EMOTIONAL INTELLIGENCE TALES AS A TOOL TO PROMOTE READING AND WRITING SKILLS IN VISUALLY IMPAIRED STUDENTS IN AN INCLUSIVE EFL CLASS.

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Abstract

Education is a universal right, and it should be considered as one of the most important. Knowledge is light and guide for everyone, that’s why considering everyone’s necessities and requirements is key for an inclusive and complete system. This internship project will be carried out in a public school in Bogotá; it aims to improve writing and reading skills with emotional intelligence (EI) tales with visually impaired secondary students. Being aware of the lack of material, teacher's training, visually impaired students left behind and lack of research about this topic. The main motivations are to provide resources, improve literacy skills, contribute to the inclusive education field and boost academic achievement in students.

The project is carried out with a project-based learning method, from a humanist and significate learning approach. It is expected for students to share their emotional experiences creating their own tales, improving their inner and literacy skills and providing the opportunity to know students' perspectives. Emotions are in everyone and working with them at early ages provides skills for a better life development. The instruments to evidence students' progress are field notes, artifacts, and class observations. Finally, this internship space wants to improve teamwork, empathy, self-esteem, cooperative and collaborative spaces.

Keywords: Visual impairment, emotional intelligence, writing skills, reading skills and inclusive classroom.

Resumen

La educación es un derecho universal y debe considerarse uno de los más importantes. El conocimiento es luz y guía, debe ser incluyente, considerando las necesidades y requerimientos de cada estudiante. Este proyecto de práctica se llevará a cabo en un colegio público de Bogotá, tiene como objetivo mejorar las habilidades de escritura y lectura usando cuentos sobre inteligencia emocional (IE) con estudiantes de secundaria con discapacidad visual. Siendo conscientes de la falta de material, formación del profesorado, estudiantes con discapacidad visual dejados de lado y falta de investigación sobre este tema. Las motivaciones principales son mejorar e implementar recursos, clases y espacios para los estudiantes con discapacidad visual, esto representando la inclusión en el aula. Junto con ello, trabajar la inteligencia emocional y el rendimiento académico en estudiantes y contribuir al campo de la educación inclusiva.

Está pasantía se enfoca en el aprendizaje basado en proyectos, desde un enfoque humanista y aprendizaje significativo. Se espera que los estudiantes compartan sus experiencias emocionales con sus propios cuentos, mejorando sus habilidades internas y de lectoescritura y brindando oportunidad para conocer la perspectiva de los estudiantes sobre su desarrollo emocional. Las emociones están en todos y desarrollarlas desde una etapa temprana proporciona habilidades para un mejor desarrollo en la vida. Los instrumentos para evidenciar el progreso de la pasantía son las notas de campo, los artefactos y las observaciones de clase. Por último, esta pasantía pretende mejorar el trabajo en equipo, empatía, autoestima, espacios cooperativos y colaborativos.

Palabras clave: Discapacidad visual, educación emocional, habilidad de escritura, habilidad de lectura y aulas inclusivas.

Introduction

A classroom is a space where everyone should feel included, motivated, and involved. Nowadays, we have different resources that help us to provide a better space in the classroom for everyone. Moreover, when you are teaching someone, the use of resources and skill developing are of utmost importance; however, teaching a visually impaired student represents a challenge because in most cases there are not enough resources and environment preparation.

For this internship, that will be carried out in a public school of Bogotá. The aim is to improve writing and reading skills using tales about emotional intelligence (EI) with visually impaired secondary students. The main motivation is to provide resources and improve inclusion in the classroom, working with tales that can be used for everyone. Students with visual impairment suffer a lack of appropriated material Betancourt & de Sarmiento (2024), especially in English class. It is remarkable to provide projects in which students can interact and work with reading and writing activities. Improving these skills, which sometimes are left behind because teachers' preparation and context is not developed enough to provide help for these students, is important for students' academic achievement.

It is considered that emotional intelligence skills are necessary not only in life development; even so, in academic achievement and considering the population, this kind of intelligence also represents a tool to develop in this vulnerable stage of life (Nusaibah, 2020). It is important to take advantage of working on this topic in the classroom while developing different language skills, because school is a space where students spend most of their days, share with their mates and develop social skills.

To consider approaches, humanistic and significate learning were chosen for this internship. Project-based learning is chosen as a teaching method because if we are looking for a

classroom where the students and the teacher develop each other, it is important to provide an adequate balanced space. Also, instruments such as field notes, artifacts and class observations will be used to record students' development.

In addition, community language learning is a language teaching method considered for this internship. Students as active, participatory, and productive, and the teacher as facilitator, delegator, and personal model, overall provides a class where everyone rings something to the table. Emotions are in everyone, and the purpose is that nobody is left behind. It is expected for students to develop writing and reading skills. In this internship project students aim to share with the teacher their experiences related to emotions. Students will have the freedom to create, share with everyone in the classroom and improve their skills because the resource is adapted to all students in the learning space.

Finally, in the following document, the reader will find the theoretical justification for this project and three sections. The first part explores the statements of the problem, describes the practicum space and location, continuing with the description of the issue addressed and the objectives to achieve. The second section shares the literature review in which literature about relevant and current projects like this project are analyzed. The main constructs are explained and defined. In addition, the theory, according to the approaches to be used in this project, will be expressed. To conclude, in the third segment, the reader will find a detailed explanation of the work plan, in which activities, weeks, time, methods, techniques and expectations for this internship proposal.

Justification

To better understand the priority that English has in Colombian educational policies, it is noticeable to consider the world we live in, and the prevalence of knowledge access that is mostly written in this language. English works as a tool to communicate, provide different opportunities and cooperate between people overseas, López Pinzón & Arango Velez (2021). These initiatives to improve bilingual politics are positive in preparing the Colombian population for the challenges of a globalized society. The country has improved several factors and the evolution in teacher training, especially in the inclusion of foreign languages in the curriculum, is a key. Since the colony until today, the national government has included policies to strengthen the competence of a foreign language in the population, Jiménez & Betancourt (2024). Currently, the bilingual programs in Colombia have defined English as the official foreign language for the teaching, learning and assessment process in the country.

However, important aspects of these initiatives have been neglected, such as the teaching of English as a foreign language to the population with special needs. Although education laws state that education is for everyone, there is a need to improve inclusive education, which involves diversity and participation, section 2 of 1421 decree (2017). Minority communities in Colombia, such as the Deaf and Blind community, have been excluded from the country's bilingualism policy, limiting them from equal opportunities, according to De Mejía & Fonseca (2008) cited in Betancourt & de Sarmiento (2024). With visually impaired students, there is a need for training teachers to be prepared to take on this challenge, Cruz (2021). And there is still a lack of appropriate teaching materials; Betancourt & de Sarmiento (2024) state that:

> In the case of teaching visually impaired people, some small advances have been made. The National Institute for the Blind (INCI) published a booklet with strategies for teaching

> communicative skills in English in 2020. However, there are no materials available in the schools and teachers are not trained to teach Braille to blind or visually impaired people. (p. 1285).

The history of education spans the entire history of humanity, and since its origins, a population with special needs has been present but not always considered. Colmenares *et al.* (2017) cited in Betancourt & González (2022) state that in prehistoric times, children born with serious defects (physical or mental) did not survive childbirth, and if they did, they were immediately killed. Infanticide was a frequent practice that did not cause the population any problems of conscience. Societies evolve and these practices no longer exist, as society shapes and improves, so do their practices and beliefs. Nowadays, there are still problems in society related to inclusion, educational system is not an exception, and many issues need to be addressed, Oviedo et al. (2021).

Considering that in the visual impairment case, there were few schools in Europe that centered on this community, visually impaired students used to attend formal schools, accomplishing academic goals, and work (McCall, 1997). That working as an example, showing that students and teachers have been working in inclusivity and in keeping education for everyone, no matter what. Over the past ten years, South American countries have prioritized inclusive education policies, which cover both traditional and special education. It is important to keep working with inclusion strategies, because it represents an improvement for education and society in general.

