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THEME:

**“BRAILLE SYSTEM AS A PEDAGOGICAL TOOL IN THE ENGLISH
TEACHING LEARNING PROCESS FOR ADULT PEOPLE WITH
VISUAL DISABILITIES WHO BELONG TO ASOCIACIÓN DE
PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC) DURING THE
ACADEMIC CYCLE APRIL - AUGUST 2015.”**

Thesis submitted prior to obtaining the Sciences of Education Bachelor Degree with major in the English language.

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December, 2015

AUTORSHIP

The criteria issued in this research work: **“Braille System as a Pedagogical Tool in the English Teaching Learning Process for Adult People with Visual Disabilities who belong to Asociación de Personas No Videntes de Cotopaxi (Anovic) during the academic cycle April - August 2015”** is the author’s exclusive responsibility.

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THESIS DIRECTOR'S ENDORSEMENT

As the thesis director of this investigative work about: **“THE BRAILLE SYSTEM AS A PEDAGOGICAL TOOL IN THE ENGLISH TEACHING LEARNING PROCESS FOR ADULT PEOPLE WITH VISUAL DISABILITIES WHO BELONG TO ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC) DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”**, developed by Gavilanes Tipán Gina Giomara, Vilcacundo Pérez Erika Magaly applicants of the English Career, I consider that this investigative report contains the methodological and scientific requirements which are enough to be evaluated by the thesis validation court at Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences, for its study and qualification.

Latacunga, August 2015

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Lic. Encalada Trujillo Edgar Guadia
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UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y
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En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, las postulantes: Gavilanes Tipán Gina Giomara, Vilcacundo Pérez Erika Magaly con el título de tesis: **“THE BRAILLE SYSTEM AS A PEDAGOGICAL TOOL IN THE ENGLISH TEACHING LEARNING PROCESS FOR ADULT PEOPLE WITH VISUAL DISABILITIES WHO BELONG TO ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC) DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”**, han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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GRATEFULNESS

My warmest gratitude and appreciation to my parents who supported me all the time in my academic studies with dedication and love. I also thank to my sisters, brother and husband who were with me in this hard crossing with effort and comprehension. Thanks for helping me to culminate my long dream.

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Gina

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This is because of you.

Magaly

DEDICATION

I dedicate this investigation work to God, to my family and especially to my husband for his love, understanding and constant encouragement, to reach the end of the career.

Gina.

DEDICATION

I dedicate this investigative work to God for giving me the opportunity to live and enjoy this wonderful experience. To my parents for their effort and supported me with your patient and comprehension.

Magaly.



THEME: “THE BRAILLE SYSTEM AS A PEDAGOGICAL TOOL IN THE ENGLISH TEACHING LEARNING PROCESS FOR ADULT PEOPLE WITH VISUAL DISABILITIES WHO BELONG TO ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC) DURING THE ACADEMIC CYCLE APRIL - AUGUST 2015.”

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ABSTRACT

The present investigative work was developed in “ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC)”, located in Latacunga. The development of this research was done to promote the Braille System Use as tool so that Adult people can learn the English language and teachers can be able to teach this language through basic knowledge of Braille System using specific didactic materials. This didactic material was made using recyclable materials. This investigation applied the theory in which the Ecuadorian state guarantees the social inclusion in the regular educative system. This guide contained activities in order that teachers can learn about the system then they can use them with their blind students. This guide was useful so that teachers who didn't know about the system, could be familiarized using a resource which they didn't use in the daily life. What is more, such teachers as students felt comfortable with the didactic resource based on recyclable materials. The method used was the descriptive one because it provided details about the problem and situation that live blind people. Finally, this research pretended to make a practical contribution because it opened new possibilities so that blind people can learn a new language and as a result they can improve their professional and personal lives.

Key words: blind people, recyclable materials, English. Braille, inclusion.



TEMA: EL SISTEMA BRAILLE COMO HERRAMIENTA PEDAGÓGICA EN EL PROCESO DE ENSEÑANZA Y APRENDIZAJE DEL IDIOMA INGLÉS DIRIGIDO A PERSONAS ADULTAS CON PROBLEMAS VISUALES PERTENECIENTES A LA ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC) DURANTE EL CICLO ACADÉMICO ABRIL-AGOSTO 2015

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RESUMEN

El presente trabajo investigativo fue desarrollado en la “ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC)” ubicado en la ciudad de Latacunga. El principal objetivo fue promover el uso del sistema Braille como una herramienta para que las personas adultas puedan aprender el Idioma Inglés y los docentes puedan aprenderlo para enseñar este idioma a través de conocimientos básicos sobre este sistema usando específicos materiales didácticos los mismos que fueron hechos usando material reciclado. Este trabajo aplico la teoría en la cual el estado ecuatoriano garantiza la inclusión social en el sistema educativo regular. La guía contiene diferentes actividades para que los docentes pudieran aprender y aplicarlos con sus estudiantes. Esta guía fue de ayuda para que los docentes que no saben sobre este sistema estuvieran familiarizados usando un recurso que ellos no lo utilizan en su vida diaria. También, tanto docentes como estudiantes se sintieron cómodos con el recurso didáctico basado en material reciclado. El método usado fue el tipo descriptivo porque proveyó detalles de el problema y la situación que viven las personas ciegas. Finalmente, esta guía pretendió desarrollar una contribución práctica para que los estudiantes con problemas visuales puedan alcanzar sus objetivos para cumplir y mejorar su vida personal y profesional.

Palabras Clave: Personas Ciegas, Material Reciclado, Inglés, Braille, Inclusión

INTRODUCTION

Through the history, the education had given big advances. It broke the different traditional paradigms. Referring to the English language, education has become in an important learning considering the global world that we live.

Teachers ask major preparation to face the inclusion education. Referring to universities, they receive people with special capacities so they have adapted their infrastructure and curriculum.

If those people even have this kind of problem, they couldn't achieve their objectives or they couldn't come across in the academic environment because when a person want to follow a carrier, they have to accredit any language compulsorily to get their degree. Moreover, although people with visual incapacities are under the govern protection and they have to get a work in any industry, company, etc, they are include in any place such as secretary assistant. So, they wouldn't have the opportunity to advance in their job because of their absent knowledge in English Language.

It's quite important to get a guide as a help to teach English Language. Those people needs to develop their intellectual abilities to be succeeded to create a good environment.

The principal benefits of this research will be the adult people who belong to "ASOCIACION DE PERSONAS NO VIDENTES" and any teacher who wants to learn Braille in order that they can teach The English language to blind people

In this investigative work, the researcher applied the inductive method because this one gives the opportunity to follow the general problem to obtain a specific solution and the result of the analysis will help improving the education in the teaching learning process.

Through the research the people with visual disabilities could learn a new language with an instrument that they are familiarized. So, those people will be encouraged to study English Language in order that they can improve their professional and personal lives.

it is important because this investigation will be unique that is going to use low materials and recyclable materials in order to develop a braille system.

The population of this investigation is formed by eighty students and eight teachers whom help collect information and know the problem which is the reason of this research. The obtained results determined the necessity to create a pedagogical guide to apply in the laboratory based on practical activities.

The pedagogical guide is a good didactic resource because teachers will be able to learn Braille System with basic knowledge. So, they could teach to blind people.

This present investigative work has three chapters:

The first chapter contains the theoretical foundation of the investigation: education, teaching learning process, pedagogy, The English Language and The Braille System which is used for the blind people literacy and their social impact and importance in the educative system.

The second chapter is composed of analysis and data interpretation of the results obtained through surveys applied to teachers and blind people. The information was vital to elaborate the respective conclusions and recommendations consider the theoretical and the most relevant results obtained during the investigation.

