UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"DIDACTIC RESOURCES TO DEVELOP COMMUNICATIVE SKILLS FOR STUDENTS WITH VISUAL EDUCATIONAL NEEDS"

RESEARCH PROJECT

As a prerequisite to obtaining a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Alay Ruiz Melissa Carolina

Specialist: Msc. Ítalo Carabajo Romero.

La Libertad – Ecuador

2023

La Libertad. February 7, 2023

Advisor´s Aproval

     In my role as Advisor of the research paper under the title "DIDACTIC RESOURCES TO DEVELOP COMMUNICATIVE SKILLS FOR STUDENTS WITH VISUAL EDUCATIONAL NEEDS' prepared by Melissa Carolina Alay Ruiz, an undergraduate student of the Pedagogy of National and Foreign Language Career, Major of Educational Science and Languages at Peninsula of Santa Elena State University, I declare that after orienting, studying, and reviewing 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.
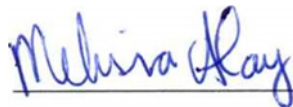
Sincerely,

MSC. Ítalo Carabajo Romero.

Specialist

La Libertad, Febrary 7th, 2023.
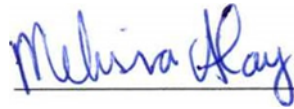
Statement of Authorship

I, MELISSA CAROLINA ALAY RUIZ with ID number 0931880488
an undergraduate student from the Universidad Estatal Península de Santa Elena, School of
Education Sciences and Languages, as a prerequisite to obtaining a bachelor´s degree in
Pedagogy of National and Foreign Languages, in my role as author of the research project "
DIDACTIC RESOURCES TO DEVELOP COMMUNICATIVE SKILLS TO STUDENTS
WITH VISUAL EDUCATIONAL NEEDS" certify that this work is of my authorship,
except for the quotes and reflections used in this research paper.

MELISSA CAROLINA ALAY RUIZ
AUTHOR

Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY

RESPONSIBILITY, THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD
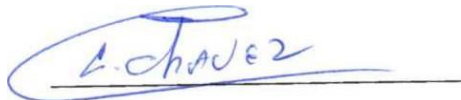
ESTATAL PENÍNSULA DE SANTA ELENA.

MELISSA CAROLINA ALAY RUIZ

BOARD **EXAMINERS**

MSC. Eliana Leon

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER
DIRECTOR

MSC. Leo A. Chávez.

UIC PROFESSOR

MSC. Italo Carabajo

SPECIALIST PROFESSOR

ACKNOWLEDGMENT

I want to take this opportunity to thank the (UPSE) Language Center for allowing me to expand my knowledge in a way that I can develop my potential as a student and professional.

DEDICATION

I want to dedicate this work to teachers at Universidad Estatal Peninsula de Santa Elena for allowing me to gain the necessary knowledge throughout my professional preparation degree.

With love

Melissa

ABSTRACT

This project aims to determine the uses of different resources to Develop Communication Skills among Visual Educational Students in the Language Center at the Universidad Estatal Peninsula de Santa Elena. This project was presented by the qualitative research method; the study population sample consists of an interview with the *(EFL) teachers*, *The Educational Psychologist of the Welfare Center*, and *Students with Visual Educational Needs*. The research was designed using inductive and descriptive methods, with the classification of the background and the exposition of some important terms to get in the idea through the presentation of the objectives. Moreover, having to agree with the uses of E-learning activities, braille, or screen readers to develop communicative skills within the Educational Inclusive field. The instrument for the data collection is a face-to-face interview with the teachers, the Educative psychologist, and a virtual interview with (VEN) Students. The conclusion would present that in the university educational inclusion is promoted. Also, in the English class. However, it is necessary to develop Didactic resources for the good improvement of the acquired knowledge.

Keywords:

Education, Inclusion, Visual Needs, Academic Resources.

RESUMEN

El objetivo de este trabajo es determinar los usos de diferentes recursos para el Desarrollo de Habilidades Comunicativas en Estudiantes de Educación Visual, en el Centro de Idiomas de la Universidad Estatal Península de Santa Elena. Se presentó por medio del método de investigación cualitativa, la muestra de la población de estudio está conformada por una entrevista a los *docentes de inglés*, *Psicóloga Educativa del Centro de Bienestar, y Estudiantes con necesidades educativas especiales*. La investigación está diseñada utilizando los métodos Inductivo y Descriptivo, con la clasificación de los antecedentes y la exposición términos importante con importante significado para entrar en la idea de inclusión educativa, a través de la presentación de recursos que tienen que estar de acuerdo con el fortalecimiento de las habilidades comunicativas dentro del campo Educativo Inclusivo. El instrumento para la recolección de datos es una entrevista presencial a los docentes también de Psicología Educativa y una entrevista virtual con los Estudiantes. Como conclusión presentaría que en la universidad se promueve la inclusión dentro de la clase de inglés, aunque necesario desarrollar habilidades comunicativas para el buen desarrollo del idioma en adquisición.

Palabras claves:

Educación, Inclusión, Necesidad Visual, Recursos.

INDEX

INTRODUCTION

Didactic Resources to Develop Communicative Skills might determine the applications of learning tools for expanding the communicative skills of students with Visual Educational Needs (VEN) through the investigation of resources within the inclusive teaching-learning process in English as a Foreign Language (EFL). Although there is no doubt that it is challenging to choose the correct didactic measures for working with Special Educational Needs (SEN) Students in the acquisition of a new language.

For instance, teachers must create a positive learning environment since they use techniques to address this type of pupil's requirements in the classroom, whether virtually or face-to-face. As a result, *teachers in training must have a sufficient acknowledgment of the inclusive process,* reflect on (McCandless & Rodriguez, 2023).

Despite a study conducted at Universidad Estatal Peninsula de Santa Elena (UPSE), where they had to expose the lack of methodologies in (EFL) teachers, the inclusion roles must be stemming from Special Educational Needs (SEN), ensuring that most (EFL) teachers are not able to work with Impairment students; the institution should take measures to meet the requirements of an educational, holistic, integration and the facilitation to the educative access apart from, the best education for students with disabilities, (González et al., 2022).

