusive education. Speech recognition software, such as Dragon Naturally Speaking, allows students with VI to dictate and navigate digital content without a keyboard. These tools facilitate oral and written expression, promoting independence and active participation in the classroom. (Svensson, et.al., 2021).

Using technologies such as screen readers and text amplification devices effectively improves the language skills of students with visual impairments. (Inclusive Schools Network, 2024)

Educational activities are essential to adapt to the specific needs of students with VI. Active listening exercises and guided conversation practices are essential to developing oral comprehension and production skills. Moreno and Mayer (2019) highlight that interactive and personalized activities are crucial to these students' success, as they allow greater participation and adaptation to their individual needs.

Teacher training is essential for effectively implementing assistive technologies and inclusive pedagogical strategies. Bugaj (2022) underlines the importance of continuous teacher training in using these tools. Training programs should include pedagogical techniques that promote an inclusive and participatory learning environment, ensuring teachers are prepared to support students with VI effectively.

Adaptive assessments are essential to measuring the true potential and progress of students with disabilities. Fernández et al. (2019). They emphasize the importance of using flexible assessment methods, such as oral assessments and projects, instead of traditional written exams. These assessments should be necessary to reflect students' abilities and needs, providing a fair and accurate assessment of their language skills.

Educational accessibility theory provides a solid framework to ensure that students with visual impairments can fully access and benefit from English language instruction. Multisensory resources, assistive technologies, inclusive activities, teacher training, and adaptive assessments can create a truly inclusive learning environment. Implementing these

principles improves the language skills of students with VI and promotes more significant equity and accessibility in education.

### **Methodology**

This literature review used a qualitative methodology that combines bibliographic and documentary research, supported by a critical analysis of the selected sources. This methodological approach allowed for a deep and detailed understanding of the best practices and strategies for inclusive foreign language teaching to students with visual impairments. (Hernández et al., 2014).

The bibliographic research comprises a comprehensive review of relevant academic literature, including books, journal articles, and other academic documents that address teaching foreign languages to students with disabilities, particularly those with VI. Ten bibliographies were analyzed. According to Gallardo (2017), a literature review is essential to identify previous studies, relevant theories, and methodologies used in similar research, providing a solid foundation for developing the proposed lesson plan.

In addition, the documentary review compiles and analyzes the adaptation guide issued by the Ministry of Education of the Republic of Ecuador, official curricula, and specific instructional materials for inclusive education. This type of research is crucial to understanding the regulatory framework and pedagogical guidelines that influence teaching foreign languages to students with VI (Aguilera, 2013). The documentation collected offered a broad perspective on current resources and limitations in the educational context.

Combining bibliographic and documentary research helped identify the most effective practices and common challenges in teaching foreign languages to students with VI. For Hernández et al. (2014), triangulation of different data sources is essential to ensure the

validity and reliability of research findings. In this sense, the analysis of empirical studies allows us to evaluate the effectiveness of various pedagogical strategies and assistive technologies in developing linguistic skills in students with VI.

This review aims to identify and analyze the most effective assistive technologies for learning foreign languages in students with visual disabilities. The research questions include: How do people with visual disabilities learn a second language? What techniques or methods are necessary with them without focusing on braille? Moreover, How do speech recognizers and other technological tools influence the learning of foreign languages for students with visual disabilities, according to recent studies?

Some studies evaluated the use of assistive technologies in foreign language learning for students with visual impairments, considering studies published between 2019 and 2024, written in English, and empirical studies that provide quantitative data or qualitative inclusion criteria. Non-peer-reviewed articles and studies that did not provide empirical data were not necessary.

### **Data collection**

The databases used were Google Academy, PubMed, Scopus, and Web of Science. Through keywords like "assistive technology," "foreign language learning," and "visually impaired students." The search applied filters in the databases using combinations of the keywords and applying filters to include only studies published between 2019 and 2024 written in English that had met a process evaluated by experts in the same field before its publication. This process ensures that the work meets quality standards and scientific rigor.

