
Degree project under the modality of Creation or Interpretation

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PROYECTO CURRICULAR LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS

BOGOTÁ
2019
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Introduction

“Dots and Letters to Learn Together” is a project that stems as the result of our experience as pre-service teachers for Visually Impaired Learners (VIL) at a public school in Bogotá. This project addresses the issue of materials for foreign language learners with visual impairment, considering the methodologies that can be used to create a more all-embracing and learning environment-adapting teaching to meet their needs. (Living, 2007)

During our process in the pedagogical practicum, we noticed that VIL did not have appropriate material to work on literacy processes in the English sessions since all the resources were printed in ink, even though their performance in class was quite good and their motivation to learn English was high. Additionally, VIL were not appropriately involved in regular school tasks and their participation was different from the rest of their partners.

As we acknowledged this issue, we found the motivation to dabble and immerse ourselves into learning Braille and in managing the available resources we had in order to create a workbook that would ease the development of VIL in the EFL class. Our motivation relies on the fact that involving these students simultaneously in the learning process with Sighted Learners (SL) not only helps them increase the skills in the foreign language, but also, makes them an active part on the learning process.

In the other hand, as pre-service teachers and during class observations, we noticed differences between teachers teaching VIL and SL; for example: to evaluate VIL English communicative language skills, teachers tended to focus their attention in the speaking and listening skills rather than in reading and writing. Additionally, in terms of literacy; the material used by the teachers was written fully in ink, and the VIL tended to request help from their sighted peers in order to carry out regular class activities, as for example, reading
worksheets or writing tasks in class. For this reason, we decided to include, besides the students’ workbook, a teacher's guide workbook in order to promote awareness in the use of this type of materials and give teachers a wider view on visual impairment and the importance of Braille system and its use.

“Dots and Letters to Learn Together” focuses on the enhancement of reading and writing in a foreign language with the use of 50-word-stories, a strategy that has demonstrated to be challenging and rewarding for students to develop their creativity and increase their literacy skills (Hale, 2008). The title of the book arises from the idea that independently of the written system used (Braille, composed by dots or the regular writing system) students can learn at the same pace using the same material. The workbook includes five short stories that were taken from fiftywordstories.com and letterpile.com, each one accompanied by a set of pre and post reading activities designed by us focused mainly on the development of the writing and reading skills and knowledge construction. Besides the workbook, the material also includes a teachers’ short guide not only to assess teachers’ on how to apply the material in inclusive classrooms, but also, visualize the importance of Braille system and knowing about visual impairments. The material includes as well an audio CD and the implementation of the QR code system to play the stories.

The following document is divided into five sections: 1) The justification and purpose in which we state the contributions of our project to different educational areas and the aim of our project. 2) The theoretical and epistemological foundations where we focus mainly on the theoretical concepts that guided us through the process of creation of this material and the different authors that support our investigation. 3) The creation process, a section in which we explain in detail how was the process of production of the workbook and the climate and development of the application sessions with the students. 4) Implications and impact of the
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proposal on education context and language. 5) Description and analysis of the results, conclusions and lastly, references.

**Justification**

Through this project, we are willing to make a difference in the way students with visual impairment in inclusive schools use printed material to refine their literacy skills in English. To our personal development as educators, this project is valuable because it encouraged us to increase and foster our creative and research skills, rising up our interests in the field of material design and inclusive education. Additionally, it helped us grow at a personal and professional level from a deeper humanistic point of view, making us aware and helping us spread the importance of inclusion in XXI century.

This proposal aimed to contribute to the area of research and pedagogy as an educational support tool, since this project could take the role of a guide for teachers and students in inclusive classrooms in the EFL area to use literacy materials. “*Having an appropriate material to use in class provides a wider access to knowledge, and besides, eases the role of the teacher*” (Núñez & Téllez, 2009, p. 177). In addition, the material could serve as a reference for future educators who would want to address similar issues or create similar materials.

To the school community the material is relevant because “Dots and Letters to Learn Together” encourages the creativity of students because of its diversity in activities. Also, it facilitates the access to materials for VIL and promotes cooperation in class. Thus, we provided the school with samples of the final product for them to keep practicing and working within reading and writing development.
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As well, we were assessed by experts at the INCI (Instituto Nacional para Ciegos) on the topic, this contributed to highlight the relevance this project can have for the Colombian inclusive education model.

Purpose

In order to increase literacy proficiency in the inclusive classrooms, we considered 50-word-stories an appropriate strategy to encourage VIL and SL to produce texts in order to express their ideas, thoughts and points of view.

Research Question

How can the implementation of a workbook based on 50-word-stories foster the literacy processes in an Inclusive EFL class?

Based on this conception we set the following objectives:

General Objective

❖ To create a workbook based on 50-word-stories to supply the lack of reading and writing material for visually impaired learners in the inclusive EFL class.

Specific Objectives

❖ To foster reading and writing skills in the visually impaired foreign language students through 50-word-stories.

❖ To promote the creativity of the students through the use of the workbook and the writing of 50-word-stories.

❖ To describe students’ perceptions about the use of the material.
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Based on the data we gathered through the application of the material and previous research studies on material development for visually-impaired, our main aim was to create an educational resource that could be used with apprentices with different visual conditions such as impairment, low vision as well as with regular sighted students.

To achieve this purpose, we selected five 50-word-stories within the topics of science fiction, love, horror, and technology. Secondly, after identifying students’ strengths and weaknesses through needs assessment and observations, we designed writing and reading tasks to ease their development in these skills within an inclusive classroom. The material also includes a grammar bank and a vocabulary section.

Description of the Area of Creation

We chose literacy creation focused in the use of 50-word-stories because it helps students (both VIL and SL) to work on different kinds of topics in short texts, and additionally, allowing us to design different kinds of writing activities while working on other language aspects such as reading comprehension, vocabulary, grammar, and writing production.

According to Kinovičová (2014), 50-word-stories are short stories written in a length of fifty words. These stories must be interesting to the readers and the sentences must be connected between each other. All stories must have a beginning, development and an ending, but in occasions, the story can have an open ending in order to allow the readers to let their imagination fly. This is an important aspect in our project because open endings can strengthen students' creativity when reading. Another important aspect to take into account in 50-word-stories writing production, is that they can be written whether in third person (a narrator or an omniscient character), as in first person (the author).
Another aspect to highlight about the use of 50-word-stories is that due to their short length, it provides a solution regarding the extension of the workbook. 50-word-stories are appropriate to keep the proportion of both systems (Braille and ink) at the moment to design and print the material.

The use of 50-word-stories can arouse interest significantly, an aspect we are reaching for in this project. If applied correctly, short stories can develop different type of processes; not only related to perception and imagination, but also can play a crucial role in language aspects such as vocabulary and literary elements (Rodríguez, 2017). Through the application of the material, we perceived an increment of motivation and interest in the students, “Teachers Researchers who advocate the use of short stories to teach ESL/EFL list several benefits, these include; motivational, literary, cultural and higher-order thinking benefits.” (Rocha, 2005 p 2).

As stated by Cuesta & Rincón (2009) the creation of 50-word-stories also helps to increase writing skills such as summarizing and paraphrasing, elements we found valuable for the participants to learn and practice. When writing a 50-word-story, the writer learns how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.

Furthermore, another strong benefit of writing short stories is that this kind of activity encourages all students to participate regardless of their level, also, we realized through the process of our implementations and the interviews made to the students, that VIL, relished this literature gender better because of how short these stories were and the simplicity in the vocabulary used. Working with 50-word-stories can represent a linguistic challenge for the writer but, in many cases, can turn as well into a challenge for personal improvement (Clandfield, 2002).
Additionally, when writing a 50-word-story, the story must be interesting, surprising and can have an unexpected ending to catch the reader's attention. As we were also interested in fostering the creativity in the students, we gave them instructions to write their own short story based on the previous collected information.

Rodríguez (2017) states that through the writing of short stories, students can not only develop grammar skills and understand better the functions of language, but also, it strengthens their communication skills and improves their background knowledge as well as their creativity.

In the chapter “Creation Process” we will explain step by step how we created and designed the material taking into consideration the implementations made with the VIL and with more detail the process the students had for writing their own short stories.

