

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**



**“GAMES AS A DIDACTIC RESOURCE TO DEVELOP A1
ENGLISH LEVEL LISTENING SKILLS OF EIGHTH GRADE
VISUALLY IMPAIRED STUDENTS AT UNIDAD EDUCATIVA
JOSÉ ANTONIO GARCÍA CANDO, SCHOOL YEAR 2021-2022”**

RESEARCH PAPER

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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La Libertad, September 14, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "**GAMES AS A DIDACTIC RESOURCE TO DEVELOP A1 ENGLISH LEVEL LISTENING SKILLS OF EIGHTH GRADE VISUALLY IMPAIRED STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANTONIO GARCÍA CANDO, SCHOOL YEAR 2021-2022**", prepared by Meline Xiomara Beltrán Lainez undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

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STATEMENT OF AUTHORSHIP

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A handwritten signature in cursive script that reads "Meline Beltrán". The signature is written in dark ink and is positioned above a solid horizontal line.

Meline Xiomara Beltrán Lainez

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To begin with, I would like to infinitely thank God for being the guide of my life at every moment and for giving me the wisdom to finish my university studies.

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Meline Beltrán

DEDICATION

I dedicate this research paper to my beloved parents, Carlos Beltrán and Marlene Lainez. You are the inspiration to achieve all my goals. Thanks, from the bottom of my heart for being there for me throughout my entire university process. Undoubtedly, because of your support, strength, motivation and unconditional love I am able to pursue my dreams. I am so grateful to have you in my life. I love you both so much.

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Last but not least, I would like to dedicate this to my best friend Johely; and to my university team, Christian, Michael, Adriana and Kerly. Thanks a lot for your friendship and unconditional support during these years.

Meline Beltrán

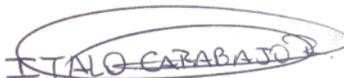
ABSTRACT

For several years, inclusion has been present in many aspects of society; so that all people have the same rights and obligations. This research aimed to promote the educational inclusion of people with visual impairment and create equal opportunities in learning English. In addition, to demonstrating that this disability is not a limitation in teaching and learning. In students with visual impairment, learning is better generated through playful activities that allow the development of the sense of hearing. For that reason, the objective of this research project is to emphasize and propose the importance of didactic games in the teaching of English as a foreign language, as well as the development of receptive skills in visually impaired students at Unidad Educativa José Antonio García Cando. A qualitative study was conducted with the participation of the principal of the institution, English teachers, a student with visual impairment, and a specialist in teaching students with this condition. The data were collected through the development of interviews; then, the interpretation of the information provided by the interviewees allowed the design of didactic games that fulfill the specific special needs of students with visual impairment.

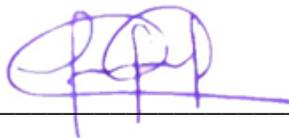
Keywords: inclusive education, special educational needs, teaching English, listening skills, games, visual impairment

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INTRODUCTION

Teaching and learning English is a complex process in countries where this language is considered a foreign language rather than a second language, even though, in recent years, English language instruction has increased considerably. Latin America is a non-native English-speaking region; therefore, many countries such as Ecuador have implemented English in their educational institutions as Mandatory by Constitutional Law. Meanwhile, other countries have incorporated English in their curricula as a National Strategy. This demonstrates that “the region has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning” (Cronquist & Fiszbein, 2017). Latin American countries have made great efforts to improve the teaching of English as a foreign language, but it is too early to expect high scores.

The complexity in teaching English increases when teachers in public educational institutions do not have adequate resources to teach their students. In Ecuador, equal opportunities make way for a society that provides the same benefits for all people. Therefore, in the educational field, equality has led to regular students and students with special educational needs having access to the same areas of knowledge; however, this is still a challenge for teachers because they do not have adequate training, curricular designs, or didactic material to work in an inclusive classroom.

Contextualizing the teaching of English to a specific population such as visually impaired students can turn this limitation as strength; thus, the auditory sense acquires relevance in learning because the visually impaired can receive a great part of the knowledge through the information they hear. To guide this process, this research work has designed a tool based on

educational games for teachers to promote the listening skills of the visually impaired in an interactive way that ensures that students do not get bored in class.

For a better understanding, this research project is divided into four chapters:

Chapter I – The problem: It contains the title of the research, a general idea about the problem statement to understand the origin of the problem in public educational institutions, as well as the objectives, justification, and idea to defend.

Chapter II – Theoretical framework: It provides an analysis of diverse sources of information that support the educational, theoretical, and legal approach of this research project.

Chapter III – Methodological framework: This chapter includes the qualitative research design, type of research, and instruments for data collection. In addition, it establishes the analysis and interpretation of interviews conducted with the study population.

Chapter IV – Proposal: It presents a didactic guide of games designed for students with visual impairment. It also provides informative data, description, elaboration, importance, and objectives of each game.

CHAPTER I

THE PROBLEM

1.1 Tittle

GAMES AS A DIDACTIC RESOURCE TO DEVELOP A1 ENGLISH LEVEL LISTENING SKILLS OF EIGHTH GRADE VISUALLY IMPAIRED STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANTONIO GARCÍA CANDO, SCHOOL YEAR 2021-2022.

1.2 Problem Statement

Currently, the English language is a crucial tool that facilitates communication and interaction among native and non-native English speakers. The reason behind this is that as a result of the globalization process, many countries have adopted English as a second language to facilitate international relationships among countries. Thus, in the educational field, English teaching as a foreign language and as a second language has been integrated into the academic curriculums of grammar, Junior High, and High Schools, and even in colleges and Universities

In the Ecuadorian context, as part of the educational process, teaching English in Ecuadorian schools has been mandatory since 2016. Furthermore, Ecuador is a country that promotes inclusive education; therefore, the teaching of English as a subject class is a norm that includes students with various types of disabilities. At Unidad Educativa José Antonio García Cando, there are students with a visual impairment, who have the right to be part of an inclusive classroom in which they also learn English as a foreign language. Nevertheless, in the educational setting, the problem arises because teachers may not know how to manage an inclusive classroom; considering this, they apply the same traditional teaching strategies

throughout the entire class and for all the learners. traditional teaching strategies throughout the entire class and for all the learners.

In addition, on many occasions, visually impaired students feel frustrated because they are unable to understand the language due to a lack of innovative resources that allow them to participate in the class. Having said this, Listening is one of the receptive skills that can be developed in the learning of English in visually impaired students; unfortunately, teachers focus more on teaching grammar and do not consider the importance of Listening to help visually impaired students to learn equitably with their peers.

1.3 Research Objectives

1.3.1 General Objective

To analyze the importance of didactic games in teaching English in order to develop Listening skills A1 level in visually impaired students of eighth grade at Unidad Educativa José Antonio García Cando.

1.3.2 Specific Objectives

- To analyze how the use of games help visually impaired students in learning the English language.
- To identify barriers faced by students with visual impairment in the learning of the English language.
- To design a guide of didactic games focused on the development of Listening skills in visually impaired students.

1.4 Justification

Nowadays, education breaks barriers and paradigms as inclusion has become the protagonist in the educational process by allowing regular learners and students with different backgrounds and disabilities to study in the same school and even in the same classroom without distinction or discrimination. It permits equal opportunities to access the educational system to those students who were excluded before. In the inclusive education process, all students have the right to access the same knowledge that allows them to develop their different skills to fulfill their future dreams.

Learning a second or third language is a requirement in different areas of our society. Consequently, in the Ecuadorian educational field, the teaching of English has been established as mandatory by law from the second year of Educación General Básica. However, many regular students find learning English is difficult. It is important to emphasize that students' thinking is influenced by the monotony of the classroom since most of the time, learning a new language in schools consists of memorizing vocabulary and grammatical rules.

In addition, the norm of English language teaching includes those students with special educational needs (SEN) as well, they must be part of English language learning. In the case of students with some type of disability, learning a new language can become a frustrating process because traditional methodology based on grammar limits their ability to be active participants in all the class activities. By considering this, allowing all regular and SEN students to learn a second language in an inclusive classroom is one of the reasons why this project acquires relevance.

In education, didactic games become an alternative for teachers to implement innovative strategies to help students with special needs to be involved appropriately in the learning of the English language. Didactic games have a positive impact on learning; that is why they should be considered an essential teaching instrument in the educational field, not only for students with special needs but for all very young learners. Didactic games develop creativity, promote interaction and collaborative work, among other benefits. However, in many cases, teachers are unaware of the different strategies they can use to provide equal learning opportunities for all students; therefore, the lack of innovative teaching strategies applied in public educational institutions limits the development of productive (Speaking and Writing) and receptive English skills (Reading and Listening) in students.

Regarding students with a visual impairment, learning English is not impossible, but it is only necessary to identify the correct strategies to teach them according to their specific needs. It is another reason why this research paper aims to identify the importance that didactic games play on the development of Listening skills in visually impaired students at Unidad Educativa José Antonio García Cando. This research project will have significant importance to visually impaired students since the design of a didactic games guide will allow them to develop their Listening skills. In addition, it will contribute significantly to English teachers because they will have access to an interactive tool, which will not only motivate students in the teaching-learning process but will also allow visually impaired students to learn a new language.

1.5 Idea to Defend

Didactic games will contribute to the development of Listening skills in visually impaired students at Unidad Educativa José Antonio García Cando.

1.6 Delimitation

Field: Inclusive education.

Area: English.

Aspect: Educational games for the development of Listening skills.

Time limitation: This research project is focused on the school year 2021-2022.

Population limitation: Visual impaired students.

Space Limitation: Unidad Educativa José Antonio García Cando

Context Limitation: This research paper is based on didactic games to develop Listening skills A1 level in students with a visual impairment at Unidad Educativa José Antonio García Cando.

Geographic localization:

Illustration 1: Location of Unidad Educativa José Antonio García Cando



Source: Google Maps

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

2.1.1 Use of game and game-like activities in teaching English to different age groups

English is one of the most popular languages in the world. In recent years, many people have been interested in learning a second language, regardless of their age. However, when teaching English as a second language (ESL), the age of the students must be taken into account because each group learns differently and develops its competencies and skills according to its needs. Peters (2015) in her thesis “Use of game and game-like activities in teaching English to different age groups” establishes different teaching methods and techniques used in teaching English for young learners, adolescents, and adults.

Peter’s research reveals that the most efficient method to teach children is Total Physical Response. In addition, including games as a teaching technique helps to develop student’s creativity because they have the opportunity to have fun and learn a new language at the same time. On the other hand, The Direct Method could be used in teenagers because it is focused on practicing the foreign language and not including the mother tongue during the class. Furthermore, adolescents could learn with games, but the topics should be related to their interests. The main aim to include games is to develop their intellectual, motor and social skills.

