



# Bridging the gap

Fostering Inclusive Learning for Visually Diverse  
Learners in the EFL Classroom

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# INTRODUCTION



Equity  
Equality  
Inclusion

=



Human right



Legislation

+



UN guidelines

# RQs

1

What are the perceptions and experiences of visually diverse learners regarding the accessibility of learning materials and methodology in the EFL classroom in a Spanish higher education context?

2

What are the challenges and barriers faced by visually diverse learners in accessing and participating in the EFL classroom?

# METHODOLOGY



Questionnaire



Meetings

D&D Unit

ONCE



Approval



**1** the students' profile

**2** special needs

**3** language skills

**4** assessment

# METHODOLOGY



Participants

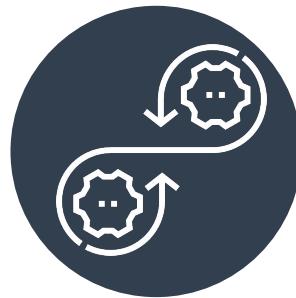
qualtrics<sup>XM</sup>



Language



Questions



Flow



13 min.

# METHODOLOGY

1 statistical & demographic

2 student & lecturer behaviour

3 language skills

4 Covid-19 pandemic

# RESULTS & DISCUSSION

- D&D as point of connection
- Accessible materials (?)
- limited adaptation methods
- Listening skills:
  - information repeated
  - meeting with lecturer
  - rely on peers' notes
  - additional time
  - read-aloud assistance

# RESULTS & DISCUSSION

- Reading skills:
  - additional time
  - read aloud / accessible document (OCR)
  - private tutor
  - → thorough preparation in advance
- Covid-19



# CONCLUSIONS

1

Challenges in accessing and fully participating in their English language education. Despite some efforts by lecturers to make materials accessible, the adaptations remained limited, hindering their active engagement and potentially leading to information gaps.

2

Lack of adequate adaptations in teaching methodologies, indicating a need for more comprehensive and inclusive approaches to cater to the diverse needs of visually impaired learners.

# CONCLUSIONS

- preparation → anticipate barriers
- technology as an ally

## Limitations

- small sample
- narrow context
- absence of qualitative data

## Future research

- delve deeper disabilities in this context taking into consideration the limitations of this study

# Thank you

