



**PENINSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER**

**“BASIC ENGLISH VOCABULARY BOOKLET FOR BLIND STUDENTS  
AT C.E.I. MELVIN JONES, LA LIBERTAD, PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2018-2019”.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR: LOURDES GISELL REYES QUIMÍ**

**ADVISER: ABG. LEONARDO A. CHÁVEZ GONZABAY, MSC.**

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2018 – 2019



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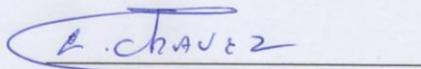
**2018 – 2019**

La Libertad, August 14<sup>th</sup>, 2018

**ADVISER'S APPROVAL**

In my role as Adviser of the research paper under the title "**BASIC ENGLISH VOCABULARY BOOKLET FOR BLIND STUDENTS AT C.E.I. MELVIN JONES, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019**", prepared by *LOURDES GISELL REYES QUIMÍ* undergraduate student of the English Teaching Major, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having revised this project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to The Board of Examiners.

Sincerely

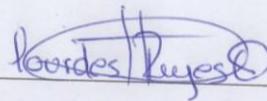


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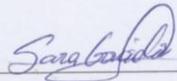
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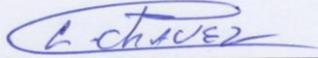
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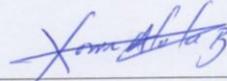
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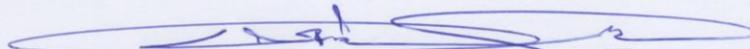
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## **DEDICATION**

I want to dedicate this project that represents my perseverance and effort to my family, to my mother who gave me life and encouraged me through this stage of my life; My brothers and sisters thank you for supporting me in every moment of my life.

To my dear husband: Duval, who is always there, guiding me and giving me the necessary strength to complete my objectives.

**Lourdes Reyes Quimí**

## **ACKNOWLEDGMENT**

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**Lourdes**

## DECLARATION

THE CONTENT OF THE FOLLOWING RESEARCH PAPER IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO THE PENINSULA OF SANTA ELENA STATE UNIVERSITY.

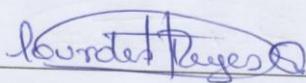


**LOURDES GISELL REYES QUIMÍ**

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**DECLARACIÓN**

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD PENINSULA DE SANTA ELENA.



**LOURDES GISELL REYES QUIMÍ**

**C.I No. 0925919326**



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**Author:** Lourdes Gisell Reyes Quimí

**Advisor:** Abg. Leonardo a. Chávez Gonzabay, MSc.

**ABSTRACT**

This project was created to promote an active participation of students in the process of learning the English language. This is a way of contributing to their integral development using didactic elements and the braille method to facilitate language learning on blind students. The main problem is the lack of material in braille system to introduce basic english vocabulary in blind students at Melvin Jones. The observation and exploration method allowed finding that blind students could not learn English because of lack of materials of Braille System and the results showed a positive change in which students achieved a better understanding of vocabulary.

**Keywords:** Vocabulary, blind, booklet

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## INTRODUCTION

The challenges arising in the field of education especially in inclusive education create opportunities to apply and create resources for people with disabilities to achieve to get inserted in society. People with visual disabilities have the opportunity to learn and write through the braille system method it has enabled them to express writing their ideas and thoughts to others.

This paper work is comprised of four chapters detailed as follows:

**Chapter I:** It describes the statement of the problem about the relevance because it presents the opportunity to visual impairment students to use a tool to learn Basic English Vocabulary through tactile material as the braille system.

**Chapter II:** the literature review gives the support about the content of the topic related with and proposal, preview researches, creating a theoretical framework.

**Chapter III:** the methodology used allowed to obtain data collection through the instruments suitable with the types of the research, visualizing the results with graphs, and charts.

**Chapter IV:** the proposal expresses the solution of the problem about the necessity to provide English teacher an additional help in their teaching-learning spectrum will motivate students and teachers to incite abilities and skills that visual impaired students may have to develop a cognitive learning process according to the present world. In addition, in this chapter are presented conclusions and recommendations based on outcome evaluations

# CHAPTER I

## THE PROBLEM STATEMENT

### 1.1 Problem statement

In the county of La Libertad, province of Santa Elena, there is an institution called Melvin Jones (C.E.I), which is a special educational institution for people with disabilities. At Melvin Jones, there is a social problem which is mentioned and approved in both, the Ecuadorian Constitution and the Ecuadorian Good Living Plan where it state that visually impair students should have the right to have equal access to proper education of a foreign language. Melvin Jones Center does not have pedagogical materials neither qualified English teachers for the English language teaching.

Students at Melvin Jones are willing to learn a foreign language such as English, even though they will not read nor write conventional letters, they are eager to learn English through the Braille system if they have the right support and the right staff to teach them.

During the author's professional practices performed at Melvin Jones, It was noticed, one of the reasons that students at Melvin Jones were not able to learn English was the lack of pedagogical material in the braille system to teach English to visual impaired students even the basis English skill which is the introduction for

the English vocabulary. On the other hand, professors assigned to teach a foreign language do not have the proper methodology to teach English.

In order to solve this situation, it is important to create and to design didactic materials in braille code to introduce the basis of the English vocabulary as part of the inclusion program and to motivate students to study the English language.

The main difficulty that appears at present for students with special capacities at Melvin Jones, specifically with visual impaired students, is the access to printed information which a tactual input by touching printed letters with the palm of the fingers. In relation to teaching the English language to students at Melvin Jones, the problem is due to the lack of appropriate material for their learning since the traditional material is highly visual. The Braille System material should be used by the English teacher who has to be trained about its handling. In addition, it arises emotional problems (Bengoechea, 1999) “The visual disorder interferes in emotional links between the blind person having the learning process diminished; the comprehension impedes procedure and roles”.

In Ecuador, the new perspectives about Education, regulate the curricular reforms that have included the English subject, but the difficulty and a big challenge is inside the program of inclusive education implemented in 2012 in the Organic Law of Disabilities that expresses that anyone with any type of impairment must be included in working environments and educational areas.

According to the Good Living Plan, the objective 2 talks about equality and inclusion, where the principal aim for Ecuadorian Citizens is to live with dignity and to have access to health care, education, and social support provided by the Ecuadorian Government. According to the Good Living Plan, policy 2.2, guarantees the access to quality education services for groups or people that require special considerations. In addition, the Constitution of Ecuador in its article 66 mentions “the right to a life of dignity in fields such as health, education, and social services among others are guaranteed. In a different article, number 26, it also refers about social inclusion.

Based on this social problem, the present work is proposed as an alternative to improve the visual impaired students learning process at Melvin Jones institution through the implementation of the Braille System as part of the State policy and therefore comply with the process of inclusion in the different areas of the society.

## **1.2 Context of the problem.**

In Ecuador, progress has been made for the protection of people with visibility and lots of laws had been created for the inclusion of this group of people and with people facing other disabilities. Emblematic programs such as the Mission Manuela Espejo and Joaquín Gallegos Lara have given the legal framework to create laws in favor of improving the quality of life of people with disabilities. These laws are present in education, health, and in labor fields, establishing regulation that permit

the inclusion of these special group of people into the Ecuadorian society.

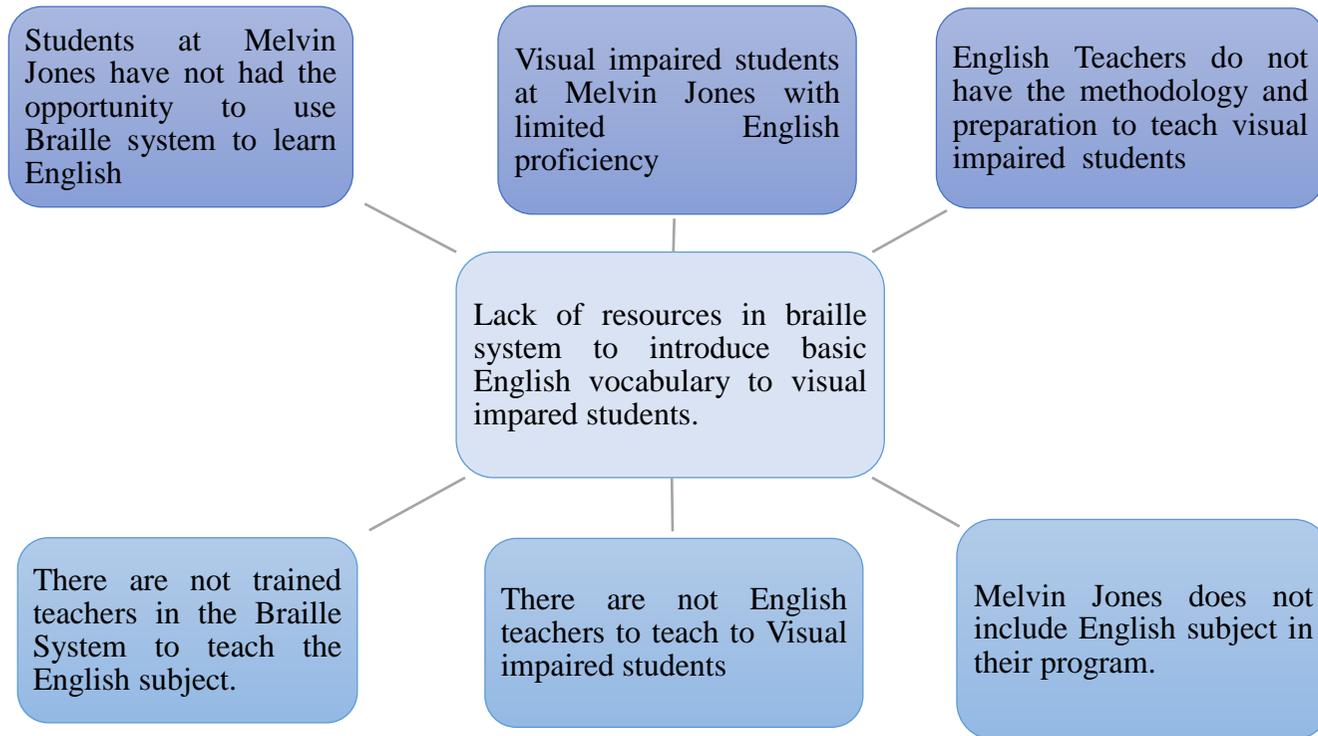
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The Manuela Espejo Mission and Joaquín Gallegos Lara program are worldwide pioneers and are being replicated in other countries such as Mexico and Spain who are hosting it as an example. Nowadays, there are public foundations and private institutions working in favor of people with disabilities in order to help them be included in a normal life with society.

The researcher's main purpose focused the county of La Libertad, province of Santa Elena. The institution called "C.E.I. Melvin Jones", which is located on the development of May 28<sup>th</sup>, on 16<sup>th</sup>. Avenue; this institution does not have a qualified English teacher who may be able to develop the learning knowledge of the English language in students, as consequence many students at Melvin Jones are not able to acquire in this language.

### 1.2.1 Problem tree

#### CAUSES



#### EFFECTS

- **Author:** Lourdes Gisell Reyes Quimi

### **1.3 Research questions**

- What is the impact about the use of braille system to teach English?
- How the develop of tactile skills influence with the future users of braille system?
- How can the motivation of Melvin Jones visual impaired students be enhanced with the braille system?
- What new knowledge opportunities could open to the visually impaired students at Melvin Jones School?

### **1.4 Rationale**

Leaners with visual impairment can write and communicate themselves using the braille system, using this system they can express their ideas in their mother language. In this case the teachers and students from C.E.I. Melvin Jones could have the experience to learn the English language. This research has an educational relevance because it presents the opportunity to visual impairment students to use a tool to learn Basic English Vocabulary through motivational tactile material as the braille system.

The mission of this research is to benefit students with visual impairments who learn English language through the use of Braille system, adapting the resources depending on the range of the necessities that they have. Motivation is another

aspect that will take into account, because through the material mentioned above students will have more ways to learn and to develop their self-confidence.

### **1.5 Research objective**

To analyze the impact of creating a resource with Basic English Vocabulary in Braille System for Melvin Jones blind students.

### **1.6. Idea to defend.**

A Braille system resource will contribute to teach Basic English Vocabulary to visual impaired students at C.E.I Melvin Jones.

### **1.7 Scientific task**

- To establish the theoretical framework about Braille system
- To identify teaching methodology for visual impaired students
- To implement Braille system as a strategy to learn Basic English Vocabulary.

## CHAPTER II

### THEORETHICAL BASIC

#### 2.1 Definition of key terms.

**1. - Braille:** is a system of six raised dots arranged in two parallel rows each having three dots. It is written with the purpose to provide assurance to visual impaired people that they can read literature with a slight touch of the fingertips on a piece of paper; at the same time family members, caregivers, therapists, teachers who do not have that visual difficulty can read through the sense of sight. The Braille system is a code through which students can read and write in many languages therefore it is an universal code. This feature provides millions of literate, enhancing the ability to communicate and express their ideas in writing.