The third chapter contains the proposal which concerns the development of a pedagogical guide to help teachers to learn the Braille System in order that they can use the best method in their teaching

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CHAPTER I

THEORICAL BACKGROUNDS

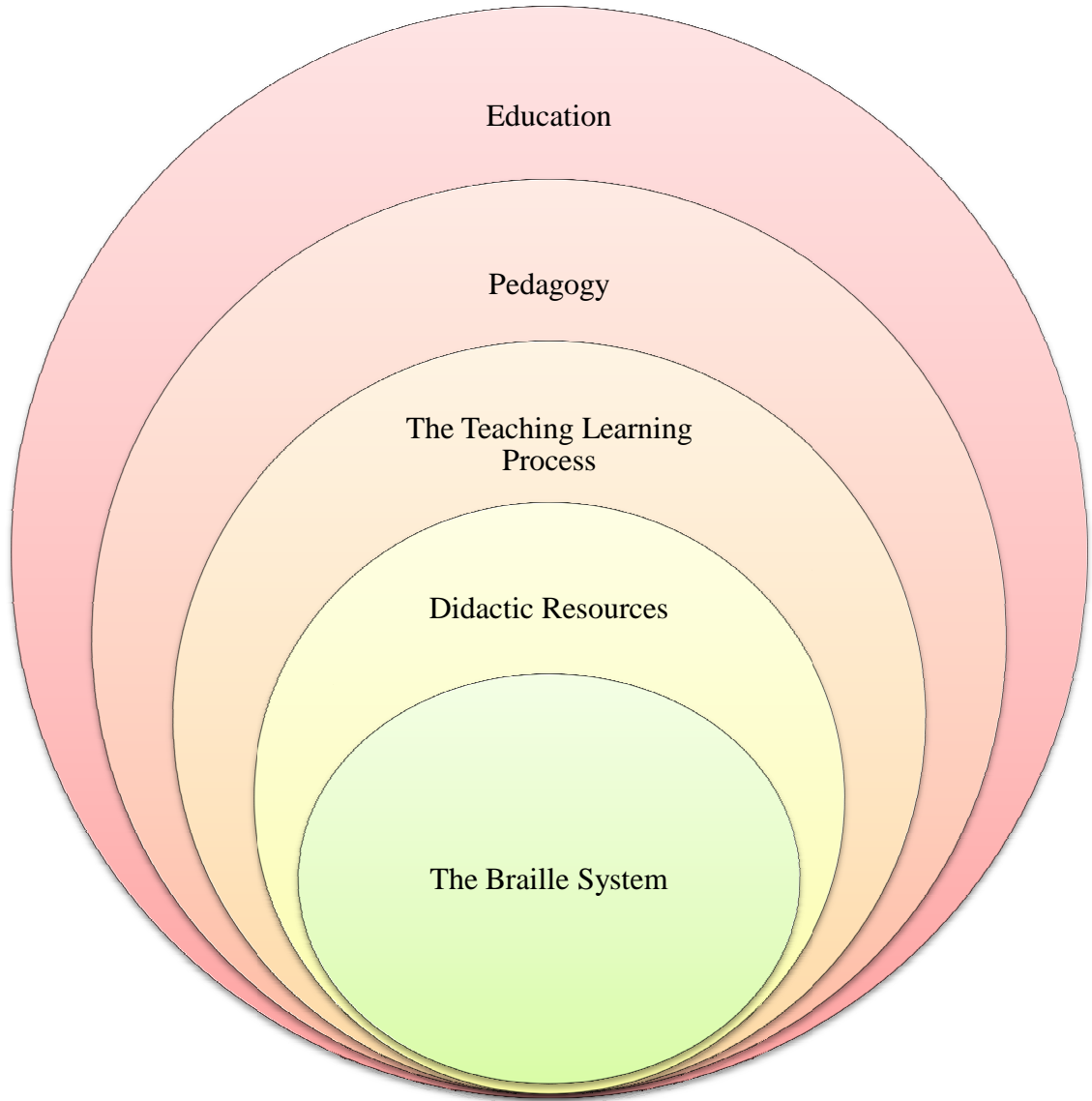
Through a review to the development of this work, there is not any project related to Braille system specifically for the English area. So, it shows us the need for this project in which we can help people of the blind people association of Cotopaxi to improve the knowledge of the English language.

teaching English language has become an important tool in the education field at Technical University of Cotopaxi, where you can make projects that demonstrate the development to provide the knowledge of a second language.

The process of teaching and learning English involves a series of skills that helps to achieve a correct new challenge for learning through projects that promote quality to the new foreign language.

Through this research was visible evidence that blind people are those that learning a new language are motivated by the dynamic activity of the English learning. Therefore, the Braille system can be applied and thus it will be used to develop this new learning because it has an attractive and simple way where blind people are attracted to participate and be educated differently.

MAIN CATEGORIES



1. THEORICAL FRAMEWORK

1.1. EDUCATION

“The purpose of education is to replace an empty mind with an open one”
(Forbes, 1999)

“Education is a power, too. That can be exercised like all other power, as wealth, influence, talent or station.” (Taylor, 1992)

According to the authors, Education is considered the most important instrument in which every single man can develop him or he can increase their feasibilities to be a better life in the future. The education opens many doors because it provides wisdom for the human being. For example, at the moment that a man needs to express his ideas, he will find the best words to express his options in a correct way. It not only helps for people development, it helps for the countries' development because the country where there are many literate people, there is new discoveries, new scientific and technological project which can do easier to manage a country. It means, the education is fundamental for all aspects because economy, politic, culture and customs are based on this important field.

Education is a process because every single day each people learn new knowledge and people knowledge depend on the experiences.it means that people learn through theory and practice. Anyway, education is important to the professional and personal life for having a good accommodation in the society.

1.2. IMPORTANCE OF EDUCATION

OAK Manali (2008)“Education is a self-enlightening process and it is an important component of life too”

The researchers consider that education is so important through it; people obtain more knowledge that helps them to get their dreams. Also it is considered as an important aspect in life because all activities that people do every day have a close relationship with education.

Actually, education provides opportunities to people for give their point of view. That is why; people argue that every knowledge contribute to the development of the teaching learning process.

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. The education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Also it is fundamental because this facilitates for maintaining the essence of the culture and customs; this helps people to take good decision for improving their lives. Additionally, every child should be given equal opportunities to learn and study because the development of a country depends on the standard of education, it must do everything in its power to improve it. Although, the educational systems of different countries are not similar, they have to share a common goal. It is to provide its citizens a suitable and proper learning.

Education is important because it equips people with all that are needed to make their dreams come true. Education opens doors of brilliant career opportunities.

Education brings up questions and also device ways to find satisfactory answers to them.

Education can guide people to enlightenment.

Education helps for building in every individual, a confidence to take decisions, to face life and for accepting successes and failures.

1.3. EDUCATIVE PROCESS

Education is a wide field that involves some important aspects; one of them is the process that students need to follow for understanding in a best way the contents for that reason it is necessary to remember that education has specific steps where each person acquires new knowledge that depends of the last one. The education process is:

Primary. - (or elementary)

Education involves the first few years of formal, structured education. In general, main education consists of six or eight years of schooling starting at the age of five or six, although this varies according with each country's reality.

Secondary Education. –

It consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional; the general purpose of secondary education can be to give common knowledge, for preparing for higher education or to train directly in a profession.

Higher education. –

Also called post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. It is so essential that education follows a process because each theme depends of another one as an example: The researchers mention that children need to learn: listening, speaking, writing and reading. After that they complete that process children are capable to develop any content because they can interpret the message that each topic has. But when children has not developed one of these skills it is impossible that they can learn others subject matter.

1.4. EDUCATION IN ECUADOR

In Ecuador, education is one fundamental aspect that the actual government wants to maintain in good level but sometimes it becomes very difficult for economical factor, because for getting a good education it is necessary to assign a determinate percentage of money for investigation. Nowadays, appear the necessities for changing some traditional aspects about education but these changes need to be sequentially to give society the opportunity for adapting to them. There are new methods in Ecuador for helping educational process that avoid fear and physical punishment instead of the motivation is teacher's responsibility to avoid class

stress and memorization, actually the education around the earth find critical and reflective individuals capable to adapt those difficult world changes. According national identity education must be aimed to preserve: culture, customs and aspects of each country taking in account the importance of the country state. Economic development is one fact that has special influence in education field, because it helps to increase budget that is offered to the education necessities. Also it is necessary to take in account that in our country there are many educative institutions that maintain the rule, only boys or only girls the same occurs in high schools but the problem stars at the moment to join these two genders in the superior education because it sometimes is a difficult change.