It has been noticed that in the English classroom the students with visual impairment are in disadvantage. According to Cárdenas, J., & Inga, E. (2019) the lack of resources, knowledge of appropriate methodologies and didactic strategies to develop skills (listening, speaking, reading

and writing) represents a slower and not always proficient progress for visual impaired students in a second language classroom. For this reason, the importance of adapting resources, practice a better methodology and take advantage of other senses becomes a possible opportunity for visual impaired students to improve their English level.

In this internship, it is expected for students with visual impairment to improve reading and writing skills in English classes. To achieve this purpose, firstly, students will be reading short tales about emotional intelligence and talking about their own experiences related to certain emotions. Using storytelling, as Elkhimry (2022) "offers students ample opportunities to study the language through verbal and nonverbal actions, and it is particularly engaging for learners when they are contextually involved in the story." (p. 5). In each class session visual impaired students will be able to interact more with the tales with the purpose of improving their reading skills.

In the visual impaired students' case using adapted tales can represent an opportunity to interact with material written in English and make connections between what they read to use it for future writing tasks. According to Cuesta & Rincon (2009) through reading students can improve their vocabulary, reading comprehension, identify parts of a tale and summarize. As students are familiar with vocabulary and sentences, production of new ideas becomes an opportunity to improve their literacy (Florez et al, 2019). This is key for this project, as students are expected to create their own tales in the second phase of the internship.

Taking advantage of students' senses, narratives, age and creativity, their constructions are off limits making classroom space an enjoyable one. As a result of reading and interacting with tales, students will be prepared to create their own tales. For this stage, students need to carry out a writing process which includes planning, drafting, editing and a final draft. As Harmer

(2004) mentions “We don’t have to tell students everything” (p. 29) Students can identify and use parallel writing to construct their own tales. As their final creations are short tales, the edition and drafting for a final version becomes reachable in a considerable amount of time.

In addition, creative writing strategies such as reading about different genres, accepting feedback from others, expressing their thoughts and emotions with freedom will be developed. According to Fitria (2024) “This writing activity involves expressing creative concepts or ideas through words or stories” (p. 3) The purpose of using creative writing with students is to help them express their emotions, reflections and life events through a tale. Finally, it is important to consider that as students write, they will learn from their mistakes, which makes their knowledge wider.

Since this internship will be carried out with teenagers, working with emotions becomes an opportunity to develop and explore students’ inner skills for better personal and academic development. The role of emotional intelligence is key because students are facing changes, they can create and express deeper ideas; and this topic has nowadays more relevance to be worked on in class. Besides, according to Abdolrezapour and Tavakoli (2012) emotions in the classroom are directly related to students’ academic success. For this reason, improving classroom environment, working in students' relationship with their emotions and their effective management will hopefully have a positive effect on students’ learning a second language and in their own lives.

The English classroom is an appropriate area to work emotions. It is common for students to feel anxious, nervous or afraid when using a foreign language. Since most of them feel judged and not capable of communicating. In addition, students are not close to using English in their contexts and considering the few English classes hours per week, it is understandable that they don’t feel confident expressing ideas using this language. For this reason, in this internship as

students learn on their own rhythm, students can express themselves, they are not doing it alone and socialization is produced as students feel comfortable. Finally, providing a safe space for students to feel free to use English and learn.

As Castro (2022) mentions, a good classroom interaction involves students in the learning process and represents an academic improvement. Emotional intelligence tales, appropriate space for feedback, time for each stage of writing and freedom related to students' creations provide a good space for learning and emotional improvement. Teamwork, empathy and collaboration are important social skills for this internship to be developed. Students' interaction and the freedom of creation makes them able to express themselves freely. For the teacher it helps to keep track of students' perspectives about their emotional and academic improvement.

This internship project will hopefully contribute to the ELT and inclusion area by providing an opportunity to reducethe inequality in education with students with visual impairment. For teachers, this could be an inspiration and motivation to keep providing and adapting classes to everyone, there is no need to limit our imagination. To the school this can work as an example to implement and adapt material in other classes for students with visual impairment. To the parents, it means a way to see that their children are using more and better resources and to motivate their children to keep studying. To the students, it contributes with new activities and skills improvement taking into consideration their perspectives. And lastly, but no less importantly, this provides new insights into my professional, academic and personal development.

Chapter 1. Statement of the Problem

In the first part of this document, the author provides information to the reader about the school, its politics, population, the connection between the school and the purpose for this internship. In addition, a description and an explanation of the main issue will be addressed, explaining the resources as well why to carry out the internship. Furthermore, the reader will find reasons about how the internship proposal will be a useful contribution to the ELT area, these connected to the general and specific objectives that are going to be found in the last part of this chapter. To conclude, all these three parts are connected to one another, revealing the context, the main issue and development stages for this degree project.

1.1 Description of the internship context.

This internship was carried at Republica de China school. Republica de China is a public school located in Quirigua neighborhood, in the northwest of Bogota. This school provides public educational services within A calendar of the district's academic system. The school is divided in two headquarters, the internship was carried out in the principal headquarter which is the one with bigger infrastructure and adapted spaces for disabled students.

The school's main values and rights according to the community handbook are based on the Colombian constitution, human rights declaration and Colombian laws related to quality, equality, and inclusion. This positioning Republica de China school as a school engaged with inclusion and quality education. Showing this school as a space where students feel included, listened to, and every part of the school community is fundamental for educational processes. Finally, this school is supported by China embassy, this providing certain cultural exchange spaces.

The students at this school belong to low-income families and as a school with an inclusive philosophy, its population includes students with disabilities, syndromes, and people at risk of vulnerability. The internship will be carried out with secondary students, because in a previous visit to this school, it was informed that most visually impaired students are in these grades. For this reason, this school provides adequate space to carry out this internship. Considering the population and its requirements related to material adaptation, emotional intelligence skills and isolation because of their disabilities. It is important to highlight the population because emotions skills in teenagers are still being worked and built, so it makes enriching the experience and provides more topics to consider for these classes.

The target population for this internship is visually impaired students. This population is selected based on two criteria; firstly, because it is a vulnerable population that needs specific adaptations and sometimes has been left behind in the English classroom because the lack of material. This represents a low writing and reading skill development, since most of material for English teaching is visual. Secondly, material and methodology barriers do not provide an equal education and students' academic development is affected.

Emotions are present in all moments of life, the correct management and development of these are important for daily interactions and for building strong intern abilities. It is necessary to use the scholar context to teach it. It was noticed during the author's pedagogical practicum that in the English classroom there is no space to talk about emotions, teachers are not always prepared. Although some emotional factors are considered in theory, these are not part of the real instruction. This is not only a local problem, but also global one, Grund and Holst (2023) state that " Teachers need to be equipped with knowledge and tools on how to address emotions in class and also embody a role model for social-emotional competent behavior "(p. 7). Emotional

development spaces are not given as a content to teach, but something that is taught when situations occur and not always teachers know how to handle it.

In this specific context, working with secondary grade students, the management of emotions becomes a vital aspect for the development of successful academic and personal processes. Emotions are crucial factors in the internal processes of the brain; they are connected to a primitive impulse that needs to be expressed and that conducts our actions, Goleman (2017) cited by López (2022). Although teenagers are in a difficult stage of life, it becomes more confusing because they are not children, neither adult, and they are shaping themselves mentally, physically, attitudinally, and morally (Usaibah, 2020). In addition, the social environment is important to the correct development of these emotional intelligence skills (Chennaz, 2022). In sum, emotions are natural and their intelligence of important for successful management of their problems and mental development. It is going to make a difference in their daily life and future.

1.2 Description of the problem.

Teaching someone with a visual impairment could be challenging because of the lack of resources available. In an English teaching classroom, it is noticeable that most books and classroom tools are not prepared for students with visual impairment. It is not always easy to adapt material because resources and proper technologies are not always available. Also, there are not enough guides or material inspiration from similar contexts to improve these skills (writing and reading) with this population (Floréz, et al., 2019). Schools' lack of resources and preparation are noticeable. For this reason, the main issue is that due to the necessity of proper resources and preparation to provide a quality education for visually impaired students, these are not working and boosting their skills as they should in the EFL classroom.