Even more, the main aspect of conducting the study was to determine the uses of E-learning, such as screen readers and braille as resources to help in the acquirement of knowledge. Throughout, activities accurately using communicative skills within the constructivism approach reflected in inclusionary provisions capable of working as an inclusive process.

Otherwise, *Special educational needs* refer to an international framework for considering disability as a relationship between specific impairments or distinctions with the curriculum implementation of an inclusive classroom although those mean the introduction of new, pedagogy, assessment, and classroom organization between the inclusive society, as mentioned (Unesco, 2020).

Finally, the description of the bibliographical resources would support the study basis despite, the qualitative method for obtaining the data result. In addition, the essential tools used were an interview applied to the (VEN) students between (EFL) teachers in the Language Center, and the Educational Psychologist of the welfare center at the Universidad Estatal Peninsula de Santa Elena according to their experiences about the main topic.

CHAPTER I

THE PROBLEM

Research Topic

Didactic resources and communicative Skills.

The Title

Didactic Resources to Develop Communicative Skills for Students with

Visual Educational Needs.

Problem Statement

The lack of resources for managing an inclusive class for Students with Visual

Educational Needs (VEN) at the Universidad Estatal Peninsula de Santa Elena (UPSE) is

one of the main problems in educative inclusion. On the other hand, according to the use of

E-learning, there is no direct motivation to encourage this competence, in this century it

would be better if the learning process ought to update its methodologies and equipment as

well as introduced the current advantages of the inclusive educational process.

Based on research, some Students with Visual Needs repeat English modules at

(UPSE) Language Center because they do not understand (EFL) teachers, allowing them in

this dilemma; there is little communication between teachers and students, making them

unable to work in classes due to issues in the teaching-learning process?

Even more, inclusive governmental education is constantly changing in today's

curriculum design and might be an effective learning environment with healthy coexistence

that does not create exclusion. Based on that, the innovation in applying techniques and

methodologies for developing English Communication Skills in students with Visual Educational Needs is essential.

Holding this inclusive philosophy and the lack of developing communicative skills is crucial to the (UPSE) Language Center's exploration due to the relationship between language acquisition and educational inclusion. Because a public University should transform the pedagogical fields necessary for correctly acquiring knowledge. "An education system must be guaranteed by regular facilities, the inclusive education including differentiated treatment and special training concerning," according to (Hernandez & Samada, 2021).

Before starting, teachers improve students' thinking by going through the title of the topic, the subject, and the cultural context to promote communication skills. They have simple access to the language used in meaningful contexts. They can choose from a variety of materials in an online or face-to-face class, including interactive exercises, then incorporate the necessary patterns from these models into their developing linguistic systems, such as listening, practicing pronunciation, translating words if necessary, and speaking about the subject to aid in the pedagogical learning process. "Pronunciation of English words is also used to aid comprehension" in keeping with (Tavil, 2010).

Another point is that in the past year, different activities were provided by the university where students, families, and gender worked on social commitment, which shows us that the practice of inclusion at the university was for social commitment and not from a pedagogical point of view and demonstrated that the studies on the subject had addressed social inclusion, diversity, gender but not inclusiveness in education, source. from (Upse-website, 2021).

To finalize the problem statement, the first thing the educational community should achieve is to acquire new resource techniques aimed at students with Visual Educational Needs learning process, open-mindedness in an online or face-to-face classroom, nurturing of resources, leadership skills, professionalism, and not exclusion (Unesco, 2020).

Problem Question

- How does the lack of resources influence the inclusive learning process for Visual Educational Needs?

Specific Questions

- What is the effect of communicative skills to develop in Students with Visual Educational Needs?
- What impact does E-learning have in an inclusive classroom?
- Which resources could be applied in an Inclusive Classroom?

General Objective

- To determine the E-learning application for communicative skills in Students with (VEN) at the UPSE language center.

Specific Objectives

- To analyze E-learning resources to help students with (VEN) in acquiring communicative skills.

- To recognize E-learning such as Braille in an inclusive class.

- To identify the legal basis for an inclusive classroom.

Justification

Inclusion is now the main character in the learning system, allowing regular students with varying backgrounds. However, special needs encourage these students to study in the same classroom without distinction or discrimination. It provides access to the educational system for all students to the same knowledge, allowing them to develop multiple skills and achieve their aspirations.

According to the National Council for Equality of Disability, the number of people with visual impairment registered at the national registry of conditions is equivalent to around 11.54% of the total population in Ecuador. Within the Santa Elena Province, 8.44% of people have special visual needs, based on (Conaie, 2022).

The identification of didactic tools for developing communicative skills for students with visual educational needs is crucial for this research and aims to use the E-learning method for the achievement of the proposal with specific inclusive learning. These tools are the point of view according to different substantial E-learning approach procedures that consider the base option for the inclusive of the pedagogy care around the type is

essential because the main idea is to approach skills with influence at the level, they can be based on the Common European Framework of Reference for Languages (CEFR) to Visual Student Needs in classes.

To sum up, inclusion in education ought to guarantee quality and classroom management, supporting these terms with a right legally recognized by specific international and national instruments such as policies, and demands developed to improve the best educational participation in the promotion of the benefit in the access to the process for all students, regardless of their specific characteristics.

CHAPTER II

THEORETICAL FRAMEWORK

Background

- Using New Technologies and Mobiles for Students with Disabilities to Build a Sustainable Inclusive Learning and Development Ecosystem.

Throughout many cultures worldwide, the education system wants to promote balanced access to the whole educational process for all students, even those with impairments, while also helping fight all types of social separation. In a different definition of "inclusion," integration focuses solely on the productive involvement and interaction of diverse students besides the educative context.

"E-learning" alludes to teachers' decision-making about employing technology in the teaching curriculum to compensate for educational shortfalls and contribute to the practical use of strengths. The purpose of these technological tools and e-services is to arrange for students with sensory and motor disabilities to gain access to and actively participate in mainstream educational procedures, based on (Karagianni & Athanasios, 2023).