A review of titles and abstracts lets us identify relevant studies, allowing us to evaluate the relevance and quality of the selected studies, ensuring that the studies meet the established



inclusion and exclusion criteria. Once the information is available, we proceed. to tabulate it as follows:

Table 1. Information collection process

<b>Title</b>	<b>Authors</b>	<b>Publishing Year</b>
1 Teaching English to Visually Impaired Students: An Analysis Of Teacher's Problems	Marzulina, Holandiyah, Harto, Herizal, Nopalia & Amrina	2021
2 A challenge: Teaching English to visually impaired learners	Kocyigi & Artar	2015
3 Visually Impaired Students' and Their Teacher's Perceptions of the English Teaching and Learning Process	Cando F.; Guano L; Pinta L; Berrones D.; Palate C.; Chanaluisa S., Gavilanes G.	2022
4 Teaching Vocabulary to Visually Impaired EFL Learners: A Small-Scale Study	ZORLUEL & CABAROĞLU Almaki	2018 2021
5. Challenges Faced by Female Students with Visual Impairments in Learning English as a Foreign Language: A Narrative Inquiry Study	Belova	2017
6. Accessible Language: Foreign Language Teaching Strategies for Blind and Visually Impaired Students	Malinovská & Ludíková	2017
7. ICT in teaching foreign languages to adult people with acquired severe visual impairment	Arslantaş	2017 2015 2020
8. Foreign language education of visually impaired individuals: a review of pervasive studies	Efstathiou & Polichronopoulou	
9. Teaching English as a Foreign Language to Visually Impaired Students: Teaching Materials Used by Teachers of English	Tran & Pho	
10. A Case Study of How Visually Impaired Learners Acquire Language		

In Table 1, systematic extraction is performed by completing the standardized form for each study, ensuring that all relevant data ensure the accuracy and consistency of the extracted data. Information related to the objective of the research, the methodology, the number of participants, as well as the characteristics of the students is collected, allowing the identification of patterns where assistive technology used with visually impaired people, the

main results of each research, to identify common elements according to the inclusion insights described initially.

This study allowed the insertion of citations in the review document by establishing comments and summaries in each case. The bibliography lets us classify the references into thematic categories within the review process.

### **Lesson Plan**

The research focused on designing a specific lesson plan that includes listening activities, guided conversation practices, and interactive listening resources. The plan considers the principles of inclusive teaching and recommendations derived from the reviewed literature.

The listening lesson plan also uses the PDP framework, an acronym for its three stages: **Pre, During, and Post**. This framework is commonly used in English listening classes for its process and format in this crucial skill for students with VI.

The analysis of available instructional materials and current educational policies allowed the creation of a lesson plan that is not only accessible but also effective in developing speaking and listening skills. As Díaz and Ruiz (2020) indicate, adapting teaching materials and methods to students' needs is crucial to ensuring academic success. Therefore, special attention should be necessary to select appropriate auditory and tactile resources.

The first module, Listening, provides a structure for developing students' listening skills. This method consists of three main stages, each with a specific purpose in teaching and learning listening comprehension.

The listening lesson plan proposed in a document module with the PDP structure offers a detailed guide to effectively developing students' listening skills. By following this structure and focusing on preparation, active interaction with instructional audio, and consolidation of

understanding, teachers can create rich learning experiences that promote the development of receptive skills in the classroom.

It is essential to follow a clear structure that spans from initial preparation to the consolidation of understanding to design an effective "Listening" lesson plan; when choosing audio instructions, it is essential to consider both the surface and more profound meaning that students can extract from it. Additionally, activities that guide students from general understanding to detailed and in-depth understanding are necessary for the During Stage.

In the **Pre-stage**, which typically lasts 5 to 10 minutes in a 45-minute lesson, students prepare to listen to the instructional audio. In this phase, the context, the student's attention, and the vocabulary or necessary information are essential to understanding and analyzing the didactic material. This Stage ensures that students are ready to tackle the listening material effectively.