**Theoretical and Epistemological Foundations**

Since we are looking forward to promote inclusion in foreign language classes and one of the main objectives of our material is to create an all-embracing environment through its use, it is essential to define the meaning of *inclusion*. The definition of inclusion according to UNESCO (2017) is the act of not allowing any kind of discrimination, segregation, marginalization, or exclusion among learners with or without disabilities. This definition fits one of the main purposes of this project that is the non-exclusion of learners regarding of their conditions. Naiaran (2010), explains the inclusive classroom as a general and welcoming place for every student, with no limitation, regarding disabilities or no.

For Castellano (2005) to promote this inclusive environment is important because it sets awareness on the pupils without disabilities to work with their fellow VIL classmates. This plays an essential role since to create an authentic inclusive environment it is not enough to
work only with VIL and teachers but all of the members have to participate in the process simultaneously.

Castellano states,

“A blindness awareness presentation is a good way to foster understanding, acceptance, and respect for the blind/VI student in the classroom. A blindness awareness presentation can help sighted apprentices become familiar with the tools and techniques of blindness/visual impairment and learn ways to interact with and include the blind/VI student in activities.” (p. 82).

This, in other words, is setting the inclusiveness in each of the participants to create an all-encompassing atmosphere while our material is being used in the classroom.

As we aim to allow VIL to foster EFL reading and writing skills in their inclusive context, we consider relevant to define what reading and writing means.

Harmer (1988) states a path to develop reading and writing skills in the English foreign language learning. Reading is not a passive skill; it implies sub skills such as skimming, scanning, identifying keywords, deducing meaning from context, and inference, that help the reader to understand the text. To develop those skills teachers must implement certain type of activities before; to create expectations, and encourage predictions and guesses, to encourage them to think about the topic, to make them want to read. Also educators can come up with while and after reading activities such as Wh- questions, yes/ no questions, true/ false questions, identifying the verbs in the sentences, etc, in order to make readers get familiar with the text and evaluate their reading comprehension.

Besides, Harmer (1988) establishes writing as a learning tool that helps learners to; learn a language, learn how to form and generate ideas, reinforce grammatical concepts,
recognize and use new structures, become familiar with vocabulary, spelling, pronunciation, and to communicate ideas. The steps he proposes to develop writing skills are; prewriting, drafting, revising and editing. In the processes of creating the material, we implement different type of activities to choose the best options to develop reading and writing in an agreeable and successful way to learn.

And, for the last construct and taking into account the population we worked with and the aim of this research project, we addressed the issue of Visual-Impairment. According to the World Health Organization (2018) visual-impairment can be defined as the complete or partial (but irreversible) loss of the capacity to see. There is more than one kind of VI. According to the World Health Organization (2018) the classification of visual-impairment includes; Low visual, this impairment describes a visual anomaly that restricts the ability to perform visual tasks, it includes loss of visual acuity and loss of visual field. Low vision cannot be corrected with normal glasses, contact lenses or medical intervention. Blindness is the total absence of vision. Vision loss can happen suddenly or with the time due to a congenital or acquired condition. Thus these visual diversity we decided to combine macro ink and Braille system for our material to be used by all the students in the inclusive context we worked with.

To support our research in terms of theoretical foundations we considered important to look for research reports, master theses and doctoral theses made in the same field of Inclusive Education in order to evidence its validity. We paid special attention to research reports published between 2012 and 2017 that appear in academic databases such as ProQuest, Science-Direct, and Springer Link, as well as in University theses repositories. We read 25 research reports taken from the previously mentioned sources. We chose nine out of
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the 25 reports that we considered were the most appropriate to the aims of our investigation as well as the ones that were more relevant to the purpose of our work.

In the first study, Quintanilla (2014) makes a qualitative analysis of the Colombian laws, and resolutions from 1994 to 2013 in which inclusive education takes place. In relation to this project, we could notice that the results and conclusion were quite similar to ours. The three main conclusions were: First, the inclusive education works but its success, and effectiveness are something the education is still looking for, this means there even though there is more to be done in the field, every act makes a difference, an aspect we are aiming for with the creation of this project. Second, there is an increasing commitment to fight for inclusion even though it is still a process. Finally, there are still systematic obstacles because commitments do not transform policies and practices.

To understand how inclusion takes place in the educational context, in the second study Callan (2013) establishes a relationship between four groups of people that were interviewed and observed through qualitative research (Teachers and four VIL). The results suggest that placing children within a classroom setting is not enough to make an environment inclusive. This outcome from Callan’s research study has a direct relation to our project since VIL are placed in the same classroom as SL but since they do have the same access to materials, their process is different. The teachers and the resources used are vital for the development of the class. In Callan’s study a teacher claimed to have improvised her own resources to fit the needs of the children because of the lack of material. This is a common pattern at the school where we made our intervention, due to the lack of material teachers were used to improvise resources or make VIL work with SL.

In the next report, the results offered a view into inclusive education. The informants (three blind students) expressed their opinion on how they feel in the learning setting. In the
interviews that were carried out by the researcher Zheng (2014), he came out with some attention-grabbing outcomes, as how blind students do not feel involved in the decision making about what and how they need to learn or the mismatches in how they were being instructed.

As well as in the last study, the fourth article shows the point of view of inclusive education but in this case from the teachers’ perceptions. Başaran (2012) reports the lack of materials and difficulties teachers encountered in the inclusive EFL setting. The researcher through the observations noticed that the scarcity of resources becomes a problem when doing group work or reading activities, because the teachers who participated in the report needed to use the same material for sighted and visually impaired apprentices.

In the fifth study, Sabuncu (2015) implements interviews in which the participants are two VIL and six teachers of two universities of Izmir, Turkey. The researcher indicates a lack of pedagogical preparation of teachers who work in inclusive classes. Learning of VIL is more significant when they have access to the texts in Braille than when they just follow the activities hearing and working with the printed material of the sighted learners. English teachers of the context we worked in expressed their discomfort with the lack of material, stating that in this school the minimum number of students per class goes from 30 to 35, and it is hard for them to prepare material for VIL and SL. Thus, teachers prefer to bring material to work will sighted learners and ask these to help their visually-impaired pairs.

In sixth study, the observations suggest there are three primary issues VIL face: access to information, independent work, and lack of meaningful experiences. In addition, a lack of aid, equipment and teachers training even in the early education classroom (Brown, Packer, & Passmore, 2013).
In the upcoming study, results quite similar to the ones we observed in the context of our implementation are sample of the lack of material to work on literacy processes in the inclusive EFL education (Rollán, 2003). The population is VIL and SL. The researcher makes a comparative study on the proficiency of the pupils in the four communicative skills. The results show that students without visual disability surpass the VIL. The evidence suggests that there is a close relationship between the variable “degree of vision” and the ability to write in English.

In the next report, León (2014) makes a diagnosis of difficulties in the literacy process in children with low vision. The population is first and second grades with low vision between 6 and 10 years old. After the application of the material, the author realized that; the story facilitated the processes of attention, perception and memory in children, because it allowed them to follow the sequence, perceive the textures, identify the characters and give their opinions in the development of reading. Our purpose is to provide a material including short stories to facilitate the reading and writing in the inclusive EFL context.

The last research study, Carrera (2017) makes some surveys to educators about their exercise teaching in the inclusive context. The results show that teachers consider that; firstly, there is not enough training to work with this population, and secondly there is a lack of material to work in the English class. As consequence of the last issues, outcomes in the academic performance in the study of a foreign language are poor. Thus, we decided to supply the scarcity in the material designed to work on reading and writing in the inclusive context.
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Research Design

In the following paragraphs, we will give detailed information about the methodology we implemented in the development of this project; the participants, the instruments, the setting, the background, the learning and language theory, and the type of study used as a base for the creation of the workbook.

Methodology

To collect the needed information for this project we used a qualitative type of research since our purpose was to describe how the implementation of a workbook based on 50-word-stories can foster the literacy processes in an inclusive EFL class, therefore all of the data was collected mainly through three non-numerical instruments: interviews, samples of students’ work and field notes. Todorova, Milev, & Donchev, (2014) state; “qualitative research is a situated activity that locates the observer in the world” (p. 115).

Qualitative data gathering includes; field notes, interviews, surveys, conversations photographs, observation and recordings. At this level, qualitative research involves a naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret phenomena regarding the meaning people bring to them (Denzin & Lincoln, 2005). We decided to use this qualitative paradigm, because the paradigm in which this project was based is related to the understanding of the human behavior from the actor’s framework, and this study is richly descriptive and subjective.
To collect the necessary data for the application of the material and for an accurate analysis of the results we selected three main research instruments such as interviews, field notes and collected samples of students’ work.