**2. - Vocabulary:** It is a group of words that people acquire throughout their life, it gets richer as people grow up and develop professionalism. They are the vital component to be able to communicate and develop knowledge in any language. However, the students of a new language, in this case the English language usually present certain inconveniences to remember the vocabulary because they are new and their meaning and pronunciation are not familiar.

**3. - Visual impaired:** is a condition that prevent or limit the performance of daily activities. However, it will depend on the environment and the inner strength of each person to be able to overcome the obstacles of daily live. As for people with

difficulties to see whether they are partial or total, will have to develop other skills that could help them perceive the objects that surround them.

## **2.2. Previous research.**

Human beings learn by imitation, through interaction giving about 90% to the sense of sight as a medium for learning. One of the skills that a person with a visual impairment must acquire is the ability to touch, through it, they will receive essential information. The educational challenge presented by the Ecuadorian Government is inclusion; which means, integrating students with disabilities into schools and colleges, within its educational reforms, there is the inclusive education with quality, comprehension, and passion for all. These causes teachers to research and seek inclusive teaching strategies to help people with disabilities to become useful members in society.

At present, there are many means that allow an approach of information; these have been developed at the technological level with applications, software that facilitate the sensory development of people with visual disabilities. There is also the Braille System Method that is more accessible to the economic factor and that integrates them into the needed community allowing them to learn many things including the English language which in turn will expand their knowledge more, as (Carney, 2003) mentioned, the most important role of teachers is to offer opportunities to all their students in order to develop skills that help them build their learning and seek

to learn new things in a new language that will give them more independence and possibilities in their work life. According to (Carney, 2003) who manages an adequate learning system, the learning of English for people with visual disabilities, coupled with the support of teachers who can use the Braille system to transmit their knowledge, will increase the possibilities of fulfilling the objective of inclusive education. These individuals with high possibilities of being useful and productive for the society in which they operate.

At present there are very few schools with trained personnel specifically to handle students with disabilities, there are specialized places for people with visual disabilities, both private and no government and government institutions. The challenge increases when is about learning to speak the English language through the use of the Braille system as a teaching tool, The ideal is to have a combination of English teachers who use the Braille system to increase the chances of learning another language in an inclusive environment and be as competent as other people as says (Kinash, 2006). The Braille system provides the opportunity for students with visual disabilities to learn through their use, developing skills that will allow them to be included and is a real alternative for those who cannot see.

### **2.3. Philosophical basis.**

The Learning process offers the opportunity to learn a foreign language and is an incentive for those who have the opportunity to do so, this is increased when we talk about people with visual disabilities that thanks to educational reforms allow

them to integrate into regular education despite its limitations; for that reason, the affirmation that all people can learn and enhance their abilities has made the right to an inclusive education positively accepted in society that accepts the philosophy of equality, values and dignity that all human beings have as says (Chomsky, 1975) learning a new language is a process that has implications that lead us to free creation but also require formalities such as grammar, the correct pronunciation of sounds that are often not part of our mother tongue, the construction of ideas, meaningful sentences , where skills and affinity for determined learning are tested. In conclusion, it can be said that the learning process for visual impaired students has a set of factors that are added to previous experiences and knowledge where creativity plays a preponderant role that is optimized with the constant training of those who are the guides of this process and if unites technology, the results of achieving educational inclusion are great. Therefore, the creative human factor is the vital point to start the knowledge.

## **2.4 Educational Basis**

For the psychologist Nora Emilce (2005) in her book: "school learning" she mentions Piaget and his proposal of how the process of knowledge is acquired, which highlights the new conception of constructivist learning as an internal natural process, that constantly evolves not only particularly, but also individual (p34). For this reason, Piaget states about the role of the teacher as a guide that helps the student to build his/her own learning that goes from the constant assimilation of

more complex mental processes in which levels of evolution are evident. This knowledge is what we are acquiring day by day derived from the daily experiences that by making them their own, they are modified and evolve as the knowledge of scientifics that are integrated. This is how it depends on the motivation that is received from the environment and the guidance of parents and teachers so that curiosity is maintained throughout the class and extends out of it in everyday life.

It is the case of special students, who must overcome the barrier of visual disability and learn a new language to improve their abilities and possibilities to grow intellectually disregarding the lack of the sight ability. (Elichiry, 2004) At this point it is necessary to quote Savater, who in his work: "The value of educating"; states that: "Education is undoubtedly a task that has limits and is found in the dilemma of forming competitors ready to face the labor market or enhance autonomy, criticism and social commitment? Answering these questions, is reaching a balance that prepares these special students to solve problems based on values and be able to make decisions. (Savater, 1997).

In the case of students with visual disabilities, the work of the educators is even more difficult. To start, students must overcome the barrier of darkness, here is where students as well teachers should insert the use of support material of some tool, as in this case it must be the Braille system. The task of educators is very hard because they prepare future professionals respecting and promoting gender equality, race differences, religion choices and special abilities that students may have, all these to train men and women capable of being competent and productive in a commercial world.

### **2.4.1 Who invented the braille system?**

Louis Braille is the inventor of the Braille system; therefore, the procedure took his name. The objective of this system is to help people with visual disabilities to read, to communicate, and to write. The motivation to invent this machine is from the fact that Louis Braille suffered an accident at the age of three the same that blinded his ability of sight in his left eye, subsequently an inflammation derived from previous trauma caused him to lose the vision of his other eye. (Roth, 2011)

Due to this disability, the school system where he lived could not offer him the proper school integration based on lack of mechanisms to help disable students. That circumstance caused Louis to investigate further a decoding method used by the military to maintain secret information written in dots based scriptures to be read just by previously prepared personnel. Mr. Braille adopted this communication methodology and adapted it to be used by visual impaired people.

The system is a set of alphanumeric characters that are placed on a plane sheet of paper, but written in high relief characters and can be recognized by means of the fingertips use. To write in Braille a machine or rule is used using a pointed pencil that punctures points in the paper allowing the development of books in a without numbers of languages.

This brilliant invention has become an indispensable tool for people with visual disabilities around the world. Mr. Braille became the first teacher, in the school for the blind, unfortunately he developed tuberculosis and this sickness prevented him to permanently be in the exercise of teaching. Louis Braille died at an early age without being able to show his great contribution to society and especially for people with visual disabilities. (Yardley, 2013)

#### **2.4.2 The Importance of Braille.**

A blind person needs a writing system different from children without disabilities or with another type of disability since visual disability is not a general condition and there are differences between reading and writing systems where graphemes and contrasted phonemes are used with the Braille system designed especially for blind people or a low vision degree. That is when the communication gap suffers a bias in terms of the written form.

Since within the general school system it is not usual to find schools equipped with the Braille system and those that manage that system must perform an integration work with moments of mixed contact. (Barbosa, 2009)

The Braille system is considered the closest and most real literacy and writing mode for those with visual, partial or low vision disabilities. While it is true at present

there are other means these are considered as help or supplement, even when people can use the general method with pen and paper.

The importance of the Braille System is evident when talking about a system that allows the visually impaired access to reading and writing. On the other hand, there is the theme that the Braille system offers equal opportunity and integration of its users to society as productive agents. As for the part of well-being in interpersonal and emotional relationships providing self-esteem and raising the levels of quality of life.

On the other hand, despite the fact that the Braille system has proven effectiveness, there are few general education institutions that use it and organizations that specialize in people with visual disabilities have a small number of people who use it and handle it correctly.

Achieving a balance between integration, the use of alternative material and promoting the correct use of the Braille system remains a challenge for public and private institutions as well as for teachers who are the people who have direct contact with students. (Grona, 2007)

### **2.4.3 Methodology of the Braille system.**

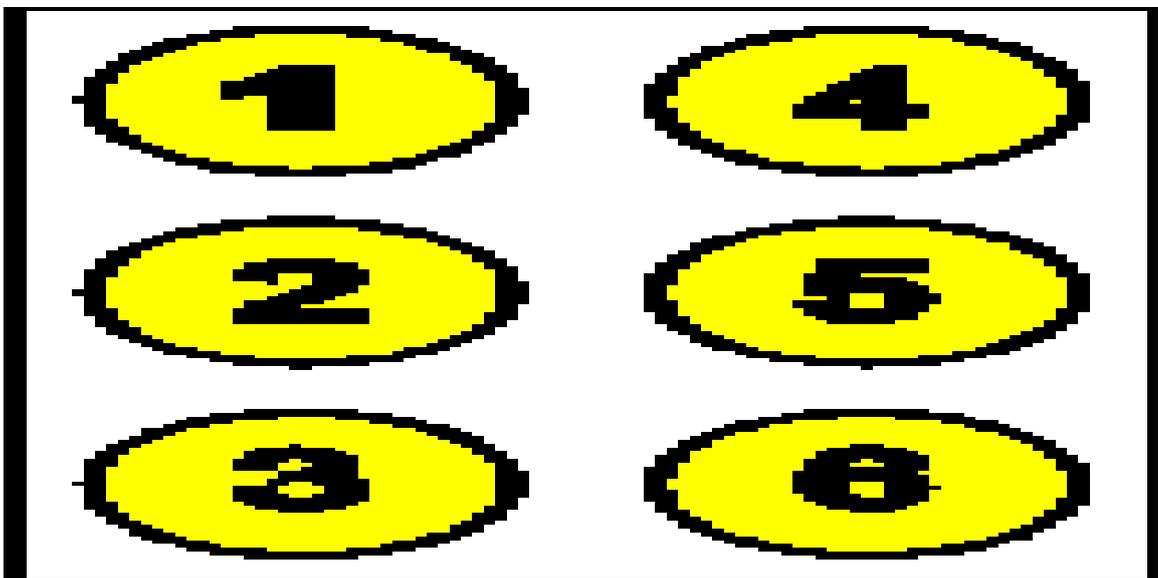
The methodology for teaching people with visual disabilities will depend on the cognitive approaches to which the teacher can direct their learning. There are two approaches that can be used separately or in combination, in which adaptations can be made to the methods and strategies used in class to be adapted or implemented in a totally new approach.

In the approach of adaptation of the material are: the use of the whiteboard, posters where the teacher makes descriptions and speaks out loud, knowing how to behave around a blind student, making accommodations to the classroom giving priority to arrange the teaching space to make it accessible to students with visual disabilities, the use of audio visual material with good sound quality and the development of kinesthetic activities that motivate students to make movements and gestures to introduce new vocabulary. (Gento, 2011)

The other approach is the implementation of material designed for people with visual disabilities, such as the use of realia, which is the use of real material where the student can touch things that are used in daily life with a manageable size, strong colors that they can be perceived by students with residual vision, of varied texture. Another effective material in the use of the Braille system which is ideal for writing but rather expensive, is the possibility of manufacturing rules that guide the line, paper and a punch to write the alphabet that is a set of alphanumeric code points.

Through this system can be developed flash card or word cards that have many benefits because they cover a group of words that are part of the context that is being introduced as vocabulary and that allow students to memorize and internalize their meaning and writing. (Erasmus, 2015)

Illustration # 1: Braille System



Source: CNIB foundation  
<https://cnib.ca/en?region=gta>

#### 2.4.3.1 Braille Alphabet.

The Braille alphabet is a set of raised dots that protrude from a sheet of paper. These points are arranged in cells horizontally two points and vertically 3 points giving a total of six points of which you can get up to sixty-three patterns that give meaning to each letter of the alphabet and other punctuation marks necessary to write.

People with a visual handicap or any other person who decides to learn the Braille system should train through the use of finger-touch because with the fingertips people can detect the patterns that decode the meaning of each letter and in turn each word that forms a sentence, phrase, paragraph forming an entire text with content. (Blind)

**Illustration # 2: Braille Alphabet.**

**Braille Alphabet**

The six dots of the braille cell are arranged and numbered:

1	•	•	•	4
2	•	•	•	5
3	•	•	•	6

---

The capital sign, dot 6, placed before a letter makes a capital letter.

1	•	•	•	4
2	•	•	•	5
3	•	•	•	6

---

The number sign, dots 3, 4, 5, 6, placed before the characters a through j, makes the numbers 1 through 0. For example: a preceded by the number sign is 1, b is 2, etc.