According to the authors, technology for students with sensory and physical disabilities provides comprehensive resources such as listening stereos, but also gadgets that aid in engine connectivity, as well as academic hardware such as touchscreen devices, alternative input devices, intensifier sound, high-tech equipment, speaking devices, office software, barcode scanners, and a wide range of digital apps.

helpfulness and the kind of assistance presented greatly enhance their personalities and their abilities, thereby increasing the likelihood of self-learning.

To summarize, the contributions of an inclusive E-learning environment, in which teachers' attitudes and practices facilitate the integration of technology in the classroom, should be encouraged and supported to develop academic skills, particularly interaction, information gathering, outcome, and challenge skills, in sufficient condition to become advanced digital learners capable of transforming the effect of the process to correspond to attempting to innovate the students' learning process.

- Development of ICT Learning Task Analysis about Microsoft Office Word on Jaws (Job Access with Speech) Application for Visually Impaired Students Class X At Slbn Pajajaran Bandung City.

The high technological advances usually require visually impaired students to adapt to these developments. Among them is the capability to use computer systems and software that can support and assist them in gaining knowledge through multiple activities to increase their information and understanding.

JAWS (Job Access with Speech) is a visual impairment operating system installed on a computer using a method that allows the blind person to connect it to understand imprints on the screen, such as the most widely used application produced by the Blind and Weak Vision Group at Free Scientific in St. Petersburg, Florida, USA. The manuscript or text that appears on the monitor is interpreted by JAWS and duplicated in the pattern of a voice that may be heard by someone using a headphone or a loud interlocutor, the JAWS app uses an English spelling and pronunciation system, and any text spelled in English will be reproduced, concerned by (Mulyati et al., 2023).

To sum up, the researchers suggest that students with visual needs could use apps in the same way that software is required to operate those computers more effectively, specifically by converting the graphical depiction on the computer monitor in and out of playback using a sound speaker technology or by using an overall screen using visually impaired technology.

- **Material designing for English language learners with ASD, visual impairments, and muteness.**

Furthermore, the presented project provides more information about students with autism (ASD), visual impairment, and muteness in explaining how to implement activities in the target language, including the conditions of each impairment, vision problems, and sensorineural hearing loss. It's essential to have good resources and activities for class innovation. Those materials are now available due to diversity and inclusion in regular classrooms, which should respond to the qualities of any pupils.

Additionally, Chavarria & Charpentier (2022), *"Although didactic materials are very creative, catchy, and useful, it can be hard for students to comprehend what to do with the specific component. Useful didactic resources should be simple to understand"*, and teachers should ensure the student's needs, the curriculum, and the multidisciplinary teams in which these materials will be implemented. Students who are blind or have low vision interpret real situations through their sense of touch; they can recognize their surroundings by touching substrates and using different materials.

To summarize, teachers may recognize the importance of paying attention to the raw materials they use and whether those resources meet their students' needs by creating

an environment for inclusion and diversity within the classroom while generating a sufficient educational experience.

- The significance of didactic and other types of modern games in the education of young people.

Besides considering the following factors when developing an educational game, the mentioned research wanted to take an educational effect; achieving the learning topic; listening; providing; matching, gaming; admitting a mistake.

For this reason, games as didactics as nothing more than a consequence; the students respond following the didactic game to award time and space. Training will occur both during and after the game, except when playing in groups or individually. This game's content and outcome are predetermined. The games that follow are didactic, laying out the rules and actions that are required, referring to (Xasanboevich, 2023).

To finalize, natural objects and items from around the class are used as didactics in the games to facilitate time and space allocation. Aside from the didactic games listed below, the content and outcome of this game are determined by the rules and procedures that students must be followed.

- Inclusive education.

Along with this, the Educational Psychologist Suárez (2023) affirmed that the definition of inclusive education wanted to achieve an effort to educate special students

differing teachers training effectively in developing new ways to approach effective teaching skills for students with special needs and promoting equal opportunities in access to higher education-minded.

- Curriculum adaptation.

Further, is explored that a curriculum is an important tool for making some planning based on the learning objectives; thus, the big concept of inclusive education stemmed from the importance of curriculum adaptation, which agrees with the preceding conception based on the development of some skills required to approach the learning environment.

On the other hand, is defined as a learning environment that promotes the holistic, personal, academic, and professional development of all students, no matter their race, social stratification, appearance, identity, impairment, educational background, or language which is an approach to creating lesson plans as a proactive learning environment in a way that adaptation results in encouragement of the instructional tasks, following (Mishra, Snigdhashri, & Puja, 2019).

To conclude, the result of inclusive curriculum development is an ongoing process integrally connected to educational inclusion. Despite of, the curriculum adaptation would incorporate the principle of sharing across the educational process, allowing all disabled students to identify their amazing skills and strengthen their concepts and ideas to achieve success in their lifetimes. Nonetheless, a positive attitude in the community contributes to effective curriculum design, as mentioned (Nachoua & Kouciem).

Even though knowledge is a mental process, according to constructivism, learning theory is not a learning method, but rather a set of didactic strategies to ensure the learning process that explains how people learn and acquire skills. Based on the present theory of learning, people build their understanding and perceptions of the world by assessing concepts and strategies based on previous experience and knowledge. *Jean Piaget and Lev Vygotsky* are two well-known psychologists engaged in the process of learning new things, also referred to as cognitive development and the discovery education process.

While there are similarities and differences between Piaget's and Vygotsky's theories, those distinctions are critical to the theories' comprehension and application. They have a significant impact on teaching methods in educational settings. As a result, distinguishing between cognitive constructivism, which is concerned with how individual learners understand things in terms of developmental stages, learning, and individualism styles.

As a result, constructivism recognizes that students constantly *produce knowledge* through the answer to dialogues with their previous data and ecosystem. This suggests that the instructor sometimes doesn't stop dealing with knowledge but rather provides incentives and opportunities for students to begin building it. On the other hand, Piaget's cognitive development recognized four distinct stages of standard mental growth from adulthood. He claimed that all students should go through these segments to proceed to the next level of cognitive development and that each stage represents a time when students are learning new ways of cognitively transmitting information.