Interviews are one of the main data collection tools used in qualitative research. Alshenqeeti (2014) assess the importance of interviewing as a research instrument stating that this type of instrument “enables interviewees to speak in their own voice and express their own thoughts and feelings” (p. 39). This is a fact that played an important role in our project since knowing about the students’ perception of the material was crucial for the improvement and correction of the activities. Additionally, interviews are key to qualitative data gathering since it allows interviewees to express and describe their thinking and opinions in a more naturalistic way (McLeod, 2014). We made two face-to-face interviews during the implementation of the book; one was made at the end of the first session and the second one was at the end of the application of all short stories. Both interviews were made of semi-structured questions, a set of previously prepared questions and other questions that popped during the interview to emphasize or clarify.

The second data-gathering instrument used was the samples of students work during the writing sessions. These tasks allow students to develop their answers according to their personal knowledge and style. Thanks to it, teacher researchers can verify the quality and characteristics of the answers, their complexity and the mental processes implicit in them. Tasks are useful to detect aspects such as the lexical level, the discourse, the conceptual structures, the sources of knowledge, originality and creativity (Tapia, 2011). In this case, we took these samples to evaluate students’ progress regarding writing and reading skills. These samples of student work also provided us with a notion of what kind of common mistakes can
arouse when VIL develops writing production activities in the EFL and how can they be uplifted.

The third instrument we relied on is field notes. Field notes are annotations written by the researcher in order to “remember and record the behaviors, activities, events, and other features of an observation” (Schwandt, 2015, Pp. 115 - 120). An important advantage that this research tool offers is that helps researchers have a general impression of the classroom climate and a closer view to new phenomena and trends (UK Essays, 2016). For us, observation and note taking played an important role in the analysis of the results considering that we could rely on this record to give an account of the improvement learners were having class by class in reading and writing and as well the growth of their motivation through every session.

Learning and Language Theory

We decided to establish constructivism as the language learning theory due to the nature and stages of this theory and its relation to the project. “Dots and Letters to Learn Together” is a material designed to encourage an inclusive education model and help to increase SL and VIL literacy skills based on the construction of their own knowledge.

According to Yates (2008) Constructivism can be defined such as an adapting function, where learners acquire their knowledge from external references and adapt it to the real world. In other words, knowledge is the product of a developmental meaning-making process using previous references, and the way learners interact in a community and its social acts.

To achieve the objectives of this work, we took into account the different constructivism aspects and visions; the first vision given by Piaget (1952) states that learning depends on learners’ inner structures and notions. Piaget said “Learning is effective when
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*teacher makes learners to do two essential processes: Accommodation (internalization of knowledge) and Assimilation (cognitive structure modification to adapt, connect and use new knowledge)*” (Pp. 315 - 332). Based on Piaget’s perspective some of the activities of this book were designed in order to take learners out of their comfort zone and make them speak about different topics using previously acquired referents.

The second stage is related to Ausubel’s vision, commonly known as *meaningful learning*. According to Ausubel (1969), meaningful learning is given when learners relate new information with information they already possess, being able to readjust and reconstruct both during the learning process. The activities included in the workbook take into consideration students’ background knowledge. Besides, all the stories are provided with pre-reading activities to familiarize pupils with the texts.

Finally, we established the teacher’s, learner’s and the material’s roles. According to Hernandez (1997) the teacher is a mediator who; First, supports learners to develop cognitive skills for them to optimize their reasoning. Second, allows learners to motivate themselves and to be conscious about their learning process. Third, instructs on learn how to learn. On the other hand, the learner is an active participant in the learning process, who thinks, reflects and connects previous knowledge with the new one. Lastly as teachers, it is quite necessary to know and analyze what kind of students we have in our groups, in order to choose the corresponding materials and adapt the class to the common interest of the students, always looking for each material to fulfill an established purpose. According to Manrique & Gallego, (2012), materials are one of the most important tools of the teaching task, to guide pupils to create their own knowledge through the handling and manipulation of concrete materials and confronting the problems with the daily activities, they perform.
Type of Study

Action research can be defined as a kind of study used in qualitative research especially in the educational field. The main objective of action research is to improve professional practices and involve school participants and teachers in research projects. In addition, it allows teachers to explore their own abilities, increase their quality and effectiveness in their teaching, and optimize their students’ learning.

According to Sagor (2000), Action Research consists of a set of steps that can be used in order to carry out the implementations. The steps are;

- **Selecting a focus**: This step consists on identifying a problem to work on, in our case, we noticed there is a lack of material to foster literacy of VIL in the EFL inclusive class.

- **Clarifying theories**: The second step involves the values, believes and the theoretical perspectives, this project contains three main conceptions; Inclusion, visually-impairment and reading & writing English skills.

- **Identifying research question and objectives**: In order to guide the inquiry, it is necessary to post a research question and clear objectives.

- **Collecting data**: This step consists on teachers’ decisions, when gathering the data. We decided to use three non-numerical data gathering; 1) Observations collected through field notes, 2) Compilation of students’ products, and 3) Implementation of interviews.

- **Analyzing data**: Sagor (2000) states that analysis data consist on answering the following questions; What is the story told by these data? And why did the story play itself out this way? To analyze the data, we decided to implement color coding when creating the categories for the results.
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- Reporting results: Presentation and explanation of the results.

Setting and Participants

The intervention took place at a public school located in Bogotá, Colombia. We made the decision to do the implementation at this school because we did our pedagogical practicum in this institution in August 2016, we were aware of the context, and the problems presented in this institution regarding the lack of material. The pedagogical practicum experience was what served us as an inspiration to carry out this project.

The participants of this intervention were two boys and one girl from tenth grade, all of them with visual impairment and an A2 level of English. Its ages varied between 16 and 17 years old. The sessions were held one day per week on shifts of two hours 10:00 am to 12:00 pm.

Pedagogical Intervention

From the first-ever day at the institution we knew that something needed to be done in terms of material accessibility.

Since there were only three VIL in tenth grade and all of them wanted to participate, we made the decision to include them all. For the first session, we handled each student a copy of the fable “The tortoise and the hare” written in Braille in order to identify their strengths and weaknesses related to reading skills. In the “creation process” chapter, we will explain in more detail the reason that leaded us to change from fables to 50-word-stories.

In this session, we noticed that the VIL had remarkable proficiency level in reading but still had some confusion in the pronunciation of some words and a lack of vocabulary. We noticed as well that because of their age range, they were not into this type of literature stating that the stories were “too childish” for them.
To solve this issue, we interviewed the students in order to get to know more about their likes and dislikes and, in the same way, make sure the final product would be interesting for students between their ages. VIL stated that they would like the workbook to have a variety of topics as for example; science fiction, love and technology. Based on their answers, we made the decision not to use fables and look for another literature genre to work on that would be more appropriate for teenagers of their age.

**Interview Process.**

In order to know more about the participants, we developed an interview of six questions. We also took this interview as a guide of what type of activities we would propose to develop during the interventions, and would add in the workbook.

We implemented coding to analyze the interviews developed throughout the course of this project. In the piloting interview we could analyze two main categories related to likes and dislikes of VIL, thus giving us a guide to know what to do when creating our material. In this case, VIL highlight the fact they do not enjoy developing worksheets because in that case they need the support of their sighted pairs. Another aspect to bear in mind is the fact students were quite interested in improving their English skills, seeing learning EFL as the bridge to reach job opportunities. Finally, we could verify that VIL are more familiarized to work on their listening and speaking English communicative skills rather than the reading and writing ones.