Finally, adult learning is very different from children or adolescents because this group has clear objectives of what they want to learn. Despite the fact that many people may consider

that it is not necessary to implement games in English classes for adult students, the truth is that there are games like puzzles that can improve their learning; each group of students can learn through games. Therefore, the teacher should identify methods and strategies for children, adolescents and adults considering the interests and needs of each one.

2.1.2 A challenge: Teaching English to visually-impaired learners

The teaching of English in an inclusive classroom should be developed considering that students with special needs should not only be included physically but also instructional. Unfortunately, in many educational institutions, children are excluded from many activities with the excuse that they have difficulties that make learning almost impossible. This research supports the idea that visual sense is important when learning a foreign language. However, when students fail to use these senses, they are likely to replace them with another sense, which the teacher is to notice and address to achieve a successful teaching process (Kocyigit & Artar, 2015).

The main purpose of this study was to identify the challenges faced by students with visual impairment in their learning environment. In addition to the challenges faced by teachers in the teaching process.

2.2 Educational Approach

2.2.1 Inclusive Education

Inclusion is a term that refers to the participation without distinction of all people, whether in a political, social, educational, or cultural setting. This definition is broad and even

covers a set of values such as tolerance, empathy, kindness, and respect. In education, inclusion is related to the idea that all children can share the same classroom and have the right to access the same knowledge, including children with ethnic diversity, intellectual, physical, learning, visual, hearing disability, or any other type of limitation. As stated by UNESCO (n.d.), inclusive education is a “system that removes the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment”

In the Ecuadorian educational setting, inclusion has gained relevance since an increasing number of students with special educational needs (SEN) have been integrated into the classroom. Inclusive education in the country seeks to eliminate the barriers that lead to discriminatory treatment. In addition, it seeks to allow the participation of children and adolescents who have been excluded from the school system for a long time due to some condition of vulnerability.

In concordance with the Constitution of the Republic of Ecuador (2008), the country has established standards that focus on inclusion and not just integration. By addressing both terms to the educational field, integration is when people with any type of special needs are part of a group, but they do not participate in the activities, which means, they must adapt to the conditions imposed in the class. In contrast, inclusion encompasses much more, because it addresses individual needs and respects people's rights to ensure that everyone is an active part of the classroom.

2.2.2 Educational process for visual impaired students

Texas Council for Developmental Disabilities (2013), defines visual impairment as “any visual condition that impacts an individual’s ability to successfully complete the activities of everyday life”.

The educational task for visually impaired students involves not only their learning, but also the environment and the way in which the educational institution adapts to the student's needs. The learning of individuals with a visual impairment is influenced by many intrinsic and extrinsic factors such as motivation, perseverance, personality, family or society; however, it is important to consider and have the clear idea that this disability is merely a different condition, not a limitation. Although it is true that most people are confused many times when assisting students with this disability in simple activities, it is essential for their learning to give them the opportunity to take risks and discover for themselves their talents, aspirations, interests, dreams, abilities, strengths and even their weaknesses.

The process of learning, teaching and adaptation to the institution for these students can be more complex compared to regular students. In this case, teachers should be prepared to manage an inclusive classroom in order to ensure the success of the teaching process for all learners. SSN should be educated in the same classroom as their peers because if they are separated or excluded, this would be considered an abuse or a break with the constitution's principle of inclusion. In contrast, if children are taught with their classmates, this will contribute positively to the development of social interaction skills. Although visually impaired students are integrated with their peers, they face a variety of barriers and difficulties in their school performance. These barriers are related to infrastructure and educational curriculum.

One of the main barriers students face is about the adaptations of physical spaces. Usually, as they do not know a place in detail, they prefer to stay seated at their desks. However, the location to the classroom must be accessible so that the student has no obstacles. In the same way, the location of classroom materials should always remain in the same place to avoid disorienting the student. In this situation, the most advisable thing to do is to assign a classmate as a guide, in order to provide support when the visually impaired learner has some difficulty in class.

Educational curriculum is another common difficulty students should overcome as well as adaptations of physical spaces. Considering this, it is important to emphasize that the teacher must make accommodations to help visually impaired students achieve their learning goals. These adaptations should include the development of reading, writing and listening skills (Carney et al., 2019). It is essential to provide adequate materials to assist visually impaired students in the development of their academic activities, as the Braille alphabet is an indispensable element for teaching writing and reading. Similarly, electronic devices such as radios, audios or podcasts are useful for teaching auditory activities.

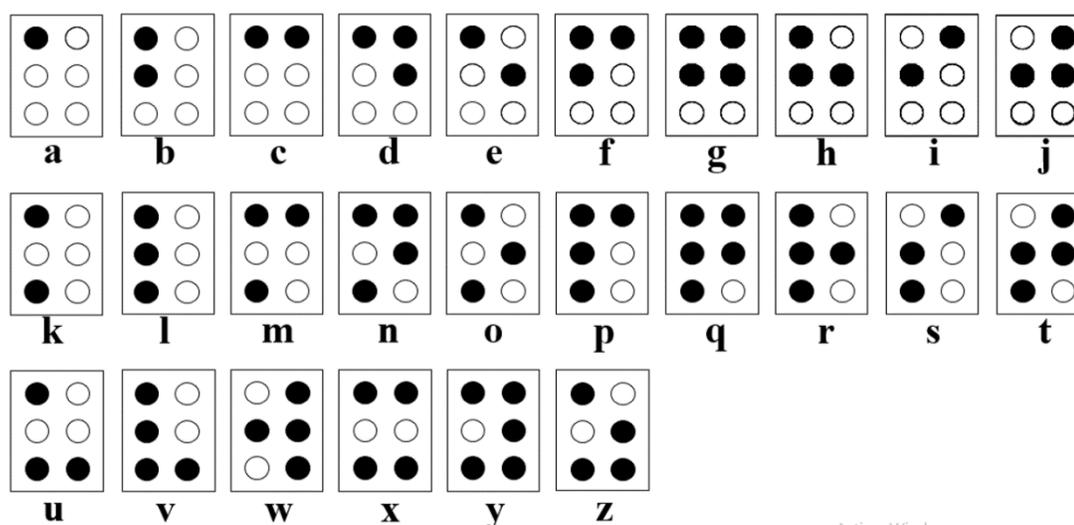
2.2.3 Reading and Writing skills

The reading skill is a complex, interactive, comprehensive and cognitive ability that a person can use when revising a written text (Bojovic, 2010). As with Reading, the Writing skill also concentrates on understanding written information and identifying the coherence of the text as it is written or read. to develop writing and reading skills. In students with a visual

impairment, Braille is the most used strategy to enable blind and visually impaired people to read and write, for this reason it is vital to consider the following strategies:

- Adjusting the books with font sizes.
- Development of skills involving touch.
- Starting the reading practice with easy lectures.
- Learning the Braille alphabet.

Illustration 2: Braille system



Author: Meline Xiomara Beltrán Lainez

Activar Windows

2.2.4 Listening skills

Listening is an active and complex process based on receiving external sounds or phrases to attribute meaning and understand the message given by the speaker (Solak, 2016, p.30).

Listening is one of the four language skills of the English language. Studies indicate that through the Listening skill it is possible to develop more efficiently Reading, Writing and Speaking skills. Listening is considered one of the most important aspects in the communication process.

The reason why it acquires relevance is because without the ability to listen effectively, human being cannot receive or interpret messages (HRDQ-U Webinars, 2019).

As defined by Sharma (2011), Listening is a method of communication that requires the ability to actively understand and interpret what is heard. It improves social interaction, cooperation and understanding among people. Different findings point out that visual impaired students achieve a great part of their learning through listening. For the visually impaired, English listening teaching should consider differentiation of sounds, oral interpretation, dictation of questions before playing audios, and adjustment of audio difficulty (Aryanti, 2014). Other specific strategies that teachers should consider to develop listening activities:

- Auditory perception.
- Association of sounds.
- Discrimination of sounds.
- Learning vocabulary through a representative sound.
- Listening for details, main ideas, and sequence.
- Listening to follow specific instructions.
- Interpreting auditory information.
- Adjusting the speed of the audios.
- Reading the information to be analyzed before listening to the audio.
- Playing short portions of the audio and stopping to analyze.

2.3 Theoretical Approach

2.3.1 *Theories of Learning through Play*

Play is an important part of a person's development from the first years of life, and therefore there is no exact record of the origin of play. However, over the years, different researchers have highlighted the importance of play in children's cognitive learning. Vygotsky's theory of creativity considers play to be an essential component that develops imagination and creativity during early childhood. Imagination and creativity are internal components that every person possesses since birth, but require the intervention of external support, social interaction, simulation of real situations or play activities to be developed. This theory emphasizes that play arises as a need to interact with others, in other words, play is a tool that helps children build a social dimension as a basis for their own learning. In Vygotsky's thoughts play is beneficial in the development of children's cognitive, social, and emotional skills (Scharer, 2017).

In Jean Piaget's words, "play becomes more abstract, symbolic, and social as children mature through different developmental stages" (Plass et al., 2015). Piaget's Cognitive Development Theory emphasizes that play is part of the development of intelligence in human beings. Piaget classified cognitive development in 4 stages: sensorimotor (Birth through ages 18-24 months), preoperational (18-14 months), concrete operational (ages 7 to 11), and operational (adolescence through adulthood).

Based on Karl Groos' thought, play encourages children to imitate similar behaviors to the roles they will play in the future as adults (Eric, 2020). Games in childhood stimulate the learning of knowledge that will be useful in adulthood. This theory considers that play is relevant

to stimulate the development of different skills in the child, so that the influence of games will be a solid basis for developing in various life situations.

According to Friedrich Froebel's theory, in play children learn. Based on what learners experience when they are in contact with nature and all that is around them, they construct their own perspective about the world (The British Association for Early Childhood Education, n.d.). In other words, children acquire more knowledge through the use of games because they learn better while having fun.

2.3.2 Games in Education

A didactic game is an essential tool used in the educational process to motivate students to participate actively in their own learning and keep their interest high (Padurean, 2013). Nowadays, the diversity of games used for fun are adapted to specific areas of teaching and are applied in many areas of education such as English, Mathematics, History, Physics, Biology, Chemistry and many other subjects to contribute in the development of a class that enhances the capabilities of students in an enjoyable way. The implementation of games in education allows developing class contents in a better way. When games are used in the educational field, they receive many names such as educational games, teaching games, or didactic games, however, their function is the same, to improve knowledge in order to strengthen the teaching-learning process.

Several studies demonstrate effective evidence that the implementation of games allows to motivate students, build a collaborative environment, interact with classmates, develop communicative skills and enhance learning. Zirawaga et al. (2017) state that games are “a

support tool to complement traditional teaching methods to improve the learning experience of the learners while also teaching other skills such as following rules, adaptation, problem-solving, interaction, critical thinking skills, creativity”. The implementation of games in the educational environment is an important tool for knowledge enrichment. However, there are different types of games that teachers should identify in order to select them according to the purposes of the class.