Eventually, based on the contrast of the cognitive and constructivism theories tries to understand the mental process of the acquisition of knowledge. Moreover, this engaged

such as the ITC learning tools between E-learning adaptations, suggested by (Mahbur Rahman, 2017).

In other words, this means obtaining information from other services using cutting-edge scientific discoveries and technologies. For instance, it greatly simplifies human challenges and saves time with increased productivity. As a matter of fact, according to other learning tools presented, Information and communication technology in education refers to the use of ICT in teaching and learning.

ICT plays a dynamic role in classroom development by making it more effective and understandable. In universities, PowerPoint presentations with multimedia are very accessible nowadays. Furthermore, students could participate in class by viewing relevant web pages and videos with multimedia presentations by teachers. On the other hand, adapting to these technologies is crucial to added challenges in the classroom, particularly for visually impaired (VI) students, who sometimes face the challenge of learning in an inappropriate environment.

- **Inclusive Didactics.**

Although inclusive education refers to access everyone to education, inclusive didactics consider the different kinds of tools needed to engage an inclusive class depending on the situation. As Osborne (2020) mentioned, it concentrates on the *availability* and consideration of student *engagement* and *improvement*. Students are not the only ones who face learning obstacles with special needs. This is something that all go through adaptations to a natural and necessary part of the educational process.
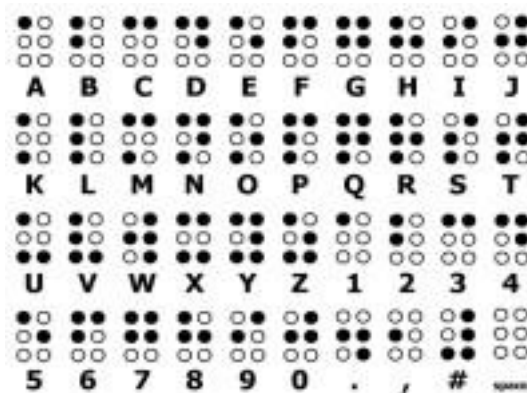
- Braille

Braille is a spelling input method used among students with visual needs. Besides, the system of this resource is interpreted when the fingers move through the different sequences of pixels to decipher the message that can be seen on an imprinted document. Even though braille has been broadly used for several years, new tech has already carried in new and creative educational resources, such as updated apps and equipment for the visually impaired.

Despite this, braille is a system for developing visually impaired communications. It is formed of points that can be read with direct contact. The fundamental component is six circles in addition to a rectangular shape divided into two columns, as shown fig1, based on (Blind, 2014).

Figure 1

Braille alphabet (grade 1) summary.

Note: The figure represents the basic alphabet taken from Ahlén, (2023) Boxentriq webpage which shows the translation braille.

To conclude with a brief history of braille, it was invented by Louis Braille in France mentioned by Braille (2023). He accidentally pierced one of his eyes with a tool from his father's workshop when he was three years old for instance situation, he created these tools to develop communication, for a personal objective.

- Screen Reader

Visual Students Needs can use a screen reader to access useful digital material concerning Larsen (2021), such as websites and applications through audio, touch, or do-it-self homework. Most screen reader users are blind or visually impaired, consisting of:

- The current software application should utilize, although it can connect by the world wide web, electronic mail, and office programs. If the resources are limited to using a screen reader, it would be programmed to work correctly with a specific app if necessary.
- Specific browser and screen reader combinations work better than others. Choose based on the PC's and mobile device's preferences.
- To mention kinds of screen readers software, as well as Oldman (2022), demonstrates Jaws, *N**VDA** (Windows), <u>Serotek System Access</u> (Windows), Apple voiceover, orca-Linux, and Brltty-Linux.*

Figure 2:

Screen Reader example.

Note: fig 2, presented the (NVDA) access software presentation.

Altogether, is crucial to select the digital resource according to the accessibility of the input resource.

- The Maze-Accessibility or *InvisiMaze* Game.

These resources are suitable for all ages; according to a game (2023), *everyone can enjoy this Maze Game! People who are visually disabled, visually impaired, or blind. Designed specifically for people who are unable to play vision-based games. InvisiMaze relies solely on the senses of touch and hearing.* An advantage that the application has is that the *InvisiMaze* game is available for Android and iOS. Fig 3 below shows the brand name.

Figure 3

The Maze game on the Google Play

store.

Note: Fig 3 presented the logotype of the game in the google play store.

- Communicative skills in Visual Educational needs.

English as a foreign language (EFL), according to Christidou (2022), mentioned that "*communicative skills to students with visual impairment present several unique challenges when compared to another approach*". Furthermore, the term communicative process involves verbal and nonverbal methods of obtaining and transmitting information. An essential first step against communication is understanding all kinds of sensory stimulations. Listening to and identifying among audio is fundamental for visual needs; students, on the other hand, might rely on visual or tactile resources to communicate.

- Verbal communication.

As mentioned, McKenna, (2016) recognizes that written and spoken skills are central to verbal communication and occur through means other than words, such as body language, gestures, and silence. We could not function as thinking beings without verbal communication; the ability to reason and communicate is the most frequently used to distinguish humans from other animals.

- Non-verbal communication.

According to Akre (2022), the information was transferred through nonverbal communication without using spoken language or words in different ways, such as using facial expressions, body gestures, and postures.

- Skills: Reception and Productive.

In addition, speaking, writing, reading, and listening are the four communication skills taught in an English language classroom. These four different language skills are also known as just the receptive and productive skills. According to Telf et al. (2023), *Speaking and writing are both productive skills*, whereas *reading and listening are considered receptive skills*.

Alternatively, the productive skills may be referred to as *active* skills, while the receptive skills are referred to as *passive* skills. Receptive skills allow students to understand what is said or written to them. Listening and reading are the languages associated with abilities. On the other hand, the concept of "productive skills" refers to situations in which students are taught to produce language in spoken or written form, such as speaking and writing.