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<th>Participants Answers</th>
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<th>Dislikes</th>
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<tr>
<td>How old are you?</td>
<td>VIL 1</td>
<td>-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VIL 2</td>
<td>-17</td>
<td></td>
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</table>
**Do you consider learning English is relevant in your life? Why?**

| VIL 1 | “I have not had a relevant motivation to learn English, but I do consider nowadays it opens you many doors. I also have realized most of the information is in English and for me as a musician it is something I have to bear in mind. I love music, I want to become a musician and study Social Communication, so I think it is quite important to learn English for me.” |
| VIL 2 | “I think learning English is a great opportunity, nowadays there are many job opportunities. Many doors opened to grow professionally. So, it is quite necessary to learn something else.” |
| VIL 3 | “I consider nowadays knowing another language open you many doors. But in my personal experience I have not had enough contact with English by myself.” |

**What kind of activities do you consider are the best when learning a second language? What type of activities do you like to do in your English class?**

| VIL 1 | “I like when the class is dynamic. Most of the time we develop listening and speaking activities. I like when we develop dynamics related with songs or group activities. I hate to develop worksheets, because most of the time I have to ask my pairs to explain me what is going on. |
| VIL 2 | “I don’t like to develop worksheets. I do prefer to develop dialogues because in this way I learn more about my mistakes. I prefer when the teacher give us support.” |
| VIL 3 | “For me it is boring and frustrating to develop worksheets, because most of the time we need the help of our pairs. I actually prefer to develop listening and speaking activities.” |

**Have you ever read any kind of text in English? Do you like to read in English?**

| VIL 1 | “I am not get used to read in English. When I read, it is because it is a class activity or homework. I don’t like writing in English because I don’t like committing mistakes.” |
| VIL 2 | “Instead of reading in English I prefer to learn songs lyrics or to listen to series in English rather than looking for a text to read.” |
| VIL 3 | “Only in class but rarely. Most of the time we develop listening and speaking activities. I don’t know if I commit many mistakes when writing but when I don’t know a word, I ask my pairs and they dictate me letter by letter.” |

**When reading any text do you like it to be short or long?**

| VIL 1 | Short |
| VIL 2 | Short |
| VIL 3 | Short |
Dots and Letters to Learn Together

<table>
<thead>
<tr>
<th>What kind of topic would you like to read about?</th>
<th>VIL 1</th>
<th>“I would like to read about music, sports, or topics related to the real life. Related to our life.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VIL 2</td>
<td>“I would like to read about love, science fiction or things like that.”</td>
</tr>
<tr>
<td></td>
<td>VIL 3</td>
<td>“I would like to read about current topics or topics that could allow us to think about any topic.”</td>
</tr>
</tbody>
</table>

Answer given by the participants during the first applied interview.

After reading some research reports, master theses, articles and with the advice of our project tutor, we found out that 50-word-stories were the best way to approach these students and make them feel engaged and interested, which was what we were looking for.

We selected five stories for the final product and then, we designed a set of activities for each. The activities were divided into pre-reading and post-reading activities.

For the pre-reading stage, we intended pupils to guess the content of the story based on their own background knowledge. This reading stage allows teachers and students to be prepared for the tasks and familiarize themselves with the exercise and the topics that are going to be presented. There are some pre-reading activities that are appropriate for this type of stories such as: Predicting based on the title, predicting based on vocabulary, and discussions (Nordquist, 2018). All sets of activities of the workbook have a strong focus on pre-reading because this stage is essential to work on creativity, vocabulary learning and prediction skills.

The next stage is post-reading. The main objectives of this stage are: first, to help learners make a relation between acquired knowledge from the reading and their previous
background knowledge and second, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing) (Nordquist, 2018).

Useful and interesting activities of post-reading stage are retelling, reporting, discussion, writing a paragraph, gap filling, and summarizing. These activities provide the students with opportunities to relate what they have read to what they already know or what they feel (Nordquist, 2018).

Some examples of the activities included in our material are; brainstorming, guessing what the story would be about based on the title or flying words, writing of stories and possible futures and other post-reading and pre-reading activities to strengthen their creativity and their literacy skills. The five stories were What is an alien? whose topic refers to Science fiction, Computer Dating, a romance, True Intelligence and I wish you were here that invite readers to reflect and The Damned Door, a horror fifty-word-story.

For the first implementation session, we introduced them the story What is an Alien? written in Braille on a paper sheet, and then, handled them the activities and a blank bond paper for them to answer. Students had some problems with the story at the first read, even though they understood the overall message of the story, the story had to be read twice and learned needed constant help for vocabulary meaning.

The class was being held in English most of the time but sometimes it was necessary to use Spanish in order to guarantee they fully understood. While students were socializing the answers to the activities, we could notice several mistakes regarding spelling, word order, words sense and sentence construction were being made. At the end of the session, we made some questions about how they felt through the implementation and some possible improvements on the material and they gave us recommendations for activities in further stories.
As a result, from this session, we added a glossary with the most common unknown words from the stories and a grammar bank to clarify grammar topics. Additionally, we created an audio CD and added the QR code with the stories, for them to follow the reading.

The second implementation we introduced them the story *Computer Dating*. While developing the pre-reading activities, the pupils realized the topic was related to technology, making them to pay undivided attention to the activities. In addition, they seemed to like the questions because they had a great variety of thing to say trying their best. For this session, one of the teachers invited a French citizen, who had a suitable English level proficiency, so he helped us reading the 50-word-story aloud to the VIL. Allowing the participants to follow the reading and comprehend the spelling and pronunciation of the words. During this session, we realized students keep asking for teachers support at the moment of answering open questions. We also noticed they really liked the activities we proposed for them to develop, so we saw our work would be useful and that it calls their attention.

At the end of the session, the VIL had many questions to ask since they do not have constant contact with foreigners and were very curious. Since he did not know how to say anything in Spanish, VIL had to speak in English all the time and it was a great opportunity for the students to use their English communicative skills.

The next session we worked on the story *True Intelligence*. For this implementation, we applied the recommendations we considered useful to reform the activities developed. We started asking them about their definition of intelligence, concluding on that way students associate intelligence with memorization and amount of knowledge. For pre-reading activities, we asked them about their definition and idea for an intelligent person and to follow students wrote a paragraph related to the topic “How I met my best friend”, the teacher in charge gave an example of his answer giving to student’s basis and ideas to write their
answers, using similar structures, words, and expressions. Students had some problem writing new words because they use to confuse on spelling.

Students read their answers and we corrected their pronunciation and fluency, including some mistakes in tenses and long words. We asked the students if they could be a character of the story, which one would they be? Some students chose to be the “stupid man” and others chose to be a balanced mixture between the stupid and intelligent. We finished our intervention requiring the student to create questions, which helped them to identify if their partners are similar to the intelligent man or the stupid one, concluding they all are a mixture of both men. Using the acquired knowledge, their performance was better than in previous writing samples (talking about grammar, structures, and punctuation) some visually impaired students have a situation (lack of vocabulary) but is totally understandable, because their process was different from the other students. Thanks to that activity we could learn more from students.

We noticed VIL improved successfully, but it is important to make a review about spelling and other topics in order to avoid repetition of errors and mistakes (due to all of them have been corrected previously). Also, it is important to take time to talk about different topics, and not only about the workbook and the activities, this can be bent for VIL, because increases their vocabulary and new expressions learning. Every class we suggested the VIL autonomous learning strategies for them to acquire more vocabulary.

After the implementation of the three first short stories, we decided to develop a class to go deeply into what a 50-word-story is and how to create one. In this opportunity we asked them about how had they felt with the previous classes and how could they describe the 50-word-stories we had worked on. VIL manifested comfort and enjoyment with the classes they had before, VIL stated that; “All the stories occupy the same space in braille”, it means they
realize all the stories had the same length, they also said; “each story has a different topic” so they realized a 50-word-story can be about any topic. Afterwards the teacher explained them with examples what a 50-word-story is and how to identify one. The next activity was to create their own 50-word-story. For that teachers explained step by step how to create one, contemplating the previous knowledge they had about a short story. At the end, each student had an idea and developed their first draft. Most of the mistakes committed by the VIL in their creations were related with spelling and punctuation. In the last session, we brought the drafts’ feedback for them to correct and deliver their final product.

Creation process

To develop the workbook, we had access to the Braille devices the school, the Universidad Distrital, and the Luis Angel Arango library have, and also, we had the support of the Instituto Nacional para Ciegos (INCI), a governmental institution specialized in the treatment and creation of materials for the blind population. INCI offered us recommendations regarding the type of material we could use and the path we could follow in order to approach our purpose. For the creation of this material, we followed five main steps as shown on the following chart:
The first idea we had was to use literary tales. To carry out the piloting needs assessment, we printed a sample of “the tortoise and the hare” in acetate. The first prototype did not seem to work appropriately since the VIL showed discomfort at the touch of the letters over acetate. Additionally, they did not seem to enjoy reading literary tales since they stated they were “too childish for their ages”.

Based on the results from the first piloting session, we decided to conduct a voice-to-voice interview to understand the interests of the students. Concerning the outcomes from the interviews and after researching about literary alternatives to work on literacy creation, we opted for the implementation of 50-word-stories that besides being short can also be used to address different types of topics.

We looked in different web pages and blogs and we chose five different 50-word-stories regarding five different topics. The stories are *What’s an alien?, True Intelligence, Computer Dating, I Wish You Were Here* and *The Damned Door*.