In teaching English as a foreign language (EFL), there are various tools such as songs, worksheets or audio-visual material that teachers use to achieve better results in the classroom. However, in many cases the lack of motivation of students and teachers limits learning, in this situation, the adaptation of indoor and outdoor games is an important resource that certainly improves the results because students gain knowledge while playing and therefore consider that they are in a moment of recreation and not in an academic class.

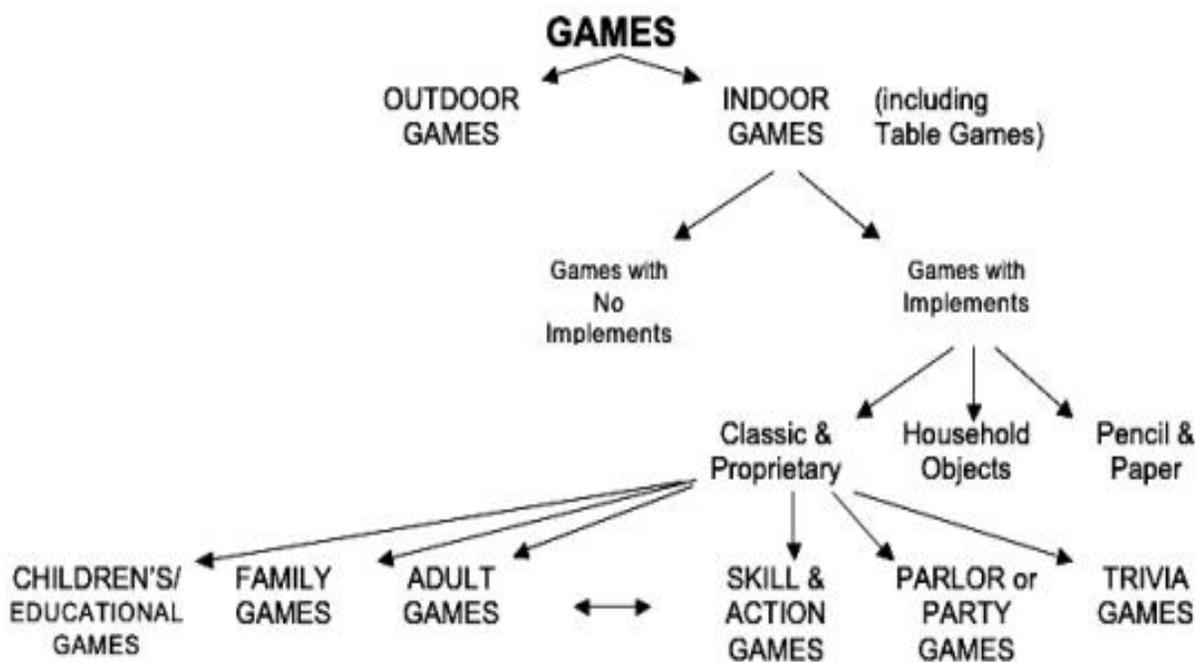
2.3.3 Classification of Games

Since the 20th century, there have been several game researchers who have classified games in different ways. The first was Stewars Culin (1907), a specialist who in his book “Games of the North American Indians” divided the types of games as games of chance (guessing, stick, hand, dice and word games) and games of dexterity (archery, snow-snake, football, hand-and-foot-ball, ball race, racket). In a similar way, Harold James Ruthven Murray in 1952 broke down classic games into four categories according to their specific purposes. Murray's classification is divided into war games, race games, hunt games and mancala (Whitehill, 2008, p.62).

Nevertheless, despite the different classifications of games, it is essential to start with two fundamental categories: indoor games and outdoor games. Indoor games can be played either in a small room or an open-air location, playing cards, board games, or puzzles are clear examples of this classification. To be more specific Simon says, Pictionary and chess are some of the best known. On the other hand, outdoor games such as sports (horse racing, tennis, basketball), Freeze Dance or Hopscotch are activities that require a large space, so they cannot be played in a small room.

Within the category of indoor games there is a classification of games without implements and games with implements, but for the development of the present work we will give more emphasis to the second one. As the word indicates, when we mention implements, we refer to the fact that they require a set of materials to perform the game; the first subcategory corresponds to paper and pencil games, that is, players only need these two elements plus imagination to have a moment of entertainment, some examples are Tic Tac Toe or Hangman. The second subcategory is based on games using household objects, that is, games created using imagination and objects that are easily found in the home. And finally, the last subcategory corresponds to classic games, this is the broadest and includes many of the board games that we all know and that have been designed for the learning and fun of children, families and adults.

Illustration 3: Classification of games



Note. Classification of non-electronic table games. From *Board Game Studies Colloquium* (p.62), by Whitehill, 2008, Museum of Science of the University of Lisbon (<https://thebiggamehunter.com/classification-of-games/>)

2.3.4 Game Teaching Model

In language learning, Klippel (1980) proposed a game teaching model to help teachers select the most appropriate games for their students. Due to the fact that it allows to organize the games in a proper way, it is still used today. Considering Klippel's model, the game should include a creative name, for example, "Find the word" as shown in picture 1. In addition, the educational model of teaching with games is divided into two sections: aims and contents, and organization.

Section 1: Aims and contents

Skill: In language learning, the macro skills to be developed are reading comprehension, writing, listening comprehension and speaking. Considering this, the teacher analyzes the class to evaluate the skill he wants to improve in his students.

Language: Remember that each macro skill is divided into micro skills lexis that the teacher should consider when designing the educational game. Some of the micro skills are vocabulary, accuracy, grammar, pronunciation, fluency, and spelling.

Section 2: Organization

Level: The level of difficulty of the game will depend on the knowledge and skills of the students, the objective of the game and the procedure, in this case it is necessary to select whether the participants are children, teenagers or adults, and also whether they have a basic, intermediate or advanced level in the language they are learning.

Players: Indicates whether the game is collaborative or individual, also specifies the minimum and maximum number of players accepted in the development of the game.

Time: It refers to the estimated time for playing the game and explanation of rules.

Preparation: This indicates the previous process to the explanation of the game, that is, the way in which the teacher designs the game and selects the materials for the development of the game in the classroom.

Procedure: The procedure indicates all the rules that are established for the development of the game. In this section students can ask questions in case they have doubts, and the teacher must make sure that all students understand the game in detail.

Variations: In education, most games used by teachers are familiar to students, however, changes in rules, number of participants or procedure are possible to design new ways to play a game, motivate and engage in different classroom activities and develop specific students' skills.

Illustration 4: Klippel's game teaching model

FIND THE WORD	
	cf. Mackey 1965, 45
AIMS and CONTENTS	
Skills	: Reading comprehension
Language	: Lexis (single words taken from a certain context)
Other	: Concentration, speed of reading, recognition of word shapes
ORGANISATION	
Level	: from 1st year onwards
Players	: maximum 30; groups of 4-6 players each
Material	: an identical set of 10-20 flash cards for each group plus one set for the teacher
Time	: 10 minutes
Preparation	: production of flash cards : 10-20 cards per set in the format of A4 with a different word written on each of them. The number of sets depends on the number of groups.
Procedure	: The teacher gives a set of flash cards to each group. He then holds up one of the cards from his set, so that everybody can see it. Whichever group hold up the card with the same word first scores a point. The group with most points wins.

Note. Model to adapt games for the needs of learners. From *Simulation / Games in Education Research and Decision-Making* (p. 407), by Klippel, 1980, (<https://epub.ub.uni-muenchen.de/8885/1/8885.pdf>)

2.4 Legal Approach

This research project is legally based on: Convention on the Rights of Persons with Disabilities and Optional Protocol, Constitution of the Republic of Ecuador and Organic Disabilities Act.

2.4.1 Convention on the Rights of Persons with Disabilities and Optional Protocol

The Convention on the Rights of Persons with Disabilities and Optional Protocol is an international agreement which is intended to ensure the human rights of people with disabilities. It was signed on March 30th, 2007 by several member countries; Ecuador is part of this convention; therefore, has the obligation of promoting the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability.

According to the Convention on the Rights of Persons with Disabilities and Optional Protocol (2007), the section of Education, art 24, States Parties should take appropriate measures to ensure that persons with disabilities can have access to education on equal conditions and without discrimination. This normative ratifies that people with disabilities should not be excluded from the education system on the basis of disability. Moreover, children with disabilities should not be excluded from primary and secondary education considering that it is a right, but also an obligation.

2.4.2 Constitution of the Republic of Ecuador

In Ecuador, based on the Constitution of the Republic of Ecuador (2008), education is a right that the government shall guarantee to promote gender equity, justice, solidarity and peace for all the citizens. Education is an indispensable right of all citizens, including persons with disabilities. As established in chapter three of the rights of priority persons and groups, section five, art 46 in reference to children and adolescents, the State shall implement the necessary measures to safeguard the integrity of children and adolescents, allowing persons with disabilities integrate into society and access to the regular education system.

Additionally, section six about persons with disabilities, art 47 stipulates that the State shall guarantee a regular and specialized education in equal conditions for students with disabilities. This education must be focused on the development of the potential and skills of persons with disabilities to guarantee their integration and participation in teaching programs and educational centers.

2.4.3 Organic Disabilities Act

Under article 27, section three of the Right to Education of the Organic Disabilities Act (2012), the Ecuadorian State shall ensure that persons with disabilities can access, remain, and complete their formal studies within the National Education System and the Higher Education System, to obtain education and training by attending classes at a specialized educational institution.

In addition, article 28 of Inclusive Education states that the national educational authority shall implement the appropriate measures to promote inclusion of students with special educational needs who require technical-technological and human support, including temporary or permanent specialized curricular adaptations and physical, communicational, and learning space accessibility in a school of formal education.

2.5 Variables of the Study

Dependent Variable: Listening skills

Independent Variable: Didactic games

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Research Design

3.1.1 Qualitative Method

Qualitative research is a method to explore, understand and analyze group or individual' opinions to determine the meaning they ascribe to a human or social problem (Creswell, 2014, p.32). This research involves a qualitative approach. It was developed through the application of questionnaires directed to the principal of the educational institution, to English teachers, to students, as well as to specialists involved in the teaching-learning procedures of the pedagogical field to know the importance of applying games in the educational context.

3.2 Type of Research

3.2.1 Bibliographic Research

Bibliographic or documentary research is defined as research based on the analysis of published information. It includes books, magazines, reports, journals, websites, and even videos or recordings. Documentary research was considered in the development of this project because bibliographic sources, documents, research works about different theories were used as a basis for the development of the research. This research is bibliographic in the sense that electronic books and documentary sources of different authors were reviewed and selected to obtain appropriate information to support the study.

3.3 Techniques and Instruments for Data Collection

3.3.1 Technique

In this research, the interview was used as a technique for collecting relevant information.