1	•	•	•	•	4
2	•	•	•	•	5
3	•	•	•	•	6

---

a	b	c	d	e	f	g	h	i	j
•	•	•	•	•	•	•	•	•	•
k	l	m	n	o	p	q	r	s	t
•	•	•	•	•	•	•	•	•	•
u	v	w	x	y	z	Capital Sign	Number Sign	Period	Comma
•	•	•	•	•	•	•	•	•	•

---

**NATIONAL BRAILLE PRESS INC.**  
 88 ST. STEPHEN STREET  
 BOSTON, MA 02115  
[www.nbp.org](http://www.nbp.org)

**Source:** National Braille Press Inc.

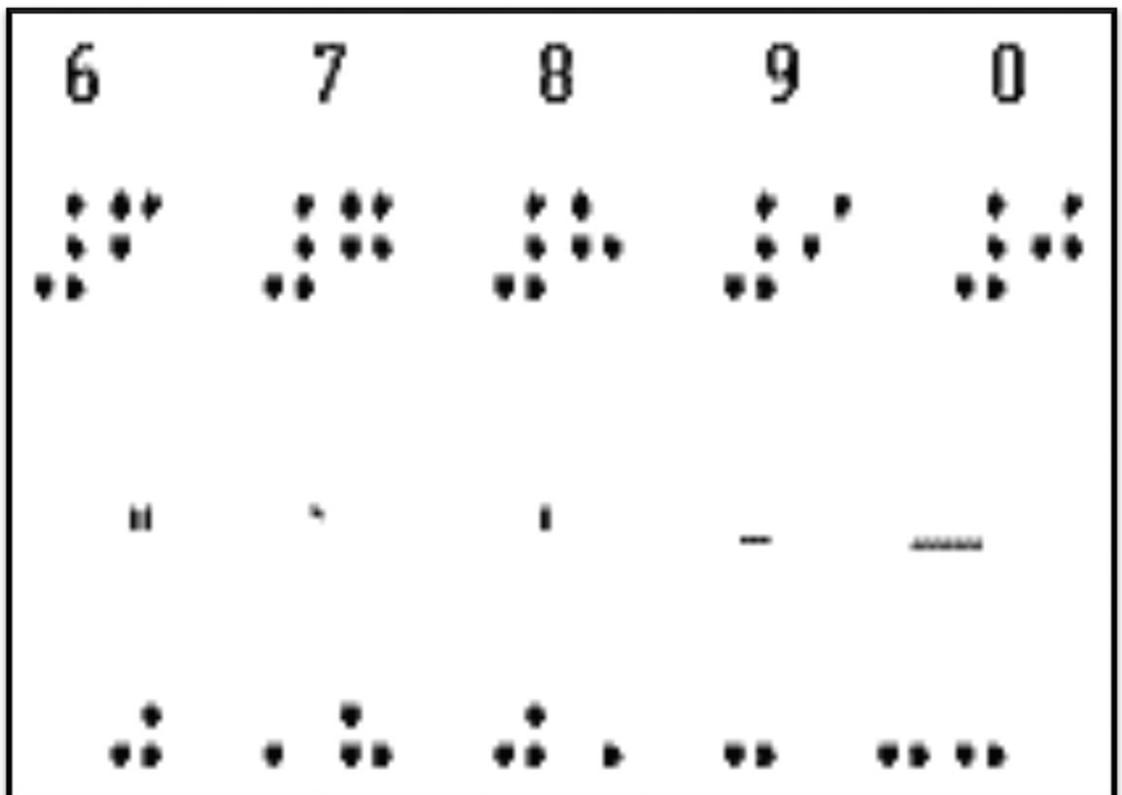
There is a type of Braille system that is designed to be used in the writing of texts, books, magazines; It consists of using methods of contraction of the words where it is possible in a single cell to give the meaning of a word which saves space since

it needs less space to express more ideas, to be able to read this type of Braille also known as second. The degree requires prior training for both reading and writing.

### **Braille Numbers and Symbols.**

Numbers and punctuation symbols are also represented in braille. In the chart below, clearly displays that braille numbers are announced by a sign using dots 3, 4, 5, and 6; moreover, the use of dot 6 just before a letter indicates a capital letter use for personal names, cities, and continents. (Wharton, 2013)

**Illustration # 3: Braille Numbers and Symbol**



Source: Cnib.ca. <https://cnib.ca/en?region=gta>

### **2.4.3.2 Learning Braille**

To learn how to use the Braille system, a training period is needed in which patience, memory, and the ability of finger-touch are essential to be able to learn to manage the system efficiently. Touch sensitivity in the fingertips is not the same for everybody, there are many causes people have different sensitivity at the tip of their finger and they are: the loss of sensitivity of people with diabetes, calluses, burns, motor skills, among other, all these causes learning difficulties. For those who have a diminished sensitivity there is Braille with a giant point, usually for the reading of the Braille system the index finger is used, but other people can also use their other fingers, this will depend on the practice in the use of the system. Pre-tactile skills are also trained to exercise sensory and discriminate patterns easily. (Blind)

### **2.4.3.3 Importance of the Braille System in education.**

The Braille system has been recognized as an effective and necessary tool for the literacy process of people with visual disabilities that has achieved independence by broadening the horizons of those who use it, making them more competent to develop in daily life and work and placing them in a level of equality compared to other students of the education system.

Within the educational system there are two models that stand out for special education or for students with special needs: the medical -somatic model is a model

that focuses on the disability itself and the anatomical or physiological anomaly that explains the reason for the educational need that this condition implies. The second is the Integrative model with an orientation based on diversity where, according to certain social, biological and psychological criteria, the need to establish the need for educational support is defined.

A student with special educational needs, represents a greater challenge and effort depending on the degree of impairment in their vision combined with hearing problems, mobility, intellectual or emotional problems that may need techniques, resources or special equipment that allow the personal development of the individual. (Cabanillas, 2009).

Within the learning of the use of the Braille system, other factors that will determine their effectiveness within the educational system must be taken into account at the moment of the initiation of this learning since the later it begins the more difficult may be to master its use and in the same way will depend on the practice and the interest to achieve a good training. On the other hand, it is more complicated when, as teachers we face students who apart from presenting vision problems have other permanent illnesses, they may be physical or mental disabilities since those who have visual disabilities usually support or develop their other senses that help them complement their perception of the surrounding. (Khochen-Bagshaw, 2011).

The Braille system is important especially for blind people since it allows understanding and writing that manifest itself as the only alternative of the domain of the alphabet and communication.

#### **2.4.3.4 The learning process of blind people.**

When a person is born, the sense of vision is not fully developed, which is why little by little the newborn is learning to see and identify the images that will provide him with ample information that will be complemented with the development of other senses to interpret this information to build knowledge of their environment. In the case of visually impaired people, they need other means to receive information, preparing them for a world they do not know, takes hard work, dedication, and lots of family and social support. One aspect that visual impaired people face is difficulties in their motor and language development, because knowledge starts by seeing and listening.

After the lack of information is accepted, the concepts must be complemented or verified by exploring the environment that surrounds them. Of course, there are abstract concepts that are not possible to conceptualize, often leading to misunderstandings. The experiential aspect increases the feedback that complements the concepts of discovery that gives more meaning to the environment as it brings other sensations that expand not only that concept that was to learn but that brings up other additional concepts often unexpected that produce feelings of satisfaction. (Marion Blazé, 2015)

#### **2.4.4 What is vocabulary for visual impaired students?**

Vocabulary is the accumulation of a set of words referring to various topics through vocabulary, students can build ideas, expressions, and grammatical structured concepts, following grammatical rules such as: coherence in gender and number. This compilation will depend on the approach to an enriching environment that contributes to the increase and good use of the words that, as the age advances, become more sophisticated words that will allow to form more complex ideas. (Instituto Nacional para ciegos, 2017)

There are different types of vocabulary:

- **Listen vocabulary:** Studies show that babies capture sounds such as music, the voice of their parents and identify the language that is becoming more familiar. For this reason it is recommended to stimulate learning through music and emotions transmitted to the fetus from the words that their parents produce when talking to the baby.
- **Reading vocabulary:** refers to words that are part of journal texts, books, scientific articles or a simple newspaper. Therefore, many of those words are not used in a daily or colloquial language. Beginning school-age readers will have texts that will use simple words but as their learning and growth progresses, the texts become more elaborate and provide them with a more academic sophisticated vocabulary.

- Writing vocabulary: writing is a complex process in which several cognitive skills intervene, having a fluent vocabulary helps to express ideas in a varied and clear way, making the message easy, not just to follow, but also easy to read.
- Speaking vocabulary: oral expression demands fluency where students can express ideas that contain coherence. As long as the student has a significant number of words, it will be easier for him/her to freely express ideas that will be complement with actions either at school or at the work place.

The importance of having an acceptable number of words that are part of the vocabulary both in the mother tongue and in learning a foreign language has already been discussed, academic formation, is sometimes measured by the number of words a student normally uses in his/her everyday written or speaking vocabulary. A good number of words on different topics will improve all the areas that are part of the communication, helping to improve reading comprehension, construction of oral and written structures. (Mukoroli, 2011)

Students who are learning the English language and have a slow vocabulary development will most likely find it more difficult to understand a text and run the risk of being confused with an intellectual disability or a learning problem.

#### **2.4.4.1 The importance of vocabulary.**

Having a good vocabulary is essential to be able to read and write correctly because when people speak the vocabulary used is a colloquial, everyday vocabulary with common words while in writing we need to express criticism, opinion, give suggestions, request things, address authorities among other things and it will be required to have an appropriate and fluent vocabulary so as not to result and spin the ideas well.

Understanding the meaning of words will expand the understanding of a reading or conversation creating a security environment without feeling out of place without being able to understand what is being discussed. There are several groups of words such as the basic vocabulary that are everyday words with simple concepts, easy to understand recycle. Then there are the words that help connect sentences and paragraphs to each other. There are words that have several meanings depending on the context in which they are used. There is also the academic vocabulary that are technical words used in certain disciplines of knowledge or in scientific fields and that as the level of learning is advanced the student is faced with more complex texts that require a certain level of understanding. (Francie Alexander Scholastic, s.f.)

#### **2.4.4.2 Strategies for teaching foreign languages to visual impaired students.**

Within the work of the teacher is the constant innovation of how to better reach the student with certain type of disability, this is done through techniques, strategies with the use of resources and support material. In the case of a class with students who have special learning requirements such as students with visual disabilities, the main objective is to find pedagogical tools that contribute to improving the teaching process - learning English as a second language.

Likewise, the four listening, speaking, reading and writing skills that are competing with each other and are essential for learning a language will be worked on.

When working with the auditory part, the ear is exposed to discriminate sounds that are often uncommon or that are not used in the mother tongue. In addition, the auditory memory is worked to retain and then associate the sounds with a meaning, sensation or image. This is done using audio-visual, descriptive means of good sound quality.

The skill of speaking is a dynamic ability of constant construction simultaneously of the ideas to develop and require a constant practice, for students with visual disabilities is a practice that places them on equal terms with their classmates. The motivation is fundamental to maintain the attention and to impose the student to participate in group and individual activities complemented with the kinesthetic part (gesture, movements).

In order to develop reading skills in a visual impaired student, the teacher must have been trained in the use of the Braille System and with summarized books, flash cards, word cards among other techniques available. Without these resources, teachers must use sensory material for the use of touch, visual and technological aids.

The skill of writing itself is one of the most complex skills for anyone who is learning a new language. In the case of students with visual disabilities, there is an additional challenge that is the use and management of the Braille system, writing in macro type in which the letter has a size # 20 with an Arial font size. (ZORLUEL ÖZER Havva, 2018)

## **2.5. Legal basis.**

The present investigation is based in the Constitution of the Republic of the Ecuador, organic law of Intercultural education and the National Plan of the good living.

### **2.5.1. Constitution of the republic of Ecuador.**

#### **Title: Rights for Everyone: Section five: Education.**

**Art. 26.** Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policy making and state investment, to guarantee of equality and social inclusion and the

indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

### **Rights of priority persons and groups**

#### Section six persons with disabilities

**Art. 47.** The State shall guarantee the use and application of the disability prevention policies and, along with society and the family affected, it must ensure equal opportunities for persons with disabilities and their social integration to schools, vocational school, and technical work agencies.

**Literal 7.** An education that develops their potential and skills for their integration to the working environment and participation in social groups must be equal for everyone. Their academic education in the regular education system shall be guaranteed. Regular establishments shall incorporate a differentiated treatment and those establishments for special care shall incorporate specialized education. Schools shall comply with standards of accessibility for persons with disabilities and shall implement a scholarship system that in line with the economic conditions of this group.

**Literal 8** An education that develops their potential and skills for their integration and participation in equal conditions. Their education in the regular education system shall be guaranteed. Regular establishments shall incorporate a differentiated treatment and those establishments for special care shall incorporate

specialized education. Schools shall comply with standards of accessibility for persons with disabilities and shall implement a scholarship system that in line with the economic conditions of this group. (constituteproject.org, 2008)

### **2.5.2 Good Living National Plan 2013 – 2017**

**Objective 2.** To foster social and territorial equity, cohesion, inclusion and equality in diversity.

**Policies 2.2.** To guarantee true equality in access to quality health-care and education services for people and groups requiring special consideration because of inequalities, exclusion and discrimination persist. (Good living national plan 2013 - 2017)

### **2.5.3. Organic law of Intercultural education.**

The obligations of the State with regard to the right to education.

Art 6. Obligations: the main obligation of the State is the full, permanent and progressive fulfilment of rights and constitutional guarantees in educational matters, and the principles and purposes set forth in this law. Following paragraphs affirm the obligation of the State in the framework of intercultural education:

E. Priority attention-attention and priority and specialized integration of girls, boys and adolescents with disabilities or who suffer catastrophic diseases of high complexity;

F. ensure that all educational institutions to develop a comprehensive, coeducational, education with a transversal vision and approach to rights.

