

Inclusive Education: Enabling students with Visual Impairment to improve their reading skills

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Abstract

This study explored the benefits of e-reading in enhancing English reading comprehension skills among higher education students in Ecuador, with a particular focus on the participation of students with visual impairments. The objective was to determine whether the use of e-reading could improve reading comprehension skills. The study employed an experimental group (EG) consisting of 73 students, three of whom had visual impairments due to albinism. The EG was encouraged to read an e-book featuring six interactive short stories. Data were collected through qualitative face-to-face interviews with the three visually impaired students to get their perceptions of reading in class. Additionally, quantitative pre- and post-tests were administered to the EG to assess students' reading competence before and after the intervention. The collected data were analyzed using SPSS 23 for statistical analysis and Excel for generating tables, with decisions made at a significance level of 0.05. The findings revealed that students showed significantly improved reading comprehension following the intervention, including those with albinism. Thus, integrating appropriate technological tools and resources can bridge the gap and provide equal opportunities for students with diverse needs to succeed academically.

Keywords: inclusive education, albinism, visual impairment, adaptation, e-reading