Legal basis

Although this section showed to Loei (2021), *Ley Orgánica de Educación Intercultural Bilingüe* is subject to the legal framework, in the inclusion article, the number 9(b) is derived from a pedagogical program for students with Special Educational Needs (SEN), in chapter 3 letter (B2), the teacher is responsible for developing the necessary

curricular adaptations. According to the Constitution Republic of Ecuador (2008), in section six, persons with disabilities, *education should develop their potential and skills for their integration through participation under equal conditions*, including regular facilities, differentiated treatment, and special care facilities like specialized training. The number 11 is defined as must be provided by the government to deal with a legal right to access alternate media, formats, and modes of communication, such as Braille, oralism, and sign language for the deaf.

The variable of the study.

Depend on variable: Didactic resources.

Independent variable: Students with visual education needs.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Research Design

- Qualitative Method

The term "qualitative research" refers to a method that contributes to estimation in three ways: gathering information, interpreting data, and comparing it. As mentioned by Fisher & Talketen (2023), *In this type of investigation, theories are expanded to provide clarity, coherence, and comprehensive information*. Aside from the fact that the data is not quantifiable, this research method engages the observation with a hypothesis.

Type of Research

- Phenomenological Studies

Moreover, Alase (2017) affirmed that implies the ability to use the structure method of data analysis, a specific, structured method of analysis, would capture the interpretation, amplifying the lived experience and also providing researchers the most excellent chance to comprehend the inner self-decision-making of the *personal experience* of study subjects.

- Data collection techniques

Qualitative research techniques enable better comprehension, recognize the experiences as well as start investigating how decisions are made, and recognize some

understanding, in concordance with Barret & Twyeross's (2018) mention of how the intervention strategies may change treatment.

- Interview

The present research connected the data collection by interview, allowing face-to-face meetings, where the interviewer speaks with one participant at a time to answer the discussion. This technique used employed in the study's method to ensure reliable information related to their experiences.

Since, the type of interview is meant to gather qualitative information about each respondent's opinion, conviction, or experience and may be performed over the phone. *Information is gathered through questioning; participants can be interviewed, recorded, or filmed while they respond, or a combination of these techniques can be used to collect data.* As reference from (Abawi, 2017).

Even so, this method of investigation would identify the causes and effects of the central problem and provide a possible solution to a curricular adaptation; in this case, the solution to the needs presented is the improvement of didactic resources to highlight the characteristics or features of the situation or study phenomenon where the problem originates according to the determination of the level of accuracy learning.

- Type of questions

Open-ended questions, this type of question was designed to expose details to get an answer. They are crucial in determining an audience's needs, recognizing their problems,

and identifying their satisfaction level. Further, the research in this work was conducted by Zoom app, an online interview with VEN students asked four questions, the educational psychology of the welfare center was by a face-to-face interview with three questions, and finally ask five questions EFL teachers at Upse language center, the designed through specific questions related to inclusive education, E-learning and teachers' resources for developing inclusive classroom.

- Data collection processes and resources

The data collection process is complex and involves multiple issues that must be resolved before the information can be gathered and used, but the way the present information wanted to be reasonable and understandable by the following table:

Table 1

Format of data collection

Questions	Explanation
What	To get the information of the whole interview questions
Where	At Upse language Center, Well-being Center and students with Visual Education needs.
When	These questions were answered at the final of December 2020 to January 2023.

How	The present questionnaire was answered by the recorded audio through one-by-one interviews.
What for	Mind-inclusive education and how can the English class be improved to meet the needs of Visually Impaired Students at Upse language center.

- **Population and sample.**

The population presented for the study, three (VEN) Students, five (EFL) Teachers at the Upse Language Center, and the Educational Psychology from the welfare office, the presentation of the data will be by the table To determine the importance of address the correct information also the opinion in their experience:

Table 2

Research's population

N	Description	Quantitative
12 (Upse language center)	EFL teachers	5
10 Psychology at the Well Being center	Upse, Educational	1
14	Visual Need Students	3

The methodology applied in this investigation was of great importance; through it, reliable and important information was obtained with the usage of research techniques also instruments, thus allowing for a deeper understanding of the subject. Once the information was classified, a compilation of data was generated, concluding with recommendations that supported the proposed proposal.

CHAPTER IV

ANALYSIS OF FINDINGS

A brief explanation of the findings

Nowadays, there are multiple ways of assembling data from a group of people, as Alase, (2017mentions; however, industrialization and accessibility through electronic devices make the process easier to handle. Nonetheless, an interview is one of the most used compilations for data collection because of cognition to capture additional emotions and behavior from participants, such as the collection of data production. Therefore, the information provided in the interview determines such methods, resources, and theories, almost the different uses of some screen readers, and applications to meet VEN students.

-**Data interpretation**

- **Teachers:** The present information would be represented by word clouds, which are a visual representation tool that helps identify the most interesting portions of text information because word clouds are an effective tool for visualizing popular opinion on a subject matter. As a result of their teaching experiences, they mention in the interview that they have rarely worked in an inclusive classroom with visual students' needs, but the way considered special education is possible to encourage by different curricular adaptations (Mishra et al., 2019) including the support and strategies that they would implement in the class like the uses of screen readers like Nvda or Jaws.

Consequently, they affirmed that it is important to have some training to deal with inclusive classes, not only with students with visual educational needs but also with others, such as physical or mental impairments. Lack of proper methods, lack of resources and devices to help them follow a specific program like e-learning (Karagianni & Athanasios, 2023), and an entire lesson plan are the challenges for teachers came as to the subject information while establishing appropriate methods, exclusive curriculum design provides for developing this type of teaching and detailed information for this process.

In addition, the need to implement innovative resources such as materials, develop learning techniques, and work in an inclusive classroom like constructivism, the use of Braille is a didactic resource to improve reading or vocabulary construction (Blind, 2014). Among the methods that would be applied for students with visual education needs is the communicative approach, which can be only listening or speaking, then adapting to the activities using realia.