N. ensure the active participation of students, families and teachers in education.

X. ensure that plans and programs of education initial, basic and secondary education, expressed in the curriculum, encourage the development of skills and capabilities to create knowledge and to promote the incorporation of citizens to the world of work. (Ley Orgánica de Educación Intercultural )

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research design**

The design of this research was based on a qualitative research approach, based on the qualitative approach the observation technique was applied to allow a direct access to students, teachers, and director in the place where the research was developed; building on the approach and the technique the researcher was able to obtain reliable information on the particular characteristics, behavior and dynamics of the visual impaired group of students to be studied.

##### **3.1.1 Qualitative Approach.**

This research used a qualitative approach since it engages the researcher with things that matter, in ways that matter. Through qualitative research, it can be explored a wide array of dimensions of the social world by closely observe visual impaired students, teachers , and directors by collecting data information, through interviews, surveys and focus groups techniques about the use of Braille system. (University of Leisester, 2016)

### **3.1.2 Observation Method**

Through observation method can be delimited and determine the nature of the group observed and develop a better approach to establish the impact of the use of the Braille system with visual impaired students from Melvin Jones School. (Ramos, 2008)

### **3.1.3 Level of research.**

#### **3.1.3.1 Field research**

The camp research has the particularity of making the inquiry where the problem exist in a real and natural way to capture the reality and environment in which the research was carried out; it was mandatory to determine the updated status of the visual impaired students from Melvin Jones School. (Bhat, 2018)

#### **3.1.3.2 Bibliographical research.**

Through this type of research it was obtained the scientific situation that support the process during all the research, through the correct use of sources like books and magazines about Braille system and vocabulary in English, and how to teach it to visually impaired persons who attend the C.E.I. Melvin Jones. (Harvard University)

### 3.2 Population and sample.

#### 3.2.1 Population

The population was comprised by eight students, the principal of the C.E.I Melvin Jones and one specialist.

**Chart # 1: Population**

POPULATION	QUANTITY	%
<b>Students</b>	8	80%
<b>Principal</b>	1	10%
<b>Specialist</b>	1	10%
<b>Total</b>	10	100%

Source: C.E.I Melvin Jones

Author: Lourdes Gisell Reyes Quimi.

#### 3.2.2 Sample

The sample size is small; no sample size formula will be applied.

### **3.3 Data collection**

#### **3.3.1 Techniques**

For this research there were used techniques related to the qualitative approach in order to obtain information through instruments such as observation, interviews and survey.

#### **3.3.2 Observation**

This research project used an observation procedure that allowed collecting details of the behaviors and routines in such a way that each class activities could be registered in order to obtain the real information of the study.

#### **3.3.3 Interview**

For this research project, a few interviews were applied to obtain the professional opinions of teachers and directors about the students at Melvin Jones' present situation; one interview was with the Principal of the educational institution and the other one was with a specialist in English Language teaching.

### **3.3.4 Survey**

The survey technique was compiled following the qualitative approach standards setting up open-ended questions for collecting information provided by students, teachers and school Principal. The main idea was to collect students' real point of view about the use the Braille system to learn basic English vocabulary at C.E.I Melvin Jones.

### **3.3.5 Instruments**

#### **3.3.5.1 Video camera**

This instrument permitted the recording of the group of students studied in this research on their daily activities inside the classroom in this way registered each detail about the routines and procedures.

#### **3.3.5.2 Notebook**

With a notebook, notes could be annotated, important data to be remembered when analyzing the information to set up conclusions and recommendations

#### **3.3.5.3 Questionnaire**

The set of open ended questions helped to obtain direct information of the population surveyed, following the qualitative approach standards.

### 3.3.6 Data collection plan

**Chart # 2:** Data collection plan

N°.	BASIC QUESTIONS	EXPLANATION
1	What for?	Discuss the implementation of the activities for the learning of basic English with the braille system.
2	From which people or subjects?	Teachers, students.
3	About what aspects?	Basic English Vocabulary.
4	Who?	Researcher: Lourdes Gisell Reyes Quimi.
5	What Whom?	Students with visual impairment.
6	When?	2019.
7	Where?	C.E.I. Melvin Jones.
8	How many times?	3 Months
9	How?	Individual and group.
10	What data collection Techniques?	Interview and survey.
11	With what?	List, Questionnaires and camera.

**Source:** C.E.I Melvin Jones

**Author:** Lourdes Gisell Reyes Quimi.

### 3.3.7 Data processing Plan

Chart # 3: Data Processing Plan

<b>DETERMINATION OF A SITUATION</b>	<b>DATA SEARCH</b>	<b>DATA COLLECTION AND ANALYSIS</b>	<b>DEFINITION AND FORMULATION</b>	<b>STATEMENT OF SOLUTIONS</b>
<p>Through the observation made to visual impaired students of the comprehensive educational center Melvin Jones, proved that there are students who do not know basic English vocabulary, which makes them non-active students in the educational social environment. What does not favor their inclusion in the social environment</p>	<p>After recognizing the problem that affects students proceed to search the subject information in various sources, such as: magazines, texts and Web pages which will serve to present viable solutions to this research.</p>	<p>It was to collect and analyses the respective information in order to be able to sustain the research thesis. Applying interview and surveys to the Director, the teachers and a specialist to find out the level of English knowledge and their views on the issue and raised proposal, which gave the openness and collaboration to apply the research proposal</p>	<p>With the results of techniques and instruments of investigation is to verify that the research proposal the teaching of basic English via the braille system is viable and those involved in this research are forced to develop them</p>	<p>The use of these activities the will be a tool that in the hands of teachers will allow them to teach basic English using the braille method allowing to increase cognitive capacity and thus increase the level of learning, self-esteem and motivation.</p>

Author: Lourdes Gisell Reyes Quimi

### **3.4 Data analysis**

#### **3.4.1 Interview with the Principal of the institution**

##### **1. – How is English language important nowadays?**

**Interpretation:** The Principal said: English is important because in everyday life English is used in different ways, even within our country in the tourism sector that is visited by many different cultures from all around the world and often cannot communicate in our language, English is the common or Lingua Franca to communicate across the continents.

##### **2. – Why English subject is not taught in this institution?**

**Interpretation:** The principal of institution said that because until now there are no teachers who have mastered English and braille system together for this reason this project aims in a practical way to develop other potentiality to persons with visual disabilities.

##### **3. – What kind of training C.I. Melvin Jones has to prepare teachers?**

**Interpretation:** The principal said: Unfortunately C.I Melvin Jones does not have budget to hire a teacher that handles this important tool in the learning of students with visual impairments.

**4. – How visual impairment students can learn Basic English vocabulary?**

**Interpretation:** She considered that cognitive turn is equal to a normal person or without disabilities, so that these people have the same opportunities for learning, but I reiterate it takes a person specialized to convey this knowledge through the system braille than they know.

**5. – What type of didactic material does Melvin Jones has to teach English vocabulary?**

**Interpretation:** The Principal explained that, today the institution does not have any didactic material relating to this topic it would be important that the implementation of this project allows knowledge of our student with regard to this new language.

**6. – How do you think students would enjoy learning English?**

**Interpretation:** She said: there are new ways of learning this language with the advancement of technology in the world, but it is not available for everyone. The most important economic way is activating the senses.

**7. - What would be the opinion of the parents to know that English vocabulary and using braille system would be taught al Melvin Jones?**

**Interpretation:** She considered that it allows the development of a new cognitive skill opinion of them would be joy, because in this way are allowed to a suitable insertion within labor camps and would open great opportunities where they feel useful and important in developing each of the mandated activities.

**8. – How will you support the application of a booklet to teach basic English vocabulary using braille system at C.I. Melvin Jones?**

**Interpretation:** She said that it is important to give them opportunities to these young students with visual impairments learn a new language through the use of a tactile way like Braille system and activities to improve senses.

### **3.4.2 Interview directed to the specialist**

**1. - How do you consider that learning English is important nowadays?**

**Interpretation:** The specialist considers that each learning obtained in life is important, and then the knowledge of a new language allows expanding relationships with other people from other countries where is spoken English.

**2. – Why do you consider that everybody should learn English?**

**Interpretation:** She considered that, everything depends on the culture and environment, at the same time we will have more desire to learn avoid conformity with what we are or we have but if we overcome these factors human beings every day takes on new experiences, everyone should learn English because it is currently considered the universal language.

**3. – Why do you consider that teaching English to people with visual disabilities is difficult?**

**Interpretation:** She said that there are some factors to influence to people with visual disabilities; one of them is the lack of trained teachers, a low level of development of sense of touch and little didactic material.

**4. – Where students with blind disability can learn English?**

**Interpretation:** She stated that in our town there are few places that offer classes for people with visual disabilities, C. I Melvin Jones center is one of the few or maybe the only one that offers this service.

**5. - What is your criteria about teaching English to blind?**

**Interpretation:** She stated that it is a good opportunity, which will strengthen some of its knowledge, raise their self-esteem and placed it almost on a par with persons without disabilities and thus strengthen their learning and their cognitive level.

**6. – Why do you think that it is necessary that the government create materials for teaching English to blind people using braille system?**

**Interpretation:** She said: yes, of course it is necessary more materials but the new policies of State and placing people with disabilities in the inclusive process in education taking into account the good live, I consider that more English books containing the braille system in English and Spanish are necessary so that visually impaired people have tools that allow them to better learning of this language.

**7. - What is your opinion about a booklet in braille system for teaching English vocabulary?**

**Interpretation:** The specialist said: Definitely would be ideal because I think a fundamental support for learning the language with the most commonly used terms which would help open doors to people with visual disabilities to be inserted within the competitive workforce, contributing significantly to the country's productive growth.

**8. – Why do you believe that presenting this project could contribute to the English language learning using braille system in blind people?**

**Interpretation:** She considered that, certainly this research project opens opportunities to persons with visual disabilities in learning a new language also because they have a tool that know how to handle is the braille system allowing them to learn more quickly by what I consider very useful the application of this important project.

### 3.5 Analysis and interpretation of results

#### 3.5.1 Students survey

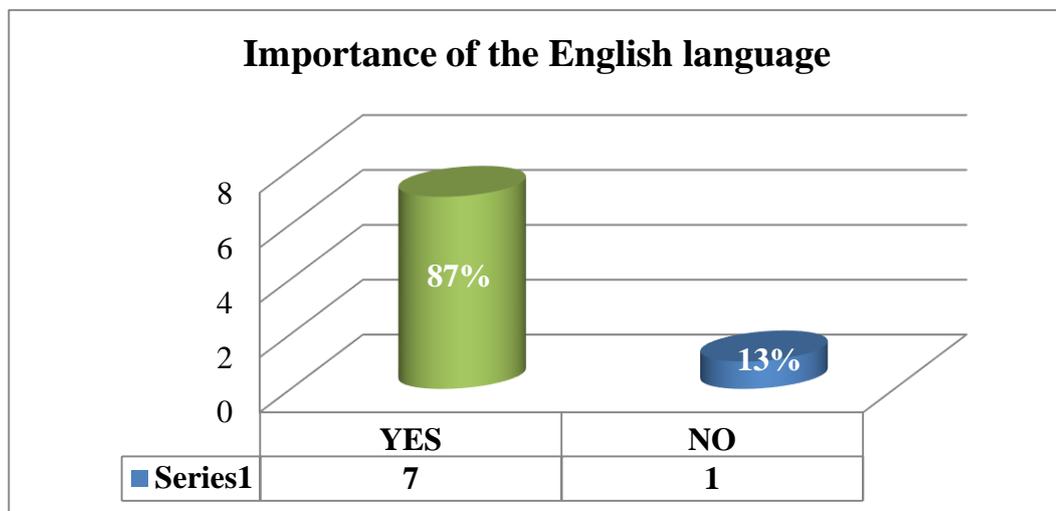
##### Question #1:

Why do you consider that English is necessary nowadays?

Chart # 4: Importance of the English Language

OPTIONS	FREQUENCY	PERCENTAGE
YES	7	87%
NO	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Graphic # 2: Importance of the English Language



Source: C.E.I. Melvin Jones

Author: Lourdes Gisell Reyes Quimi

**Interpretation:** For question 1, a total of surveyed students provided the following result, 87% student responded affirmatively and 13% responded no; this shows that the majority of students agreed about that the importance of English language today.