One of the most important aspects while designing and editing the workbook were the relevant needs arisen during the intervention process. For example; from the implementation of “*What’s an alien?*” we noticed that it was difficult for students to understand general vocabulary and that they made some mistakes regarding spelling. In consequence, we made the necessary modifications to the activities and added a glossary section for the unknown words.

For the recordings we wanted to have our audios as clear as possible since one of VILs’ most developed skills is listening so we asked native speakers to record themselves narrating the stories. As an extra, we recorded all the activities read by a text reader, in case the teachers or students want to use them. This process took about a week before collecting the audios, putting them together and printing the CD.
Dots and Letters to Learn Together

The last step to follow was the printing of the final product (students’ and teacher’s workbook). The material was printed at Luis Angel Arango library, which is one of the Bogota’s public libraries. This library offers public access to the Braille printing machines located there and a full accompaniment for information or questions. The material was printed in opaline paper because opaline's rigidity is high and can be used in any type of printer machine (including Braille printing).

Description and Analysis of the Results

To work on the data collection, we decided to use different kind of sources. The three main data gathering sources we used were; 1) Observation collected through field notes and journals. 2) Interviews recording through audio tapes, and then transcribed and 3) Collected samples of students’ work.

Table 2
*Implementation Sessions*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 9TH 2018</td>
<td>Consent forms and visit to the school.</td>
</tr>
<tr>
<td>February 16TH 2018</td>
<td>Fables implementations.</td>
</tr>
<tr>
<td>March 9TH de 2018</td>
<td>Piloting Interview.</td>
</tr>
<tr>
<td>March 16TH 2018</td>
<td>Implementation what is an alien.</td>
</tr>
<tr>
<td>March 23RD 2018</td>
<td>Computer dating implementation.</td>
</tr>
<tr>
<td>April 6TH 2018</td>
<td>True intelligence implementation.</td>
</tr>
<tr>
<td>April 13TH 2018</td>
<td>What is a 50-word-story?</td>
</tr>
<tr>
<td>April 20TH 2018</td>
<td>Interview and writing own 50-word-story.</td>
</tr>
<tr>
<td>April 27TH 2018</td>
<td>Feedback and final product.</td>
</tr>
<tr>
<td>May 4TH 2018</td>
<td>Final interview about expectations and results of the material</td>
</tr>
</tbody>
</table>
Dots and Letters to Learn Together

The data gathering session’s activities implementation chronogram.

Analysis Method

Data analysis method is a strategy used to classify information in order to find recurrent situations, patterns and categories. The analysis techniques of these types of data include the analysis of components, taxonomies and mind maps (Fernández, 2006). In qualitative research due to there is a great variety of incoming information (Written, spoken, and observed) we chose color-coding as an analysis method because it can be applied to the different data analysis instruments.

**Color-coding.**

Coding allows researchers to group the data gathered into categories, concentrating ideas, concepts or similar topics. In qualitative research, coding is "how you define what the data you are analyzing are about" (Gibbs, 2007). In other words, coding is a resource used to identify or mark specific topics in an implemented instrument of analysis. In our case, we implemented coding as the main tool to analyze our data.

To analyze the writing production errors of a Second Language Learner is crucial because students writing proficiency in a L2 is directly related with its proficiency in the second language as a whole (Hong & Qingying, 2007). This means, depending on how the learners are writing, teachers can identify the level of L2 the students are in and the specific writing categories that need to be reinforced.

**Field Notes Analysis.**

We developed a field note paper for every session for a total of six documents, being the first the observational session using the fables, and the last the writing of the final product. Field notes are considered reflective practices that allow teachers to do an insight view on
research processes and results from it. Mruck & Breuer (2003) stated that these reflections are essential “because without such reflection, the outcomes of the research process are regarded as ‘characteristics of objects,’ as ‘existing realities,’ despite their constructed nature that originates in the various choices and decisions researchers undertake during the process of researching” (p. 192).

According to Deggs & Hernandez (2018) there are different types of field notes than can be used when doing qualitative research, within those types we used direct observation (written immediately at the end of the implementations) because we wanted to have evidence of our personal perceptions derived from observations from the process we were following.

The field notes are divided into seven categories: the first category is class environment where we intended to describe the physical space where the classes were being carried out to check if that aspect had some impact on the development of the implementation. Then we added the description of the participants to help the reader understand the population we worked with and their characteristics. We also included location and distribution of the actors since we were three researchers working with three students and the distribution of the participants could influence the learning processes.

Additionally we took into account some relevant aspects for our project such as interaction between the actors subdivided into students among them and teachers and students, interaction between participants and the material subdivided into students and the material and teachers and the material. Finally, we defined the pedagogical strategies and class dynamics.

The fact that we used different locations (with strong similarities, as they all were rooms designed to study) and the distribution of the actors varied through the classes did not have any strong influence on the way participants responded to the material. From class
number one, we found that even though short stories were a brand new topic for students and that they barely had any prior experience with English reading, they were actively willing to participate. The use of the four English skills also was boosted, even though there were still grammar mistakes being made, the students developed their final products within the amount of words and the characteristics required.

Regarding the material, many changes were registered on the field notes as well. The material went through many changes based on the reaction and appropriation of the students. For example, as registered on field note #2 we noticed learners were confused with sentence grammar construction and that they lacked vocabulary, which leaded to a more difficult comprehension of the story. To solve this issue we added grammar and vocabulary banks for the following session thus to make the material easier to use.

In relation to our responsibility as teachers, we made improvements in our way of teaching and using the material. Inclusion was one of our main aims and as the sessions kept going we were always thinking about how to manage the material for it to be more inclusive and better with every change applied, the improvement in the content and construction of the workbook is something that can been pointed through every new draft. The following chart shows the recurrent patterns found in the categories in the field notes.
Table 3

Field Notes Analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Research Objectives</th>
<th>Evidence</th>
<th>Categories</th>
<th>Recurrent Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the implementation of a workbook based on 50-word-stories can foster the literacy processes in an Inclusive EFL class?</td>
<td>To promote the creativity of the students through the writing of 50-word-stories.</td>
<td>“At the end each student talks about which of the visions of intelligence given in the text they are identified with and based on the definition previously provided by the teacher, they explain which kinds of intelligence possess”</td>
<td>Interaction Between the Students</td>
<td>The material was used as a bridge to strengthen students’ previously formed-in-class relationship through the development of the collaborative activities on the workbook like information sharing and the reading of the writing products, between others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Teacher also thinks about how the material can be improved and if a meaningful lesson can be learnt from it.”</td>
<td>Interaction between Teachers and Students</td>
<td>Students were constantly asking questions, which helped, promote communication and cooperation in class. Students created a first draft of their own 50-word-story with the companion of the teachers, who guided learners into iron a few mistakes that needed attention like summarizing, contracting, etc.</td>
</tr>
<tr>
<td>To describe students’ perceptions about the use of the material.</td>
<td>“Teachers were always thinking about ways in which the material could be improved by observing students’ reactions to it.”</td>
<td>Interaction Between the Students and the Material</td>
<td>Students got more familiar with the material every session and with the understanding and construction of 50-word-stories. Learners used the tools given in the workbook (grammar and vocabulary banks, “what is a 50-word-story” section, etc.) in order to develop the tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interaction Between teachers and the Material</td>
<td>Teachers were always observing students reactions and thinking in how to perfectionate the material and make it better.</td>
<td></td>
</tr>
</tbody>
</table>
In order to understand in a deeper way, the perceptions of the participants regarding the implemented material, we decided to develop a final interview of 11 questions in connection with three main aspects we noticed were relevant during our observations.

In the case of the Second Interview implementation and analysis coding allowed us to identify three main categories regarding VIL perceptions about their answers, the first category was related to the writing production process; here we could analyze how students felt regarding writing in English. The second category found in the interview was the improvement in the second language, here VIL highlighted the aspects they considered they had improvement and in which aspects they consider, they still needed to work on. The last category we found in this analysis device was the inclusion, here students provided their perception regarding accessibility to the devices and how they felt regarding the use of the material.

In the following table, we analyze students’ responses using color-coding.