3.3.1.1 Interview

The interview is a qualitative research technique used to obtain data and information about people's opinions, criteria, individual experiences, or expectations; this process involves the interviewer, who is the person interested in specific information; and the interviewee, who is the person who possesses knowledge in a specific area and provides the information. In the research project, this technique was performed face to face, in addition to virtual sessions by providing the link to a Zoom meeting to the participants. In this research, the interview helped to collect information from primary sources through a set of questions and answers to establish a connection with the participants with their point of view on practicing academic games in their regular class procedures.

3.3.2 Instruments

3.3.2.1 Questionnaire

The questionnaire is an instrument of the interview technique that consists of a set of questions written in an organized form for the participants. The purpose of the questions in the questionnaire is to collect the information necessary for the research. In this research, the questions were written taking into account the research objectives; the questionnaire contains

open-ended questions because interviewees are free to answer the questions without restrictions or limited alternatives.

3.4 Population

For this research was considered the participation of six academically and pedagogically people, including the principal, English teachers, and a visually impaired student of the Unidad Educativa José Antonio García Cando. In addition, it was relevant the opinion of a specialist to obtain a professional perspective about the topic. The chart below details more information about the study population.

Chart 1: Population description

N°	Description	Quantity
1	Unidad Educativa José Antonio García Cando's Principal.	1
2	Unidad Educativa José Antonio García Cando's English teachers.	3
3	Specialists in teaching students with disabilities.	1
4	Unidad Educativa José Antonio García Cando's visual impaired student	1
TOTAL		6

Source: Unidad Educativa José Antonio García Cando

Author: Meline Xiomara Beltrán Lainez

3.5 Data Collection Plan

Chart 2: Data Collection Plan

N°	BASIC QUESTIONS	EXPLANATION
1	What for?	Collect information about the importance of games in the development of Listening skills.
2	From which people or subjects?	Visually impaired students.
3	About what aspects?	Use of educational games in teaching English.
4	Who?	Researcher: Meline Beltrán Lainez
5	To whom?	Principal, English teachers, students, and professionals in teaching students with visual impairment.
6	When?	School year 2021-2022
7	Where?	Unidad Educativa José Antonio García Cando
8	How?	Individually
9	What data collection techniques?	Interviews
10	With what?	Questionnaires

Source: Unidad Educativa José Antonio García Cando

Author: Meline Xiomara Beltrán Lainez

3.1 Analysis of Category and Subcategory

3.1.1 Interview directed to the principal

Chart 3: Interview to the principal

Category	Sub-category	Interview Analysis MSc. Irene Rivera Malavé
English	English in public educational institutions	Currently, English is not taught in elementary education (2nd – 7th EGB), although the importance of this language is established in all educational levels. Its teaching begins in higher Basic education (8th EGB). However, it is necessary to promote the language because it is a useful tool for communication.
	Games in teaching	Games are useful tools in the educational process because they facilitate learning and interaction among students. Considering the implementation of games in English language teaching, it is even more beneficial because students learn best by playing. Furthermore, most students consider that it is difficult to learn English; however, if the teacher is innovative and adapts the games considering the learning objectives, students may be more interested in the class because the game is a recreational activity, but they do not realize that it is part of the class.
Inclusive education	Activities to promote inclusive education	The word inclusion indicates that all students have the right to be part of the educational process. Within the institution, it would be relevant for teachers to have the training to know how to assist the educational needs of each student to promote better inclusive education.

	<p>Teaching-learning process of regular and students with special needs</p>	<p>It is an excellent idea to teach regular and students with special educational needs (SEN) in the same classroom. However, most public educational institutions are not well prepared for teaching students with SEN. Teachers want to teach students with SEN, but they do not have enough experience or knowledge to work with students with visual, intellectual, hearing, or any other type of disability. In addition, there are not the appropriate educational resources to strengthen the students' learning. Regarding Unidad Educativa José Antonio García Cando, the teachers try to help the students as much as they can to help them learn as well as the regular students.</p>
	<p>Teaching of English to visually impaired students</p>	<p>The teaching and learning process of visually impaired students is closely related to the strategies applied by the teacher, it can be a more complex task because it requires adaptations in physical spaces, in content, and classroom materials, but teachers should have at least some knowledge of how to manage a class with a student with a visual impairment.</p> <p>Teachers in educational institutions receive training on special educational needs; however, there are many limitations due to the lack of resources and a large number of students per classroom.</p>

Source: Unidad Educativa José Antonio García Cando

Author: Meline Xiomara Beltrán Lainez

3.1.2 Interview directed to the visually impaired student

Chart 4: Interview to the student

Category	Sub-category	Interview Analysis Student: “Ariana” (49% disability)
Learning English	Importance	<p>English is important because people who speak more languages are able to apply and are qualified for a variety of jobs. Also, the teacher in all the classes tells the student that it is important to know English nowadays, because it is one of the most spoken languages in the world.</p> <p>The student emphasizes that she likes English even though it is difficult because she finds it interesting when the teacher speaks in this language.</p>
	Difficulties	<p>English is a difficult language to understand because the pronunciation is fast, the teacher teaches vocabulary in English and then gives the meaning in Spanish.</p> <p>The student, in addition, has problems in the speaking skills because most of the time she gets nervous when she is asked something in English, when the teacher asks, she understands, but is not able to provide a logical answer.</p>
	Listening activities	<p>In the class, the teacher uses audio and then asks questions about what the students understood, that is, the teacher uses conversations, short stories, audios, songs, among other resources.</p>
	Self-learning process	<p>The student can read large fonts, because, in one eye, visual impairment does not represent a high percentage.</p> <p>The student's self-learning is based on reading and analysis of the documents sent by the teacher. She also participates in English classes because the teacher adapts the more difficult content. She knows little about the Braille system,</p>

		but the institution does not use it; however, it would be an excellent strategy.
Didactic resources	Games	The games are recreational and therefore allow learning. The teacher applies games such as riddles, but always at the beginning of the class. Sometimes she also performs other activities in which all the students have fun.

Source: Unidad Educativa José Antonio García Cando

Author: Meline Xiomara Beltrán Lainez

3.1.3 Interview directed to the specialist in teaching students with visual impairment

Chart 5: Interview to the specialist

Category	Sub-category	Analysis Interviewee MSc. Jackeline Quimí
Teaching-learning of visually impaired students	Process of teaching	<p>The teacher classifies the process in three phases:</p> <ul style="list-style-type: none"> • Be clear that visual impairment is not a limitation. • A teacher of visually impaired students should never assume what the student wants; it is essential to ask the students to identify their predisposition to learn. • Have discussion activities in each class, it means, establish a dialogue with the students to promote their correct development. <p>In the teaching process, the strategies should be included before, during, and after class to evaluate how the student learns best. These strategies include the review of the curricular content of the books. Also, the</p>

		use of dynamics and resources that develop students' skills.
	Use of didactic games	The student is an active individual from birth. He has different competencies and skills that must be developed. Play is a spontaneous and autonomous activity that must be incorporated for their correct development to provide them significant learning since this experience will allow them to resolve internal conflicts about their condition.
	Activities for Listening	In students with visual impairment, it is important to develop auditory skills as well as touch and smell. Activities with sounds allow the identification of objects; in other words, the student can discover the existence of objects just by listening to a representative sound. Reading stories or stories is one of the activities implemented, which undoubtedly allows the student's analysis and comprehension.
	Teaching English	The teacher expresses that all learning must be meaningful. Students with visual impairment can learn English, but there must be a vocation to teach and a predisposition to learn.

Author: Meline Xiomara Beltrán Lainez

3.1.4 Interview directed to English teachers

Chart 6: Interview to English teachers

Category	Sub-category	Interviewee: MSc. Olga Zurita	Interviewee: MSc. Grace Del Pezo	Interviewee: MSc. Janeth Díaz	Analysis
English as a subject	Importance of English for visually impaired students	English is important for everyone; without a doubt, it is a language that opens doors in any professional field. Today, it is essential to speak at least a second language; therefore, people with special educational needs can also learn English.	The English language should be important for students with visual impairment, not only for regular learners since all the students are fully capable of learning the contents taught in the English class.	Equal access to education is a right for all students. Regarding students with visual impairment, the teacher must analyze strategies to guarantee equal opportunities.	The English language becomes important for both regular students and students with special educational needs. In the new era, this language provides better opportunities in the professional field. In addition, teaching English to students with visual impairment contributes to the inclusive education promoted in Ecuador.

	<p>Challenges in teaching English</p>	<p>The main problems arise because of the internet connection and the lack of time to teach the class.</p>	<p>There are many problems related to teaching English. To begin with, the students consider that it is difficult, so in class, she speaks to them in English, but she also translates into Spanish. Also, on many occasions, the students do not pay attention because they feel tired; in that case, she motivates them; however, the teaching is complicated.</p>	<p>The main problems are related to didactic resources as public educational institutions do not have enough resources for teaching students with visual impairment. In the beginning, it was difficult to deal with the situation, but the teacher trained herself to know how to teach the student and help him achieve her academic goals.</p>	<p>In teaching, teachers face different difficulties. The main one is about didactic resources because public educational institutions do not have the required materials for teaching students with visual impairment. Therefore, it is necessary to modify the contents for a better understanding of the students.</p>
	<p>Activities to strengthen Listening skills</p>	<p>The teacher uses PowerPoint presentations in all her classes. In addition, she implements audios and short conversations with easy activities that the students have to complete to</p>	<p>Listening is one of the most complicated skills because the students do not understand what the speakers say; for this reason, it is fundamental to repeat the audio more slowly, ask them to</p>	<p>Listening skill is improved in each class through the use of audio and short conversations. Finally, students are asked questions about the audio to determine what they understood. Students listen</p>	<p>In the institution, the activities to improve Listening skills are related to audios and short conversations, so that students identify keywords and associate vocabulary with meaning. In the class,</p>

		demonstrate they understand the class.	identify keywords that allow them to understand, and even mention the instructions in English and Spanish.	to everything in English, but it is necessary to translate it into Spanish for better comprehension.	the translation method is used, that is, there is a combination of English and Spanish.
	Didactic resources	<p>The modules provided by the Ministry of Education are the main resources used in the class. They are adapted according to the level of the students.</p> <p>In virtual classes, she works with didactic web pages and Kahoot because students can learn by playing.</p> <p>In addition, she uses songs, videos, pictures, flashcards, and a digital book.</p>	The most used didactic resources in the classroom are pictures and videos because they allow the development of Speaking and Listening skills.	In virtual classes, slides are the main didactic resources used to explain grammar, vocabulary, and reading. Audios are also used because electronic media improve the students' listening skills.	The didactic resources used by teachers are the digital English book, slides with vocabulary and Reading exercises, songs, videos, pictures, and flashcards. They also use web pages such as Kahoot.