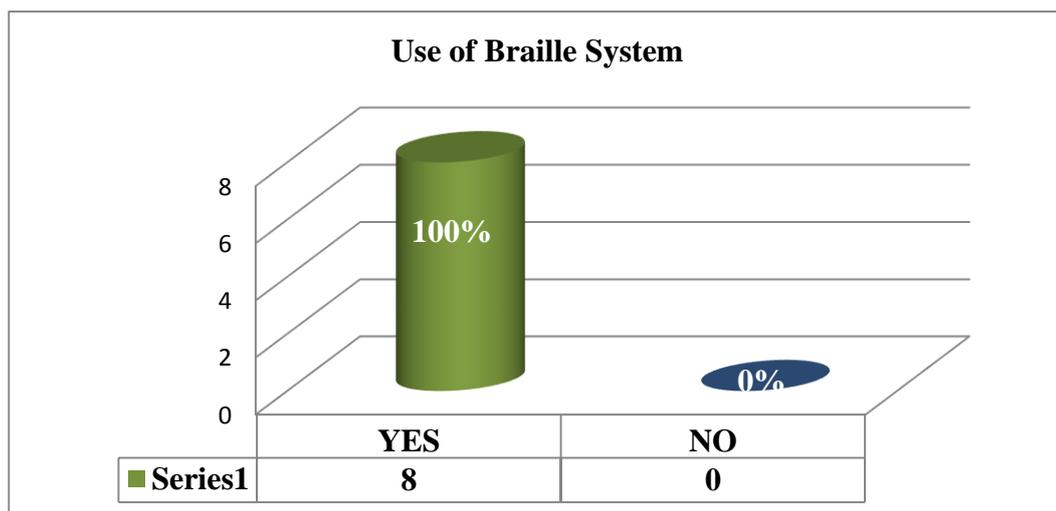
**Question #2:**

**Do you know how to use braille system?**

**Chart # 5: Use of Barille System**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
YES	8	100%
NO	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Graphic # 3: Use of Braille System**



**Source:** C.E.I. Melvin Jones

**Author:** Lourdes Gisell Reyes Quimi

**Interpretation:** By answering the following question 100% of surveyed student said yes, which will facilitate the implementation of the project proposal and have 100% positively agreed with the premise.

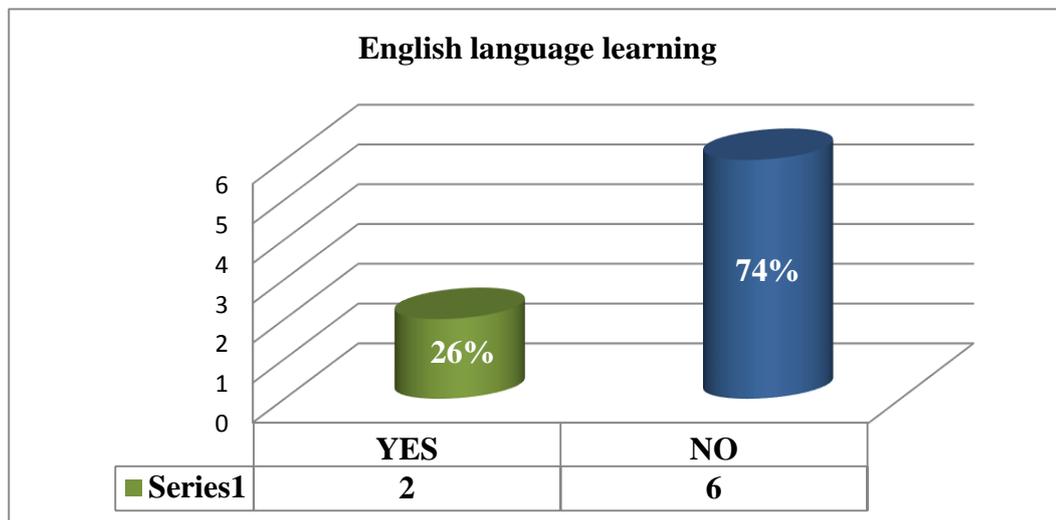
**Question #3:**

**What do you think about studying English?**

**Chart # 6: English language learning**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
YES	2	26%
NO	6	74%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Graphic # 4: English language learning**



**Source:** C.E.I. Melvin Jones

**Author:** Reyes Quimi Lourdes Gisell

**Interpretation:** 74% of the respondents answered that studying English nowadays, is important. On the contrary only 26% answered that it does not matter if English was taught at Melvin Jones.

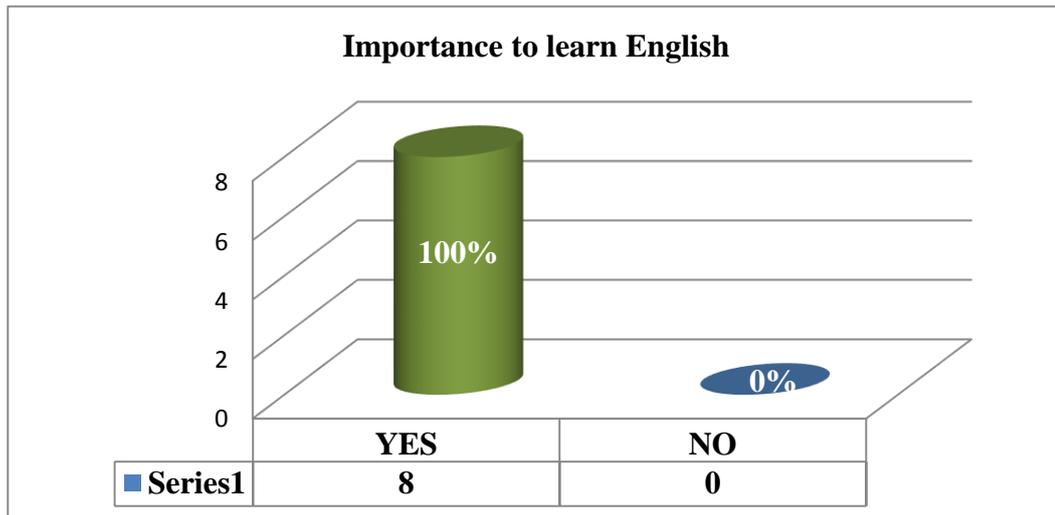
**Question #4:**

**How do you think is important that visual impaired people learn English?**

**Chart # 7: Importance to learn English**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
YES	8	100%
NO	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Graphic # 5: Importance to learn English**



**Source:** C.E.I. Melvin Jones

**Author:** Lourdes Gisell Reyes Quimi

**Interpretation:** Each of the surveyed students, answered anonymously, about the importance that, visual impaired people learn English through the tools as Braille and have 100% positively agreed with the premise.

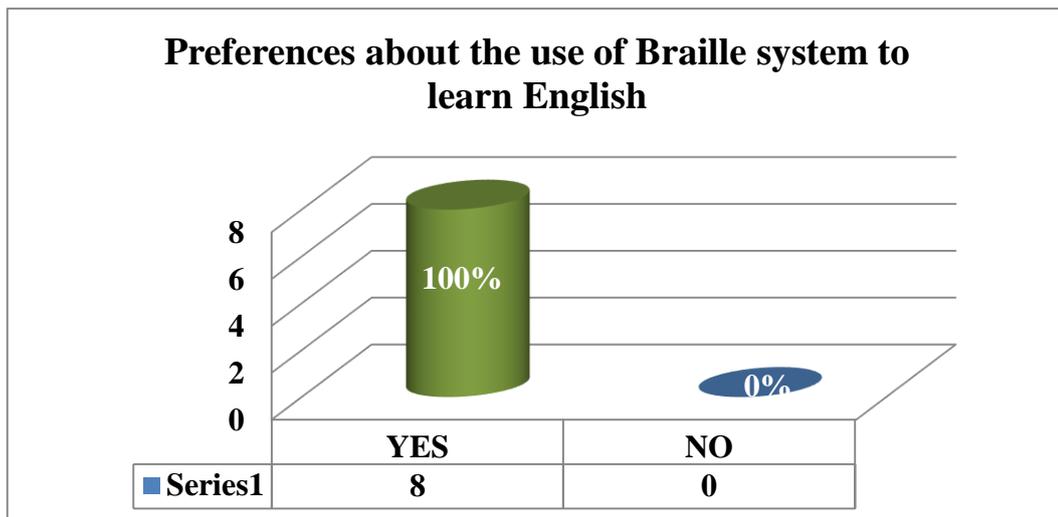
**Question #5:**

**Would you like to learn Basic English vocabulary using braille system?**

**Chart # 8: Preferences about the use of Braille system to learn English**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
YES	8	100%
NO	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Graphic # 6: Preferences about the use of Braille system to learn English**



**Source:** C.E.I. Melvin Jones

**Author:** Lourdes Gisell Reyes Quimi

**Interpretation:** 100% of students are completely agreed in learning English with the braille system. Due to their visual disability they think that it is quite important to try to communicate in a different language besides Spanish.

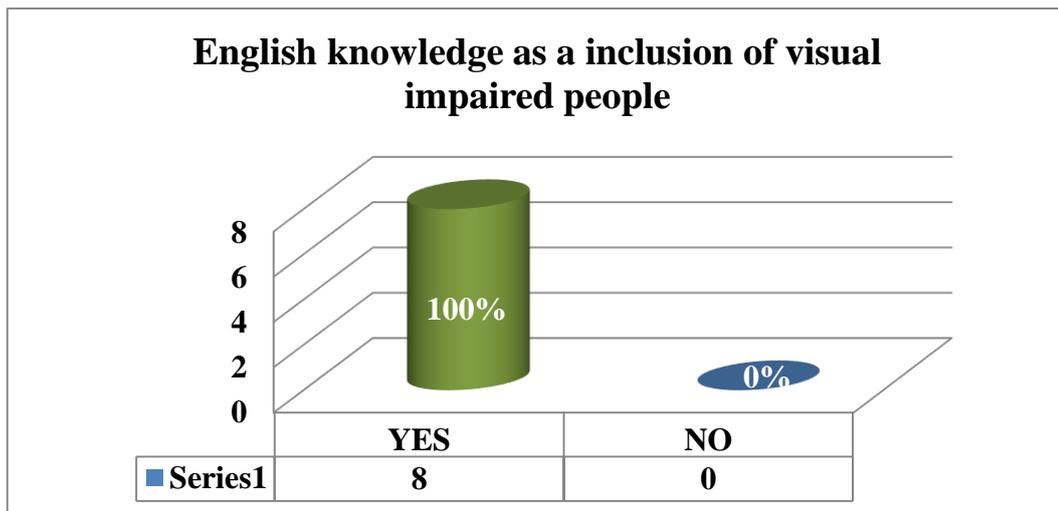
**Question #6:**

**How do you consider that having English knowledge would contribute to the process of insertion of people with disabilities?**

**Chart # 9: English knowledge as a inclusion of visual impaired people**

OPTIONS	FREQUENCY	PERCENTAGE
YES	8	100%
NO	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Graphic # 7: English knowledge as a inclusion of visual impaired people**



**Source:** C.E.I. Melvin Jones

**Author:** Lourdes Gisell Reyes Quimi

**Interpretation:** Each of the respondents answered in affirmative way, because they consider that within the field of educational and labor were outcasts and did not have the opportunity to demonstrate that they are very apart from their disability.

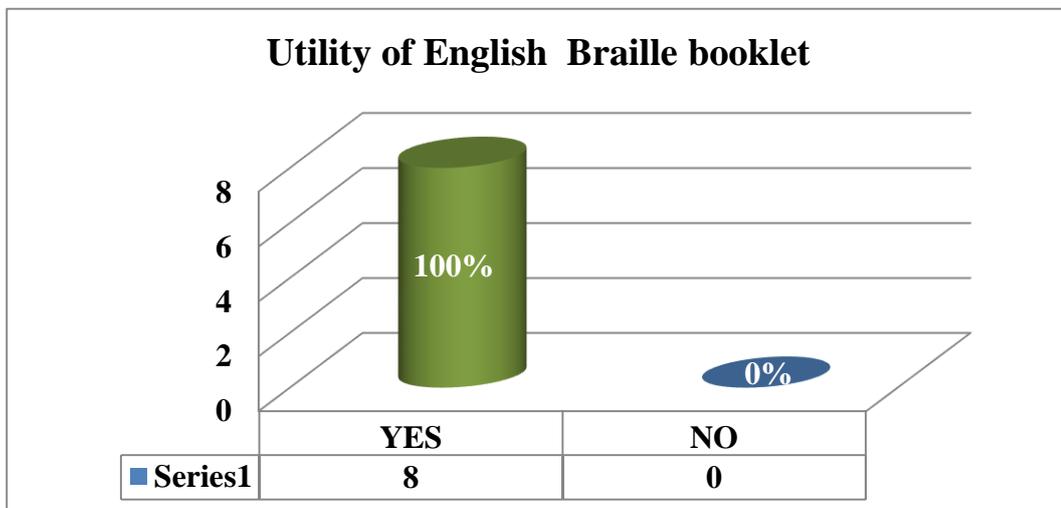
**Question # 7:**

**What is your opinion about the use of a booklet with Basic English vocabulary in braille system?**

**Chart # 10: Utility of English Braille booklet**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
YES	8	100%
NO	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Graphic # 8: Utility of English Braille booklet**



**Source:** C.E.I. Melvin Jones

**Author:** Lourdes Gisell Reyes Quimi

**Interpretation:** 100% of the C.E.I Melvin Jones students with visual disabilities manifested the necessity about the utility of an English booklet made to learn a new language.