The suggestions of those methods and resources would be a very positive approach to learner-centered education if online could be seen as important for innovation in educational success. The importance of communicative skills in the acquired knowledge must be emphasized in practicing pronunciation as a personal improvement method that would help these VEN students, further, the improvement of the listening skills with sensorimotor using the maze accessibility game must help too in such resources provides.

According to (Christidou, 2022) communicative skills, the best choice is probably to improve listening and speaking practice. Because teachers refer to the adaptation to the English lessons back then, especially so that these students could finally listen and speak through the creation of stable communication. The development must work with specific training in simple terms of these skills. Taking advantage of this class becomes appropriate to ensure those skills in an online teaching scenario.

Above all *Visual impairment* is a condition that directly affects the perception of all or part of images, allowing students with these needs to better develop learning by listening to vocabulary and expressing it on their terms (McCandless & Rodriguez, 2023). Due to the strategies emerging from resources applied in students with visual educational needs, others are to work with audio recordings, repeating pronunciation, following instructions, engaging in speaking conversations, explore interacting with the use of E-learning to access educational resources to react to linguistic structures. Among the four basic skills of learning English, we know that listening and reading are passive or receptive while speaking and writing are productive skills (Telf, Tossel, & Training, 2023).

Finally, the development of communicative skills could perform through skills.

Figure 4.

Obtained word clouds from the teachers' interviews.

Notes: Fig 4 The most that appeared in the interview with teachers, were repeated, students' needs, skills, teaching speaking, inclusive classroom also methods, and strategies.

- Educational Psychologist at (Upse) University

For instance, there is an educational inclusion program called psycho-educational support for students with disabilities following the "Senescyt" regulations. An accompaniment plan is programmed and planned for students with special educational needs associated with or not associated with disabilities.

At Universidad Estatal Peninsula de Santa Elena, there are 14 students with special educational needs and 3 students in the Science of Education and Language Major. The importance of educational inclusion is that students should feel part of the university integration beyond exercising their right to inclusion and having educational resources based on achieving the learning objective for the student's success.

- To (VE) Students.

As a result of the interview, they mentioned that the English subject is dynamic and sometimes stressful. However, it needs to be more practical because the different words

would also change in context and pronunciation. The most important thing is that they had fun, and at the end of the class they had learned something new, Additionally, the students consider that teachers used to implement the traditional method in the classroom. However, sometimes teachers used techniques in which the students figure out what is happening while the teacher is doing an action and then interpret it.

Based on the students with visual needs reflection, learning English at the UPSE Language Center is based on practicing the vocabulary in the topic context; Therefore, no official is practicing Didactic resources, do not provide such as learning games or applications to promote suitable learning tools.

In the current management, sometimes they use PowerPoint slides but there is no benefit to those kinds of students because do not use screen readers at the development of the class. That is important to engage the pupils to understand the topic also, achieve the learning methodologies into the inclusiveness of the classroom, on the other hand, they do not incorporate in the classroom because the material for them showed that not include their parameters, and do not use a specific content for them.

Finally, the suggestion to include them in class management came from the idea of the educational process.

Figure 5.

Obtained word clouds from the students' interviews.

Notes: Fig 5, Appears most words repeated like English, communicate, pronunciation, patterns

It is important to consider the teacher-student interaction, characterized by good behavior and where learning time is maximized in a positive climate dialogue.

For example, in a speaking activity, students must talk about family relationships, so they need to think according to the vocabulary related to the topic; they try to order their thought and communicate with sense. The students collaborate with the activity by the use of Jaws access to engage the questions, listen to them, and answer by braille or screen touch app.

Apart from this discussion, one student related that loves to play video games. However, the Maze accessibility game is for total visual impairment available to Android in the google play store. Despite this, not all students have a complete percentage of visual impairment; they just have low vision default, so for that student, it results from being a little bored. The other two students are completely blind, so they do not have any experiments with video games. Just two students have tried the screen reader and Braille; they should start to learn more about this resource.

The role of an inclusive classroom is where the students with impairments can use their intellectual abilities to achieve the same learning goal as a regular student. Methods and techniques must be adapted to achieve holistic with equal learning as an adaptation to the needs.

Concluding the chapter shows us that within the UPSE university, there is educational inclusion, where teachers still need the training to deal with this type of student to encourage the level of necessity disability with the development of resources to achieve communicative skills for students with visual needs.

CHAPTER V

REFLECTIONS OF THE STUDY

The consideration of the minded project focuses on why these resources help improve some skills within (SEN) students was essential to analyze E-learning assist to help these kinds of students acquire communication skills. However, this type of technology came up with disadvantages like misunderstanding the teacher's orders, pupils' isolation, and internet access. On the other hand, those issues would be disappeared thanks to the legal facilities.

Everything we know about educational inclusion is just an expectation according to the integration of learning development. However, in dealing with this situation in an online or face-to-face class where English is taught, teachers should bring the students more opportunities in class, like more participation, drills practice with pronunciation, and developing communicative skills fluently; as a suggestion, I show the page on the google site called, Free online resources to learn Braille. Appeared in annexes

In another aspect, the implementation of E-learning practice classrooms provided by teachers as an efficient way to deliver lessons to students. This kind of teaching method has many resources, for example, podcasts depending on the topic and audio lessons.

Another didactic resource might be implementing the maze-accessible game to introduce the listening practice. Teachers can use any of these tools as part of their lesson plans; with a proper inclusive curriculum.

The English teachers at Upse Language Center have little experience dealing with visually impaired students, which is important for implementing the communicative language approach for developing critical thinking in (VEN) students. They can work on this management by providing the appropriate resource with an effective teaching-learning process, so that the students must learn properly with delightful education to promote an inclusive learning style, regardless of their learning needs.

However, teachers must encourage an inclusive curriculum with detailed, resources like Playing listening games, gamification, and spelling words. Another routine is comparing words and sounds with repetition using the Jaws resource, which means linking speaking- listening skills.

Activities supporting the practices of the languages. These types of resources are based on their proficiency, the teacher may read aloud a sentence without a keyword, and the student will choose a relevant word (from a word bank or collection of items related to a topic) by the problem-based learning technique.