**The During stage** is the most extended phase of the lesson, taking approximately 25 to 30 minutes. In this phase, students interact with educational audio material through activities designed to develop listening and comprehension skills. These activities begin with simple tasks focused on main ideas or surface understanding and progressively become more challenging as students extract deeper meaning from the educational audio. Each activity requires students to interact actively with audio texts, allowing them to build a deeper and more complete understanding throughout this Stage.

In the **Post-stage**, generally lasting 5 to 10 minutes, students connect with other skills and relate the text/audio/video to their personal opinions or experiences. Although this stage is optional for achieving receptive skill objectives, it helps students feel that developing listening skills is meaningful and relevant. Here, creativity and personalization of learning

are encouraged, enabling students to apply the information from the text practically and connect it to other areas of learning.

The methodology proposed by Kurzweil & School (2007), Encounter, Clarify, Remember, internalize, and Fluently (ECRIF), was used because it is adaptable at all stages of the structure in the context of broad language oral classes for students with VI. It served as a guide to structure the speaking lesson plan.

The plan uses the ECRIF method. Its primary objective is for students to acquire and use specific vocabulary related to means of transportation. The plan facilitates the creation of a travel plan through interactive conversations with their classmates. These activities allow students to internalize and apply new vocabulary in real communicative situations.

The second module, "Speaking," focuses on developing oral expression skills within an English as a second language learning environment. The lesson begins with the first Stage, Encounter, where the student has contact with the new material or information, or prior knowledge is activated, and discovers what you already know. It then continues with Clarify, a stage in which the learner can determine, for example, the meaning or pronunciation of a vocabulary word or the use of a grammatical construction in a situation. In addition, the Teacher clarifies and verifies students' questions.

In the third Stage, Remembering, students memorize the material or information through repetition, exercises, and references to supporting materials using models or prompts. After this step, in the internalized Stage, students take in the material, which is transferred to long-term memory. It takes practice to internalize new information, and there are more options for how to use the information, relying less on external support.

Finally, in the last Stage, Fluency, students use information fluently, producing the target language creatively in a personal and real communication task. During this Stage, students apply the vocabulary and grammatical structures learned in authentic situations that simulate everyday life contexts. These tasks may include debates, presentations, role-plays, and group discussions, allowing students to practice language production spontaneously and meaningfully. The goal is for students to gain confidence and competence in using the language, transferring what they learn in the classroom to real-world interactions. This approach also encourages the development of comprehensive communication skills, such as active listening, appropriate response, and adaptation to different interlocutors and contexts. The structured and participatory lesson plan focuses on developing oral expression skills through varied and contextualized activities. The aim is for students to apply new vocabulary in real communicative situations and improve their Fluency in English or other foreign languages.

### **Results**

This literature review provides a comprehensive view of the best practices and strategies for teaching foreign languages to students with visual impairment (VI). The studies' results highlight the importance of an inclusive and adapted approach that combines assistive technologies with specific pedagogical methodologies to address these students' needs.

### **Listening Lesson Plan**

"The Listening lesson plan" was developed using the PDP framework for the English class as a Second Language learning environment. The objective of the class is to show an understanding of the song "Count on Me" through discussion where the class interacts. Then, students create a small verse using the gained knowledge.

Table 2. Pre-stage

Stage	Teacher will	Students will	VI students will
<b>Objective:</b>	SWBAT shows an understanding of the song "Count on Me" by discussing and creating a small new verse.		
	<b>Pre-teach the song's vocabulary.</b> <b>Words:</b> Sea     Dark Friend   Light Cry     Guide World   Lost Sing     Song	Listen and repeat the words. Ask questions if have doubts.	Listen and repeat the words. Ask questions if have doubts.  Use alternative tech tools (Talkback, recorder device, or screen reader) to repeat or learn more about the vocabulary.
<b>Pre</b>			
<b>5 minutes</b>	Ask Ss to predict the message of the song.	Ss predict the message of the song	Participate and predict the message.