Owing to the lack of accurate preparation, material and space in the school contexts. The main skills that teachers focus on when they are teaching visually impaired students are listening and speaking. This affects classes because students are left behind in activities which require writing and reading in the classroom, providing an inaccessible space for these students (Floréz, *et al.* 2019). Moreover, if the school system aims to provide an inclusive space, this limitation cannot be accepted, because like every student they should be working on each skill equally.

In addition, the lack of resources and participation in activities does not relate only to academic achievement but affects students' interaction and their emotions as well. Because visually impaired students often suffer from bullying, teasing and are seen as strangers in class, making them feel lonely (Miyauchi, 2020). As teachers it is important to avoid these situations and provide a safe environment in the classroom for everyone, adaptations and activities which integrate have been provided as an example to improve students' academic and emotional improvement.

The common deficiencies related to teaching visually impaired students are the lack of material, the lack of teachers' preparation, dependency of technological tools, which I consider are important, but should not be the only resource to be used and that some of them were not related to English classes. Most of the studies were focused on digital resources or curriculum adjustments to teach, some of them implemented adaptations to help students in writing and reading with didactic material, which can be used with different ages. It is remarkable that the use of adapted resources and integrating activities provides a wider learning experience for students with visual impairment.

It is important to gather and understand visually impaired students' perspectives when learning English as a foreign language in an inclusive context in a large and heterogeneous

classroom. The aim of this internship is to work on tales related to emotional intelligence, using materials which students feel engaged with. Indeed, students will also contribute to their narratives while they develop their writing skills. Students' experiences and age are relevant aspects to contribute to the classroom space. The use of tales helps students to produce and improve their reading and writing skills in English. Finally, to explore students' narratives and personal reflections. Moreover, this implementation contributes to closing the gap of inequality in the process of learning English as a foreign language and makes students feel included in the school environment and with similar opportunities.

1.3 Internship objectives.

General Objective

- To develop a series of workshops based on emotional intelligence tales to enhance writing and reading skills in EFL class with visually impaired students.

Specific Objectives

- To implement reading material based on emotional intelligence tales in the English classroom to enhance reading and writing skills with visually impaired students.
- To analyze experiences that visually impaired students live related to management of emotions and communicative competencies in English.
- To compare the impact of emotional intelligence tales in the development of writing and reading skills in the English classroom and on students' emotions management.

The development of these objectives will hopefully contribute to the development of more inclusive educational processes in foreign language learning and serve as instruments for further similar implementations.

Chapter 2. Literature review

In the following section, the reader will find information about the main constructs, relevant research linked to the topic, the process for the review and the criteria selection of the material read. Moreover, in the last part of this chapter, there will be information about pedagogical and teaching theory, addressing research and practicum needs according to this field.

2.1 Theoretical Aspects

To provide a better understanding of the main concepts and avoid common generalizations, in this first section, it is key to define, compare and address the main constructs for the theoretical framework of the internship project. These constructs are visual impairment, emotional intelligence, reading skills, writing skills and inclusive classroom.

Visual impairment

There is often a misunderstanding when people talk about visually impaired people. Most of them use the term to refer only to those who are completely blind. To avoid this misunderstanding, it is important to highlight that visual impairment means damage in one area of the brain, which is responsible for vision. (Castro, 2022). Experts categorize the level of visual impairment of a person into classifications. These are established according to the level of light that the person can perceive and taking in mind that majority of books and resources contain multiple visual elements, it is difficult for visually impaired students to acquire all this content completely (Brixius et al., 2022).

To better understand visual impairment in different classifications, it is important to consider Brixius *et al.* (2022), which say that classifications go from basic vision to total

blindness. The classifications begin firstly, with no visual impairment for those with mid or average vision. Secondly, with moderate visual impairment, refers to a low vision but with light perception. Thirdly, severe visual impairment, meaning that the perception of light and vision are gravely minus and the last one that authors consider blindness, this being the result of not being able to perceive any light. Moreover, these classifications are separated into two, distant and near the presentation, World Health Organization (2018).

In students, visual impairment means that they require more time to understand texts, process information and take notes. For that reason, teachers should take that in mind, provide detailed explanations, instructions, and transform the resources to facilitate learning. Because visual impairment is a condition which involves various categories that are different for everyone, it is important to provide equal opportunities and consider each visual impairment in class to provide the right resources.

Emotional intelligence

Considering that emotional intelligence is a topic that is nowadays gaining the relevance that it deserves and is completely involved in this internship is a key word to define. According to Srivastava (2013) states "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior." Besides, Goleman (1995) states that "Here, the argument for the importance of emotional intelligence hinges on the link between sentiment, character, and moral instincts. There is growing evidence that fundamental ethical stances in life stem from underlying emotional capacities" (p. 9). Emotions play a role in all aspects of life. These are important for correct development, and interaction in society and for that reason it

becomes a priority in the school. There are different definitions and aspects to consider of emotional intelligence in the class space.

Emotional teaching in early ages is important, López, D. (2022) states that this is not only an extra subject or topic to be carried out in the classroom; instead, it should be considered for all classroom spaces as it provides effectiveness of social development and skills. For that reason, school plays a key role, because in a modern world like this, education needs to be kept up-to-date and means a real impact on students' lives. Continuing with those ideas, Arias *et al.* (2022), understand emotional intelligence as something that provides an acute interest in prior research. It is important because our emotions and feelings guide the way we work, behave, and understand. The author relates biological processes with emotions; it is reported that emotions appear because of internal needs, but for him it is more relevant what happens in the brain (internally).

Finally, carrying out the emotional regulation, Chennaz (2022) considers that emotion regulation is something important in our daily life, which is defined as a process that influences the impact, intensity, and duration of any emotion. This is usually developed at early ages without noticing and mostly through visual information. This is essential to be aware of because of the facial or body expression, nevertheless, there are other senses to consider and recognize emotions.

Reading skills

Reading is a key skill because in ELT this one becomes fundamental to cover the others, Setiawan *et al*. (2020) "In this sense, the writers principally discussed reading skill since it can essentially cover the three other skills because of its continual existence when students are

learning to write, speaking, and listening" (p.2). Language is everywhere, students can improve their vocabulary, critical thinking, concentration and fluency as they read. As Cuesta and Rincon (2010) mention “The best way to become a good short story writer and gain an intuitive sense of how to write a story is by reading stories from a variety of genres” (p. 3). To improve reading, it is important to consider students' context and find ways to engage them in reading.

It is important to consider the day-by-day messages and to connect them with the classroom to provide significant learning. While reading, the teacher can use connections between the grapheme–phoneme to provide a mental relation with words and improve reading comprehension, Ehri (2020). It is important to read and associate meaningfully, especially for visual impaired students as they cannot connect a visual picture to words. Teaching only meaningless words does not provide a help when someone is learning, for that reason use those words in a meaningful and with context reading can improve literacy and language use.

Considering the definitions and aspects mentioned before, in this internship the author will consider Setiawan *et al*. (2020) perception about the importance of reading to develop other skills and with Ehri definition about the importance of significant reading for learning. Remarkably, to mention that reading is something that the school cannot take away from impaired students, knowledge is for everyone; for this reason, provide correct adaptations, strategies and tools can be meaningful for reading development in visually impaired students.

There are different reading strategies to improve reading skills in visual impaired students. As Prayoga, et al. (2020) mention “[M]ore assistance from teacher and environment are needed by students with special needs to improve their English skills, especially reading skill.” (p. 66) For this internship, these will be applied: First, dictation, as students listen and read, they

can connect more easily the words and sounds. Secondly, use different colors, Braille system, Constanz system, which is a method to differentiate colors for visual impaired people and textures to be used in adapted tales. Thirdly, read about different topics but connect them with their own emotions and perspectives. Finally, strategies such as socialization and the use of key words to provide main ideas about a text will be addressed for this purpose.

Writing skills

Each skill development is thought as an end of a process, but the development and correct application of skills in the classroom conducts to a path of learning and enriching abilities, Cuesta & Rincon (2009) mentions the importance of writing skills in the school, providing the opportunity to interact, decode, understand the use of language and contexts. This can be meaningful because it provides learners with an opportunity to explore their potential using elements such as summarizing and paraphrasing, which are incredibly important to develop in writing, this is not only helpful in the school, but in life.