Table 4
Second Interview Transcriptions

<table>
<thead>
<tr>
<th>Translated Intervention</th>
<th>Questions &amp; Answers/ Participants perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing production process/ Improvement in the second language/ Inclusion</td>
</tr>
<tr>
<td>Interviewers</td>
<td>Do you think the process of writing stories helped you to improve your writing creation process?</td>
</tr>
<tr>
<td>Participant #1</td>
<td>“Yes, I think [I have improved my writing redaction process] since the stories had a limit of words and that is somehow a challenge, to make a story with all the ideas (...) within that limit of words, so, yes it’s a challenge, it was helpful in that way.”</td>
</tr>
</tbody>
</table>
Participant #2  “Well at first place, I had never created stories in English, I always limited myself to what I was dictated in classes or what I wanted to learn autonomously, then that process of creating stories was my first experience, and it was nice because you have to think about what you write. Sorry, it’s describing what you think is and checking words are well structured. It is beautiful and helps me a lot, due to learning new vocabulary also helps the imagination to be a little more active, and it was my first experience writing stories, but I found it quite interesting”.

Participant #3  “Yes, I consider my writing production abilities improved somehow, I will be honest, for me it was a little bit challenging because I was not used to write in English, (...) more in this case when I had a limit of the words quantity, but with the time and with the activities and the corrections I learned how to write a 50-word-story.”

Interviewers  2. Do you consider the results from this intervention will be useful for future processes? What type of processes?

Participant #1  “Well, the results of the intervention, yes, of course that will be useful in the future because, well, it is related with the last topic, the ability to interpret an idea with few words.”

Participant #2  “It will be useful to me in the future, I think that at the level of written communication, it will serve me a lot. as one will sometimes need to write anything like that in English, let’s say that in also serves me to do many things more”.

Participant #3  “For me the results and the process we had during the activities development were enriching because they gave us the opportunity to work on reading and writing in English, taking into account our necessities.”

Interviewers  3. Do you think the ability to create stories is important to communicate with others?

Participant #1  “The ability to create stories in order to communicate with others is important since it might facilitate the understanding of the different situations that might appear and it that way, we can structure foundation or any justification or opinion or advice to other people.”

Participant #2  “I consider that the ability to create stories is important to relate to other people, I think through writing or the arts. One can meet a lot of people. I think it’s quite useful to write stories. Because sometimes you can cause so much impact with a story that catches your eye and then people ask you questions and other things related to”.

Participant #3  “I consider that literature is another way to communicate ideas and thoughts, so in that way it is important to know how to write.”

Interviewers  4. What is the thing you like the most about the process?

Participant #1  “The thing I liked the most about the process was the challenge, the intention to create a concrete message within few words with and unknown ending (incognita)”

Participant #2  “What I liked most about the whole process was the overall idea with which you arrived, and set as the ultimate goal for us was to create stories, Let’s just say I liked the idea you were coming with. I liked that, it was something quite interesting, That the subjects were interesting, they were not for small children or anything, I liked you had the idea to make us create stories ourselves”.


Participant #3: “For me the thing I like the most was the fact we were free to use our creativity to answer most of the activities proposed by the teachers.”

Interviewers: 5. What was the most difficult thing during the process? How can you overcome these difficulties?

Participant #1: “The most difficult thing was trying to fit a story in few words, that it had to be few words. Practicing, making stories or searching for foundations, or justifications, or explanations about something and search for solutions in few but concrete words”.

Participant #2: “It was difficult for me to think about the story, to think about what I was going to build, what I was going to talk about. I think the most difficult thing is to think about the subject on which you are going to focus on your history. Also thinking about the word, you get entangled. So, in my case, I have certain English proficiency, but I sometimes asked myself, will it be good, will it be bad? Also, the accuracy, right? it was 50 words and then I passed it in one, so I think about those aspects too. The grade of accuracy does not suit me, additionally I thought about the theme and doing things so exact and detailed getting a 50-word story”.

Participant #3: “For me the most difficult and challenging thing was to create a story of exactly 50 words. I had to make some drafts to have my final result.”

Interviewers: 6. Did the writing production process help you to improve your English Language Skills? How?

Participant #1: “Of course, my story creation processes improved, I am not very consistent with English but there are things that you keep in your mind better and this strengthen that”

Participant #2: “Yes, it improved my perception and my proximity to the language, because as I tell you, I didn’t usually write stories as such. So, there I can create a new idea and express it according to the things that happen, or that one listens can make stories in English and well. It turns out to be novel also helps one to strengthen one’s reading processes”.

Participant #3: “For sure, at the beginning I was a little bit shy and clumsy regarding the process of writing in English but now I am more confident to do the things by myself.”

Interviewers: 7. In which English language aspects do you consider you improved the most?

Participant #1: “The improvement was principally in writing and reading also.”

Participant #2: “Talking about English skills. Well, I greatly improved Writing and Reading, About Speaking... then. I'm not doing so badly on Speaking, so I do feel like I did improve on the Reading and Writing, and also Listening, which we'll say when you took the French citizen, it was seen as an improvement on what we sometimes pronounce differently and understand differently. Let’s say the, the ability to improve”.

Participant #3: “I improved mostly my writing production.”

Interviewers: 8. In which English language aspects do you consider you need to improve?

Participant #1: “I need to improve my speaking and listening.”
| Participant #2 | “The one I lack most is **Listening**. I need to improve a lot to understand, and communicate appropriately.” |
| Participant #3 | “I consider I need to **learn more vocabulary** and **to work on grammar aspects**.” |

| Interviewers | 9. Do you consider that this type of material allows you to work better with your classmates? |
| Participant #1 | “Yes, I can work with more students, in this case I was working with participants #2 and #3 and we helped each other.” |
| Participant #2 | “Well, the level of inclusion was perfect. As you were dedicated to each one, explained the topic at a general level, or if one did not understand well, we approached each other personally. Let’s say, there was no division of any kind. As for working in the same way with the blind and seers.” |
| Participant #3 | “Yes, for me it was really helpful the fact the teachers bring the material in braille system, because we were used to listen our sighted pairs and we had no the possibility to read in English like in this case with this material.” |

| Interviewers | 10. Do you consider there was any disadvantage at the moment of working with your other classmates? |
| Participant #1 | “There was no division, the teachers were trying to help everybody and we were always making questions.” |
| Participant #2 | “In my opinion there was no division of any kind. As for working in the same way with the blind and seers.” |
| Participant #3 | “There was not disadvantages, by the contrary the material provided by the teachers allow us to work better with our classmates.” |

| Interviewers | 11. Do you consider it is possible to work will all your classmates (sighted, visually-impaired and with low vision) in the same way? |
| Participant #1 | “I liked working with partners using the same material because there’s more support, we not only searched for support from the teachers, in this case, you guys, but also between ourselves.” |
| Participant #2 | “I liked working with my partners because it is a new way in which we can interact and support each other. Besides this kind of class is totally new and funny, something never seen before.” |
| Participant #3 | “I liked the fact we had access to the text in braille, and the teachers support at the moment we developed the activities. I think it is possible to work together only if we have the enough devices to learn in the best way.” |

Answers given by the VIL participants during the last applied interview.
In the following table, we capture the most relevant categories and current patterns to answer the main objectives or our research project regarding the answers provided by the participants in the previous interview of above.

Table 5
Second Interview Analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Specific Research Objective</th>
<th>Evidence</th>
<th>Recurrent Patterns</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the implementation of a workbook based on 50-word-stories can foster the literacy processes in an Inclusive EFL class?</td>
<td>To foster reading and writing skills in the visually impaired foreign language students through 50-words-stories.</td>
<td>“The improvement was principally in writing and reading also” “Talking about English skills. Well, I greatly improved Writing and Reading.....”</td>
<td>Writing Redaction process The ability to summarize To communicate ideas and thoughts Better in Reading</td>
<td>EFL Improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I need to improve my speaking and listening.” “I consider I need to learn more vocabulary and to work on grammar aspects.”</td>
<td></td>
<td>.Need to Work on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>When Writing a 50-Word-Story</td>
</tr>
<tr>
<td>To promote the creativity of the students through the writing of 50-words-stories.</td>
<td>“I had never created stories in English, I always limited myself to what I was dictated in classes or what I wanted to learn autonomously, then that process of creating stories was my first experience, and it was nice because you have to think about what you write.” “What I liked the most about the whole process was the overall idea with which you arrived and set as the ultimate goal for us was to create stories...” “For me the most difficult and challenging thing was to create a story of exactly 50 words. I had to make some drafts to have my final result.”</td>
<td>New vocabulary Promote the use of the imagination To communicate ideas and thoughts. To create a story in exactly 50 words.</td>
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To describe students’ perceptions about the use of the material.