1.5. EDUCATIVE INCLUSION

The UNESCO (2008) define to the inclusion as: “a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education

A society which aim is to include all members accepts as diverse, and then creates equal opportunities for all. It is adapting to the individual needs, so that none of them goes beyond the possibilities of growth and development, participation in their environment.”

The researchers agree with the author because the education states the access of children and teenagers with any disabilities to the formal education with an excellent quality. It involves the work support in order to achieve the inclusion

The principal objective of inclusion is to provide appropriate responses to the broad spectrum of learning needs in both formal and non-formal education environments. The inclusive education is a perspective that should serve to analyze how to transform the education systems and other learning environments.

1.6. INCLUSIVE EDUCATION PRINCIPLES

According to Tanenbaum's Pedagogy (2014) there are seven important inclusive education principles

a) Teaching All Students

Educators should take several different approaches to teaching the same material so that information becomes more interesting and tangible to a greater number of students.

b) Exploring Multiple Identities

Students who are proud of themselves and excited by the world around them will be more compassionate and understanding people; the same is true for educators.

c) Preventing Prejudice

Educators should take a proactive approach to debunking preconceived stereotypes and preventing them from escalating into prejudices and negative biases.

d) Promoting Social Justice

Students are good judges of what is fair, especially when they are affirmatively challenged to consider issues of social justice. Educators should talk to them about issues of social justice and injustice in terms of fair versus unfair, respectful versus disrespectful.

e) Choosing Appropriate Materials

Inclusive classrooms use books and materials that reflect accurate images of diverse peoples and challenge stereotypes.

f) Teaching and Learning About Cultures and Religions

Educators should create curiosity and expand students' horizons by teaching about others in a positive manner. Students should have the opportunity to learn from their peers as well as other cultures.

g) Adapting and Integrating Lessons Appropriately

Educators should be flexible when using and adapting lessons in our curricula, as well as in prescribed curricula in general. Many of the most teachable moments are unplanned and unscripted.

1.7. DISABLED PEOPLE IN ECUADORIAN EDUCATION

To Jesse Ventura (2014) “Disabled people need more invested in their education, housing, job training, transportation, assistive technology, and independent-living facilities. Governments earn back this investment - and more - by making people with disabilities economically productive citizens.”

The author claims that it is necessary to show the existence of important restrictions which difficult the access, permanence and issue of disabled people. In contrast, the legal framework indicates the institutions' responsibility in order to integrate disabled people into the university system.

The educative situation of disabled people evidences a high discriminated condition although there are laws which accredit and protect the rights of those people to the education in the same conditions of the rest.

Referring to the Disabled Law (2001) establishes the access of education in public and private institutions in all levels with the necessary supports and with special and specific education if they can't attend to regular classes due to their disability.

In this case, it is important to remember that the Ecuadorian Constitution in the fourth chapter mentions:

Art. 66: La educación es derecho irrenunciable de las personas, deber inexcusable del Estado, la sociedad y la familia; área prioritaria de la inversión pública, requisito del desarrollo nacional y garantía de la

equidad social. Es responsabilidad definir y ejecutar políticas que permitan alcanzar estos propósitos.... El Estado garantizará la educación la educación para las personas con discapacidad (2008).

It means that in Ecuador, the disable process has been generated in a progressive way. That is why; the authorities such as the President and National Congress have paid attention in this topic.

So, there are some projects to introduce disabled people in the university. This project will work with several universities pilot group in Ecuador. Then, after the first step, it will be replayed to the rest universities

- a) **“Las personas naturales, nacionales o extranjeras, residentes en el Ecuador, con discapacidad, causada por una deficiencia, pérdida o anormalidad de una estructura o función psicológica o anatómica, de carácter permanente, que tengan restringida total o parcialmente, por su situación de desventaja, la capacidad para realizar una actividad que se considere normal”;**
- b) **“Los padres, madres o representantes legales que tengan bajo su responsabilidad y o dependencia económica a una persona con discapacidad”**
- c) **“Las instituciones públicas y las instituciones jurídicas de derecho privado de derecho privado, sin fines de lucro, que trabajan en el campo de las discapacidades” (Ley de Discapacidades, 2001)**

According to this law, the term “disability” is recognized to define the benefited people of the educative services. But it is not established any difference between “deficiency” and “disability” to specify the services because the disable term is a dynamic concept which test the performance level of an individual.

In this field, the Ministry of Education and Culture must have a protagonist role so it is an integral part in the design of national politics referring to disabilities.

To be more specific, the term disability includes deficiencies, activities' limitations and participations' restrictions. The deficiencies are problems that affect a structure or corporal function. The activities' limitations are difficulties to execute actions or assignments and the participations' restrictions are problems to participate in essential situations.

Therefore, the disabilities are a complex phenomenon that reflects an interaction between the human organism characteristics and the society's characteristics in which they live.

1.8. CHARACTERISTICS OF DISABLED PEOPLE POPULATION IN EDUCATION

The access of disabled people to the university is insignificant. It shows scarcely 18% of the total population with disabilities who have acceded to the university.

Pursuant to Consejo Nacional de Discapacidades this percentage is distributed in the following way:

- 80% stays in the urban sector and the rest 20% stays in the rural sector. This is an evidence of the absence of an educative system in the rural sector.
- 57% of disabled people, who have entered to the university, live in the Coastal Region, 40% in the Highland Region and the rest 3% in the Amazon Region.
- Men with disabilities (63%) entered to the university more than women (37%)

In Ecuador, disabled people have a ID CARD of Consejo Nacional de Discapacidades. They have to register their educative, occupational and health characteristics in the data base of the information and documentation center of CONADIS.

In the last years, although these conditions have increased because 40.710 disabled people have been registered in the CONADIS in 2004, only 5% have entered to the university.

All available information determines that in Ecuador there are structural conditions which preclude the integration of the educative level. In this sense, 32% has any preparation, 41% finished the primary school and 15% finished the high school.

Otherwise, there is not another official data base which register the access of disabled people to the university in Ecuador.

1.8. ORGANIZATIONS WHICH PROTECT AND PROMOTE THE RIGHTS AND ATTENTION TO DISABLED PEOPLE

In Ecuador there are 5 federations that work with the disability's thematic, such as:

- National Federations of NGO's: Non-Governmental Organisms to the disability. Those ones work with 120 organizations in the whole Ecuadorian territory and they are registered in Consejo Nacional de Discapacidades (CONADIS).

This federation has a national coverage and work in different areas like health, rehabilitation, education, occupational training, etc.

- Federación Nacional de Ciegos del Ecuador (FENCE), this federation groups 25 institutions of and to blind people in Ecuador. As a consequence, this organization has generated 150 job's places through 135 call boxes.

Its principal objective is to reinforce the education, the occupational insertion and social integration of Ecuadorian blind people. It has a proper braille printing in which text, brochures and magazines are printed using the braille system or ink. Those products are complemented with recorded cassettes.

Those materials are sent to the branches or blind people that want. They are free.

- Federación Nacional de Sordos del Ecuador (FENASEC), this federation works with 15 associations and 2 pre-associations of deaf people.

The projects and actions are oriented to promote the health, education and professional training rights.

- Federación Nacional de Ecuatorianos con Discapacidad Física (FENEDIF) groups 25 Ecuadorian associations. Its aim is to defend the associations' interests of the associations which integrate this federation.

It supervises the compliance of regulators, politics and laws existents for disabled peoples. It promotes the socio-economic situation, cultural and health improvement of people with physical disabilities. It offers institutional and training support to the members' association.

- Federación Ecuatoriana Pro- Atención a la Persona con Deficiencia Mental (FEPAPDEM). This federation is organized with regional centers in Quito, Guayaquil and Cuenca.

- It is constituted by foundations or institutions which assist to people with mental deficiency, Down syndrome, cerebral palsy and autism.

Those 5 NGO's do their actions in the whole territory. They are framed in the standardization, integration and equalization principles.