Considering writing as a productive skill since the learner is supposed to create something with the language, it requires time. It is important to be patient, reflexive and let the process flow. As it requires certain steps, each one needs revision and correction. Steps such as preparation, drafting, editing and revising, the process is not lineal, steps may be repeating one after another, Brown & Hood (1989). According to Harmer (2004) it is important to consider students' real abilities and class time to adjust expectations and avoid limitations in creativity or spontaneity.

Some components for writing that need to be considered in each stage are content, vocabulary, organization, grammar and mechanic, Sa'adah (2020). This can be achieved as

students read and connect their ideas to provide them into writing. This process depends on the reader, the content, the context and the purpose, for that reason, writing is a process that works differently for each person. As mentioned before, time, constant feedback and freedom to provide good writing.

Different writing strategies can be helpful for students in this process. Writing about different topics or changing the population, identifying order and specific vocabulary according to the occasion, the use of metaphors and examples to explain an idea can be helpful for students when they write, Harmer (2004) and Fitria (2023). These strategies start with reading but continue with writing. These complement each other, are necessary for academic and creative development.

To conclude, it is important for teachers to realize that writing skills are important for developing meaningful learning. It is necessary to be patient because, as Brown & Hood (1989) and Harmer (2004) mention, it takes time, steps, strategies and constant adjustments. Writing is to create and to be conscientious about several factors and rules, as Sa'adah (2020) mentions. In this internship, we do not see writing as a goal to achieve, but as a process where students are allowed to make mistakes and improve from them, as Cuesta & Rincón (2009) perspective considers.

Inclusive classrooms

Education is for everyone; inclusion is a way to regulate and provide the same opportunities to every student in the classroom. As Palacios (2008) states, "To this end, a series of measures are presented, including universal accessibility, design for all, and mainstreaming of disability policies, among others." (p. 105). Inclusive education says welcome to all students,

with different abilities, talents and needs. Takes advantage of students' interests and diversity. It is not about placing the student in the classroom and that is it, inclusivity goes beyond, providing special support, adjusting the space and teaching; besides improving educational system and participation, Belay & Yihum (2020). In sum, providing a quality, respectful and collaborative class and spaces is important for inclusive classrooms, Asamoah, et al. (2018). It means that an inclusive class should include all students, provide adaptations, boosting spaces where everyone interacts and shares.

2.2. Report the population, method, instruments, and findings

To address a better understanding of different investigations and projects related to visual impairment education, there was conducted a search and scoping review to choose relevant and recent articles, investigations, and journals. The point with this mapping was to identify projects, insights about the issue, and identify gaps for future research. Studies were carried out using Google Schoolar, research gate and university repository, it was considered different databases because there are not enough recent studies about this topic. The criteria for selecting the investigations are the following: articles published in the last 5 years, young population, visually impaired learners of English as a foreign language, teachers of English, writing and reading development or creation of reading material.

Table 1. Previous studies.

Tittle	Year	Country	Population	Method	Instruments	Findings
La educación socioemocional y su impacto en la enseñanza-aprendizaje de niños ciegos y con baja visión que cursan primero y segundo de primaria. (López, D.)	2022	Mexico	1st and 2nd grade primary	mix paradigm and action research	Observation, students' work, and surveys	Collaborative work was useful; students tend to learn more and provide better feedback to their classmates, identify, and express their feelings, providing good management of them.

Emotion regulation in blind and visually impaired children aged 3 to 12 years assessed by a parental questionnaire. (Chennaz, *et al.)*	2022	Switzerland	3 to 12 years old	Qualitative	Surveys and article collection	Lack of vision can be challenging on an everyday emotional basis because they must be able to adapt to the world around them based on their partial vision as well as their other senses.
Dots and Letters to Learn Together: Materials development for the Visually-Impaired. (Flórez, *et al.)*	2019	Colombia	10th grade students, between 16 and 17 years old	qualitative paradigm and using case study	interviews, samples of students' work and field notes	Lack of material and students' poor writing development. The use of this material gave benefits to students' vocabulary, as visually impaired students tend to participate more.
Experiencias y desafíos de la enseñanza de una lengua extranjera a personas ciegas. Caso: DAEA – UJAT. (Cruz, V., *et al.)*	2021	Mexico	Degree students	qualitative, exploratory, and descriptive	semi-structured interviews and recordings	teachers felt insecure about how they managed the classes and writing was a difficult challenge
Diseño de material didáctico inclusivo para la enseñanza de niños ciegos. (Guajala, M.)	2020	Ecuador	6 to 9 years old students	Qualitative	observations	The findings show that students enjoyed these didactic resources, using them as a practicum and play tool to learn and improve their knowledge
English teaching for blind students: adaptation suggestions for Didactic activities of a textbook. (Brixius, *et al.)*	2022	Brazil	sixth grade students	Mix	Article collection	The challenges are evident, but so are the rewards gained from the experience of teaching blind students, as there is a joint construction of knowledge among teachers and learners.
Propuesta didáctica para el aprendizaje del léxico en lengua extranjera inglés en aulas inclusivas (Discapacidad visual). (Ocampo, T.)	2021	Colombia	sixth grade students	Mix	Observations, interviews, and artefacts	Lack of resources and spaces where visually impaired students and non-visually impaired students share classes. Using material can improve writing and reading skills, it is remarkable the necessity of different learning resources.

Didactic practices for students with visual difficulties in the EFL context. (Castro, J.)	2022	Colombia	Higher education teachers for visual impaired students	Qualitative, case study	Observation, interviews and focus group	Teachers interact and provide material by their own creativity and by the context. It is important to take advantage of different resources.
A Systematic Review on Inclusive Education of Students with Visual Impairment (Miyauchi, H)	2020	Japan	General	Systematic review	Article collection	Teacher training and support system for visually impaired students is fundamental. In addition, it is important to provide more research and spaces for these research projects in the future.

Note: The table presents previous studies on the research topic.

As noticed in the chart, the selected studies were conducted over the five last years and most of the studies were conducted in countries as Mexico, Colombia, Ecuador, Brazil and Switzerland, this being a key to show that in Latin-American countries there is interest to research and provide implementations about tutoring visual impaired students. Although these studies are the latest, it has been noticed that there is a lack of research interest in improving writing and reading skills. About half of the population studies worked with children and the other half with teenagers and adults. Most of the studies reviewed taught English as a second language.

Regarding the methodology used, the majority developed a qualitative method, three worked with a mixed paradigm. Action research, case study and exploratory study were focused on some projects. Regarding instruments, it was noticed that interviews, observation, and artefacts were used with priority. Moreover, there were some research projects which used surveys, recordings, and article collections. Although these studies were conducted mostly in Latin-American, further research is necessary, especially improving reading and writing skills.

Findings

Given the circumstances because of reviewing and considering the previous research articles focused on English teaching to visually impaired students, especially taking into consideration writing and reading. The analysis placed especially attention on the use of material, resources, teachers' preparation, students' motivation, performance, academic achievement, teachers' implementations and teaching strategies. The findings of these previous studies provided key information about methodologies, material adaptation for students and skills improvements using different learning tools for everyone in the classroom.

Skill developing

One of the primary objectives for this internship is writing and reading skills improvement adapting material for a better language interaction. It was difficult to find implementations and documents which talked about this topic in specific. In some projects, authors such as Ocampo (2021) mention that visually impaired students need access to resources to improve writing and reading skills. Because, as students write what they listen, it is important for them to have a reference and read while they listen. In that order students will write better, it is common for visual impaired students to get confused, indeed Flores (2019) states that students tend to and 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 (p. 42).

Improving reading and writing skills becomes a challenge for teachers, because as there is not enough material for students to reference words and their spelling, it becomes harder for them. Now, imagine it with English learning. Cruz (2021) states that although this is a difficulty, material adaptation is important to provide a guide for students. Finally, Castro (2022),

highlights that some teachers try to avoid these skills when teaching visual impaired students, this is dangerous because shows that students are not being taught the same. Considering that, it becomes a priority to use adapted and appropriate material for teaching.