“I liked working with my partners using the same material because there’s more support...”
“I liked working with my partners because it is a new way in which we can interact and support each other. ....”
“I liked the fact we had access to the text in braille, and the teachers support at the moment we developed the activities.....”

Access to the text in braille
Have enough devices to work in the best way
Work with others and interact
Work together and have support
Not division of any kind

Objectives achievements analysis regarding participants’ perception.

**Participants Written Samples Analysis.**

In the case the analysis of the students’ samples, we decided to focus our analysis of results into three main common language mistake categories as: Wrong words related with homophones and the mistaking of words with similar sound or spelling. Misspelling related with the way students are writing some words, deleting, changing or adding unnecessary letters. Sentence construction, Capitalization, Punctuation, focused on full sentence organization and the correct use of capital letters, periods, and commas. Finally about Braille system confusion, when students committed some mistakes when writing in Braille system.

In the following table, we post every session sample of pupils work in order to analyze their English writing improvement. At the end, we found four categories of analysis related to wrong words, spelling, sentence construction and Braille system confusion.

Table 6

*Participants Samples*
### SESSIONS/PARTICIPANTS

**WHATS AN ALIEN?**
Implementation of first draft of workbook.

**Written activities:**
1. What is an alien for you? According to your own knowledge describe how do you consider an alien could be like?
2. Create an alternative ending to the story. What do you think that is will happen at the end?

---

**VIL 1**

**What is a alien?**
For me an aliens is intelligent creature, it is an open-minded being, their physical appearance is like our, they are passionated.

#2
The human was polite with the aliens in order to interact with them, so he asked how advices to change their mind.
And thus he wrote an evolved thought handbook.

---

**VIL 2**

For me the aliens are stranger creatures:
With super powers like brilliant minds, are ugly and notorious with a lot of talents.
the aliens got scared and tried to make questions to the human.
And discovered that the aliens were more wise. And that caused negative reaction from the humans and them tried to shoot him.

---

**VIL 3**

For me a alien is a creature strange with particular abilities, so are only and others are beautiful. Some are intelligents and others are stupid.
The aliens was scared because the humans was different to they. But they made friends at the end. Because they speak each other.

---

### SESSIONS/PARTICIPANTS

**COMPUTER DATING**
Implementación of first draft of workbook (2nd short story).

**Written activities:**
1. Let's imagine your cellphone or computer is alive. How would it be named? How would it be? Give a short description of it.
2. Pretend that you are Charlie and write down a love letter (or in this case an email) to your computer or phone asking him or her to marry you. Be as creative as possible.

---

**VIL 1**

**Question in english**

#1
My computer is a man and is name is Walter (cellphone).
He I will be hunny, sometimes serious, talkative, passionate, good listener, anaratic, empathic, crazy, clever, would like to work in group.

---

**VIL 2**

**Question number #2**

#1 Here name is Ariana.
#2 It is a woman.
#3 She would be intelligent said, pretty, nice, good person, weird, trustful.
#3
Yes I think we could be friends because we are a like, she could listen when I'm sad she would not judge me.
We could share a lot of moments so geter.

**LOVE Letter**
In this night the stars spin around you, because you are beautiful.
I promise to be honest, and never hurt you, I hope to make you happy.
I don't want this think to end. I would want that you go with me to eat and lastly do you want to marry me?

My computer is a man its name is Andrete
Personality
mario hunny
optimistic
loyal _ crea_tive _ generous
It would be good friends dirar princuess
In this veet becutiful night, Ithankyou if her special swadthins.
will you marry me rith lo e.

SESSIONS/ PARTICIPANTS
TRUE INTELLIGENCE
Implementation of first draft of workbook. (3rd short story).
Written activities:
1. Answer the following questions and then write a short paragraph about your best friend.
   a. Where did you meet your best friend?
   b. How did you meet your him or her?
   c. How did you become friends?
2. According to the story bring a short description of each character.
3. Write down three questions you would like to ask to your pairs.

VIL 1
I met my best friend when I was in primary school, she was intelligent, happy, kind, etc. She is very passionate about playing soccer.
The intelligent man was responsible with school, shy, introvert and serious.
The stupid man was a hardworking person, he was a mess, someone very popular, a bad student, and he hate to read.
Questions:
1. What do you like to do in your free time?
2. How many books do you read per year?
3. How long do you spend in social networks?

VIL 2
My best friend is Pilar, I met her when I lived in institute for blind children, specifically when I was 12 years old. She is very responsible, trustful, intelligent and she plays the violin.
Childhood of the characters. He was very intelligent, but he was very lonely, generally people made fun of him. The stupid man was very happy, had many friends, but he didn’t like to study.
Questions:
1. Do you prefer reading books or magazines?
2. What do you like to do in your free time?
3. Do you believe that beauty is a sign of intelligence or stupidity?

VIL 3
My best friend is Diego, I met him when I had 10 years, we were primary school students. He is intelligent, responsible, kind and is good in mathematics.
The intelligent man was very responsible, but he always was alone. He didn't liked to speak with people, because he thought people is stupid. The stupid man was kind, optimist, friendly and generous. He had friends.
Questions:
1. What kind of books you like read?
2. What do you like do in your free time?
3. Do you think beauty is related to intelligence?
SESSIONS/ PARTICIPANTS | WRITING A 50-WORD- STORY
--- | ---
VIL 1 | Sport and music: perfect combination
When I play my guitar I am very happy, because is my favorite instrument. She is my favorite thing and also I love do exercises because I feel good. The sport and music are the things that make me happy. For me is important be very free, and be healthy with me. For you is more important music or sport?

VIL 2 | GOOD AND BAD DREAMS
Dream is something special, is to have the ability to raise, our imagination. There are beautiful dreams and other terrifying dreams. For example:
I once dreamed that my mother had died. But I also dreamed giving me an opportunity with someone I like. That's why I like to sleep, to have good or bad dreams.
Do you believe in the dreams? Do you believe in the dreams?

VIL 3 | THE FRIEND AND SELFISHNESS
There was once a man named Mario. Mario was characterized honest and friendly. He likes to talk with all the people and with the children until one day he met Pedro and when he saw that Mario had friends and Pedro felt selfish and acid things so his friends and people when Mario realized the behavior of Pedro decide to talk with him and ask. I do not believe you, I am not because who is with me. Mario told I was going to help him. Thank you and Pedro changed what you think of selfish?

SESSIONS/ PARTICIPANTS | FINAL PRODUCT
--- | ---
VIL 1 | MY GUITAR
The guitar was the love of all his life. He play beautiful melodies in the everyday. One day one of the strings of the guitar broke and he was very sad. His guitar was dead, so he hug her and drown her in the lake. He want to die too.

VIL 2 | Do you believe in dreams?
Sam once closed his eyes and made a wish. “I would like all my dreams come true”. After that his life changed; he won the lottery, he married the person he loved, he even acquired superpowers and become a superhero. What Sam never thought was that nightmares are dreams too.

VIL 3 | The man and the egoism.
There was an honest and friendly man, he enjoyed talking with everyone. But there was a man who was jealous of him, who said lies about the friendly one. Then the man talked to the jealous one, and he said “I'm not jealous of you, but the things you have. I want them for me” the kind man discovered the jealous man was really egoist person.

This chart contains students’ process during the intervention process.
Dots and Letters to Learn Together

**Wrong word.**

Because of how it sounds, learners tended to confuse or associate words in English with others with the same or similar pronunciation but different meanings and different spelling, this concept acquires the name of homophones. In accordance to this issue, (Agustín, 2015) states that: “when inappropriate lexical choices are made they can lead directly to misunderstanding of the message, or at least to an increase in the burden of interpreting the text” (p. 109), this means the misuse of a word can change a complete sentence. Since VIL are used to work on listening most of the time because of the lack of reading and writing material, they correlate words with others that have similar pronunciation, such as:

I. “here name is Ariana” (Participant #2 intended to use “her” instead of “here”)

II. “until one day he pet Pedro” (Participant #3 intended to use “met” instead of “pet”)

III. “anaratic, empathic, crazy, clever” (Participant #1 intended to use “analytic” instead of “anaritic”)

**Spelling.**

When analyzing the writing production presented by the VIL after each class and making a comparison from one product to another, we realized that misspelling is the type of mistake made the most by the students and the one presented most of the time. They tended to confuse letter organization, eliminate vowels or rely on their native language or the way a word sounded before they wrote it.