Table 2 describes the first phase of the listening lesson plan, the pre-stage, where learners must predict what they will learn in the class using some words related to the song, they will listen to in the next stage. To foster interaction, all students give their opinions and an appreciation of the vocabulary, then listen and repeat the words with the teacher, and if they have doubts ask him/her. For VI students, it is essential to use assistive technology like recorder devices, which help them record the words that could be useful for the last Stage and even practice after the class. As Malinovská and Ludíková (2016) state, technological changes offer a more excellent and stable platform for including VI learners.

Table 3 Listening Lesson plan "During stage."

Stage	Teacher will	Students will	VI students will
		<b>Early during 10'</b>	
	Play the song.	Listen to the music and enjoy it.	Listen to the music and try to learn it. If a VI student has a question, ask the Teacher.
	Explain the meaning of the music and encourage students to listen and sing the song.	Pay attention to the Teacher.	Pay attention to the Teacher.
		<b>Later, during 10'</b>	

<p><b>During</b></p> <p><b>30 minutes</b></p>	<p>Explain the next activity to complete the blanks with the missing words.</p> <p><a href="https://www.letras.com/bruno-mars/1683319/">https://www.letras.com/bruno-mars/1683319/</a></p>	<p>Work in pairs.</p> <p>Listen to the song to remember words.</p> <p>Listen again to complete the blanks and the missing information according to the previous vocabulary.</p>	<p>VI students work together with sighted students.</p> <p>Listen and pay attention to his / her pair-sighted.</p> <p>Complete the blank to help with his / her pair.</p> <p>Ask a sighted pair when they do not understand any phrase or word.</p>	
	<p><b>Activity</b></p> <p>If you ever find yourself stuck in the middle of the ____ I'll sail the ____ to find you If you ever find yourself ____ in the ____ and you can't see I'll be the ____ to ____ you We'll find out what we're made of When we are called to help our ____ in need If you tossing and you're turning and you can't fall asleep I'll ____ a ____ beside you And if you ever forget how much you really mean to me Every day, I will remind you, oh You'll always have my shoulder when you ____ I'll never let go, never say goodbye You know Finally, complete the blanks with the whole class and sing the song.</p>	<p><b>Final during 10'</b></p> <p>Listen to the music.</p> <p>After that, discuss by listening and answering a classmate's opinion about questions related to the previous song.</p> <p><b>Example:</b> What message does the song give you? Who is a true friend? Do you have a true friend, and why consider him/her like?</p>		<p>Listen again to the song.</p> <p>Answer the questions in groups while listening to the music.</p> <p>Give their appreciation to the group.</p> <p>Share with the class.</p>

<p>What other songs have the same or similar message as the previous song? Finally, tell students to share their ideas with the class.</p>	<p>Listen to music while working.</p>
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Table 3 describes the During Stage, where students must complete interactive tasks while listening, then extract the information and meaning from audio to debate and discuss the results in groups. In this stage, first, students listen to the music "Count on Me" by Bruno Mars to get a notion of the song, and then they must complete the lyrics using the previous vocabulary while listening. Finally, they discuss some questions about the song's message in groups, share ideas, and pay attention to their classmates to compare and make conclusions in the short discussion. If there are similarities, groups share their appreciation and interact with the class; the teacher fosters participation and helps the students if there is any doubt or difficulty.

Table 4. Listening Lesson plan; Post stage.

Stage	Teacher will	Students will	VI students will
<b>Post</b>  <b>10</b> <b>minutes</b>	Instruct to create a new verse of lyrics of the song.	Create a small verse of song lyrics using the previous ideas and activity.	Work with the same group and listen to his/her mates.
	Help students when they have questions.		
	Please encourage students to sing the verse and share it with the class.	Work in the same group as the last activity.	Give his/her opinion and participate in the group.
		Ask questions when you have doubts.	Ask your mate when he/she has doubts
		Sing the new verse in groups and share it with the whole class.	Sing the new verse with his group and share it with the class.