Lack of material

During the research that has been carried out to find implementations about writing and reading skills improvement, there was noticed that in most studies and research working with visually impaired students, there was not enough appropriate material to develop literacy skills when teaching English, one example is presented with Floréz *et al*. (2019) in their implementation. This represents a negligence in educational processes because visually impaired students are not being provided with the same kind of material as other students Guajala (2020). Considering that most of the resources are written in ink and there is a lack of technological and physical resources Ocampo, (2021), teachers need to provide material on their own; Cruz (2021) states that sometimes, even though adjusting their class exams or activities orally is just for visually impaired students.

Lack of adapted material is a common factor noticed in the different resources consulted for this internship. This is a key opportunity because the use of appropriate material makes a difference in learning. As Noriega-Perez, *et al.* (2023) “For instance, if there happens to be a blind student, there should be material equipped in braille for them to avail the input received in terms of reading to encourage their learning autonomy and independence." (p. 6). Material adaptation and better education strategies are needed to provide a better learning environment.

Adapting materials

Being aware of the different resources in the ELT field, it is important to adapt and to improve these in order to work with everyone in the classroom, most of the resources are typically produced in ink. Lack of material is seen as an opportunity to create and adapt material for the classroom space. It is not always possible as curriculum change and constant adjustment is made, it is not rentable to create a Braille English teaching book, Castro (2022). There are different adjustments to make in materials design. Miyauchi (2020) states "can be apprehended adequately, if not superiorly, through non-visual sensory modalities, such as auditory, kinetic, tactile, and haptic modalities." (p. 10).

Nevertheless, multiple alternatives to teach and enjoy can be founded in the research consulted, one example is Guajala in her implementation where she elaborated a didactic material for math class to teach basic mathematical operations, representing an opportunity for students to learn to use didactical tools in Braille. Providing different indications to material adaptation, Ocampo (2021), states that resources in Braille, with high relief, audio description and picture description provide a better material adaptation and as result better interaction in class. Castro (2022) provides more examples by considering different educational practices in an empirical way, inspiring other teachers to understand and meet the minimum requirements for students' needs.

Finally, providing an example in the English teaching field, there was material that was adapted, as a result providing a better literacy development, confirming that the correct adaptation can improve learning and skills, Florez et al. (2019). As a reflection, sharing Castro's (2022) ideas, there are different processes and actions that need improvement, providing material, adjusting the technologies and adapt the class space for everyone, because material as a useful tool to learn a language is something that lacks in the classroom.

Visually impaired students excluded

The school environment facilitates the development of socioemotional skills in the majority as students share spaces with peers of the same age and common interests in this scholar age. Collaboration and empathy skills are key in class. Considering the different findings reported above, it can be easily noticed how visually impaired students sometimes are left behind or separated from different activities, López, D., (2022). Lack of interaction between non-impaired and visually impaired students is noticeable, especially in teamwork activities, Ocampo (2021) and Flórez, *et al.*, (2019) express that VIL were not appropriately involved in regular school tasks and their participation differed from the rest of their partners. This resulting as Miyauchi (2020) in his article mentions, students who choose courses based on accessibility provided by the teacher, but not on their own interests because most of the subjects in school are not adapted for them.

For those reasons, different activities are focused on students encourage, cooperation and interaction between sighted and non-sighted students, which could be achieved with group activities and cooperative spaces, Guajala, (2020). Educational projects need to integrate and provide interactive spaces where everyone is involved. Students need to lose movement fear and need to feel safe to play and share as the other students. To conclude, as Brixius, et al. (2022) mention inclusion of blind people in all contexts works in theory, but it is still a challenge when it meets the classroom setting.

Emotional factors

Emotional factors in the classroom are important, because academic achievement is related to how students feel in the classroom. When students are involved intensely in their

emotions, they can notice that they are working differently López, D., (2022). Take into consideration what Chenaz et al. (2022) states that the study of facial expression of emotions by blind people does provide information on one component of emotion regulation: the control of emotional expressivity. It is important to implement didactic activities where students can move and interact in the classroom space, because this provides motivation, which is related to their emotions and their learning improvement, López, D. (2022).

Motivation is remarkable when someone is learning, and it is noticeable that students are more interested in participation since the topics are appropriate, adapted and interesting according to their level and ages. This showed as a result of Florez et al. (2019) intervention, also it was noticed with Cruz (2021), it is reported that students' motivation to learn a second language is huge and adapting materials, sharing spaces and interacting is key for their learning. Although, it can be challenging as Brixius et al. (2022) shares that teaching an additional language to a blind student represents a rewarding experience, as both student and teacher will learn through the joint construction of different knowledge.

Teachers' lack of training

Teaching requires training, requires theory and practice. Teaching to a visually impaired student represents an opportunity to improve teaching training and professional development. Unfortunately, most teachers do not have proper training or have not had the experience and opportunity to work with this community, as result there is not enough motivation and ignorance related to this Miyauchi (2020). This is a common issue. Cruz et al. (2021) provided information in their investigation about the lack of teacher training with degree students. This represents a problem, because education needs to be inclusive, and the curriculum does not consider it.

Sometimes, universities teach an inclusive seminar, but it is still too general and short. It represents a global problem. For example, Brixius et al. (2022) states that lack of preparation covers college spaces where future teachers only get a glimpse of the special education themes. And the unprepared teacher may not provide them with the necessary support and may end up over explaining the activities or even giving away the answers.

As a result of future teachers not being trained and prepared, it can be noticed that in schools, teachers do their best but do not provide all the spaces for all students. In Florez *et al.* (2019) intervention, it was noticed that teachers tended to focus visual impaired students' activities on listening and speaking; the material was not adapted because teachers did not have the awareness of material and necessary processes to work with this population. Other teachers as Castro, (2022) use technological assistance applications, this would be a measure that could dissipate the inconvenience in it but is still not enough because different schools do not have the technological resources to see this as an option.

Teaching methodologies and strategies

The use of material is not enough when instructing a visually impaired student. It is important that besides material, teaching provides the correct theory and analysis processes for a significant teaching and effectively uses the material correctly Guajala (2020). Significant learning and teaching are important always. As López, D. (2022) mentions, the creation of this kind of spaces provides opportunities to understand better and interact more with classmates. When a teacher is explaining something, it is important, especially for visually impaired students. It is key to have good spelling and pronunciation, talk clearly and with pauses, remember students are taking notes.

Finally, but no less important, pedagogical practices are remarkable, active communication and awareness are important principles to teach a visual impaired student, the use of audible resources and proper physical material makes a considerable difference Castro (2022). Let us face that students know already that their learning process is not similar and needs to be adjusted. For this reason, the teacher needs creativity and avoids excluding students in activities.

Technology use (assisted technology)

Assisted technology is one proposal to work with visually impaired students in terms of tools and material. The investigations and interventions used for this literature review showed different perspectives related to this. In the first place, there is a powerful use of these tools for tutoring a visually impaired student but leaving behind didactic resources Cruz *et al*. (2021). Another example is Brixius, *et al.*, (2022) that worked with ideas for didactic materials for blind students, the authors mention playful activities that raise the interest of such students in the contents, as well as embossed materials, use of Braille, and in technological tools the voice synthesizer, screen reader and other technologies contributed to this students' learning. This shows that if there are technological spaces that can be taken advantage of but not necessarily to be used alone, these need didactic material to provide good learning.

In second place, those who did not use technological resources were invited to use them or recommended to provide activities using these tools, as Guajala (2020) who was told by a visual impaired teacher to work more in technological material and portable tools, this to provide broad learning spaces. However, it is not as easy as it sounds; Castro (2022) considered the different practices developed by English teachers with visual impairment and the search for

different applications needs to be careful and significate. Because with assisted technology, such as audio games and audio videos, learning can be easier, but remarkably, to avoid dependency.