Misspelling is one of the most common mistakes presented in writing when learning a second language. “The first language has rules that the learners have learnt and understood and they therefore tend to use the rules of the first language on the second language and end up creating errors.” (Kinyua, Mukuthuria, & Gatavi, 2011). This relation with the L1 and
their intention to write words as they sound, caused students make constructions such as for example:

I. “Their physical appearance” (Relation of “appearance” to the word in Spanish “apariencia”, adding an inexistent i)

II. “All the people and with the childrens” (Adding a S to the word children making a relation to the construction of plural in Spanish “Niños”)

III. “Do yu velieb in the dreams?” (Participant #2 intended to write “you believe” as it sounded, phonetic transcription: ju bɪˈliv and relate it to Spanish, eliminating the vowel “e” in the word “believe”, and changing the spelling of the word “you” for “yu” as it sounds in Spanish)

To work on the improvement of misspelling, learners tended to read their writings twice and the teachers helped them pointing out the misspelled words. About handling misspelling mistakes Robinson (2015) states that the best way to help learners is “by training students to notice common letter combinations and where they appear”.

**Sentence construction.**

Students committed mistakes regarding; punctuation, capitalization, grammar, missing words and word order.

Mistakes related to sentence construction are common during the learning a FL due to the structures and rules provided by L1. According to Walqui (2011) “our FL or L2 proficiency will depend on how developed is our L1” This relation is reflected through linguistic transferences. “Linguistic transferences can be defined as the use of L1 structures and rules at the moment to use L2 or FL”
According to Koda, Takahashi, & Fender (1998), L1 intra word processing experience influences the formation of L2 intra word awareness among adult learners of English as a second language with contrasting L1 backgrounds.

Some of the most common errors committed by the VIL participants are:

I. Word order mistakes: “creature strange” (noun + adjective) in this case in the L2 participants post the adjective after the noun following the rules of the L1.

II. Word combination mistakes: “an aliens” (singular and plural combination)

III. Collocations mistakes: “talk with”

IV. Homophonic mistakes: “saw - sou, hobby - hovi”, in this case participants tended to write the words as they sound in the L1.

**Braille System confusion.**

Students committed mistakes writing with the Braille system. According to Martinez & Polo (2004) due to the similarity of the symbols of some letters some mistakes can arise due to letter confusion (e-i, f-d, j-h, q-ñ, etc.) (p.55)

I. In the case of the participant #3, it committed some mistakes related this confusion and thus some words are not understandable. “ñe would be good friends” (Changing the w symbol for the ñ one), in this case the participant added two extra dots.

II. Participant #1, committed the same mistake, in this case he changed an m for a p. “Sport and pusic perfect combination”, adding one extra dot and changing the symbol.

III. Participant #3 confused the w with the r letters. “will you marry me rith love”, omitting a dot and changing the symbol.

For this inconvenience, Martinez & Polo (2004) recommends to teach symmetric letters in a parallel way. Thus, VIL will be less prone to commit this kind of mistakes.
Dots and Letters to Learn Together

These mistakes committed by the participants help as a referral to know about what kind of mistakes can arouse when writing in an inclusive EFL context. We took these participants samples to evaluate their processes in writing production. Most of these mistakes are common when learning a foreign language; the last category is more common when using Braille system.

The following chart contains the most relevant information found through students’ samples. The information contained here can be relevant to answer the research question and identify the achievements of the research objectives.

Table 7  
Participants Samples Analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Evidence</th>
<th>Categories</th>
<th>Recurrent Patterns</th>
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<tr>
<td>How the implementation of a workbook based on 50-word-stories can foster the literacy processes in an Inclusive EFL class?</td>
<td>Students have shown a meaningful improvement at the moment to write 50-word stories. Pupils’ literacy has been trained through continuous feedback and positive reinforcement.</td>
<td>Creation of multimedia material which is able to be used with different populations, this materials contains short stories and writing activities which help pupils to reinforce their literacy skills.</td>
<td>50-word stories offer pupils some literacy basis, which can be used by them. Some on the content created by pupils is related or similar to structures provided in the stories that show the literacy processes are being developed in a positive form.</td>
</tr>
<tr>
<td>Specific objectives</td>
<td>Evidence</td>
<td>Categories</td>
<td>Recurrent Patterns</td>
</tr>
<tr>
<td>To foster reading and writing skills in the visually impaired foreign language students through 50-word stories.</td>
<td>Through stories designed to catch pupils ‘attention (due to these stories talk about themes which are familiar to pupils) and the opportunity to talk about important things for them, the activities intent to make pupils able to understand the content of the stories and give them some principles to write appropriately.</td>
<td>The use of activities, which purpose is to encourage pupils to produce written information about them, information related to the topics encompassed in the different readings.</td>
<td>Pupils are exposed to different structures, expressions, words and phrases. Pupils to create their own texts use these elements.</td>
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Dots and Letters to Learn Together

| To promote the creativity of the students, the writing of 50-word stories. | Some activities designed for pupils include creative writing tasks, which allow pupils to express their vision, some texts encourage pupils to talk about important things for them (friends, family, values, fantasies, and their opinion about some crazy situations) | Literacy is related to reading and writing. But other important aspect of literacy is to be able to express ideas appropriately, talk about thoughts and opinions, 50-word stories allow pupils to do it with simple structures. | The final product for this process is the creation of a 50-word story; this story has to be created by pupils, who have to apply everything they have learned. This story is the manifestation of their perspective about a specific situation. |

Relevant information taken from the students’ process.

**Implications and Impact of the Proposal on Education Context and Language**

The implications and impact on the local context relies on the fact that, according to INCI and our previously made research, there are no similar materials like “Dots and Letters to Read Together”. In Colombia (there are no workbooks or books for VIL to work on second language learning or written fully in English), which makes our project innovative and relevant. It is innovative because this is the first material of its kind in the country, and relevant because its importance in terms of inclusion and enhancement of literacy skills in a context where the involvement of all learners should be a priority.

The workbook also allows students to work on their creativity with topics of their interest while improving and working on their English skills, and strengthens the relationship among others because it includes activities based on cooperation and co-creation, which helps to create a fun learning experience and environment, where learners can interact, share ideas and participate actively. Also, the writing of the final product (the composition of their own
short story) is a process that makes learners feel more included and implicated in the classroom since they are the ones constructing their own knowledge using the previously given tools given by the teachers developing their skills freely.

We want other teachers and researchers to be inspired by this work and feel motivated to create-similar material. Also for them to feel interested in learning and doing more research about inclusion and impairments, because as educators, we have to embrace the differences presented in the classroom and learn how to handle them in the best way possible for the pupils.

The result of this project can help to create classrooms where there is no need to work with separate material, making students to feel part of the process through participation and creation processes.

Conclusions

The use of 50-word stories with tenth graders in an inclusive EFL classroom brought benefits to the students learning process in terms of vocabulary. Making a comparison between the session where the fables where used and the last session using the 50-word-stories, it is noticeable that were more interested in participation since the topics of the short stories were more appropriate to their level and ages.

With this project we intended to meet (among others) three main specific goals that gathered around the increasing of reading and writing proficiency level, creativity skills and students’ perception on the material. Regarding the improvement of the literacy skills and based on the analysis of the final products and the writing production, we noticed that session by session the learners were doing less grammatical and vocabulary mistakes, were feeling more comfortable and that they were applying the previous given corrections effectively.
The second objective was to promote the creativity of the students through the writing of 50-word-stories. Learners wrote their own stories for the final product based on their own experiences and their own likes, for example; one of the student’s main interest was music and his story was about a guitar, and another participant was interested in romantic novels and made a story about love and dreams. Thus, the implementation of the material allowed them to explore their creativity and expand their imagination in their own terms. The final activity is a clear shown of the amazing things their minds can create when guided correctly and when using an appropriate material.

Regarding inclusion, the material proved its efficiency when used at an inclusive classroom and takes into account the needs of the whole group instead of the abilities of just some participants.

For the third objective, we intended to describe students’ perceptions about the use of the material. This description was gathered and analyzed through the interviews and the note taking collected in the field notes. The results of the analysis and the answers given by the learners were remarkably positive. VIL expressed their comfort reading the material and how they felt included in the learning process.

Finally, as 50-words-stories are pretty short, we could develop one material for any type of visual condition. The implementation of a workbook based on 50-word-stories served as a device to foster literacy processes because these stories allowed us to develop writing production and reading comprehension activities for the VIL and SL to work on their reading and writing skills.
Dots and Letters to Learn Together

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