Table 4 describes the last stage of the lesson plan, where learners use their previous knowledge to create something new creatively. For the final activity of the lesson, students must create a small verse of the song using the information gained in the previous stages. They work in groups to share ideas and collaborate on the new verse's structure, words, and meaning. VI students use the recorded vocabulary to cooperate with their classmates, like in previous activities, highlighting the importance of peers and groups in developing a positive and inclusive class where all students participate. As Jaleel et al. (2022) state, a good relationship between classmates and VI students makes them feel more recognized and develops a sense of belonging.

### **Speaking Lesson Plan**

"The Speaking lesson plan" was developed using the ECRIF framework for the English class as a Second Language learning environment. The objective of the class is to use vocabulary related to means of transportation to develop a travel plan in a conversation with friends. The lesson plan explains specific activities to help them learn in an inclusive classroom, either in an English or a foreign language class, as shown in Table 5.

### **Speaking Lesson plan**

Table 5 Encounter and Clarify Stage

<b>Stage</b>	<b>Teacher will</b>	<b>Students will</b>	<b>VI students will</b>
<b>Objective:</b>	SWBAT uses the vocabulary of means of transportation to plan a trip in a conversation with friends.		
<b>Encounter</b>	Tell a story about means of transportation, and then he/she will play their respective sounds.	Listen and then make a brainstorming.	Listen to the sounds.

	<p><b>Story:</b> Early in the morning, Alex got on his <b>bicycle</b> to pedal to the <b>train</b> station because he saved time to get to work. On the way, he looks out the window at the beautiful lake full of <b>boats</b> and the <b>ferry</b> crowded with people going to work. Then he arrived at the last station and took a <b>taxi</b> near the airport, where he saw <b>airplanes</b> and a <b>helicopter</b>. Alex arrived at his work on time, their mates arrived on the factory <b>bus</b>, his best friend was on a <b>motorcycle</b>, and a <b>truck</b> with materials for the day was ready to be unloaded.</p>	<p>Identify the means of transportation you hear.</p> <p>Repeat the means of transportation learned.</p> <p>The students listen to the Teacher's story and identify the sounds of the means of transportation.</p>	<p>Participate with the whole class.</p> <p>Repeat the pronunciation of the vocabulary.</p> <p>Students with visual disabilities (VI) pay attention to the sounds of transportation."</p>
<p><b>Clarify</b></p>	<p>Recognize the sound from vehicles.</p> <p>Divide the class into groups.</p> <p>One group will develop the sounds, and the other group will guess the means of transportation.</p> <p>After each sound, the Teacher will ask: 'Where does the sound come from?' and encourage students to participate.</p>	<p>Recognize the sounds.</p> <p><b>Group 1:</b> Develop the sounds of vehicles and give some clues if the word is <b>challenging</b>.</p> <p><b>Group 2:</b> Guess the means of transportation and ask questions to identify the word.</p>	<p>Recognize the sounds.</p> <p>Join a group and interact with the class. Students can ask questions if they need to guess the means of transportation.</p> <p>Classmates will guide you in making and explaining the sound if you need help understanding.</p>

Table 5 describes the first two stages of the speaking lesson plan, which start with a short story about Alex's commute. This story emphasizes the means of transportation sounds to introduce new vocabulary and activate the learners' background knowledge, helping them identify what they already know and what they do not.

Focusing on the case of VI students, Milian and Pearson (2005) emphasize the need for auditory inputs and strong language abilities in the acquisition process to facilitate learning a second language. In the first lesson plan stage, sounds corresponding to the vocabulary were used to address the needs of VI students and follow the authors' recommendations. This approach allows VI students to identify and encounter the new vocabulary within the story.

In the next Stage, the class works in groups and practices in a circle. Students must determine the vocabulary in an inclusive activity, where one group develops sounds from the learned vocabulary, and the other group asks questions to guess and practice the words learned in the previous Stage. Meanwhile, the teacher clarifies doubts and corrects mistakes. The activity encourages whole-class interaction, including students with visual impairments (VI), as speaking and listening are essential skills they use in their daily lives and social interactions. (Belova, 2017).