Lack of interest in research

As investigations and resources for guidance were looking for at the investigation process, it was noticed the lack of implementations and similar works with visual impaired students, especially to work writing or reading processes. This was not only noticed in the searching process but also commented on different research projects used as references. In Florez *et al.,* (2019) implementation, "We want other teachers and researchers to be inspired by this work and feel motivated to create similar material." (p. 48). Motivating other teacher researchers, as Guajala (2020) states, is important, because different proposals are necessary to inspire. This is does not seem to be a problem exclusively related to the English language field, but general for different subjects, Brixius, *et al.* (2022). The lack of research in the educational area affects the classroom context, since there is not enough widely available guidance for teachers to adapt printed materials for blind students by themselves.

Finally, the academic spaces and curriculum improvements are required. Cruz, *et, al,* (2012) relates the lack of research with the lack of academic spaces at college, because as the lack of preparation by teachers noticed, it is concluded that there is a necessity of a specialized course about how to teach a second language to visually impaired students. From another view, Castro (2022), reports that teachers with visual difficulties comment that material and research applicability are necessary for all academic areas.

2.3 Discuss the theory that supports the internship.

The theory that fits better for this internship proposal combines the humanism approach and significant learning. Considering the author's beliefs, postures regarding class methodologies, teachers' and students' roles, educational principles and principal objectives carried out to achieve student success. In the following paragraphs, definitions, roles, and principles will be explained according to each theory. Finally, the reader will find the connection between these theories and the internship objectives.

A humanist approach is based on respect, individual students' needs and boosting students' capacities and potential. Classroom weather considering conducts, thoughts and feelings, Schunk (2012), must be studied, because this is the starting point for better communication and an empathic space (Ortiz, 2013). Autonomy and creativity are important aspects to develop activities and improve students' learning. According to Schunk (2012) humanist theory is in majority constructivist, looking in first place for students to have a better life management. Teacher as a creative, strategic, cooperative and authentic to provide a humanistic space. The teacher is aware that is not the center of the classroom, but a guide Ortiz, (2013). Positioning students with confidence, autonomy and conscientious about their learning and progress, not only in class, but in their daily.

Significant learning is similar to humanistic theory, because it focuses on providing a relevant class experience, a classroom where students are more active and involved (Schunk, 2012). Considering Ausubel (1963) it is key to consider previous knowledge and students' ideas to being prioritized and organized to provide a connection with their perspectives and the topic that is being taught. Significant learning requires structured organization, motivation and fluent communication, because in that way, students and teachers can correlate and interact in a community context (Ortiz, 2013).

As mentioned in the last two paragraphs, humanistic theory considers students' potential and provides autonomy. It is considered important because emotional intelligence is related to autonomy, empathy, and cooperation. This is highlighted in my project, because inclusive classrooms are considered here to provide equal opportunities and remark students potential in the same way. Tales are considered from a humanistic perspective; it remarks to take into consideration students' thoughts and views, to share spaces and provide voice to students to guide the class to have a better understanding and learning. The spaces in the internship work on writing and reading skills, connecting various aspects to create a class space where students can enjoy, learn, and remember.

It is important to mention that language in this project is taken as a way of function and expression. Language is a social construction and students are free to make mistakes to learn from those, considering Johnstone, "Language users are creative, that people can say things in new ways, break the rules, make new rules, be unique" (1996). From a linguistic theory, it is important to remark Chomsky (2002) theories and highlight that linguistically talking "language and languages are extra-human entities" considering their ability to strengthen and adapt. This represents that people produce sentences from creativity and adapt them with a meaning in their contexts.

The use of didactic adapted material becomes important because students can use it anytime and with tales that can be read in classes or on their own. In addition, meaningful learning connects with this internship because, as emotions are in everyone and this population is starting to being aware of emotions, it is key to consider their knowledge and beliefs in the classroom space. Emotional intelligence is developed with significance in life, school should not be the exception for this, classroom spaces where students feel safe, listened and free to express

in a healthy way is part of empathy, which is one aspect this internship looks to improve in class spaces. The use of tales to improve emotional intelligence can be useful in dynamic and reflective activities in the classroom.

Chapter 3. Work plan

In the following section, the reader will find information, analysis, and a detailed explanation of the work plan required for this internship. This section considers five parts. The first one provides information about the primary goal; this is divided into language development and students' emotional development. The second one presents information about the activities conducted to carry out and fulfill the work goals and general classes. In the third part, methods, techniques, and procedures will be addressed, explaining how the use of them will provide a better teaching and learning experience. The fourth section gives information about the expected results in students, the teacher, and the internship experience. And the finally important division, the schedule is going to be presented, considering time management, activities and topics expected for this internship project.

3.1 Goal

The primary goal of this internship proposal was to improve writing and reading skills with the use of emotional intelligence tales. The focus population was secondary students. With this project, it was expected students share, cooperate, and learn with appropriate material. There were two key aspects to understanding it. The first one was that the skills improvement was one result of the second aspect, working with tales. Nevertheless, these tales required adaptation, and the classes needed adjustments to be efficient, to provide significant learning and catch students'

interest. Emotional intelligence was considered because it is important to develop the emotional field and abilities for life.

In furtherance of achieving the goal, the idea was to create and conduct a curriculum in which activities and spaces were separated by the key topics of the emotional intelligence tales chosen. In the first classes, the purpose was to know students' interests, language knowledge and emotional perspective. Each lesson of this curriculum was designed to provide the opportunity to work and interact with one emotional intelligence aspect. To fulfill with skill developing, tales and reflections were written and read with physical material, taking advantage of textures, relief, and Braille.

3.2 Activities to meet the goal.

In the following section, the reader will find an explanation of the activities planned and carried out for the internship. This information was built thinking about the hour's quantity and teaching strategies that pretended to fulfill different emotional intelligence topics. The information about dates and hours could be modified due to scholarly activities and students' learning process. These activities were designed considering the authors' personal teaching and practice experience.

It was expected that the teacher provided, adapted and interacted in the first classes with students, to know them better, know their interests, and implement a diagnosis to get to know their English level. Students' current English level was established according to their grade, the interaction in classes and government bilingual projects such as "Guia 22". It was found that the level that students chosen to apply for this internship had been –A2. In each session, students and the teacher worked with topics related to the tale, emotional intelligence and social values.

Activities, journals and reflections were carried out in classes providing wider information about students' and teacher learning process and development. The following table is the distribution of activities made per week.

Table 2. Work plan

Number of weeks	**Topic**	**Material**	**Goal for students**	**Use of language**	***Task***	**Goal for the teacher**
1	Knowing my students		Interact freely as they usually do in English class.			To know students and students to know me.
2	Diagnosis and class space rules.	Worksheets	Students will recognize their own skills and agree cooperatively with class rules.	Expressing needs and likes.	Talk about class expectations. English proficiency diagnosis test for all students and assessment.	Identify students' current level. Provide information about this project to students.
3	Me, myself & I. Working self-esteem.	Tale	Students can write and share their perspectives about themselves.	Explaining and describing actions.	Provide written information about ourselves in a self-biography.	To provide reflection about self-esteem's importance in life. Using narratives with students and personal reflections.
4	Introduction to our emotions.	Worksheets Notebooks	Students will define and understand vocabulary about emotions.	Describing cause and effect. (I feel sad when...)	Consider different emotions related to the classroom space.	To recognize students' emotions through their narratives.
5	Reading strategies and friendship.	Cooperative activities	Students learn strategies to identify the main idea and use their ideas to explain why friendships are important.	Analyze short readings.	Work different reading strategies and improve teamwork.	To use skimming and scanning strategies to improve students' reading analysis.
6	Working with the tale.	Tale and notebooks	Students can understand main ideas and identify key words.	Comprehending text or speech.	Give a name to each emotion and an idea to process it.	To provide breathing and relaxing activities. In addition, to boost students' interaction with reading material.