1.9. TEACHERS AND THEIR ROLE IN THE BLIND PEOPLE'S TEACHING LEARNING PROCESS

Teacher performance is the fulfillment of functions; it is determined by various factors associated with teachers, students and the environment. Likewise, the performance was held in different fields and levels in the cultural and social context, institutional environment, the classroom environment and the same teachers through a reflexive action. (Hidalgo, 2007)

The teacher's role goes along with the evolution of the human being; its beginning was with the first primitive societies. It born spontaneous and natural; then, intentional, systematic education when they tried to find techniques, methods for transmitting knowledge which is the actual teaching.

Generally, It is considered that teacher's performance is just give a class to a group who are interested on learning something that will surely serve in the future. Currently, it has changed over major education reforms at the national level in Latin America, and around the world.

The teacher's job is a process of obtaining reliable and complete data in order to demonstrate and evaluate the educational effect that it originates in the students to develop their pedagogical skills, their emotions, job responsibility, the nature of their relationships with teachers, principals, parents and teachers

Simon Bolivar (2000)says: "The teacher should be distinguished by their education, the purity of their customs, by the naturalness of their manners, accessible, frank person in whom students can imitate"

Indeed, the teacher is one of the pillars to the formation of the students' personality in all areas, he is the individual most imitated by the society. -That is why teachers should always reassess knowledge and develop qualities such as creativity and knowledge basic scientists

Education in the XXI century world has been given to the professionals in this field, with great responsibilities in the formation of the student, It is said by the Organic Law of Intercultural Education: Title II, Chapter IV. Art. 11. Paragraph b: " Ser actores fundamentales en una educación pertinente de calidad y calidez con las y los estudiantes a su cargo " with modern educational requirements, academic pursuits, knowledge assessments, as well as the right to training, continuing education updates, etc..

As teachers are the protagonists in the academic education of students with visual disabilities need humanist philosophy, being a teacher at heart, willing to change, to new theories, the constant research, educational update, to be creative and innovate and develop materials according to student need.

The Education in Ecuador has changed. The inclusion marks a new era where social demand falls on teachers with the intention that provide students with visual disabilities an education with quality and warmth.

In these times of globalization, permanent changes, education has become a challenge.

That's why; learning to live according to the globalization involves developing skills, values that enable coexist in a context strongly marked by diversity, this is not just a feature of societies who were distant, but rather are part of our daily lives.

2. PEDAGOGY

“More specifically, new research is defined in pedagogy as a highly complex blend of theoretical understanding and practical skill” (Chapuis, 2003)

“Pedagogy is about communication, knowledge and learning. You learn to

understand the individual in a cultural and social perspective, and you develop the ability to plan, lead and assess educational practices in communities of different kinds”. (Ltd., 2012)

Pedagogy is the art and science of how something is taught and how students learn it. It also includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.

According to the researcher’s point of view this is the science of education and teaching as discipline or group of techniques which promote learning. It is the art of transmitting experiences, knowledge, values and ideas because it helps developing students’ skills in the correct way during the teaching-learning process. So, it organizes the education correctly.

2.1. IMPORTANCE OF PEDAGOGY

The importance of pedagogy can be overrated in terms of making or breaking a professional educator, if the idea is that one style of pedagogy is the best or the only way to reach students or to be professional.

The other side of pedagogy that is important, particularly as it relates to professionalism, is the idea that a teacher plays a certain role and as such a professional must act a certain way. A teacher is not a child's friend, not that they cannot be trusted or someone that the student can come to, but a teacher that strives to be friends with all their students can also create all kinds of problems given their other responsibilities that include evaluating student progress, handing out grades, handling discipline issues, etc.

2.2. FUNCTIONS OF PEDAGOGY

According to Rhona Brown (2013) mentions that there are three functions.

Theoretical: The theoretical allows developing the foundations of educational policy. Beside it permits to practice activities with teachers and students for a better understanding of the contexts.

Pedagogical theory is defined as the set of concepts, definitions, prepositions, sentences, interrelated principles it help to explain, understand the pedagogy, ie, everything related to training, teaching, learning, curriculum and school organization.

Practice: It is the ability to introduce practical experiences giving valuable aid to teachers and students to get a better level knowledge. Also, the task of teaching, at any level of the educational activity, implies the transfer function as simply and clearly as possible, concepts for the awakening of minds in training.

Forecast: It studies the development trends and perspectives of education; science-based forecasting is a condition for safe planning. In addition it is an instrumental process, scientific and comprehensive, which allows a previous study and systematic through information gathering, in order to transform, strengthen, train, develop and educate from an initial state to some potential, based on the diversity and based on various methods and techniques.

2.3. TYPES OF PEDAGOGIES

According to Paulo Freire there are several pedagogies.

Constructivism pedagogy

According to the constructivist approach, learners construct and interpret their individual realities based on their perceptions of experiences. Learning is regarded as a process in which the learner actively constructs new ideas or concepts based upon current and past knowledge and beliefs. In addition, constructivist theories are behind many modern teaching styles, such as Generative Learning, Inquiry-

based instruction, Discovery Learning, and knowledge building.

Constructivism is a theory of knowledge explaining it as being developed in the human being when information comes into contact with existing knowledge that had been generated from previous experiences. It has roots in cognitive psychology and biology and an approach to education that lays emphasis on the ways knowledge is created while exploring the world. Knowledge is meaning we make from experience, transforming our world from chaos to order.

Cognitivist pedagogy

Cognitive theory is not a refutation of behaviorism, but rather an expansion that uses changes in behavior as indicators for processes within a learner's mind. Cognitive theory utilizes the concept of "schema," a structure of internal knowledge, as well as the concept of short and long term memory.

Cognitive Emotional Pedagogy (CEP) is a method of teaching and learning based on cognitive psychology and constructivist learning theory which claims that construction and retention of new concepts and skills is most effective if the learning

content is associated with creativity and emotionally distinct experiences. It defines learning as relatively permanent change in behavior. Learning happens when an individual constructs concepts that lead to changes in the existing conceptual map (existing knowledge).

Critical pedagogy

It is a form of education in which students are encouraged to question dominant or common notions of meaning and form their own understanding of what they learn. One of the central ideas of this teaching method is that students are able to build their own meaning when learning and teachers should facilitate that process

rather than

“force” meaning upon the students. Critical pedagogy tends to accomplish this end by striving to help students “unlearn” previous lessons that may enforce dominant thought and “relearn” their own ideas.

It includes relationships between teaching and learning. Its proponents claim that it is a continuous process of what they call "unlearning", "learning", and "relearning", "reflection", "evaluation", and the impact that these actions have on the students, in particular students whom they believe have been historically and continue to be disenfranchised by what they call "traditional schooling.

Traditional pedagogy

In this pedagogy, the teacher is the center of the teaching-learning process; he is considered the transmitter of information and subject of the teaching process. It requires the memorization, to narrate and expose. The student-teacher is based on the predominance of authoritarian teacher and the student is passive. It is one in which the students' knowledge are learned and taught without innovations or strategies which, taken to educate not being reflective, critical and analytical.

2.4. THE TEACHERS' ROLE IN THE PEDAGOGY FOR TEACHING BLIND PEOPLE

To learn we must want to learn, to learn you have to devote some time, to learn we must begin by analyzing our own learning needs and each teacher has to create their own learning environments. " (DuFour, 2004)

Teachers are a fundamental part of the educational process, who have changed the classroom. Subject will be a constant update in their specialty and other areas that contribute to the student's attention with special educational needs, with or without disabilities; in this way optimum results are achieved and their work is

directed towards an increasingly diverse society.

The parameters that measure a good inclusive teaching performance are given according to special educational needs. In this case, in attention to students with visual impairments, they have been summarized into two:

a) Pedagogical Update

Pedagogical updates are constant because through the Integral System Professional Development for Educators plans and implements various spaces that allow teachers to keep up on topics inherent performance.

To meet quality students, especially those with sensory disabilities, teachers by vocation will seek to update and they will respond to the diversity with creativity.

Our country is crossing a period called Educational Revolution. It is characterized by giving priority attention to all the excluded minority groups including students with visual disabilities. The state is providing the space needed to ensure the equal rights and opportunities, for this reason the Government has promoted a number of free, compulsory and evaluated training for teachers have professional standards that ensure optimal educational quality.