Inclusive education	Classroom management with regular and visually impaired students	Because of the pandemic, this process is difficult because the students don't have the internet and enough resources to do their assignments. In the case of visually impaired students, they need a specialized education because they need to develop other skills.	Students with special needs should be guided by specialists, in other words, experts who know the appropriate strategies and techniques for students with visual impairment.	Teaching English to visually impaired students is more complicated. The contents are adapted to basic topics; in other words, they do not receive the same as regular students. However, they are included to allow them to participate in the class. The English teacher makes an effort to teach visually impaired students, but it is still a challenge.	Students with visual impairment need specialized education; however, in the institution, teachers adapt the contents according to the needs of students with this condition; they even receive basic English classes; in other words, the class topics are different from those taught to regular students.
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Source: Unidad Educativa José Antonio García Cando

Author: Meline Xiomara Beltrán Lainez

CHAPTER IV

THE PROPOSAL

4.1 Tittle

DIDACTIC GUIDE FOR THE ELABORATION AND USE OF EDUCATIONAL GAMES TO DEVELOP A1 ENGLISH LEVEL LISTENING SKILLS OF EIGHTH GRADE VISUALLY IMPAIRED STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANTONIO GARCÍA CANDO, SCHOOL YEAR 2021-2022.

4.2 Informative Data

Chart 7: Informative data

Characteristic	Description
Institution	Unidad Educativa José Antonio García Cando
Location	5 de Junio neighborhood
Province	Santa Elena
City	La Libertad
Principal	MSc. Irene Rivera Malavé
Vice-principal	MSc. Aurora Cruz Perero
Beneficiaries	English teachers and visually impaired student.
Author	Meline Xiomara Beltrán Lainez
Adviser	Leonardo A. Chávez Gonzabay, MSc

Source: Unidad Educativa José Antonio García Cando

Author: Meline Xiomara Beltrán Lainez

4.3 Background

Although it is currently established that students with disabilities can learn a new language by accessing the same content as regular students, there is no previous research at the Santa Elena Peninsula State University that involves games as a didactic resource for improving English language skills in students with visual impairment. This is the reason why the present proposal emerges as an innovative, easy, and helpful educational tool that teachers can use to provide all students an equal opportunity to learn English as a foreign language.

4.4 Justification

In language teaching, teachers must apply innovative and creative tools to get students interested in learning, especially when students are learning English as a foreign language and have some kind of disability because in many cases students are frustrated when there is a lack of creativity in the activities developed. The Educational Games proposal emerged from the need to promote inclusive education in our society because currently, it is common that students with disabilities have to attend the same subject classes and the same syllabus content as regular students. However, most teachers are not aware of the type of activities they could implement so that students with disabilities can access the broad knowledge developed in the classroom.

In addition, the proposal aims to offer an innovative and useful tool for the teaching-learning of the English language, especially focused on strengthening the Listening skills of visually impaired students. The argument for this is that despite the facilities offered by the Internet, there is very little information about academic games that can be used for the visually impaired to develop their different English skills. By considering this and because of the visual

impairment of many students at the institution, teachers can help to develop students' auditory sense to make it easier to understand the instructions and complete the same activities as regular students, but more beneficially for them.

4.5 Limitations

This research proposal, the same way that has lots of advantages for teachers and students, it also has some limitations. In public educational institutions, there are students with visual impairment; however, the population is low compared to the number of regular students; at Unidad Educativa José Antonio there is a student with 49% disability, for that reason, the game guide is only designed for students with a similar percentage of disability and not for regular students.

Another limitation is closely related to the age of the students. This guide focuses exclusively on content and activities for eighth-grade students, that is, students between 11 and 13 years old. However, it is necessary to mention that the audios of the games can be adapted for any level and age.

Finally, another limitation is about the effectiveness of the use of the didactic guide of games. Although different research indicates the effectiveness of the games in the educational setting, it would be necessary to apply the games to establish analysis and demonstrate that visually impaired students improve their listening skills.

4.6 Research Objectives

4.6.1 General Objective

To design a didactic guide for the elaboration and use of innovative educational games to develop A1 English Listening skills in visually impaired students of eighth grade at Unidad Educativa José Antonio García Cando.

4.6.2 Specific Objectives

1. To contribute with the development of an educational resource that can be valuable for English teachers and students with a visual impairment.
2. To promote the use of a didactic guide of games to facilitate the English learning process in students with a visual impairment.
3. To provide instructions on the elaboration of games according to the needs and interests of students with visual impairment.

4.7 Description of the Proposal

4.7.1 Educational Games for Visually Impaired Students

The present didactic guide is a tool for teachers of public educational institutions who teach students with visual impairment in the same classroom as regular students. This work focused on the development and use of games for students with visual impairment in order to strengthen their listening skills in learning English as a foreign language. The games were designed according to the specific conditions of the student at Unidad Educativa José Antonio

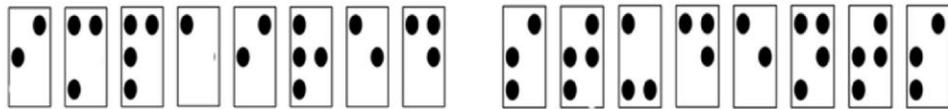
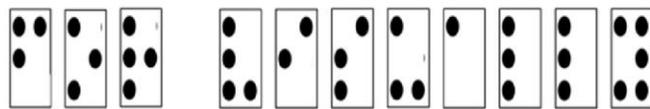
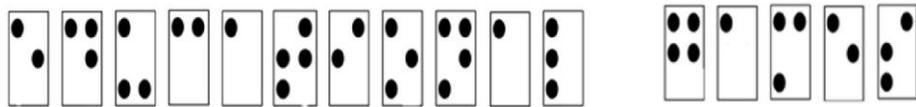
García Cando, who has visual problems, even though she is able to distinguish colors and large fonts.

In this guide, bright colors were used because it is an easier way for visually impaired students to distinguish shapes and pictures. In some of the games were considered the application of the Braille system because it is an important resource for students with visual impairment. In addition, each game has been carefully designed to ensure the correct teaching-learning process of the students.

In specific games of this guide, the Braille system is not used, however, the letters have a large and appropriate size for the correct reading and understanding of the use of the game. This didactic guide contains 7 games with different audios that can be adapted according to the contents of the class, needs, level and interests of students with visual impairment.

DIDACTIC GUIDE

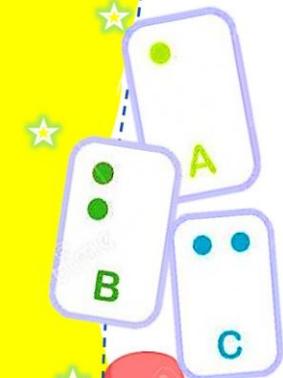
AUTHOR: MELINE XIOMARA BELTRÁN LAINEZ



Educational games

for visually

impaired students



4.7.2 Content of the Didactic Guide

Chart 8: Activities and games

N°	GAME	TOPIC	ACTIVITY
1	Cookie of words	Professions and jobs	Identification of words and their meaning
2	A heart of emotions	My emotions	Selective listening of ideas
3	My day	My daily routine	Listening to details
4	Tour in the city	Prepositions of place	Listening to instructions
5	Braille dice of words	Present simple (Verb to be)	Association of words
6	My clothes	Past simple	Listening to specific ideas.
7	Funny stories	Action verbs	Listening to the sequence of ideas

Author: Meline Xiomara Beltrán Lainez

4.8 Games of the Proposal

COOKIE OF WORDS

Created by Meline Beltrán

PREPARATION

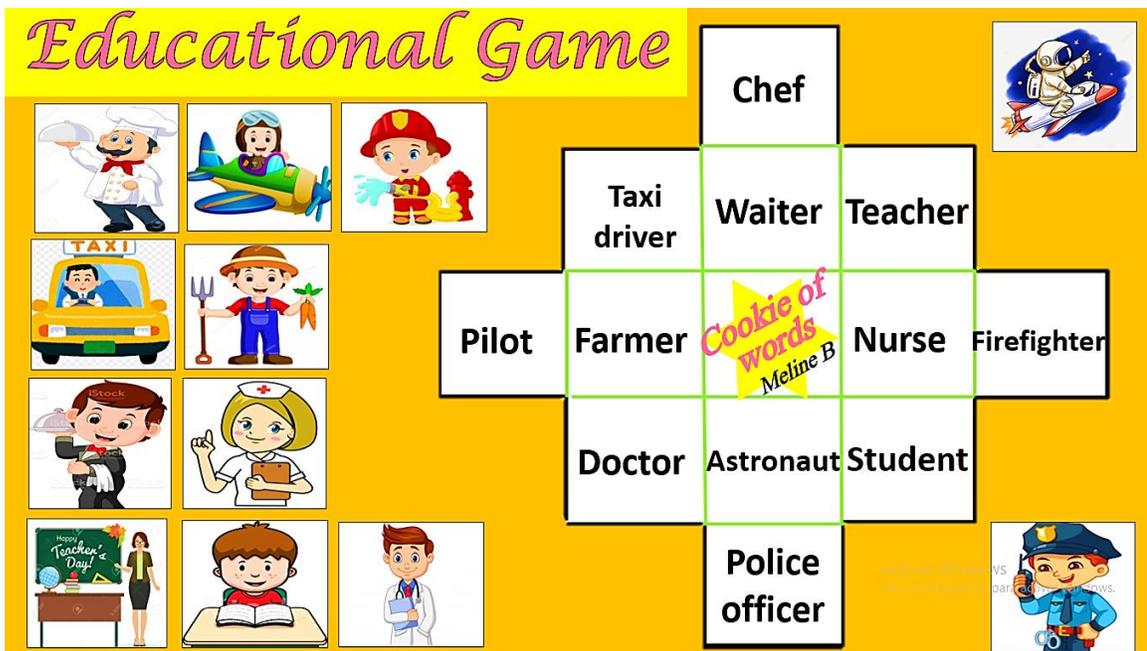
Materials

- ✚ Cardstocks
- ✚ Scissors
- ✚ String
- ✚ Ruler

How to elaborate the game?

1. On a piece of cardstock, draw a cookie. The cookie should contain 13 squares of 5 cm x 5 cm each one.
2. Divide the segments of the cookie. Take a piece of string and paste it all over the cookie.
3. In each box write the vocabulary in Braille or large font.
4. Elaborate twelve game cards. On one side write the vocabulary and on the other side attach a representative picture.
5. Remember that the pictures should be colorful to enable the student to identify them.

Illustration 5: Cookie of words game



AIMS AND CONTENTS

Topic: Professions and jobs

Skills: Listening

Language: Learning vocabulary and its meaning

Educational objectives of the game:

The "Cookie of Words" game contains twelve spaces that students must fill in with the game pieces. This game is designed for learning vocabulary about professions and jobs by listening to the meaning of each one. However, **this game can be adapted to teach all types of vocabulary.** Some of the skills that can be accomplished with this tool include:

- ✚ Strengthening Listening skills.
- ✚ Learning vocabulary “Professions and jobs”.
- ✚ Enhancing the understanding of meanings.