7	Self-regulation and being a good person.	Notebooks Teddy cow	Students will define, recognize and regulate common emotions.	Describing cause and effect.	Work with mindfulness and breathing exercises.	To recognize students' emotions and provide effective strategies to deal with different emotions.
8	Writing tales: First part.	Worksheet	Students can identify components of a tale and begin to think about characters.	Expressing and supporting opinions.	Students work on different writing strategies for tales.	To guide and provide feedback about short texts related to students' personal experiences.
9	Building characters	Tale	Students can describe and compare behavior characteristics for their characters.	Using adjectives and comparatives	Observe and describe behaviors.	Provide a wider description to build a character and explain how it connects with the tales' creation.
10	Healthy habits	Song, worksheets and notebooks	Students make inferences from information in a text about healthy habits.	Describing daily routine.	Shaping my daily routine and thinking about better habits.	To improve students' motivation and explain the importance of healthy habits.
11	Improving my active listening.		Students will use a guide and interact with their classmates and relatives to improve active listening skills.	Contrasting, interpreting, and drawing conclusions	Improve active listening skills	To teach proper speaking and listening strategies for a better interaction in a conversation.
12	Review week: Sharing our knowledge and reflections	Notebooks and adapted tale	Students will review the different emotional abilities studied with the tale and in previous classes.	Drawing conclusions, analyze and define.	Make a review of different topics studied in classes.	To analyze and compact through writing and reading students' reflections.
13	Writing tales: Second part	Notebooks	Students can write about individual experiences related to Halloween.	Relating past events, describing and making hypothesis.	Shape a handcraft related to Halloween.	To provide tales related to personal perceptions and work writing and reading strategies reviewed before.
14	Tales' review and comments	Notebooks	Students can share and shape their own tale related to their emotions.	Describe, express, analyze and create their own tales.	Write a tale related to emotional intelligence.	To condense different writing and reading strategies. Linked with the tale and emotions, based

						on students' perspectives.
15	English day and sharing results	Students' tales	Students will share with their classmates, teachers and relatives their creations.	Express and describe the project space and reflections.	Present, describe and interact with other classmates and courses using target language.	To share and create conscience about the importance of students' experiences to provide a better class space with the scholar program.
16	Farewell week	Closure activities	Students will close the week with a farewell.	Share and finish the space gratefully.		To condense and analyze students' academic and emotional improvement through the internship.

Note: As it can be seen in Table N.2, sixteen weeks of internship were considered for this internship. Each week contemplates activities for writing and reading improvement, working on emotional intelligence skills (empathy, active listening, cooperation, self-steam, etc.), creating, sharing and agreeing spaces with students that provided meaningful learning. In this table, the reader can find information about students' and teachers' goals for every week. Considering also the topic, material and use of language for each session.

3.3 Methods, techniques, and procedures

To analyze and provide a possible improvement for the main issue, students' artifacts, class observation and field notes were used as instruments for this internship. The following definitions are provided for a better understanding of methods, techniques, and procedures that were implemented in this internship. It is necessary to define each term and explain the importance of them for this practicum. Firstly, a method is defined by Hasanova, et al., (2021) as "an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning." (p. 1). A technique refers to teaching style and various kinds of

teaching activities, Balchandran, et al., (2018). Finally, procedures are developed as steps to carry out a class, this is shaped by the method and approach chosen.

Methods, techniques, and procedures are related to one to another. To start with the method chosen, it is relevant to remember the importance of improving writing and reading in this internship using tales. For that reason, students were conscious of their own learning and progress. It was chosen as project-based learning because it was significant for students to create and share their familiar experiences through tales writing. This method starts defining the main issue, continuing with a solution, planning and, at the end, implementing, Alacapinar (2008). In addition, with the different activities and procedures such as (storytelling, description, discussions, handcrafts...) it was expected for students to develop their skills, but at the same time to improve their English level and emotional abilities.

As students wrote about their context, they used more language related to specific topics. And class interaction was boosted by working with cooperative learning as the preferred technique for these class spaces. The final project was shared with the English teachers and handcrafts made were shared with the school community in the English Day.

Effective reading strategies were key to developing students' skills and improving their academic success. For this reason, there were different strategies considered and applied for the learning process. It was important to remember Saricoban (2002) who said, "language teachers should improve their students' ability to infer through the use of systematic practice and questioning techniques." (p. 2). One of the purposes of the reading was to understand the author's intention. This involved creativity and went beyond what was written. Strategies such as predicting, visualizing, making connections, summarizing and questioning were found to be used

in the classroom to analyze and provide better management to each reading, Küçükoğlu, (2013). It was considered skimming and scanning as other techniques to be implemented in reading. These strategies are usually used to identify main ideas, read the first lines of texts and look for specific information in each text Yusuf, *et al.,* (2017). This was considered for more advanced readings to carry with students in advanced stages, but still with short tales it was something that could work since students identified main words and connected ideas about the topic.

Writing strategies and techniques were involved in this internship, too. Those were important for correcting students' progress to carry out their final project. In the internship, as it was remarked before, making mistakes and providing feedback provided students insight and improvement. Taking into consideration Abas & Abd (2016) "When the second language learners have successfully used writing as a method to communicate with their teachers, peers, and the society, only then educators can declare that teaching writing to this group is successful." (p. 2). In the writing project, there were different stages taken from Williams (2003) who says that as result, interaction and sharing in activities, stages of development are required. These stages are prewriting, planning, drafting, pausing, reading, revising, editing and finally, publishing. As researchers and pre-service teachers, it had been noticed that these steps are followed when writing an academic text. For this reason, the author considered it was important to adapt these steps and taught them in the internship for students to develop and improve their writing skills.

3.4 Expected results.

With the development of this internship project, it was expected for visually impaired students to improve writing and reading skills, using tales, reflection activities and their

creativity. As students wrote and reflected, their skills developed further. Students' emotional intelligence skills and integration were expected to develop too, because using tales focused on this topic and sharing spaces together improved their interaction. Students worked directly with emotional intelligence aspects, students were expected to provide their own thoughts and solutions to different life situations. Using cooperative activities, empathy and autonomy to guide students to interact more with their mates and build social skills. Finally, students were expected to share their experiences and build their own tales to share in class.

3.5 Schedule

The internship project aimed to fulfill 384 hours in six months, according to university requirements. The homeroom teacher and pre-service teacher divided the hours of direct intervention with the students in the following way: it was conducted a synchronous work at República de China School for 256 hours, with class spaces of 4 hours, 4 days per week. Tutorials scheduling, meetings with teachers, planning, adaptation, class material preparation, and development of the final internship documented 104 hours.

Table 3. Schedule

Activity	Time	Details
Synchronic intervention and tutorials (work at the institution)	256	An average of 16 hours per week (256 hours)
Autonomous work (Planning and material preparation)	64	an average of 4 hours per week
Development of final document of internship	32	Approximately 2 hours per week
Administrative work	24	1 hour per week in meetings with teachers about the organization of activities and sharing information

		about students and proposal progress
Tutorship with university tutor	16	Tutoring hours with the university tutor. One session every week.

Note: This table shows the hours of distribution for the present internship and schedule details.

Finally, it is important to consider that the hours presented in the previous table were oriented to be fulfilled in the internship, but some adjustments were made according to the authors, students and context necessities. The author considered other projects and school advice to carry out this proposal. The author carries out sixteen weeks of internship work with order and discipline. Considering students' interest and university schedules for better implementation and guidance.

Chapter 4. Results

This chapter provides a description of the results given in contrast to the objectives proposed in this internship. To continue, for this internship there was a general objective and three specific ones. The following results are a comparison and explanation between what was expected and the process to fulfill them. For this internship, the author used recordings, artifacts, and a journal to organize and record the activities and results per week.

The general objective for this internship was to develop a series of workshops based on emotional intelligence tales to enhance writing and reading skills in EFL class with visually impaired students. To achieve this objective, the first step was to observe the classes and adress them to work with tales, achieve the class objectives and reach the internship objectives. The homeroom teacher worked with topics related to values and used them as a guide for a workbook provided by the district. It was noticed that students were not working with adapted material. For

this reason, although students used to be given certain activities related to writing, they used to relate stories and ask someone to write for them. It was noticed also that students used to have help from their mates and sometimes there was a mediator (who was not focused on English teaching) to help them.

Secondly, to develop the workshops it was necessary to adjust them according to the classes syllabus and link them to work emotions with a tale. It was chosen one tale called “The color monster.” This tale was key as it could be worked with any population, the vocabulary was rich, and emotional skills were the main topic. Each class was focused on a different topic but always connected to reading a tale, working on emotional recognition, regulation, and mindfulness activities.