(Constituyente, 2008): Title II, Chapter IV. Art. 10. Literal a says "Acceder gratuitamente a procesos de desarrollo profesional, capacitación, actualización, formación continua, mejoramiento pedagógico y académicos en todos los niveles y modalidades, según sus necesidades y las del Sistema Nacional de Educación"

This set of knowledge prepared by Ecuador tends that teachers belong to updated professional groups; however, the state don't provide important tools that serve in teaching students with visual disabilities such as teaching materials adapted to your needs.

b) Curricular adaptations.

Adapting the curriculum is gradually making the Basic Curriculum Design to turn it into an educational tool capable of facing the achievement of the overall goals of education through diversity and for all the individuals that the school serves: Prepare a Draft Centre really thought from our reality, developing a concrete classroom project for our last class group effectively ... they are strictly speaking curricular adaptations. (Hansen, 2003)

According to the author, curricular adaptations consist of modifications or adjustments made in the regular educational offer. It thinks only of students who have special needs with or without disabilities.

Adaptations in the curriculum elements address to the diversity visual disabilities. It means, In the material didactic chosen to interact in class have the opportunity to abstract knowledge of a jointly hearing and handling real material or similar to reality.

3. TEACHING LEARNING PROCESS

The teaching-learner process is the most important aspect in education, without it, any educative institution would exist. Hence, it is considered as the heart of education.

LANGFORD (1978) comments: “To teach is to help (or, strictly, to try to help) someone to learn something, and what is learnt need make no contribution to the learner’s education. For example, people teach their dogs to walk, to heel, their friends to play pontoon and their children to make daisy chains, without thereby necessarily contributing in any way to their education”.

According to the author's criteria teaching is to pass knowledge to others, however such endeavor is only an important aspect of education since besides teaching, students need to understand, remember and consolidate what is being taught, which is called teaching learning process. In fact, in order to get knowledge,

Teaching and learning go hand and hand, and students must retain in their minds such information not only for a short term but for a long term.

The teaching-learning process involves transferring not only information but also knowledge from a teacher to a student. It is a form of communication in which there is a transmitter of information and the receiver of such information.

This process has three fundamental elements which make teaching and learning process possible in all instances. The following are the three fundamental elements of the process:

The teacher is considered to have the main role in the process, is the one who is in charge of using methods, techniques as well as his/her knowledge to fulfill academic aims and goals. She/he controls and leads teaching to the learning.

The student is considered as the most important element of the teaching-learning process because since they are the reason of learning. Each one of the learners has different modalities of learning for that reason, there always be fast and slow learners. The third element is the environment, which has to be a place where there is harmonious communication between the teacher and the learner; it must not have barriers that impede learning nor teaching.

3.1. TEACHING

LOTT, J. (2008) argues “Teaching is a contract between a student and a teacher. This implies that teachers and students have an agreement and some distinct obligations to each other. There is also an agreement to give the obligation your best shot, and to expect the same from all the learners.”

According to the text above, teaching is an interaction activity that requires a teacher and a learner. The teacher passes on his knowledge to the receiver of the knowledge

(the student). Teaching does not have to be a static way of transmitting information but rather, it has to be a dynamic social interaction which includes rapport among the participants.

The main purpose of teaching is the transmission of information by means of direct communication supported by auxiliary means, which present a major or lesser degree of complexity or effort. As a result of such action, a trait of this process must be left in the student, a reflex of the objective reality, of the surrounding world which forms knowledge, abilities and capacities, which allows students to face new situations with a creative, adaptive and appropriate attitude.

The teaching process produces a set of systematic transformations in the individual, a series of gradual changes whose stages take place in ascending order. Hence, it is a progressive, dynamic and transforming process.

As a consequence of the teaching process, successive and uninterrupted changes occur in the cognitive activity of the individual. With the assistance of the teacher who leads a teaching activity which aims at mastering knowledge as well as developing abilities and habits according to the scientific conception of the world;

the pupil acquires a new vision of the material and social reality, which implies a transformation of the personality of the individual.

Knowledge is synthesized by the teaching process, which goes from no-knowledge to knowledge; from imperfect knowledge to perfect wisdom, which is near logical reality.

Teaching proposes gathering facts and to classify them, compare them and to discover their regularities necessary to inter-independency internally and generally.

Teaching is closely related to education which is subjected to the changes conditioned by the historical and social development, to material and spiritual needs of the communities, whose supreme objective is to reach the mastery of all the knowledge given by cultural experience.

Teaching exists so that learning takes place, without it, it is impossible that an individual learns something academically. Therefore, these two aspects are related to a same process. They keep their unique particularity separately, but make up a unit between the leading function of the teacher-student and the student's activity.

3.2. LEARNING

According to WENGER (1998): "Learning is this sense is not a separate activity. It is not something we do when do nothing else or stop doing when we do something else. There are times in our lives when learning is intensified: when we are challenged beyond our ability to respond when we wish to engage in new practices and seek to join new communities."

The author means that learning occurs all the time; it is a natural process which is extremely complex; whose essence is acquiring a new knowledge, ability or capacity. For that process can be considered a real learning instead of a simple trait or temporary idea, it has to manifest itself in the future, thus contributing to find a solution to concrete problems, even in different circumstances which originally was intended to.

Learning is for some individuals more than an active construction process that takes place in their brains.

The students' brain and the neuronal net is not only a photocopy system that functions automatically and in an accurate manner. But it is a complex process which has not been explained thoroughly.

The information that the brain receives turns into the reality by means of personal experiences. That is every individual has a different way to understand the surrounding matter. If the information received is not relevant to the brain or to the personal experience, learning will not take place. Only fragile knowledge will dwell for a short period of time.

Today's learning must be dynamic not only a mere solid knowledge. The brain has an enormous capacity; it has the ability to make us accomplish anything that is desired. The brain waits for every command, ready to carry out anything. It is capable of processing up to 30 billion bits of information per second, and it has the equivalent of 6,000 miles of wiring and cabling.

Understanding how the brain learns sounds to be challenging. One of the new sciences that are contributing to understand how an individual's mind works is Neuro-Associative Conditioning, which studies how learning process are conditioned by thinking patterns. It is said that an individual is the only responsible for how deep knowledge will go in the educative process.

3.3. LEARNING MODALITIES

Each individual has different learning characteristics, which can be influenced by genetics, the environment or personal choice. That is why some students are good at specific endeavors.

HERNACKI (1992) believes “In some primary and secondary schools in the United States, teachers are realizing that every person has an optimum way of learning new information. They understand that some students need to be taught in ways that vary from standard teaching methods.”

These authors say learning is a biological experience because each student has a unique genome and background which forms the basis for a certain way of learning; therefore, classes must be arranged according to their particular way of learning, if all students are given the same teaching, only a few of them will learn a certain topic.

Getting to know what type of learning style each student has, is a great tool to enhance learning, and to take it to excellence, not only in school, on the job and in interpersonal situations. When teachers know this fact, learning and teaching become easier.

Each student should be taught according to their learning styles, that is because each individual is unique, most students will never discover their true potential if their learning styles are not discovered.

3.4. IMPORTANCE OF THE ENGLISH LANGUAGE

Nowadays, the English language is the most important language worldwide. The English language is considered the principal element of the communication between diverse cultures that share traits in common. Moreover, the English language is the official language of England because when the England was conquered the English language became one of the most spoken languages in the world; such as Gales, Scotland and Ireland, United States, Jamaica, Canada, South Africa and many parts of the Oceania where it was accepted as an official language with variations in the vocabulary, pronunciation and the accent.

The phenomenon of globalization also had contributed to convert the English language into the most important and necessary language in the present time. In addition, the English language is understood as the dominant language worldwide especially in the Unites States and England.

English is very essential to gain a high level of knowledge and to find a doorway to the best possible job position.

The English education in Ecuador is based on the Common European Framework of References.