Table 6 Speaking Lesson Plan: Remember and Internalize

Stage	Teacher will	Students will	VI students will
<b>Remember</b>  <b>25 minutes</b>	Interact with a line of 20 students using questions with new transportation vocabulary. The Teacher gives two questions to interact with the students.  <b>Vocabulary/Question:</b> Where do you plan to go on vacation?  How will you get there?  Write the options on the board and repeat them out loud for students with visual disabilities (VI).	Students form two lines to interact with each other and start to speak.  Answer the questions for 2 minutes and then change pairs.  Use the vocabulary learned.  Choose an option from the board. Try to talk as much as possible.	Receive an explanation to understand the questions.  VI students stand up with their partners and interact with them.  Answer the questions for 2 minutes and then change to another sighted pair.  Sighted pairs help repeat the question to ensure understanding and facilitate the change of pairs. Try to speak as much as possible.
<b>Internalize</b>  <b>20 minutes</b>	<b>Present a game:</b> Remember and Say. <b>On my vacation, I will go by ... because ...</b>  Game: Explain the game and provide an example.  Ss correct mistakes after the class finishes the activity.	All the students, sitting in their chairs, tell the phrase of the game as fast as they can to each other. The first in line asks the second until they finish the line and continue with the class. However, the person late to answer or say the phrase will lose.	<b>Game:</b> Listen to his/her classmates and interact with the game's phrase. Before starting the game, ask questions if he/she does not understand the dynamic.  Participate with the whole class.

Table 6 describes the following stages of the lesson plan, where learners memorize the information through repetition, drilling, and referring to support materials using models or prompts. Students stand up and form two lines to interact with each other using two questions and the vocabulary learned while the teacher writes options on the board to guide students to speak as much as possible. After this Stage, the information is internalized and stored in long-term memory. In class, all students participate in a game where they say the short phrase **On my vacation, I will go by ... because ...** and add vocabulary, having only 15 seconds to complete it. Then, the whole class participates. Finally, the teacher shows correct answers and explains alternative phrases.

The activities were oral expression, and the entire class could participate without problems. Additionally, gamification is an excellent strategy to implement in a class, as it encourages the participation of all students. Thurairasu (2022) argues in his research that gamification reinforces skills such as problem-solving, collaboration, and communication, improves class participation for students with visual impairment (VI), and increases student engagement in all activities.

Table 7 Speaking Lesson plan; Fluently Use

Stage	Teacher will	Students will	VI students will
<b>Fluently Use</b>  <b>15 minutes</b>	<b>Role Play:</b> Teachers give students a picture (island, beach, city) to create a plan to travel on vacation (role play). Give instructions and ask questions to students. If there is any doubt, he/she clears it up.	<b>Role Play:</b> Students will work in groups and look at the picture to create the plan.	<b>Role Play:</b> They have a different picture with materials that simulate the environment.
	<b>Question:</b>  What is the best means of transportation to travel in your plan?	Then, they will read and understand the questions to prepare for the role-play.	In the case of an island, the Teacher brings water in a small bag to simulate the sea, a small leaf for the palm tree, and a bowl with sand. The teachers choose materials that simulate objects in the picture.
	What is the cheapest way to travel?	All students participate and share ideas based on their experiences.	
	What do you choose to travel comfortably?		

		Students use previously learned vocabulary.	<p>The group's students help visually impaired (VI) students describe the picture.</p> <p>They give ideas on how to create a vacation plan and participate.</p> <p>They ask questions when they do not understand something.</p>
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Table 7 describes the last lesson plan stage, where students must use the information, they have learned to produce the target language creatively in a real-life communicative task. In this case, the teacher divides the class into groups and provides a picture for them to analyze and brainstorm ideas about what they see. Then, they answer specific questions detailed in the lesson plan using the vocabulary they have learned, creating, and acting out a role-play scenario about a travel plan, which they will share with the class.