To improve reading, the resource was adapted in Braille with English and Spanish as well, using Conztanz system to define colors. This tale, as seen in annexes 1, 2 & 4 was helpful for students to learn vocabulary by identifying tale’s parts. As the students used to read out loud with the teacher and solve certain doubts related to spelling and vocabulary, reading became a familiar activity as it was practiced frequently. Moreover, workshops related to different celebrations of the academic year (Love and Friendship Day, Halloween, Christmas, etc..) were an addition to work in the same rhythm as the other students in the classroom.

To improve writing, it was necessary to identify the main aspects to improve. These were related to spelling, grammar, double letters, and lack of vocabulary. For this reason, the author used to start each writing activity by spelling key words given with the material or chosen according to the topic to review them with the students. As students review and were aware of these key words and their spelling, they used to write better and have a grammar reference as

they read and wrote. Another strategy was to make associations with words that sounded similar to Spanish, that helped providing students a reference providing meaning to English unknown words in their minds to make sense and be used to write. Students were given each class time to write summaries about the class activity or create a short tale according to the topic, as can be noticed in annex 5. It was important to provide total freedom and enough time to design and develop their stories.

Specific Objectives

For this internship, there were three specific objectives; these were steps to achieve the general one. The first one was to implement reading material based on emotional intelligence tales in the English classroom to enhance reading and writing skills with visually impaired students. To achieve this objective, the homeroom teacher was aware of the internship project that was being developed. A tale called “The color monster” was adapted in Braille and with Constanz system to define colors, it was used as the main tale to start the internship. As students worked on this tale, key words, worksheets and their own notes were used as resources. Their reading and writing improved as they practiced it. As students used to create and interact with the resources, the teacher was there guiding them and providing help related to vocabulary and grammar doubts, redaction and structure.

The second specific objective was to analyze experiences that visually impaired students live related to management of emotions and communicative competencies in English. To fulfill this objective, students were asked about their emotions related to the classroom space, to their daily life, and what emotions they experienced. It was observed that most of the students did not know how to deal with complex emotions such as frustration, confusion about themselves,

isolation because of the way they were organized in the classroom and the lack of integration in certain group activities. In addition, students' English level for speaking was able to communicate simple sentences and ideas, but writing was something difficult because the material and lack of direct teaching. For this reason, group activities and exercises were carried out with other students in the classroom; handcrafts and activities related to self-esteem were executed in the classroom to provide a guide about how to deal with complex emotions.

Finally, the third specific objective was to compare the impact of emotional intelligence tales in the development of writing and reading skills in the English classroom and on students' emotions management. To reach this objective, the emotions related to the classroom and their daily life were considered to shape the workshops and activities related to emotions management. To compare the results, it was necessary to ask students about their feelings and strategies they used the most in their daily.

To start, as the tale was adapted, textures and key colors (annex 3) were given to each main emotion. It was easy for students to start identifying and giving a name to each emotion. As the tale was read and authentic situations were presented, the teacher took those as opportunities to work techniques and exercises related to emotional management, but using English to communicate them. In the tale, there were activities related to mindfulness and breathing to deal with emotions and were taught in different spaces, not only in the English classroom.

It was noticed that attention, anger and trust were not something that students used to manage very well, for this reason, at the beginning of each class, the students and the teacher used to make stretch movements and affirmations exercises to start. As situations or conflicts were presented breathing exercises, cow teddy and mindfulness activities were carried out.

Students used to adapt to those exercises for their daily life, and it was noticeable that students' attention in classes was better.

Conclusions

Finally, it is important to consider that every teaching space is different; times, activities and students are diverse. In this internship the main purpose was to improve emotional intelligence skills using tales in English and at the same time improving reading and writing development with visually impaired secondary students. This work provides a richer perspective to contribute to similar projects related to inclusion, material adaptation, and emotional skills. Working as an example of how important it is to take advantage of common situations in school (a place where students are building their life perspectives as well) to create teaching opportunities and provide adequate tools (mindfulness, reading and writing strategies and reflective moments) at the same time.

As the topics to teach are infinite as human communication, the English classroom can be flexible and adjusted to teach any topic. It was noticed in other similar projects in which the researchers used short stories and news, students' skills improved significatively, as wider material exposure, more learning. To improve reading and writing skills in visually impaired students for this project, the adaptation of a tale related to emotional intelligence as a literacy resource was key. In addition, working on reading strategies such as identifying key words in short texts, using spelling, and providing accurate grammar and phonetic explanations was a good start to work with. The use of students' notes and listening to their feedback was important to provide opportunities for students' emotional and academic skills improvement according to

what students felt more confident with. Making the English classroom a safe environment and a flexible place where different class dynamics took part.

Working with emotional intelligence and tales was something that students enjoyed the most. Students felt comfortable expressing themselves using characters and scenarios created by them. Providing creative freedom as they learned the language, improved students' emotional, reading and writing skills. This proves that it is important to provide students with freedom to impulse their creativity and learn. As students are exploring their emotional life field, the classroom needs to be a safe and confident space. Students' creativity should never be limited; it is necessary for teachers to believe and boost students' knowledge, as well as their capacities. Finally, it is remarkable to say that impairment is not an issue; it is an opportunity to explore and work with new resources.

This internship contributed to the ELT field providing a guide and inspiration to other teachers to adapt, explore, and create inclusive material according to the population. Without hesitation to work with. Braille printers, learning strategies/tips and accessible technology; which are key to providing an accessible classroom, safe environments and equal learning opportunities. Provided to the emotional education field an inspiration to see emotions everywhere and consider the classroom as another paramount space to work with them and make a more emotionally aware society. Collaborated with teachers from the school, which allowed me to carry this practicum and provided a new perspective and guidance to work with visually impaired students and boost them to explore material and new methodologies to be adapted in the classroom. The adjusted material means a new resource that will hopefully be used in further classes. Hopefully represented for my students a safe space to learn, make reflections and improve their emotions’ understanding, also meaning academic improvement and a better

relationship with English subject. And lastly, but no less importantly, this internship was a rich and meaningful experience, which provided inspiration, perspective and professional improvement in my path as a teacher.

Recommendations

Finally, to provide some recommendations to improve writing and reading with visually impaired students from other topics. Firstly, it is important to remember that the sky is the limit; it is key to implement adapted resources, provide dedicated guidance, and take advantage of visually impaired students' senses to provide a significant learning experience. The use of textures is paramount since a variety of interpretations and perspectives can be used to work on students' learning insights. It would be recommended to implement different reading resources such as articles, comics, songs' lyrics, and poetry. This would reach more students and could be used to work on different topics related to other disciplines. In addition, it is recommended to work and develop in a more deeply way the Constanz system, which provide a guide about colors used in the resources. As students read, they can speak out loud, try to always connect to a phonetical explanation referring to vocabulary and avoid spelling or pronunciation mistakes. Finally, keep the classroom as a space where creativity and freedom are allowed, as students enjoy it, they learn.

Limitations

In this part, the reader will find some limitations to be considered for further research. These limitations are given by the author to provide advice on things to avoid and improve similar projects. First, it would be better to practice more English class hours at school directly with the teacher or provide clubs with material adapted. Also, providing autonomous work and

constant feedback for students can boost motivation and academic performance. Working daily with topics related to students' interests can be helpful to make English or any subject attractive. Material adaptation requires a certain time, so it would be better to have a schedule to create material and implement flashcards in which students can find verbs, linking words and grammar rules in English and Braille.

In addition, the classroom space is paramount to organize better dynamics and activities. Visually impaired students sometimes need a mediator, and the use of the board is not effective; learners may need someone to spell out what is written. It is needed to have a quiet space for better explanations and to work better on other skills (listening and speaking). If the teacher uses videos or music to teach a topic, the volume needs to be loud, and students need to be close to the teacher and to the speaker as well. Certain extra-curricular activities could be presented, so the teacher needs to allow to be flexible and take advantage of each space to interact with English as this subject is transversal and language teaching can be taken from different spaces.

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