Learning outcome: At the end of the “Cookie of words” game, learners will be able to identify vocabulary about professions by listening to their meaning.

ORGANIZATION

Level: English A1

Players: Visually impaired student

Material:

- ✚ “Cookie of words” game
- ✚ 12 game cards
- ✚ Audio about professions.

Time: 15 minutes

Procedure

1. In this activity, the teacher has previously explained each word and its meaning.

2. Play the audio “Professions and jobs”. The audio provides a brief and clear description of each profession.
3. The student selects the game piece according to what he/she understands in the audio.
4. Pause it when the student is trying to find the game piece to complete the cookie.

Example: (Audio transcription)

- He works in a restaurant, he cooks delicious food, he is in charge of the kitchen.
What is he?
- She is not a doctor, but she works in a hospital because she helps people when they feel sick. *What is she?*
- He works in a hospital, he helps sick people to have better health, he is not a nurse. *What is he?*
- He drives a yellow car; he picks people up; he takes them where they want to go.
What is he?
- He wears a uniform, he catches criminals, he can help you in an emergency. *What is he?*
- She works in a classroom, she has many students, she helps students learn. *What is she?*
- He visits many countries; he controls an airplane. *What is he?*
- He works in a restaurant; he takes your food order; he brings food to your table.
What is he?
- He drives in a big red truck, he helps people from dangerous situations, he puts out fires. *What is he?*
- He wears a special suit; he flies in a rocket; he sometimes does a spacewalk. *What is he?*

END OF GAME

The game ends when the student has completed the cookie with all twelve pieces correctly.

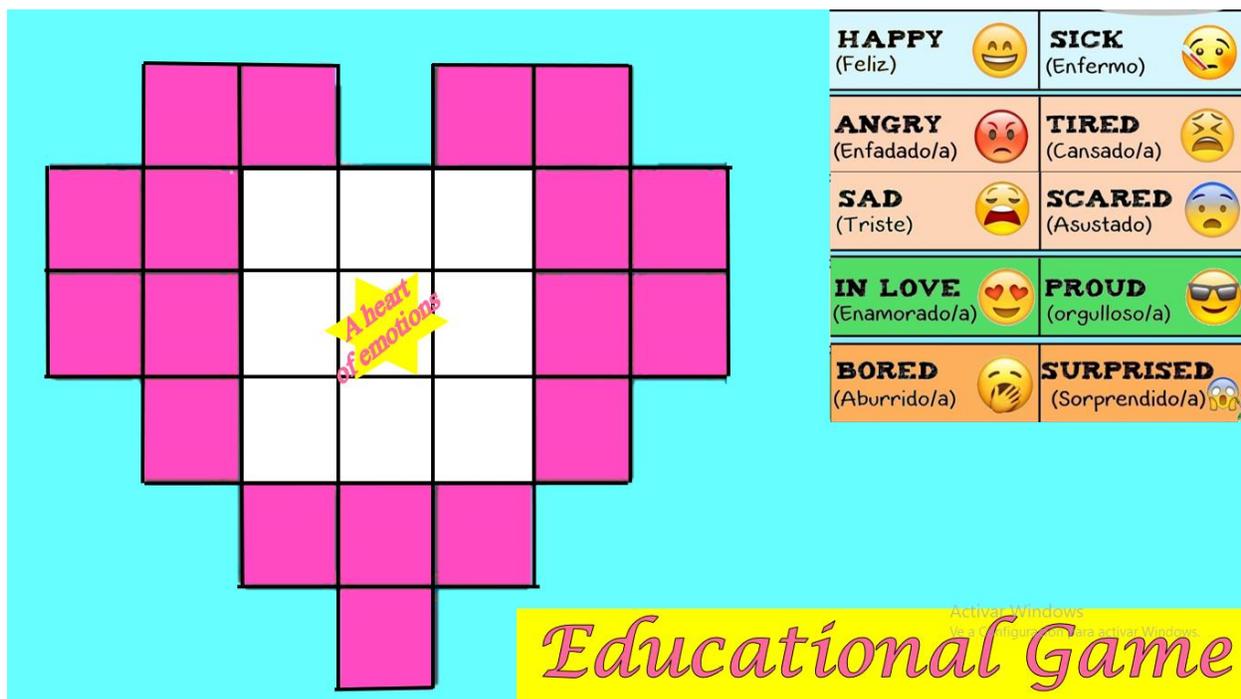
A HEART OF EMOTIONS

Created by Meline Beltrán

PREPARATION

"A Heart of Emotions" is an adaptation of the game "Cookie of Words". However, the objective and instructions of the game are different.

Illustration 6: A heart of emotions game



AIMS AND CONTENTS

Topic: My emotions

Skills: Listening

Language: Selective listening of ideas

Educational objectives of the game:

"A heart of emotions" game contains 18 spaces on the outside and 8 spaces on the inside. The teacher chooses the section he/she wants the student to play. The audios of the game are about

short conversations in which the student must pay attention to the emotions of the speakers to complete the heart.

- ✚ Strengthening Listening skills.
- ✚ Learning vocabulary “emotions”.
- ✚ Developing discriminative listening.

Learning outcome: At the end of “A heart of emotions” game, learners will be able to understand the context of the conversation by interpreting the emotions of the speakers.

ORGANIZATION

Level: English A1

Players: Visually impaired student

Material:

- ✚ “A heart of emotions” game
- ✚ Audios (short conversations)

Time: 20 minutes

Procedure

1. The teacher has previously taught vocabulary about emotions.
2. Play the audio.
 - Each audio contains conversations that demonstrate happiness, sadness, anger, surprise, among other emotions.

Example: (Audio transcription)

Speaker 1 (speaks with excitement): Yesterday was my birthday, my parents organized a surprise party for me. I felt over the moon!

Speaker 2: I am happy for you. That sounds terrific!
3. The student listens to the audio, identifies the emotion and then completes a box in the heart.

END OF GAME

The game ends when the student has completed the heart with all the pieces.

MY DAY

Created by Meline Beltrán

PREPARATION

Materials

- ✚ Cardstocks
- ✚ Foam board
- ✚ String
- ✚ Scissors
- ✚ Ruler

How to elaborate the board game?

1. Take the cardstock and cut a 25 cm x 25 cm square. It will serve as the base for your board game.
2. On the base, draw a circle with a diameter of 20 cm.
3. Inside the circle you drew, draw another circle with a diameter of 3.5 cm.
4. Inside the last circle you drew, draw another circle with a diameter of 3 cm.
5. In the larger circle, divide the path into 16 segments.
6. In the middle circle, divide the path into 8 segments.
7. Number each segment of the larger circle from 1 to 16 (in a clockwise direction).
8. Number each segment of the middle circle from 17 to 24 (in a clockwise direction).
9. In the smaller circle, write the number 25.
10. Take a piece of string and paste it all over the path and the segments you divided previously.
11. Decorate your game board (this step is up to you).
12. Elaborate two dice and use the Braille system to write the numbers 1 to 6 on each side.

13. Elaborate at least two game pieces (You may even use an object to serve as a game piece).

Illustration 7: My day game



AIMS AND CONTENTS

Topic: My daily routine

Skills: Listening and Reading

Language: Listening to details

Educational objectives:

The audio of "My day" game helps visually impaired students develop listening skills by identifying words and details of the audio. Some of the advantages that can be achieved with the use of this tool include:

- ✚ Development of a healthy sense of competition.
- ✚ Learning vocabulary "daily routine".

- ✚ Strengthening Listening skills.
- ✚ Encouraging Listening to details.

Learning outcome: By the end of this lesson, students will be able to understand short audios about the daily routine by playing the game "My day".

ORGANIZATION

Level: English A1

Players: 1 or more students with visual impairment.

Material:

- ✚ “My day” board game
- ✚ 2 game pieces
- ✚ 2 braille dices
- ✚ “My day” audio.

Time: 20 minutes

Procedure

1. Players start by placing a game piece in the START position.
2. Roll the dice, the player with the highest number will start.
3. Player 1 rolls the dice and goes forward the number of spaces indicated by the dice. For example, if the player rolled the number 5, he has to advance to the fifth square.
4. Play the audio “My day”, the player listens to the audio segment and answers the question.

Example: (Audio transcription)

Every morning, Kenny gets up at 6:00 o'clock.

Question: What time does Kenny get up?

Option 1: at 6:00 o'clock

Option 2: at 11 o'clock

He feeds Spike, his cat. Then, he eats his breakfast.

Question: Whom does Kenny feed?

Option 1: his cat

Option 2: his dog

He gets on his motorcycle and goes to work. Kenny works in the hospital.

Question: Where does Kenny work?

Option 1: in a pharmacy

Option 2: at the zoo

Option 3: in the hospital

- The player moves back one space when he/she does not answer the question correctly.
5. Move forward as many squares as the dice indicates until you reach the space 25.
- If the number indicated by the dice does not coincide exactly with the space 25, move back the spaces.

END OF GAME

Once one of the players reaches the last circle, the game ends. The winner will be the player who arrives first at the 25th square.

TOUR IN THE CITY

Created by Meline Beltrán

PREPARATION

Materials

✚ Foam board

✚ Ruler

✚ Cardstock

✚ Cutter

How to elaborate the board game?

1. Use a 30 cm x 30 cm piece of foam board as a base to build your miniature city.
2. On the base, design your city and draw the places where the streets, stores, buildings, houses, schools, among others places will be located.
3. Use the foam board and cut squares to create the places of your mini-city.
4. On cardstock, write in Braille the places of the city (restaurant, hospital, school, etc.).
5. Paste the cards over each square that you previously cut out.
6. Attach the squares (places) on the base of your mini city. Choose the start position.
7. Use or make a small toy doll to serve as a game piece (this piece will move through the streets of the city).

Illustration 8: Tour in the city game



AIMS AND CONTENTS

Topic: Places in the city / Prepositions of place

Skills: Listening and Reading

Language: Listening to instructions

Educational objectives:

The game "Tour in the city" is designed to develop students' listening skills. This game promotes the following of instructions and it is ideal for learning prepositions of place. Additionally, the game is based on the Braille system so that students can identify places in the mini-city; therefore, it also contributes to the development of reading skills. Some of the benefits that can be accomplished with the help of this tool include:

- ✚ Development of creativity in place recognition.
- ✚ Learning vocabulary "places in the city".
- ✚ Strengthening Listening and Reading skills.
- ✚ Encouraging listening to instructions.

Learning outcome: At the end of this lesson, students will be able to get to different places in the city by following instructions in the game "Tour in my city."

ORGANIZATION

Level: English A1

Players: 1 or more students with visual impairment.

Material:

- ✚ "Tour in the city" board game
- ✚ Game pieces
- ✚ Audios

Time: 15 minutes

Procedure

1. The player is placed in the starting section.
2. Play the audio "tour in mi city".
3. The player listens to the places mentioned and moves through the streets according to what he hears in the audio.