## **3.6 Conclusions and Recommendation**

### **3.5.1 Conclusions**

1. The Melvin Jones educational community considers the use of the Braille System for teaching the English language of great importance.
2. Students considered the development of their tactile skills will help them in future in the use of Braille which will be a good starting point for learning English.
3. The students are motivated with the idea to learn English basic vocabulary through the use of Braille system.
4. The students considered that learning English will open up opportunities to people with visual impaired in various aspects of the society.

### **3.5.2 Recommendations**

1. Teachers and parents of Melvin Jones should provide students with visual disabilities the opportunity to learn Basic English vocabulary through Braille System.
2. It is recommended that teachers and students should focus on developing tactile skills to facilitate the use of the Braille System.
3. It is recommended to take advantage of students' motivation to apply the Braille system, which will facilitate internalization of learning Basic English vocabulary.
4. Teachers should take into account the need of their students to be included as part of their inclusion in society.

## CHAPTER IV

### PROPOSAL

#### 4.1 Name of the proposal

**“BASIC ENGLISH VOCABULARY BOOKLET FOR VISUAL IMPAIRED STUDENTS AT C.E.I MELVIN JONES LA LIBERTAD, SANTA ELENA 2018-2019.”**

#### 4.2 Description

##### 4.2.1 Information data

Picture # 1: Melvin Jones Information data



Source: <https://www.google.com/maps/place/Fundacion+Melvin+Jones+>

**Executing Institution:** Fundación Melvin Jones y Centro de Educación Integral.

**Country:** Ecuador

**Province:** Santa Elena

**City:** La Libertad

**Beneficiaries:** Morning Section Students, Teachers, Directors, and the Institution

**Genre:** Male and Female

**Characteristic of the community:** Low Level Class

**Estimated time of execution:** 2 months

**Responsibles:**

**Author:** Lourdes Reyes Quimí

**Advisor:** Ab. Leo A. Chávez, MSc.

**Institution's Staff:**

Principal

Teachers

Caregivers

**Chart # 11: Beneficiaries**

<b>SCHOOL</b>	<b>BENEFICIARIES</b>	<b>TOTAL</b>
Fundación Melvin Jones y Centro de Educación Integral	Students	8
	Principal	1
	Specialist	1
	<b>TOTAL:</b>	<b>10</b>

**Author:** Lourdes Reyes Quimí

**Source:** C.E.I. Melvin Jones

### **4.3 Proposal Background.**

Considering the lineaments of the educational processes in Ecuador are focused within the inclusive academic formation, the development of the learning process of disable students have to be leaded into the inclusion of the productivity as a central axis on behalf of the students, also is it important to recognize that disable students do have great attitude and motivation capabilities to learn, in addition to the special skills achieved through the learning a new language that could help them to engage in the labor market, social activities and more so with the attitude of being accepted as a productive personnel.

At C.E.I Melvin Jones, the learning process for visual impaired students is guided through the application of the braille system with basic vocabulary, the ability to follow basic school commands, motor skills development and many other activities prepared by trained teachers and caregivers, but students are not having Basic English classes.

#### **4.3.1 Significance**

This proposal was created to provide English teacher an additional help in their teaching-learning spectrum at Melvin Jones Institute. It is specifically dedicated to visual impaired students with a systematic prepared lesson plans using the Braille System with material written in Braille for teachers to use the lesson plans to

support the teaching-learning of the English language in its basic structure. The booklet prepared will motivate students and teachers to incite abilities and skills that visual impaired students may have to develop a cognitive learning process according to the present world.

Some activities are employed through the braille system to learn a new language with students with visual impaired disabilities. This activities are prepared with certain parameters, according to manifest (Randall, 2002) "within the cooperative learning, there are activities that allow students with visual disabilities to learn a new language applying the braille system within a process of inclusion".

Therefore, this proposal is intended to be used as a cognitive learning tool that could be of great utility to aid English teachers, because it has special activities designed just for students with visual disability who attend the C.E.I Melvin Jones.

On the other hand, the process of challenges and motivation that will strength students' self-stem, in addition to their teacher's enthusiasm will have the chance to become pioneers of this job that will give teachers great satisfaction imputing and incrementing the inner personal interest of students attending the C.E.I. Melvin Jones.

## **4.4 Objectives**

### **4.4.1 General Objectives**

- To implement the use of didactic materials for the improvement of Basic English Vocabulary learning for students with visual impaired in the C.I.E Melvin Jones.

### **4.4.2 Specific Objectives**

- To identify suitable didactic materials for visually impaired students through the use of other personal senses
- To motivate teachers and students the use of didactic materials through the sensory activities in the teaching-learning process.
- Evaluate the learning progress of visual impair students using the Basic English vocabulary booklet.

#### 4.5 Design and development of the proposal



The implementation of the activity booklet was proposed for teachers and students to use the material as class support that allow the teaching of the English language in its basic structure applying the Braille System method, which will enhance the abilities according to the needs of visually impaired students.

## **ORIENTATION GUIDE**

The activities included in this research proposal are formed taking into account the opinion and references of various English teachers, parents, and community that live together with student population diminished in their visual capacity, these activities are also new, pioneering the motivating and interesting aspect of the students disregarding age limit at C.E.I. Melvin Jones. In addition, this proposal compromises the legal conditions stated in the Ecuadorian Constitution providing teachers and authorities with state of the art tools to reach new knowledge that permit them to archive the integral and intellectual development of students at Melvin Jones.

The proposal strategies presented in this research study, can be practiced inside or outside the classroom, where teachers and students could have the materials and the necessary equipment to increase, better, and to improve their English knowledge.

To create a friendly dynamic environment inside or outside the classroom, teachers and students should engage in a social an easy environment to handle class warm up. This way, students with visual impairment will be motivated to participate and

be predisposed to academically work the activities presented in this product either individually or in groups. The importance of the process is the work of the teacher who is focusing on checking the student progress and their cognitive assimilation of each new word with the objective that later can be used it in their daily life. The teachers work consist in a structured class, with a daily lesson plans, realistic learning goals, exciting topics from the booklet, and finally a progress evaluation.

#### **4.5.1 Vision impairment**

Although there are many conditions that cause vision loss, the severity of a student's impairment usually determines the kind of attention a public institution should dedicate to him or her. Visual impairment disability is a limitation or absence of sight sensory that limits the capacity to carry out activities in any area of daily life. However, the abilities to overcome these impediments depend on the opportunities that are found in the environment to be able to develop activities and live a normal productive life.

There are many reasons why a student may be affected in their vision. Among the possible causes are: the congenital ones that occur when the organs of the eye did not develop adequately or completely. On the other hand, are the acquired causes that derive from diseases that have been obtained but not necessarily that begin in the eyes, but affect organs of the body including sight; in this segment are also accidents and the aging process.

Teachers can detect students with vision difficulties that, if not addressed on time, can worsen and affect student performance. There are different signs that can give the pattern to be taken into account, these signs range from: red eyes, squinting, watery eyes, sudden eye pain, hazy blurred or double vision, and other symptoms relates to the eyesight. The evaluation of visual capacity is done through visual acuity, visual field, tonometry, among others. These exams will be done by a specialist who will determine the degree of severity and, if necessary, order for more complex evaluations. (Carney, 2003)

#### **4.5.2 Learning from legally blind or visually impaired people**

People, who cannot see, will naturally develop their other senses. The information they receive is obtained through sounds and touch. The sense of taste and smell will also provide sensations that will translate into information. Although survival and other senses naturally develop, congenital blindness can usually be accompanied by other deficiencies such as deafness, paralysis that will make it more necessary to optimize the learning of the sense of touch by means of a training that develops skills that they are required to handle certain aids to receive information. (Blind)

The spatial perception of things is given thanks to the sense of sight, for a person with visual impairment is a challenge to understand the environment that surrounds him such as physical space, forms, location, which when using material as Braille code is required for understanding. (Erasmus, 2015)

Kinesthetic and tactile perception with auditory support is necessary to develop the coordination of movements and the contact of textures; that by using the Braille table will allow you to be more precise and its spatial location. The sense of touch is the greatest we have because the skin that covers our body sends stimuli and sensations but the most effective sensors are those of the hands and the fingertips.

#### **4.5.3 The development of touch**

Touch is the sense that makes it possible to identify the characteristics of the Braille system. For this reason, it is imperative to develop tactile skills through the greatest number of experiences through the discrimination of textures, distinction of shapes and sizes, fine motor games. The development of tactile skills not only applies to legally blind people, but also to students who have reduced vision which is easily detected in class by a trained teacher,

The development of touch involves an additional effort of constant training. This training can sometimes be somewhat invasive for other people. Ideally, tactile skills should be accompanied by language development. But in many cases the students do not manage to develop their tactile skills and it can be thought that the student is auditory and delayed learning, (Family Connect)

## BOOKLET ACTIVITIES

### ACTIVITY # 1

#### LEARNING THE ALPHABET

**OBJECTIVE:** To use the ABC with the Braille system.

**Time:** 40'

**Resources:**

- Braille Booklet
- Braille rules
- Sand box

**Warm up:**

- To listen and sing “the alphabet” song.

**Procedure:**

- ✓ Teacher hands out the booklet to every student.
- ✓ Teacher repeats the activity 3 times.
- ✓ Students listen and repeat. The teacher engages the class making students read in Braille system the pronunciation of the alphabet.

**Evaluation:**

- ✓ Teacher hand out a box with sand to each student, then T pronounces a letter of the alphabet and students should write it on the sand box.



## ACTIVITY # 2

### ABC Braille Cards

**OBJECTIVE:** Recognition of printed letters

**Time:** 40'

**Resources:**

Tactile cards with buttons

**Materials:**

2 colors Cardboards

26 cards for each letter of the alphabet

Bottoms in two colors follow the pattern for each letter

**Warm up:**

Present the material; first the cards. Second the buttons and finally the material forming the pattern for the ABC letters.

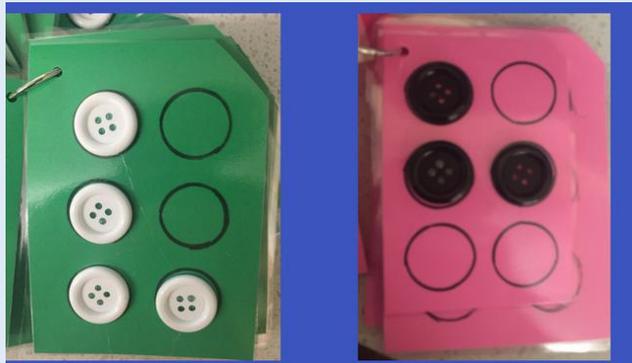
**Procedure:**

Teacher distributes one card per Student

Ss have to recognize each card

T asks Ss for letters they have to look for a card with the correct letter pattern.

Then T asks Ss to build (one syllable) words with the cards



### ACTIVITY # 3

#### Word Braille Cards

**Objective:** Increase the English vocabulary using word-cards

**Time** 45'

**Resources:**

Word Braille cards

**Materials:**

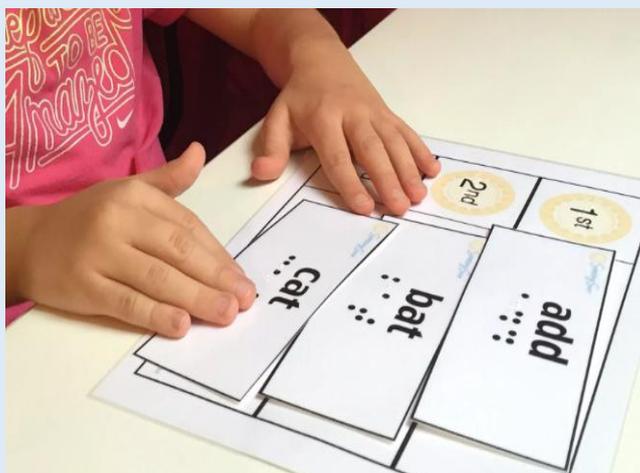
- Cardboards
- Print the patter for each word
- With the help of a puncher to highlight the word in Braille code
- Replace the cards with the name of a fruit (Repeat with other fruit)

**Warm up:**

- ✓ Teacher invites Students to brainstorm about tropical fruits.
- ✓ T takes notes and builds a vocabulary list
- ✓ T asks Ss about flavors and shapes of fruit

**Procedure:**

- ✓ Teacher reads the list and shares word cards with the new vocabulary about fruit.
- ✓ T stirs the cards and asks for a fruit
- ✓ Ss have to look for the card according with the name.



## ACTIVITY # 4

### THE FRUITS

**OBJECTIVE: Vocabulary: Tropical Fruit**

**Time:** 40'

**Resources:**

- Flashcards
- Fruit

**Warm up:**

To taste and guess: What is the fruit?

**Procedure:**

- ✓ The teacher hands out the booklet to each student. Students touch and discover the fruit.
- ✓ Teacher repeats 3 times.
- ✓ Students listen and repeat again. The teacher engages the class making students read in Braille system the pronunciation of the fruits.