The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes

(1) What language learners should be able to do at different stages of the learning process and

(2) What knowledge and skills they need to develop to communicate effectively in the target language (Europe, 2003)

The CEFR (2003) proposes six levels such as:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,

- C1-C2: proficient users of the language.

However, according to the National Curriculum Guidelines (Education, 2012), the Ecuadorian educative system is based only three levels which are:

- **Level A1:**

This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves and introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly.

- **Level A2:**

This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs.

- **Level B1:**

This is accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally at this level, learners are able to (1) communicate effectively while traveling in countries that use the target language, (2) write simple, coherent essays about familiar topics, personal interest, experiences, events, and desires, and (3) justify their opinions (i.e. by giving simple, brief reasons) and explain their future plans.

3.5. WHY STUDY ENGLISH?

In the globalized world in which we live the English has outstripped the limits natural language and it has become a working tool. Internationally, to have an intermediate English proficiency has become a requirement for access to many sources of employment.

3.5.1. English for travel

Most of the people in the world do not speak more than their native language. For that reason the travel agencies engage a lot of people that helps the tourist to have a good trip.

3.5.2. Business English

English is internationally considered the language of business. For example, in a multinational enterprise with employees of all around the world, his meetings will be probably in English. So, the employees must speak English

4. DIDACTIC RESOURCES

According to Medina (2003) didactics is “A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process.” p.7

Referring to the text above, didactics are defined as a set of strategies, methods and techniques which work in order to achieve specific goals related to the teaching and learning process. In this case, the student not only learns simple topics or subjects but also he/she learns new meaningful knowledge in which the student can remember the contents and as a result he/she can apply later.

Therefore, Teachers can choose the best didactic which shows the teachers' styles in order to transmit knowledge. That is why; every person finds lots of differences of techniques, methods at the moment that teachers give their classes.

The didactic language is an important element; it's a key element, in the communication between teacher and students using convey messages but using direct and simple in an efficient way as possible without a minimal chance of distortion of information.

it is necessary that didactic resources are defined including their function and role in the teaching learning process.

Oscar García (1996) defines resources as “any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process.” p. 2

It means that resources are computers, laptops, data shows, blackboard and so on which are used by the teacher in order to reinforce the class or the topic that he teaches and as a consequence students can learn in a better way.

Furthermore, using different resources people can improve their skills such as writing through letters and vocabulary, speaking through pronunciation and spelling or may be those can be integrated. So, any kind of auxiliary material or resource can be used for different materials such as role-plays, physical descriptions. Those resources also can be used in order to approach students to other culture.

In this case, it is important to mention that traditional resources are a set of instrument which is used by teachers such as the blackboard, visual aids, textbooks, etc. Those materials are traditional because teachers apply them in class frequently. It means that they are the most common resources in the class.

They are used once, or more and in some cases they exceed the limits of their function and as a consequence it can become bored as the text book

However, all of those materials are indispensable in each classroom because those are considered as the minimal resources which a teacher can use. That is why; teachers need to know about them and how to use them in order to avoid the same use day by day. It means that teachers also have to be creative at the moment that they use traditional resources. So, they can maintain the control and demonstrate their professional quality.

On the other hand, there are new technologies in which ICT (Information and Communication Technology) plays a big role because nowadays, technology is part of the humans' lives and every time it is more sophisticated. Actually, Children from 5 or 10 years ago have lots of access to the technology and they are able to manipulate computers, laptops and smartphones in an easy way. So, teachers also need to be updated in order to apply different technology in class in order to maintain the interest of the students

4.1. TEACHING MATERIALS

In general teaching materials are any systematic description of the techniques and exercises to be used in a classroom teaching. (Brown, 1995)

When developing the class, each teacher must have the educational materials adapted to the needs of students with visual impairment, as it is an element of great help and meaning. David Ausubel said that "the main support for a class is the preparation of learning material must be well organized and structured." (Martha Tenulto, 2006)

Teaching materials are the different teaching aids which are designed for students to learn quickly and to have new knowledge easily. Thus, those materials can be simple or complex, a simple one can be a chalk and a complex one can be laptops,

internet, etc. But, the best material that a teacher can use can be the complex material.

Quantitatively, teachers perform the following activities in connection with the materials to plan, conduct and evaluate the learning process:

- Determine the special educational needs of the student.
- Analyze the types of materials for each class issue.
- Decide how to get the materials to be used
- Get materials by selection or prepare them properly for each class topic.
- Assess learners, the material according to the objectives, or curricular competencies.

4.2. IMPORTANCE OF TEACHING MATERIALS

Teaching materials are so important in the teaching-learning process because they provide the support for teachers and students in order that students can achieve their learning much better. For example, a worksheet has the possibility to provide different opportunities to practice the knowledge received independently and develop students' skills such as speaking and reading.

Thus, through those materials the student can explore and reinforce his knowledge himself. So, teaching materials are important in all subjects and more in English because it is important to use them in order to catch the students' attention with more interactive activities

4.3. TYPES OF TEACHING MATERIALS

Visual

These kinds of material are used to catch the attention of the student in a visual way. They are able to enter in our brain easier than others because some scientist argue that people learn easier recording picture, images, videos, etc. that is why, it becomes the most useful material used by teachers.

In this case, computers are also considered as visual material because they are easy to use and they can be interactive and funny for students.

Audio

As its name says, this type of teaching material is used to learn through listening. It is very important because it helps to be familiarized with the English sounds. It is considered useful because the humans can record information through hearing and every time that they listen to specific audios, they may be able to remember information in an easy way. So, for example, audio materials can be tape recorder, radio, MP3 player, etc.

Audio - Visual Aids

Those aids are the most complete because through audio-visual aids we can integrate skills, that is, the students not only watch a video they can listen information, too. For example: videos, laptops, television, data show.

4.4. TYPES OF TEACHING MATERIALS FOR BLIND PEOPLE

"It is an element of the curriculum. It is an indispensable support in the learning process contributing to motivate students to clarify

concepts and skills set through manipulation and effective perception." (Bonilla, 2005,)

The didactic material is the element that makes the dynamic process of learning and self-information; therefore It cannot be considered as the best those previously developed which give the opportunity to build and develop this action through mental processes, cognitive skills, abilities, psychomotor skills and positive attitudes. (Néreci 1997)

Educational interaction based teaching materials are selected by teachers whose performance is important in mediating learning. It must provide students with visual disabilities various didactic materials that enrich their knowledge as well as others.

One of the elements of the curriculum teaching are the resources that are necessary tools that the teacher should choose according to subject, environment and interests of students. In addition, the teacher must build educational materials adapted to the needs of the student. The student must also build materials with teacher assistance.

Teaching resources are part of the curriculum elements, therefore, are taken into account in educational standards in care for people with sensory disabilities.

So says the Disability Legislation in Title IV of the Curriculum, Chapter I, Article 102: The project will take into account the following appearance

“Materiales y recursos didácticos que se van a emplear. Éstos deben ser elaborados o escogidos de acuerdo a la asignatura, a su entorno, a la funcionalidad, a su cultura o simplemente a los intereses del estudiante, respetando la discapacidad sensorial”.

Materials adapted to the students' needs with visual disabilities should be prepared in such an exquisite way that they perceive how beautiful it is through the other senses as they replace the vision. When. It is spoken about exquisite not

only it refers to colors, textures and others, but what they see through the hands, nose and ear glued to have a reality together with learning theory meaning.

There is a big classification of teaching materials, but for purposes of job, experience and research the following classification is used to **Geraldine, M. (2013)** as divided as follows:

According to the origin:

- a) Natural Teaching materials
- b) Artificial Teaching materials

According to their nature:

- a) Structured Teaching materials
- b) Unstructured Teaching materials

a) Natural Teaching materials.

They are materials that are taken of the nature that we can handle, smell, taste, etc it is how blind people can be connected with the outside world. The nature remains a great source of training materials that can be integrated as experimental material. In this respect, the attitude of willingness of teachers to create teaching resources from the environment, giving a new meaning is fundamental.

b) Artificial Teaching materials.