Example with 1 player (Audio transcription)

Speaker 1: Good morning, is there a pharmacy nearby?

Speaker 2: Yes, there is. You should turn right at the corner and go straight ahead. The pharmacy is on your right, next to the bakery.

Speaker 1: Excuse me, would you tell me where the bank is?

Speaker 3: Go straight ahead, across the road and go past the music store. Then you will see a park. The bank is next to the park.

Speaker 1: I need to find a post office. Could you help me?

Speaker 2: Can you see the museum next to the bank? The post office is opposite the museum. It is right on the corner.

END OF GAME

In the game, players follow the instructions they hear in the audio. The game ends when one of the players arrives at the place indicated in the audio. If playing with only one player, the game ends when he/she succeeds in following all the instructions and arrives at the indicated place.

BRAILLE WORD DICE

Created by Meline Beltrán

ELABORATION

Materials

✚ A4 Cardstock

✚ Scissors

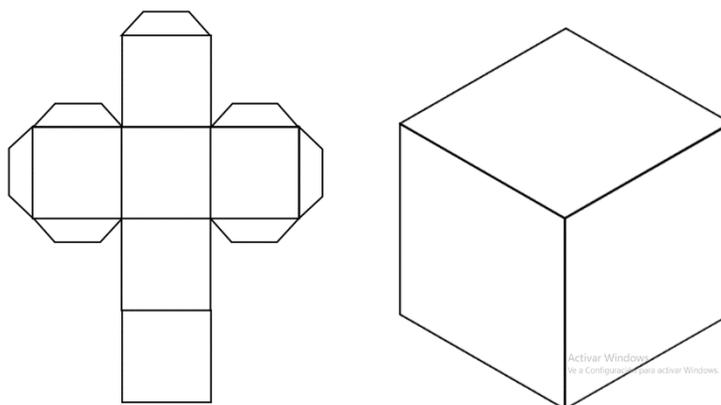
✚ Ruler

✚ Small bracelet beads

How to elaborate the Braille-dice?

1. Take the A4 cardstock. Use a ruler to draw a 17 cm × 4 cm rectangle on the cardstock (adjust the dimensions depending on the size of the dice you want to use).
2. Split the rectangle into 4 squares (6 cm × 6 cm).
3. Draw a new 4 cm x 4 cm square on the right side, next to the second rectangle square.
4. Repeat the previous step, but draw a new square on the left side, next to the third square.
5. Create 7 flaps on the edges of the sides of the dice, exactly as shown in the image below.
6. On each of the sides, write a word using the Braille system (Elaborate 4 dices, on the first dice write nouns, on the second dice write the forms of the verb to be (am, is, are), on another dice write prepositions of place (in, on, at, under, behind, in front of) and in the last dice write the complement of the sentence. Uses the beads to help visually impaired students identify each word.
7. Finally, cut out the dice drawing and put each side of the dice together.

Illustration 9: Braille word dice game



AIMS AND CONTENTS

Topic: Present Simple (Verb to be)

Skills: Listening and Reading

Language: Association of words

Educational objectives:

The word dice facilitate the formation of sentences through the association of nouns, verbs, prepositions or complements mentioned in the audios or sentences that the teacher asks the student to form. This fun resource uses the Braille system to develop not only listening skills but also reading skills. Some of the benefits that can be accomplished with the help of this resource include:

- ✚ Strengthening Listening and Reading skills.
- ✚ Encouraging association of words.
- ✚ Boosting vocabulary learning.

Learning outcome: By the end of the class, students will be able to form sentences by associating the words they hear.

ORGANIZATION

Level: English A1

Players: Students with visual impairment.

Material:

- ✚ Dice game
- ✚ Audios

Time: 15 minutes

Procedure

1. The teacher explains the structure of sentences in Present Simple of the Verb to be.

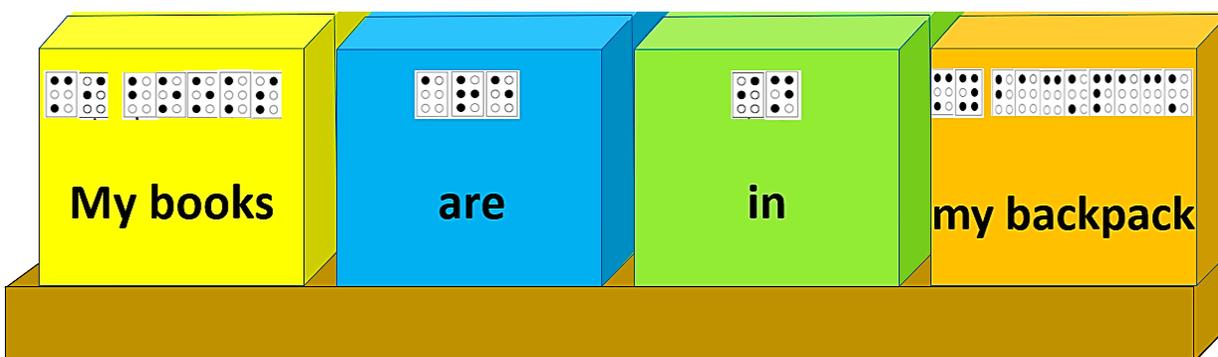
2. Students touch the dice to identify the words on each face.
3. The teacher reads different sentences about the class (each word should be written in the dices)
4. The student organizes the dice on a board, considering the sentence mentioned by the teacher.

Example:

Teacher: My books are in my backpack.

Student:

Illustration 10: Explanation of the game



END OF GAME

The activity ends when the student puts in order all the sentences that the teacher reads.

FUNNY STORIES

Created by Meline Beltrán

PREPARATION

Materials

✚ Cardstocks

✚ Pictures

✚ Story

How to elaborate the board game?

1. Select the game according to the level of English of the students.
2. Use a cardstock and separate it into two sections, at the top place pictures according to the story.
3. At the lower part add blank squares (The white boxes will be used to organize the images)

Illustration 11: My story



AIMS AND CONTENTS

Topic: Action verbs

Skills: Listening

Language: Listening to the sequence of ideas

Educational objectives:

✚ Strengthening Listening skills.

Learning outcome: By the end of this lesson, students will be able to organize events through stories that they hear.

ORGANIZATION

Level: English A1

Players: Regular and students with visual impairment.

Material:

✚ “My story” game

Time: 25 minutes

Procedure

1. The teacher tells the story slowly so that the student identifies keywords.
2. The student identifies each picture in the game.
3. The teacher tells the story one more time.
4. The student organizes the pictures in the game.

MY CLOTHES

Created by Meline Beltrán

PREPARATION

Materials

✚ Cardstocks

✚ Scissors

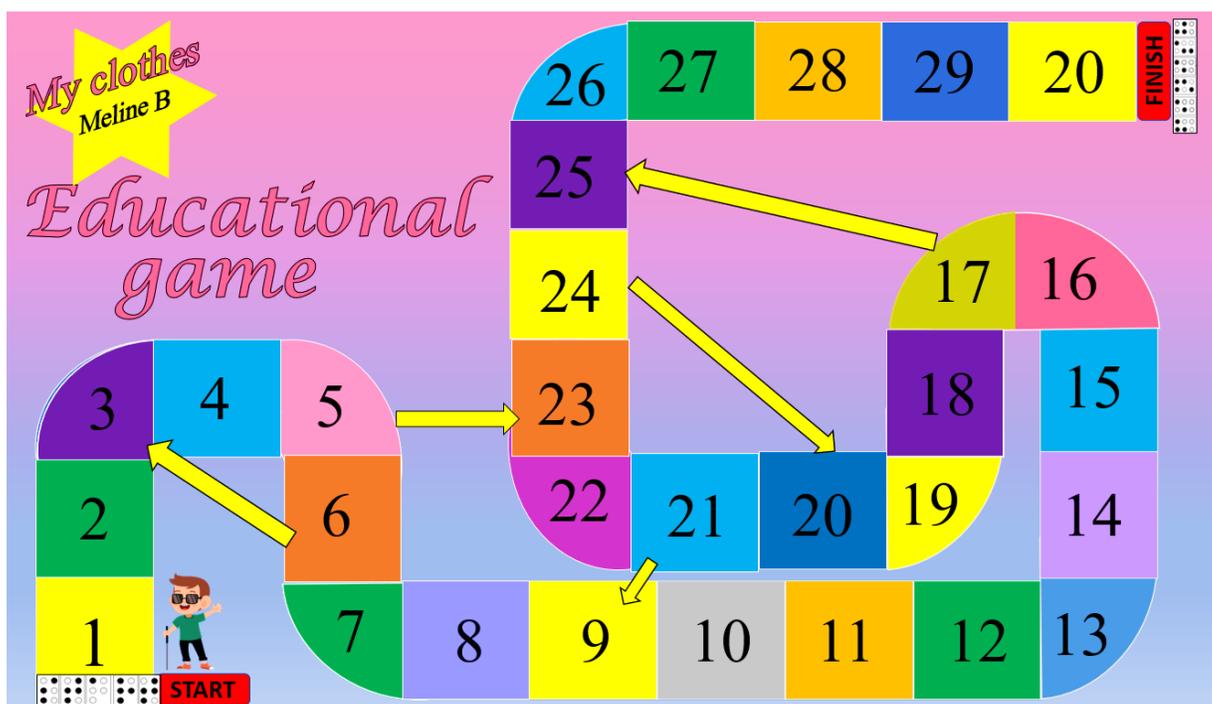
✚ String

✚ Ruler

How to elaborate the board game?

1. Take the cardstock. On the base, sketch the path the players will travel on the game board. Identify the start and finish section.
2. Divide the path into 31 segments.
3. Number each segment of the path from 1 to 31.
4. Take a piece of string and paste it all over the path and the segments you divided previously.
5. Elaborate two game pieces.

Illustration 12: My clothes game



AIMS AND CONTENTS

Topic: Past simple

Skills: Listening and Reading

Language: Listening to specific ideas.

Educational objectives:

- ✚ Learning vocabulary “Clothes”.
- ✚ Strengthening Listening skills.

Learning outcome: By the end of this lesson, students will be able to understand details about people's clothing preferences by playing the "My Clothes" game.

ORGANIZATION

Level: English A1

Players: 1 or more students with visual impairment.

Material:

- ✚ “My day” board game
- ✚ 2 game pieces
- ✚ 1 braille dice
- ✚ 31 Audios

Time: 25 minutes

Procedure

1. Players start by placing a game piece in the START position.
2. Roll the dice, the player with the highest number will start.
3. Player 1 rolls the dice and goes forward the number of spaces indicated by the dice. For example, if the player rolled the number 5, he has to advance to the fifth square.

4. Play the audio according to the player's position, for example, if the player is in the fifth position, play the audio 5. The player must answer the question of the audio.
 - The game contains 31 audios (1 audio for each square of the board).
5. The player must follow the arrows.
6. Move forward as many squares as the dice indicates until you reach the FINISH square.
7. the player must follow the arrows

Example audio 13 (Audio transcription)

Speaker 1: I went to a wedding this weekend.