**Evaluation:**

- ✓ Teacher delivers a fruit asks students to identify it.
- ✓ Listen and write



## ACTIVITY # 5

### HEALTHY FOOD

**OBJECTIVE: Diet and daily eating habits**

**Time: 40'**

**Resources:**

- **Braille Booklet**

#### **Warm Up:**

- Touch and choose vegetables from the table.

#### **Procedure:**

- ✓ The teacher will hand out different vegetables.
- ✓ Teacher repeats the activity 3 times.
- ✓ Then students listen and repeat again. The teacher engages the class making students read in Braille system the pronunciation of vegetables

#### **Evaluation:**

- ✓ Teacher asks students to go to the braille board where students write and apply the vocabulary learned.
- ✓ Teacher applies a worksheet with vegetables vocabulary in Braille System where students have to fill the gap with the missing letter: students write in Braille System.



## ACTIVITY # 6

### What are they wearing?

**OBJECTIVE:** Daily and special occasion Clothing

**Time:** 60'

**Resources:**

- Braille Booklet
- Daily Clothes items.

**Warm up:**

- Check the contents of a suitcase

**Procedure:**

- The teacher hands out different pieces of clothes.
- Teacher repeats the activity 3 times.
- Then, students listen and repeat. The teacher engages the class making students read in Braille system the pronunciation of each piece of clothes.

**Evaluation:**

- Teacher gives worksheets where students could touch the letters of each word with incorrect writing and then students have to write them correctly. To complete the exercises on clothes unscramble the words in the left hand column and write answers in the right column.



## ACTIVITY # 7

### MY FAMILY

**OBJECTIVES:** To identify family members

**Time:** 40'

**Resources:**

- Braille Booklet
- Braille Rules and conditions
- Family Puppets

**Warm up:**

- To sing: “Family” related songs

**Procedure:**

- The teacher hands out the Braille booklet to every student. They touch and discover the family members.
- Teacher repeats the activity 3 times.
- Then students listen and repeat. The teacher engages the class making students read in Braille system the pronunciation about “members of the family”

**Evaluation:**

- Teacher gives instructions and then teacher says a word and student should write on the braille board the vocabulary learned.



## ACTIVITY # 8

### What can you feel?

**OBJECTIVES:** Experiment with textures

**Time:** 45'

**Resources:**

Foami carpet

**Materials:**

- **Foami carpet**
- **Foami circles with different textures**
- **Adhesive Backed Velcro for foami circles**

**Warm up:**

- The teacher tells the story of a rabbit that had to follow a magical path.

**Procedure:**

- ✓ Teacher invites students to walk on the magic path like a rabbit
- ✓ Ss describe what they feel
- ✓ The teacher names each texture
- ✓ The student repeat each word while finger felling the textures.



## ACTIVITY # 9

### Texture Sample Book

**OBJECTIVE:** Recognize textures and their names

**Time:** 40'

**Resource:**

Texture book

**Materials:**

- Foami texture formats
- Foami book Cover
- Ring
- Puncher

**Warm up:**

- Teacher rrepeat the rabbit story asking to Ss about the details

**Procedure:**

- ✓ While the teacher tell the rabbit story he offers the texture to follow a secuency of the story
- ✓ The Ss have the opprtunnitty to touch each texture from the Texture Sample book
- ✓ Ss repeat the name of each one while they touch them



## ACTIVITY # 10

### SHAPES

**OBJECTIVES:** Shapes recognition

**Time:** 40'

**Resources:**

Wood geometric shapes

**Materials:**

- Wood geometric shapes
- Water paint
- Varnish
- Paint Brush

**Warm up:**

- **Teacher distributes a set of wood geometric shapes (5 items)**
- **The Students paint each one using a paint brush and water paints.**
- **Ss play with shapes building forms**

**Procedure:**

- ✓ **T ask Ss to work in pairs**
- ✓ **T distribute 2 sets of wood shapes**
- ✓ **T explains the activity**
- ✓ **The students must raise the figure requested by the teacher**
- ✓ **The couple that does it faster, will win**



## ACTIVITY # 11

### What is that smell?

**OBJECTIVES:** Distinguish odors

**Time:** 40'

**Resources:**

**Essences**

**Material:**

- Wheel of smells
- Cotton
- Piece of wood
- Word Braille labels

**Warm up:**

- Teacher offers Students different essences

**Procedure:**

- ✓ The teacher circulates the bottles containing different scents
- ✓ Ss have to decide which odor is sweet, spicy, fresh, floral, woody, etc.
- ✓ Then T explains their names, Ss repeat each one.





### 4.6.3 Comparison of pre and post results

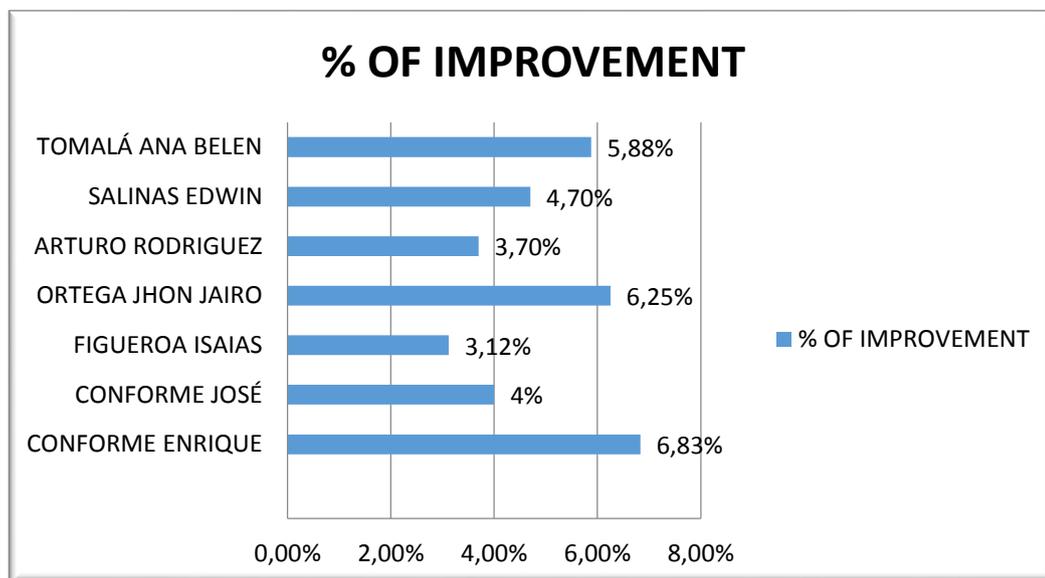
Chart # 14: Comparison of pre and post results

No	STUDENT NAME	PRE TEST	POST TEST	% OF IMPROVEMENT
1	CONFORME ENRIQUE	7,50	8,05	6,83%
2	CONFORME JOSÉ	6,98	7,25	4%
3	FIGUEROA ISAIAS	7,75	8,00	3,12%
4	ORTEGA JHON JAIRO	8,25	8,80	6,25%
5	ARTURO RODRIGUEZ	7,80	8,10	3,7%
6	SALINAS EDWIN	8,10	8,50	4,7%
7	TOMALÁ ANA BELEN	7,67	8,15	5,88%

Source: Final TEST

Author: Lourdes Gisell Reyes Quimi

Graphic # 9: Percentage of improvement



Source: Final Results Comparison

Author: Lourdes Gisell Reyes Quimi

## **4.7 Conclusions and recommendations**

### **4.7.1 Conclusions**

1. The implementation of didactic material for the teaching and learning of the English language provided the necessary support to visually impaired students.
2. The use of the didactic material booklet improved the teaching-learning process of Basic English Vocabulary in visual impaired students.
3. The motivation of the students through activities carried out with the booklet didactic material made the English learning easy and interesting in the class.

### **4.7.2 Recommendations**

1. It is recommended to elaborate more didactic material booklets to allow students with visual impaired to learn English.
2. The use of didactic material in English is recommended to facilitate teaching of the English language with students with visual impaired.
3. It is recommended to maintain constantly motivation of the students innovating the didactic material booklets as often as possible.

#### 4.8 Timetable

<b>ACTIVITIES:</b>	<b>MAY</b>	<b>JUN.</b>	<b>JUL.</b>	<b>AUG.</b>	<b>SEP.</b>	<b>OCT.</b>	<b>NOV.</b>	<b>DIC.</b>	<b>ENE.</b>
Approval of the proposal	X								
Appointment with Advisor	X	X							
Elaboration of Chapter I	X	X							
Approval of Chapter I		X							
Elaboration of Chapter II			X						
Approval of Chapter II			X						
Application of instruments			X						
Analysis of results				X					
Development of proposal				X					
Elaboration of Chapter III					X				
Approval of Chapter III					X				
Elaboration of Chapter IV					X				
Approval of Chapter IV					X				
Delivery of first draft						X	X		
Delivery of final work								X	
Pre defense								X	X
Project defense								X	X

**Author:** Lourdes Reyes Quimí

**Source:** C.E.I. Melvin Jones

#### 4.9 Resources

<b>Equipment</b>		
<b>Item</b>	<b>Price</b>	<b>Total</b>
<b>Laptop</b>	\$ 500,00	\$ 500,00
<b>Pendrive</b>	\$ 15,00	\$ 15,00
<b>TOTAL</b>		\$ 515,00

<b>Finances</b>		
<b>Item</b>	<b>Price</b>	<b>Total</b>
<b>Internet service (monthly)</b>	\$ 15,00	\$ 50,00
<b>Transportation (monthly)</b>	\$ 30,00	\$ 100,00
<b>Others</b>	\$ 40,00	\$ 40,00
<b>TOTAL</b>		\$ 190,00

<b>Materials</b>		
<b>Item</b>	<b>Price</b>	<b>Total</b>
<b>Photocopies</b>	\$ 0,05	\$40,00
<b>Folder</b>	\$ 4,00	\$ 8,00
<b>Speakers</b>	\$ 15,00	\$15,00
<b>TOTAL</b>		\$68,00

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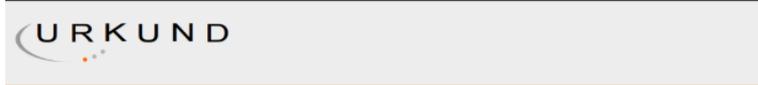
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## **4.11 Appendix**

- URKUND Antiplagio Certificate
- Letter of Authorization of the Educational Institution to carry out the
- Investigation
- Project Implementation Certificate
- Specialist Interview
- Pre and Post Test
- Evidence

- **URKUND Antiplagio Certificate**



### Urkund Analysis Result

**Analysed Document:** URKUND chapter 1.docx (D52182644)  
**Submitted:** 5/16/2019 3:26:00 PM  
**Submitted By:** lourdesreyesquimi@gmail.com  
**Significance:** 0 %

Sources included in the report:

Instances where selected sources appear:

0



### Urkund Analysis Result

**Analysed Document:** URKUND CHAPTER II - Lourdes.docx (D52183447)  
**Submitted:** 5/16/2019 3:36:00 PM  
**Submitted By:** lourdesreyesquimi@gmail.com  
**Significance:** 1 %

Sources included in the report:

Macias-Urkund- again-Ch.1,2,3,4.docx (D47471381)

Instances where selected sources appear:

1



### Urkund Analysis Result

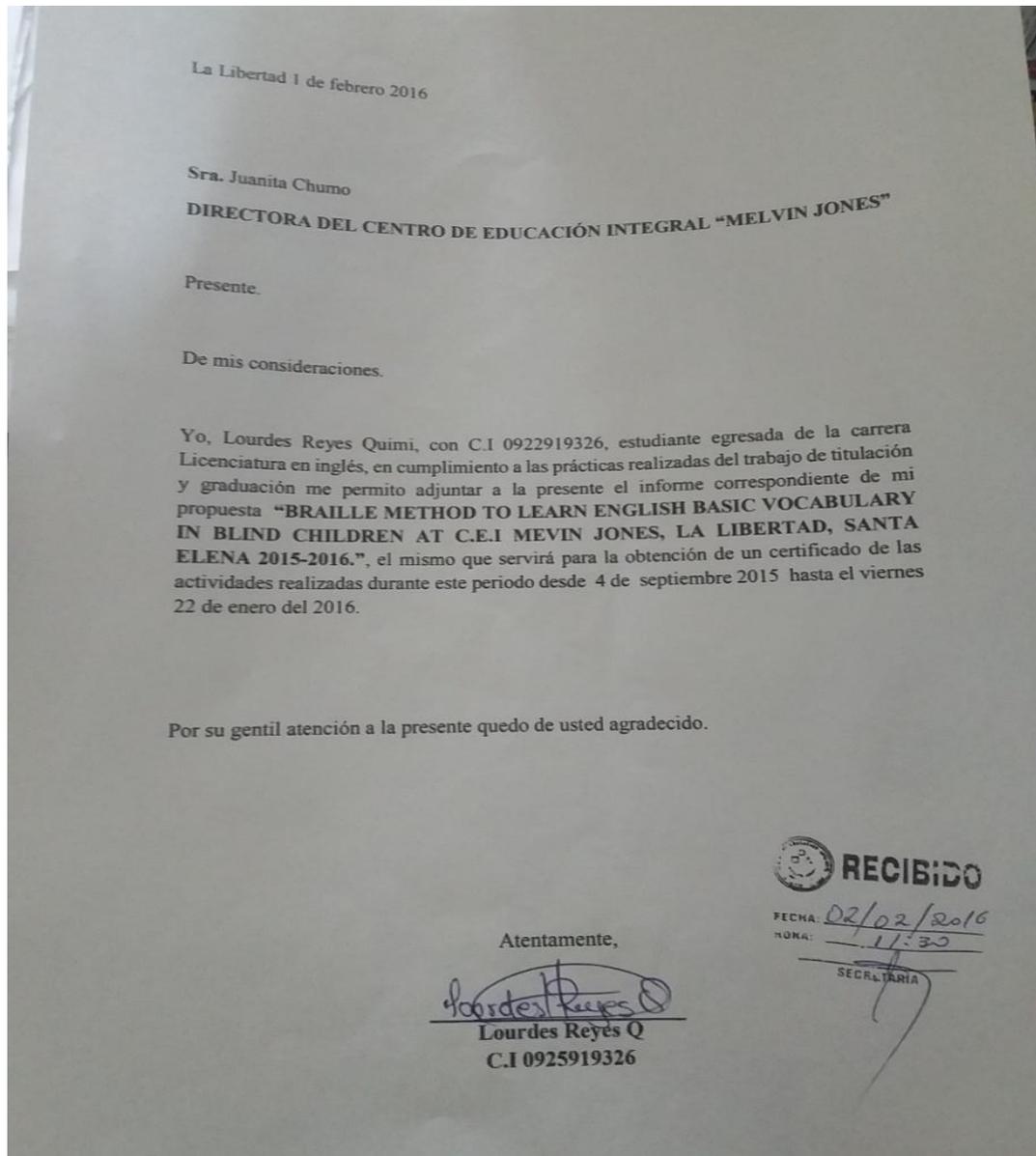
**Analysed Document:** March 28 - CHAPTER IV.docx (D52183881)  
**Submitted:** 5/16/2019 3:45:00 PM  
**Submitted By:** lourdesreyesquimi@gmail.com  
**Significance:** 0 %

Sources included in the report:

Instances where selected sources appear:

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- Letter of Authorization of the Educational Institution to carry out the investigation.

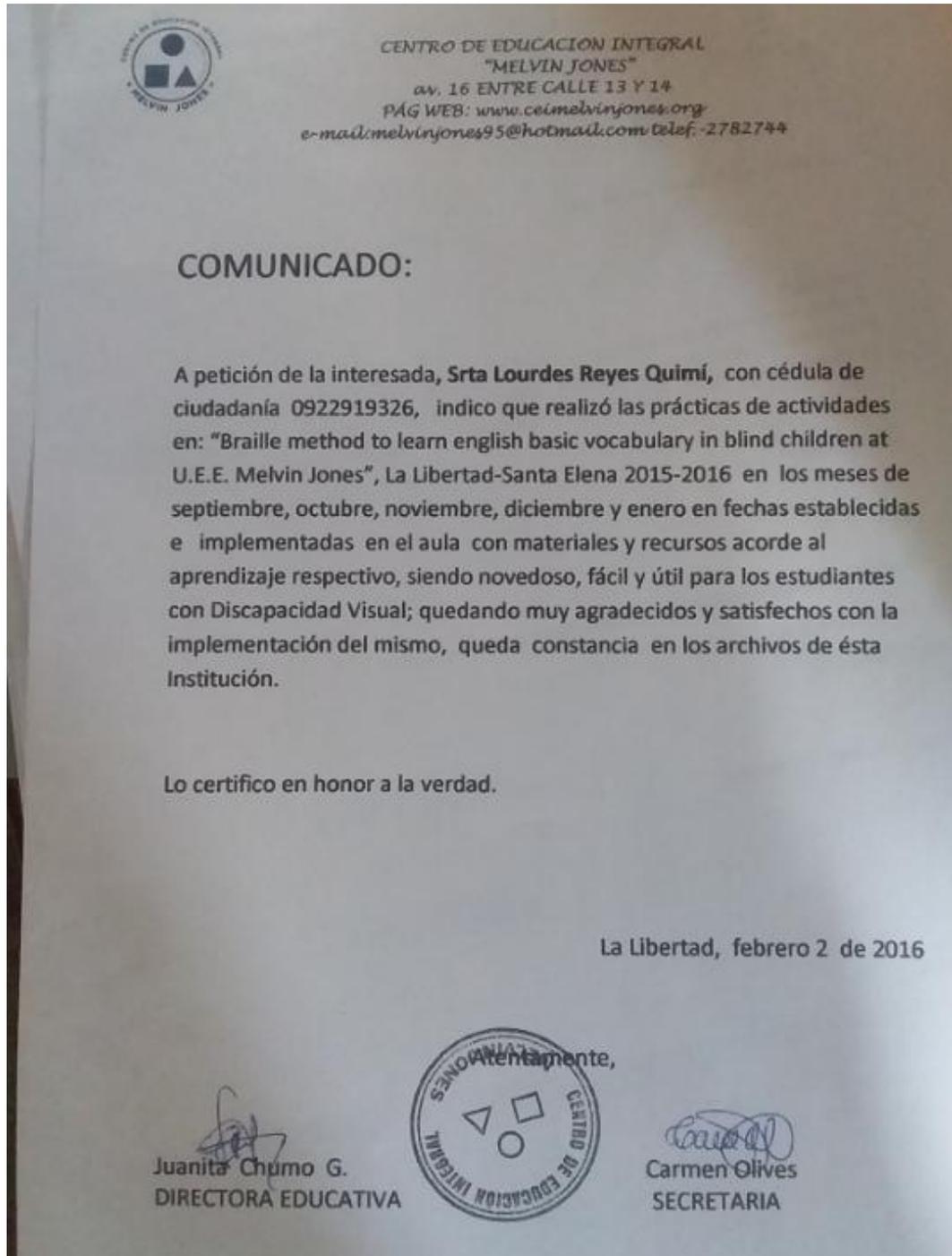


- Investigation





- Project Implementation Certificate





**PENINSULA OF SANTA ELENA STATE UNIVERSITY**  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER

**Dear Principal this interview will help to obtain important input for a research paper titled “BASIC ENGLISH VOCABULARY BOOKLET FOR BLIND STUDENTS AT C.E.I. MELVIN JONES, LA LIBERTAD, PROVINCE OF SANTA ELENA, and SCHOOL YEAR 2018-2019”.**

**Interview directed to the specialist**

**1. - How do you consider that learning English is important nowadays?**

**Interpretation:** The specialist considers that each learning obtained in life is important, and then the knowledge of a new language allows expanding relationships with other people from other countries where is spoken English.

**2. – Why do you consider that everybody should learn English?**

**Interpretation:** She considered that, everything depends on the culture and environment, at the same time we will have more desire to learn avoid conformity with what we are or we have but if we overcome these factors human beings every day takes on new experiences, everyone should learn English because it is currently considered the universal language.

**3. – Why do you consider that teaching English to people with visual disabilities is difficult?**

**Interpretation:** She said that there are some factors to influence to people with visual disabilities; one of them is the lack of trained teachers, a low level of development of sense of touch and little didactic material.

**4. – Where students with blind disability can learn English?**

**Interpretation:** She stated that in our town there are few places that offer classes for people with visual disabilities, C. I Melvin Jones center is one of the few or maybe the only one that offers this service.

**5. - What is your criteria about teaching English to blind?**

**Interpretation:** She stated that it is a good opportunity, which will strengthen some of its knowledge, raise their self-esteem and placed it almost on a par with persons without disabilities and thus strengthen their learning and their cognitive level.

**6. – Why do you think that it is necessary that the government create materials for teaching English to blind people using braille system?**

**Interpretation:** She said: yes, of course it is necessary more materials but the new policies of State and placing people with disabilities in the inclusive process in education taking into account the good live, I consider that more English books containing the braille system in English and Spanish are necessary so that visually impaired people have tools that allow them to better learning of this language.

**7. - What is your opinion about a booklet in braille system for teaching English vocabulary?**

**Interpretation:** The specialist said: Definitely would be ideal because I think a fundamental support for learning the language with the most commonly used terms which would help open doors to people with visual disabilities to be inserted within the competitive workforce, contributing significantly to the country's productive growth.

**8. – Why do you believe that presenting this project could contribute to the English language learning using braille system in blind people?**

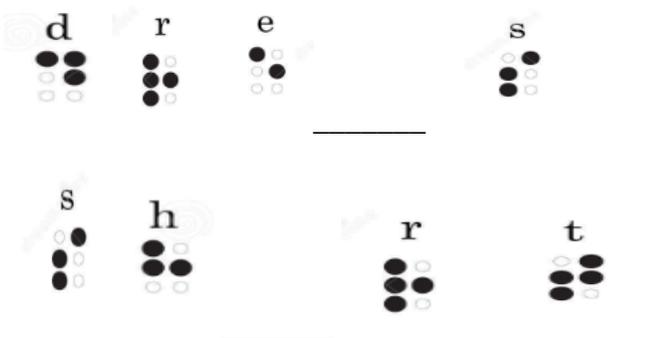
**Interpretation:** She considered that, certainly this research project opens opportunities to persons with visual disabilities in learning a new language also because they have a tool that know how to handle is the braille system allowing them to learn more quickly by what I consider very useful the application of this important project.

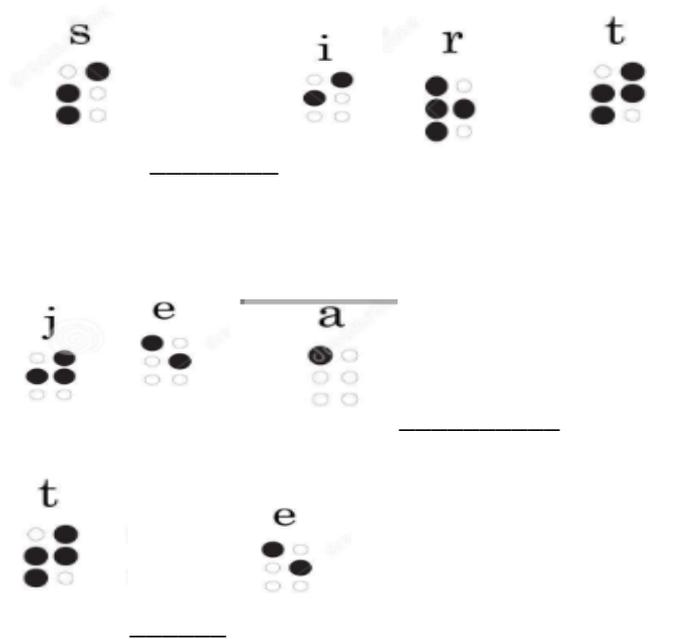
- PRE AND POST TEST.

1.- TEACHER HAND OUT A BOX WITH SAND TO EACH STUDENTS,  
 THEN T PRONOUNCES A LETTER OF THE ALPHABET AND  
 STUDENTS SHOULD WRITE IT ON THE SEND BOX.



2.- COMPLETE THE WORD.





## 2.- Story Rabbit.

The animals know that when they are confronted with a big problem, they need to get everyone together in the Big House in a circle with a fire in the middle. Everyone gets together, and everyone says something. Every voice is listened to. Every idea is considered. This is how you solve a big problem, and the animals know this.

So the animals go to the Big House and sit around the fire. They start talking, when from outside the house, they hear a noise. (Drumming, chanting.) The animals say, “Who is making all that noise?”

The animals go outside. Standing there with his drum is Little Rabbit singing a song. (Drumming, chanting.) The animals say, “Little Rabbit, you need to be quiet. We are having a meeting in the Big House, a very important meeting about a big issue. You are making so much noise we cannot talk or hear a thing. So Little Rabbit, be quiet until the meeting is over.”

The animals go back into the Big House. They sit around the fire and start talking about the problem again, when from outside the house, they hear (*drumming, chanting*). The animals say, “What is wrong with Little Rabbit? Didn’t he hear us?” Bear says, “I will take care of him. I know what to do.”

Bear goes outside and says, “Little Rabbit, didn’t you hear us? You need to be quiet until our big meeting is over. Can’t you be quiet, Little Rabbit?” Little Rabbit looks up at Bear and (*drums and chants*). So Bear reaches over and pulls off one of Little Rabbit’s arms and says, “You will get this arm back when the meeting is over. Now be quiet, Little Rabbit.”

4. - TEACHER GIVES INSTRUCTIONS AND THEN TEACHER SAYS A WORD AND STUDENTS SHOULD WRITE ON THE BRAILLE BOARD THE VOVABULARY LEARNED



- Evidence