Although assimilation is the learner starts comparing and linking words and sounds by providing them with the following support: comparing the meaning of words and contrasting phrases, paragraphs, and poems by introducing the screen reader's speech to learn pronunciation, or turning in assignments.

The students who are blind or visually impaired, listening skills will be a primary source of knowledge, so it is crucial to acquire strong listening abilities.

To encourage (VEN) students to participate in circle time speaking activities, call on them frequently with the idea that they can participate completely. If the students are aware in advance that they will be requested to provide information, like the day's name, it will help them in the beginning by using a screen reader. Get the pupil ready for what's coming by connecting ideas and concepts to the student's prior knowledge and experiences related to the topic.

As an experience, at the beginning of the research, the topic was somewhat complicated since the found information to approach sometimes needed to be clearer in the meaning because of the necessity to highlight some language inconveniences, such as educational inclusion and needs in general.

The university rewards the learning necessity by giving the students training in psychology accompanying. Students must be regarded as individuals with specific issues; curriculum adaptation should be understandable and personalized.

Some perks and challenges while researching was, looking for resources to investigate the appropriate resources to reach this type of inclusive class. Relating audio and conversations between the teachers and students was challenging too because time is important when you want to make an interview, since presenting the topic and engaging

everything that comes to be presented in the learning and approach concept, SEN are just the minority population, even so, with physical or cognitive disabilities Apart from the fact that there is not only a visual need since there are many attention deficits and other learning problems in the classroom.

Conforming to this, the use of braille must be affordable to work with adults differently because do not need to have the highest level of experience just on the condition of the availability of the formats.

Learners will apply the uses of the Maze accessible game just by hearing and touching practicing their basic language acquisition strategies when they are engaging in skills purposes, which will help them pick up the objective of the game. The case of their critical thinking, and feelings, create competence if the game were in groups. Another point is the educational effect in developing their skills properly.

The purpose of practicing communicative skills should be more efficient to promote learning motivation, encourage class collaboration, and engage in constructivism and cognitivism learning of the target process; the approach is like not having limitations on students' needs in the acquiring a new language listening skills can help students learn more about their immediate and wider environment, which is especially useful for enhancing English.

In conclusion, this investigation involves complementary work inside an inclusionary classroom providing a didactic system such as braille or using e-learning resources as important tools to develop communicative skills between VEN learners.

REFERENCES

Abawi, K. (2017). *Data Collection Methods.*

Ahlén, J. (2023). *Boxentriq*. Retrieved from https://www.boxentriq.com/code
breaking/braille-alphabet

Ai Lee, A., & Hock, K. (2023). Need Analysis of Pre-Braille Skills Module as The
Pedagogical support in early Braille Literacy Learning. *South Asian Journal of Social
science and humanities*.

Akre, K. (2022). *Non-verbal communication.* Britannica.

Alase, A. (2017). The Interpretative Phenomenological Analysis (IPA): A Guide to a Good
Qualitative Research Approach. *International Journal of Education & Literacy Studies, 5*.
doi: 10.7575/aiac.ijels.v.5n.2p.9

Barret, D., & Twyeross, A. (2018). *Data collection in qualitative research.* Evid Based Nurs.

Blind, N. F. (2014). *Better Health*.

Braille, L. (2023, Jan 2). *Britannica*. Retrieved from
https://www.britannica.com/biography/Louis-Braille

Chavarria, F., & Charpentier, K. (2022). Material designing for English language learners with
ASD, *Ciencia Latina, 6*.

Christidou, S. (2022). Foreign Language Learning for the Visually Impaired. *Sobre a
Deficiência Visual*. doi: http://www.deficienciavisual.pt/txt
Foreign_language_learning.htm

McCandless, M. J., & Rodriguez, E. (2023). *Effective strategies for EFL teachers of visually impaired learners: a research synthesis.* Ambato-Ecuador: Pontificia Universidad Católica del Ecuador.

McKenna, T. (n.d.). *Introduction to public communication.* Department of Communication, Indiana State University.

Mishra, P., Snigdhashri, H., & Puja, K. (2019). Curriculum adaptation in inclusive education. *International Journal of Applied Research, 8*(70-74), 5.

Mulyati, E., Sabatini, R., Nuraeni, I., Sani, N., & Fitriani, N. (2023). Development of ICT Learning Task Analysis about Microsoft Office Word on Jaws (Job Access with Speech) Application for Visual Impaired Students Class X At slbn Pajajaran Bandung city. *Social Science Journal, 13*.

Nachoua, K., & Kouciem, K. (n.d.). *Constructivist Theories of Piaget and Vygotsky: General Teaching Implications.* El Oued.

Oldman, J. (2022). *Usability geek.* Retrieved from https://usabilitygeek.com/10-free-screen reader blind-visually-impaired-users/

Osborne, A. (2020). *Education Brief- Inclusive education.* Cambridge assessment international education.

Riza, L., Sawiji, T., & Nurjanah. (2020). A Labyrinth Game for Blind Children Using Problem-Solving learning model. *Emerging technologies in learning., 15*.

Suárez, M. (2023). *Upse-Bienestar Universitario*. Retrieved from

https://www.upse.edu.ec/bienestaruniversitario/index.php?option=com_sppagebuild

er&view=page&id=6&Itemid=190

Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English. *Elsevier*. Telf,

Tossel, & training. (2023). *Receptive and productive skills.* Tesol glossary.

UNESCO. (2020). *Inclusion and education: ALL MEANS ALL.* Paris: United Nations

Educational, Scientific, and Cultural Organization. Retrieved from

https://unesdoc.unesco.org/ark:/48223/pf0000373718

Upse-website. (2021, Junio 06). *Universidad Estatal Peninsula de Santa Elena*. Retrieved from

https://www.upse.edu.ec/index.php?option=com_content&view=article&id=433:ce ntrode-

educacion-continua-de-upse-desarrolla-curso-intervencion-comunitaria familiar-y-

degenero-para-la-inclusion-educativa&catid=10&Itemid=178

Xasanboevich, M. (2023). The significance of didactic and other types of modern games in the

education of young people. *International Bulletin of applied science and Technology*.
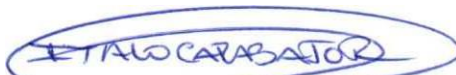
ANNEXES
Annex 1

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "DIDACTIC RESOURCES TO DEVELOP COMMUNICATIVE SKILLS FOR STUDENTS WITH VISUAL EDUCATIONAL NEEDS" elaborado por la estudiante Melissa Carolina Alay Ruiz de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación e Idiomas, Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Msc. Italo Carabajo Romero.