Speaker 2: What did you wear?

Speaker 1: I wore my favorite red dress.

Question: What clothes did the girl wear?

- a. She wore her red dress.
- b. She wore a beautiful blouse.

Example audio 24 (Audio transcription)

Speaker 1: I bought a nice present for my birthday

Speaker 2: What did you buy?

Speaker 1: I bought a nice pink skirt.

Question: What clothes did the girl buy?

- a. She bought a pink pajama set.
- b. She bought a pink skirt.

END OF GAME

Once one of the players reaches the FINISH area, the game ends. The winner will be the player who crosses the finish line first.

CONCLUSIONS

- Games are tools that allow the development of different productive and receptive skills. Therefore, the visually impaired student at Unidad Educativa José García Cando can learn a new language by playing recreational games focused on listening skills.
- In education, students with visual impairment face several barriers in the teaching and learning process, the reason is that teachers do not know how to manage an inclusive classroom and have limited knowledge about the activities they can implement for students with visual impairment.
- Listening skills can be developed through the correct use of a didactic guide of games. The games should be designed according to the needs and interests of the students. Likewise, games should contain audios with clear instructions to facilitate the understanding of the visually impaired student.

RECOMMENDATIONS

- It is recommendable to apply interactive games in the classroom to facilitate the learning process of English as a foreign language for visually impaired students.
- It is recommended that teachers educate themselves about the didactic resources they can use to teach visually impaired students in order to promote genuine equality of opportunity in English language learning and break down the barriers faced by the students.
- The use of the didactic game guide should be considered in the English classes of the visually impaired student of Unidad Educativa José Antonio García Cando because each game was designed carefully to develop her A1 level of listening skills.

TIMETABLE

N°	ACTIVITIES	2021																			
		JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Elaboration of preliminary project.	×																			
2	Delivery of preliminary project.		×																		
3	Approval of research project topic.					×															
4	Socialization with thesis advisor.					×															
5	Elaboration of Chapter I.					×	×	×	×												
6	Revision and correction of Chapter I.							×	×												
7	Elaboration of Chapter II.									×	×	×	×								
8	Revision and correction of Chapter II.												×								
9	Elaboration Chapter III.												×	×							
10	Authorization request to the educational institution.													×							
11	Application of interviews.													×							
12	Analysis and interpretation of results													×							
13	Elaboration Chapter IV.												×	×	×						
14	Revision and correction of Chapter IV.														×						
15	Review of Thesis draft.															×					
16	Delivery of final work															×					
17	Pre defense of thesis																				
18	Defense of Thesis at Academic Conseil.																×				
19	Graduation day.																				

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ANNEXES

Annex 1: Anti-plagiarism Certificate

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**



La Libertad, 14 de Septiembre del 2021

**CERTIFICADO ANTIPLAGIO
001-TUTOR LACHG-2021**

En calidad de tutor del trabajo de titulación denominado "**GAMES AS A DIDACTIC RESOURCE TO DEVELOP A1 ENGLISH LEVEL LISTENING SKILLS OF EIGHTH GRADE VISUALLY IMPAIRED STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANTONIO GARCÍA CANDO, SCHOOL YEAR 2021-2022**", elaborado por la estudiante **Beltrán Láinez Meline Xiomara**, egresada de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciada en Inglés**, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **2%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente,

LEONARDO Digitally signed by
AUGUSTO LEONARDO
CHAVEZ AUGUSTO CHAVEZ
GONZABAY GONZABAY
Date: 2021.09.14
09:40:45 -05'00'

Ab. Leo A. Chávez Gonzabay, MSc.
C.I.: 0906716766
DOCENTE TUTOR

Annex 2: Anti-plagiarism Report

URKUND	
Document	CHAPTER 1 - BELTRÁN MELINE.docx (D112522382)
Submitted	2021-09-13 17:05 (-05:00)
Submitted by	meline.beltranlainez@upse.edu.ec
Receiver	lchavez.2.upse@analysis.orkund.com
	0% of this approx. 2 pages long document consists of text present in 0 sources.
URKUND	
Document	CHAPTER 2 - BELTRÁN MELINE.docx (D112522384)
Submitted	2021-09-13 17:05 (-05:00)
Submitted by	meline.beltranlainez@upse.edu.ec
Receiver	lchavez.2.upse@analysis.orkund.com
	5% of this approx. 7 pages long document consists of text present in 5 sources.
URKUND	
Document	CHAPTER 4 - BELTRÁN MELINE.docx (D112559834)
Submitted	2021-09-14 08:01 (-05:00)
Submitted by	meline.beltranlainez@upse.edu.ec
Receiver	lchavez.2.upse@analysis.orkund.com
	1% of this approx. 8 pages long document consists of text present in 2 sources.

Annex 3: Principal's interview questionnaire

	<p>SANTA ELENA PENINSULA STATE UNIVERSITY FACULTY OF EDUCATION SCIENCES AND LANGUAGES CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES</p>	
<p>INTERVIEW TO THE PRINCIPAL</p>		
<ol style="list-style-type: none"> 1. What is your opinion about English as a subject in Ecuador's educational institutions? 2. Currently, Ecuador promotes inclusive education. What do you think about the Teaching-Learning of regular and students with disabilities in the same classroom? 3. What activities do you carry out in the institution to promote inclusive education? 4. What is your opinion about the use of games in teaching English? 5. What do you think about the Teaching-Learning of English in visual impairment student? 		
<p>UPSE UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA</p>		

Annex 4: Student interview questionnaire

	<p>SANTA ELENA PENINSULA STATE UNIVERSITY FACULTY OF EDUCATION SCIENCES AND LANGUAGES CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES</p>	
<p>INTERVIEW TO THE STUDENT</p>		
<ol style="list-style-type: none"> 1. What are the main problems you face in learning English? 2. What activities does your English teacher perform in class? 3. Do you consider that didactic games are a tool that can enhance your English language learning? Why? 4. What didactic resources would you like your teacher to use in English classes? 5. How do you think learning English can contribute to your future professional goals? 		
<p>Activar Windows <small>Ve a configuración para activar Windows.</small></p>		
<p>UPSE UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA</p>		

Annex 5: Specialist interview questionnaire

	<p>SANTA ELENA PENINSULA STATE UNIVERSITY FACULTY OF EDUCATION SCIENCES AND LANGUAGES CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES</p>	
<p>INTERVIEW TO THE SPECIALIST</p>		
<ol style="list-style-type: none"> 1. What do you think about the use of didactic games in education? 2. What kind of games do you recommend for the Teaching-Learning of students with visual impairment? 3. Based on your experience, how are the process of teaching visually impaired students? 4. What activities do you suggest that can improve students' listening skills? 5. What is your opinion about teaching English to visually impaired students? 		
<p>Activar Windows <small>Ve a configuración para activar Windows.</small></p>		
<p>UPSE UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA</p>		

Annex 6: Questionnaire for interviewing English teachers

	<p>SANTA ELENA PENINSULA STATE UNIVERSITY FACULTY OF EDUCATION SCIENCES AND LANGUAGES CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES</p>	
<p>INTERVIEW TO ENGLISH TEACHERS</p>		
<ol style="list-style-type: none"> 1. Do you think that learning English is relevant for students with visual impairment? Why? 2. How do you handle your class with a visually impaired student? 3. What are the main problems you face in teaching English to a student with visual impairment? 4. How prepared are you in teaching English to regular and visually impaired students in the same classroom? 5. What activities do you implement to strengthen listening skills in your students? 6. What didactic resources do you use in your English class? 		
<p>UPSE UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA</p>		<p>Activar Windows</p>

Annex 7: Interview with English teachers of Unidad Educativa José. A. García. C



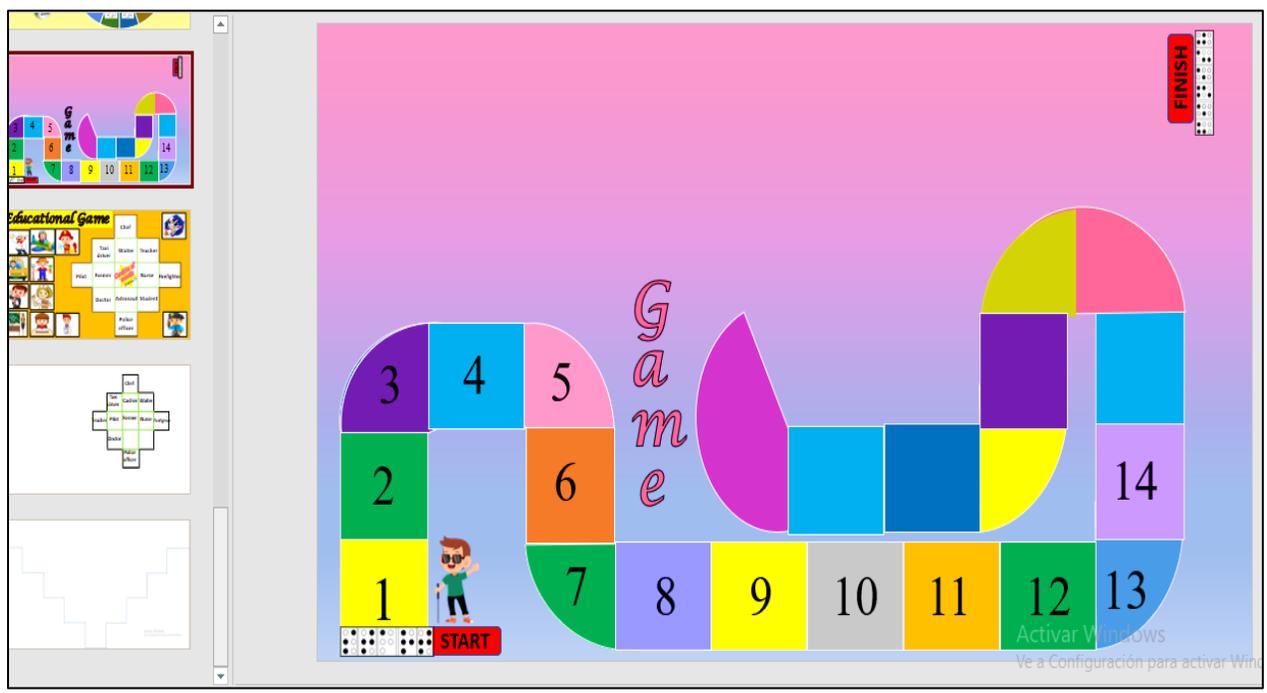
Annex 8: Interview with MSc. Irene Rivera Malavé



*Annex 9: Meeting with the educational psychologist of
Unidad Distrital de Apoyo a la Inclusión (UDAI)*



Annex 10: Game design process



Annex 11: Elaboration of didactic games