Teachers must adapt the activity with materials, objects, or tactile images to help them perceive the picture. For example, if the details include a beach, the teacher could bring sand for the students to feel and identify the place, along with leaves for palm trees and scents to give VI students a better idea. As the University of Birmingham (2019) states, teachers must be creative and use multisensory approaches that do not rely solely on visual learning but include real-life objects and models that students can feel instead of looking at them. Furthermore, Cando et al. (2022) explain that flashcards and tactile images are helpful because they engage tactile memory, allowing these students to read using their fingers.

## **Discussion**

The literature review highlights the importance of adapted and inclusive teaching for students with VI. Integrating assistive technologies and specific pedagogical methodologies is essential to improve these students' educational quality and academic performance. However, for effective implementation, it is crucial to address challenges related to teacher training and resource accessibility. Future research should focus on longitudinal studies to evaluate the long-term impact of these strategies and the continuous development of innovative educational technologies.

## **Analysis of Methodologies and Strategies**

One of the most significant findings is the effectiveness of assistive technologies, such as screen readers and accessible online platforms, in improving the learning experience of students with VI. According to Smith & Johnson (2019), the use of these technologies not only facilitates access to information but also promotes students' autonomy and confidence in their learning process. Furthermore, the study (Bugaj, C., 2022) underlines the importance of integrating these technologies into the educational curriculum to ensure effective inclusion.

The review also reveals that auditory, tactile, and interactive activities are critical to the academic success of students with VI. Díaz and Ruiz (2021) found that these activities help retain new vocabulary and concepts and foster a collaborative and equitable learning environment. Collaboration between students with and without visual disabilities, facilitated by group activities and role plays, is crucial to creating an inclusive environment, as Fernández and Ramírez (2021) noted.

### **Challenges and Limitations**

Despite the documented benefits, implementing these strategies presents significant challenges. One of the main obstacles is the need for adequate teacher training in using assistive technologies and inclusive methodologies. Almaki (2021) argues that ongoing education of educators is essential to the success of these strategies. However, more resources and institutional support are needed to make this process easier.

Another challenge is the variability in the accessibility and quality of educational materials. Although technology offers promising solutions, its practical implementation depends on the availability of resources and adequate technical support, as highlighted by Moreno et al. (2017).

### **Practical Implications**

Therefore, it is essential to develop teacher training programs that use assistive technologies and apply inclusive pedagogical methodologies. In addition, it is necessary to ensure the availability and accessibility of high-quality educational materials. Collaboration between educational institutions, governments, and non-governmental organizations can be crucial in providing these resources.

## **Conclusions**

The research on developing a lesson plan to improve speaking and comprehension skills in visually impaired students learning a foreign language has provided valuable insights into inclusive teaching. Firstly, the importance of a comprehensive qualitative methodology, including bibliographic and documentary research, was highlighted to underpin the development of the lesson plan. This methodology allowed us to identify the most compelling theories and strategies for teaching languages to VI students, providing a solid foundation for designing adapted activities.

Creating accessible and adapted educational materials is crucial to ensure the full participation of VI students in the learning process. Auditory, tactile, and interactive activities, such as role-playing and group activities, not only facilitate the retention of new vocabulary and concepts but also promote an inclusive and collaborative learning environment. Flexibility and accessibility in teaching strategies are essential to address the specific needs of VI students. Lesson plans must include multiple forms of participation, providing constructive feedback and continuous support to help students effectively improve their skills.

The use of assistive technologies emerges as an indispensable tool in teaching foreign languages to VI students. Integrating technologies such as screen readers and accessible online platforms facilitates equitable access to information and enriches the learning experience. Training educators to use these technologies and inclusive teaching strategies is crucial to ensure the effectiveness of these adaptations.

Finally, this research underscores the need to continue exploring and evaluating new technologies and educational strategies to improve inclusive teaching. Developing



professional development programs for educators and implementing inclusive educational policies are essential steps to advance the education of VI students and promote more equitable and effective educational practices.

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