Those are materials involved in human hand making miniature in many cases, in others the same size, color, texture, shape, but all must be very lifelike example planets, sun, fruits, animals etc.

c) Structured Materials:

Those materials are acquired in the trade that have universal acceptance; They are an essential part of learning in blind as logical blocks, geometric game in high relief, etc.

d) Unstructured Teaching materials

In this case, the teacher made him alone or with their students according to the subject using the creativity, environmental material available in high relief with different textures such as maps, models, systems that make up the human body and others. This material is the most used because it attaches to the need for blind students; however, it is the least produced by the lack of educational upgrade teacher.

5. BRAILLE SYSTEM

As Louis Braille (1820)said that the Braille system is a tool which provides the power to enjoy the life for blind people.

It means that the blind people, as any other people, need to read and write to have the access to the education, culture, information and written communication. The Braille system, through the tact, is the code that allows people who can't see the world achieve this fundamental aim.

The Braille system is not only a special reading and writing code. It is an alternative communication media in which the people need to use the tact sense. So, the teaching-learning process of braille system is not a simple and elemental process.

5.1. THE BRAILLE SYSTEM HISTORY

Since a long time existed several invents to facilitate the reading and speaking to blind people such as words in relief or wood and rope with different knots. But, those instruments weren't very used so the blindness were become an obstacle to access to the written communication.

In the age XVII starts the change of society attitude. In Paris, in 1784, Valentin Haüy founded the first educative center for blind people. It was the Institution National des Jeunes Aveugles. Here, the people used the Haüy system to read. It consisted in the record in a high relief of characters. Although the blind people could read very slowly, they couldn't write.

In 1821, Charles Barbier de la Serre showed in the educational center of Haüy a punctiform system. It was invented so that the soldiers can send messages in relief, to be able to read through the tact, in the darkness. They were signs that represented sounds. They were read with the fingers' yolks and they were written with a rule and a punch. But the signs were too big and they didn't represent the spelling of the words, they only represented sounds.

Louis Braille was a blind student of the Haüy's Institute. He analyzed the Barbier system and modified it. He reduced the signs' size and he invented a new alphabet. He published his code in which people could read and write in 1827. It was known as the Braille system. Moreover, Louis Braille adapted his system in order to use in math, music, science and developed an abbreviation system. In fact, Louis Braille was a music teacher.

Although this system wasn't accepted because it represented a drastic change, it was official in 1840.

After that, in 1878 in the International Congress celebrated in Paris this system was promoted as an universal method because it was considered the best literacy system to blind people due to its didactic utility.

Fernandez del Campo (2004), mentions that "the possibilities of this invent overcome the necessities that they want to solve and, without loss of coherence, it allows to respond to a lot of challenges glimpsed in the moment of its creation. As so many other times along the history, the job which endowed with own life. It honored its creator, surrendering unexpected fruits."

Referring to the author's opinion, the braille system has been considered as an important tool because it allows to blind people achieve their objectives. So, it

changed the blind people's life completely. Nowadays, the access to the information of those people is a reality and all of them are because of the Braille system.

This system has been a decisive factor in the social and educative integration of people with visual disabilities.

5.2. IMPORTANCE OF THE BRAILLE SYSTEM

To Simon Rueda (1994) the Braille system as another literacy system is and basic instrument for the person with or without vision in all aspects of the life (school, professional or social).

It means that the Braille system not only make possible that blind people receive information, get a job and have a profession but it also allows to read, enjoy the literature, inform and communicate.

Furthermore, in the last ages the technology has developed and through this system the blind people can access to internet, emails and cellphones.

The Braille system has been converted in a universal tool in which people can read and write in different languages and apart from that it permits to represent the different scientific disciplines such as: mathematics, physics, and chemistry

5.3. BRAILLE SYSTEM FOR ADULT PEOPLE LEARNING

An adult who has lost the vision needs to learn a new literacy code: the braille system. For this, he must dominate the necessary skills to access to the system and to have the conditions and capacities to begin his learning, it means:

- To develop tactile skills (to train the tact sense).
- Psychological adaptation to the new situation: if the person even hasn't assumed his situation, he can feel stressed in the learning process. On the other hand, other people can be alleviated to discover that the learning opens the expectations and possibilities that they believed as

lost. It will always be necessary to value the situation between the professionals and the student.

It doesn't seem appropriate to teach the braille system to adult blind people with the same methodology that train a child. The adult, in the first place, must adapt to his new situation. Furthermore, it is necessary to keep in mind that he has fewer facilities to discriminate the letters tactilely, because he doesn't have developed the tactile perception.

The braille system teaching for adult blind people must be part of an individual rehabilitation program.

The teachers must try to avoid that the student ends up rejecting the system because of the difficulties with the discrimination. Even, there are authors that defend the possibility to represent the system with splints. It represents the cells to more size.

If people still preserve a good visual rest, it can be advisable to learn the braille system using the vision. There are investigations which affirm that it is easier to access to the braille through the tact.

CHAPTER II

1. BRIEF HISTORICAL DESCRIPTION OF ASOCIACION DE NO VIDENTES DE COTOPAXI

In 1998, Asociación de no Videntes de Cotopaxi saw the necessity of having an institution which can offer education, rehabilitation and training directed to people with visual disabilities. That's why; they resolved to ask the creation of Instituto de no videntes Cotopaxi to the Minister of Education.

So, this institution for blind people was created on July 6th, 1998 with its ministerial agreement N° 36-31.

At the beginning, this institution was helped by Fernando Gallardo and José Luis Coronel who borrowed the Special Education Department offices for its operation. Moreover, in the same stage the Minister of Education gave the budget needed for its performance.

Since that date, the authorities have been asking about the donation of a piece of land, where they can build the institution, to the Ecuadorian and local government in order to offer more support and commodity to people with visual disabilities

The fundamental institute's objective is the organization, planning and execution of the policies which are oriented to obtain the rehabilitation, educative labor and social integration of blind people.

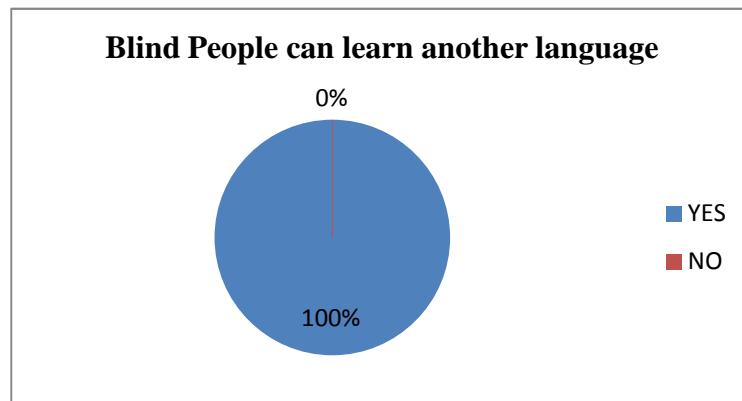
2.1. ANALYSIS OF THE SURVEY APPLIED TO ADULT PEOPLE WHO BELONG TO ASOCIACION DE PERSONAS NO VIDENTES COTOPAXI

1. Do you consider that blind people can learn another language?

CHART N°1

OPTIONS	F	%
YES	72	100%
NO	0	0%
TOTAL	72	100%

GRAPHIC N°1



Source: Blind People of ANOVIC
Elaborated by: The researchers

According to this question, 72 people that correspond to 100% said that blind people can learn another language.

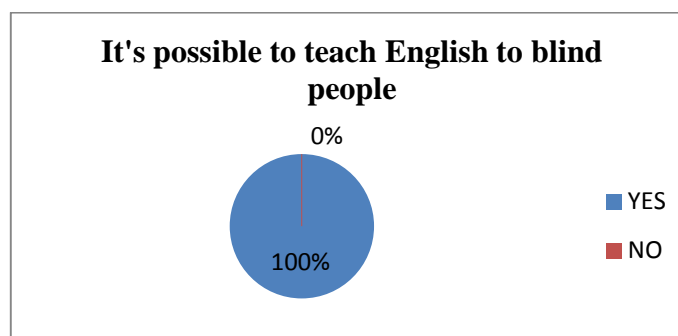
Then, it is possible for blind people to learn another language, so they can be inserted in the educative system as any other people.