CERTIFICADO DE ANÁLISIS
magister

Plagio doc

3% Similitudes

1% Texto entre comillas
0% similitudes entre comillas
< 1% Idioma no reconocido

Nombre del documento: Plagio doc.docx
ID del
documento: a73b84b58026681f3c5485003871ea1fe27526d5
Tamaño del documento original: 123,13 ko

Depositante: ÍTALO RIGOBERTO CARABAJO ROMERO
Fecha de depósito: 22/2/2023
Tipo de carga: interface
fecha de fin de análisis: 22/2/2023

Número de palabras: 6472
Número de caracteres: 43.849

Ubicación de las similitudes en el documento:

Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Documento de otro usuario #21e23e El documento proviene de otro grupo 1 fuente similar	2%		Palabras idénticas : 2% (143 palabras)
2	versita.com	Development of Ict Learning Task Analysis About Microsoft Office Word... https://versita.com/menuscript/index.php/Versita/article/view/1094 1 fuente similar	< 1%		Palabras idénticas : < 1% (27 palabras)

Fuentes ignoradas Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Documento de otro usuario #5fda6f El documento proviene de otro grupo	48%		Palabras idénticas : 48% (3117 palabras)
2	Documento de otro usuario #18f2e4 El documento proviene de otro grupo	39%		Palabras idénticas : 39% (2525 palabras)
3	Documento de otro usuario #4ac03f El documento proviene de otro grupo	13%		Palabras idénticas : 13% (841 palabras)
4	Documento de otro usuario #0c88a4 El documento proviene de otro grupo	11%		Palabras idénticas : 11% (688 palabras)

Annex 2

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA PEDAGOGÍA DE

LOS IDIOMAS NACIONALES Y EXTRANJEROS
La libertad, 23 de enero del 2023
Msc. Eliana León
Directora del centro de idiomas UPSE,
En su despacho: Por medio de este presente, solicito respetuosamente el permiso para poder

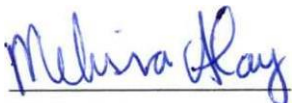llevar a cabo el proyecto de investigación llamado: "Didactic Resources to Develop

Communicative skills to Students with visual needs". Donde se realizará una entrevista a

docentes de inglés del centro de idiomas, con el objetivo de estudiar los resultados y obtener

valiosa información que ayudará al desarrollo del proyecto de investigación previamente

mencionado. Gracias por su atención.

Atentamente

Alay Ruiz Melissa Carolina
Cl: 0931880488

Annex 3

Questions for the interview

(UPSE) Language Center (EFL) Teachers participated in answering these questions:

- What resources would you use in an inclusive classroom?

- Do you know how to use Braille?

- Do you think listening and speaking skills are the best choice to improve communicative skills in students with (VEN)?

- Have you ever worked in an inclusive classroom?

- What strategies would you use in an inclusive classroom?

Educational Psychologist at (UPSE) Well-being Center:

- Are there any educational inclusion programs at Upse?

  ¿Existen programas de Educación Inclusiva en Upse?

- How many students with visual education needs are at Upse and Language Center?

  Cuántos Estudiantes con Necesidad Especial Visual hay en Upse y en el centro de idioma?

- Do you think that educational inclusion should be practiced at Upse?

  ¿Usted cree que la educacion inclusiva debe practicarse en Upse?

From students with Visual Educational Needs.

- Do you know Braille?

- Do you like to play educative video games for blind people?

- What resources do your teachers use in English class?

- Do you practice listening and speaking skills in classes?

EVIDENCE

Annex 4

Resources to learn Braille. Source: https://www.pathstoliteracy.org/resource/free-online

resources-learn-braille/

Annex 5

The maze-accessibility game

https://apkamp.com - com.maze.M... ▾ Traducir esta página
Download The Maze - Accessible Game - Apk AMP
Download **The Maze - Accessible Game** APK latest version by AIGM - Fastest android devices. InvisiMaze - accessible labyrinth game for ...

▢ Imágenes de the maze accessible game

intellectual disability   eye gaze   learning disabilities

Accessibility Maze

Back to Resource List

Game Overview

For people who do not experience barriers, it can be difficult to empathize with the challenges that people with disabilities often face when navigating the Web. The Accessibility Maze was created to help those new to web accessibility experience firsthand what it is like to encounter those barriers. The game introduces a number of common barriers players must work around, mirroring the experience of those who encounter these obstacles daily, and provides quick lessons on how to avoid or correct them.

In creating the game we wanted to ensure it would be accessible. Gaming being one of the more challenging areas in which to address accessibility, the Accessibility Maze has been created to be playable with a current screen reader, using only a keyboard, and to demonstrate strategies for making games accessible.

Annex 6
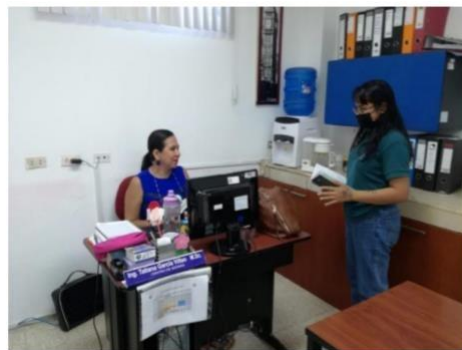
JAWS software.

Annex 7

Interview with VEN students.

Annex 8

Interviews with EFL teachers at UPSE Language Center.

Annex 9

Interviews with the Educational Psychologist at (UPSE) Well-being Center.