2. Do you think that it is possible to teach English to blind people?

CHART N°2

OPTIONS	F	%
YES	72	100%
NO	0	0%
TOTAL	72	100%

GRAPHIC N°2



Source: Blind People of ANOVIC
Elaborated by: The researchers

This question indicates that 72 people that represent the 100% think that it is possible to teach English to blind people.

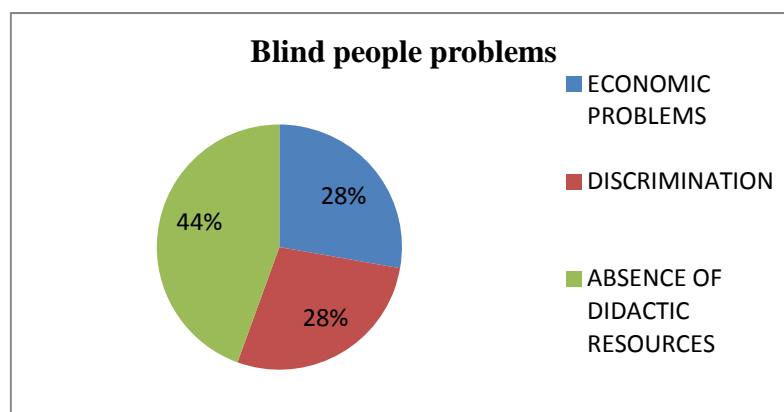
English is an important subject into the educational system and nowadays English is one of the most spoken languages around the world so it is important that everybody learn this language and as a consequence for blind people is important, too. If there are teachers who can teach people with mental problems why not to blind people.

3. According to your point of view, why can't blind people attend to the University?

CHART N°3

OPTIONS	F	%
ECONOMIC PROBLEMS	20	28%
DISCRIMINATION	20	28%
ABSENCE OF DIDACTIC RESOURCES	32	44%
TOTAL	72	100%

GRAPHIC N°3



Source: Blind People of ANOVIC
Elaborated by: The researchers

According to this information, 20 people who belong to the 28% said that blind people can't attend the university because of the discrimination, 20 people who represent to 28% considered that it is because of the discrimination and the rest 44% with 32 people said that it is due to the absence of didactic resources.

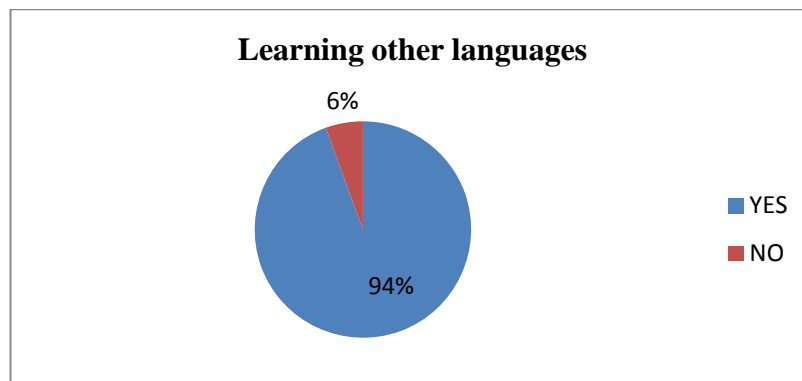
There are many blind people who don't have the opportunities to study because there aren't the appropriate didactic resources to learn. For example: the braille system.

4. Would you like to learn other languages?

CHART N°4

OPTIONS	F	%
YES	68	94%
NO	4	6%
TOTAL	72	100%

GRAPHIC N°4



Source: Blind People of ANOVIC
Elaborated by: The researchers

The question number 4 confirms that 68 people that represent the 94% would like to learn other languages but 4 ones that are the 6% said the opposite.

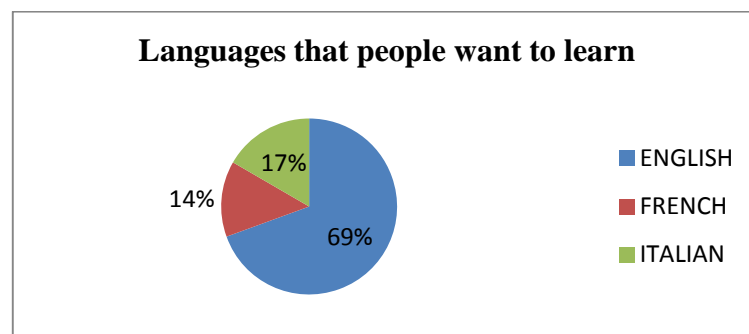
Learning other languages has become in a good opportunity in order that any person can improve his personal and professional live because it's easier to get job if you know other languages.

5. What languages would you like to learn?

CHART N°4

OPTIONS	F	%
ENGLISH	50	69%
FRENCH	10	14%
ITALIAN	12	17%
TOTAL	72	100%

GRAPHIC N°4



Source: Blind People of ANOVIC
Elaborated by: The researchers

This question reveals that 50 people with the 69% consider that they would like to learn the English language, 10 people with the 14% prefer French language and 12 people with 17% said Italian.

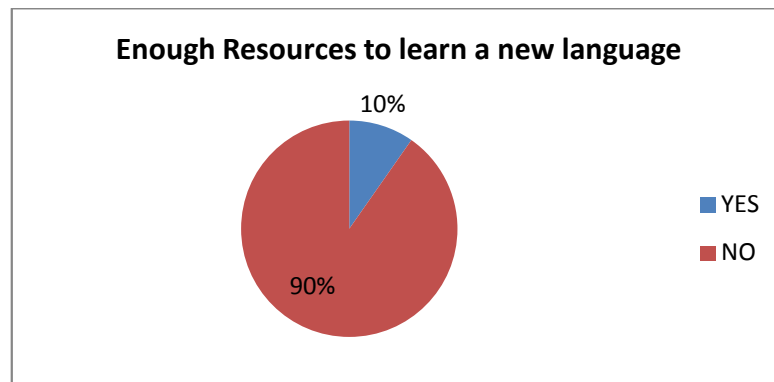
Nowadays, the English language has become in the first language which the big part of the word speak. It is considered as a universal language. So, it's important that a person learn this language in order that they can communicate with others around the world.

6. Do you consider that there are enough resources to learn a new language?

CHART N°5

OPTIONS	F	%
YES	7	10%
NO	65	90%
TOTAL	72	100%

GRAPHIC N°5



Source: Blind People of ANOVIC
Elaborated by: The researchers

The present question determines that 7 people with the 10% consider that there are resources needed to learn a new language. While 65 people with the 90% said that there aren't enough resources for learning a new language.

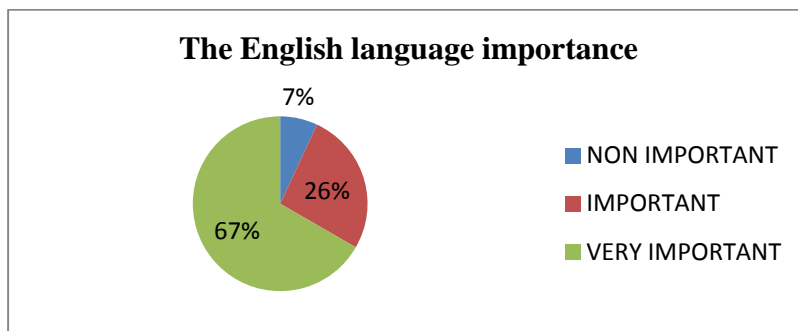
It is important that an institution has the resources that blind people need in order that they can learn any knowledge because the resources support the theory

7. What important is to learn the English language for improving your professional and personal lives?

CHART N°7

OPTIONS	F	%
NON IMPORTANT	5	7%
IMPORTANT	19	26%
VERY IMPORTANT	48	67%
TOTAL	72	100%

GRAPHIC N°7



Source: Blind People of ANOVIC
Elaborated by: The researchers

For this question, 7% of the teachers which is equal to 5 people consider as non-important to learn the English language for improving their personal and personal lives, 19 people with 26 % said it is important while 48 people with the 67% consider it is very important.

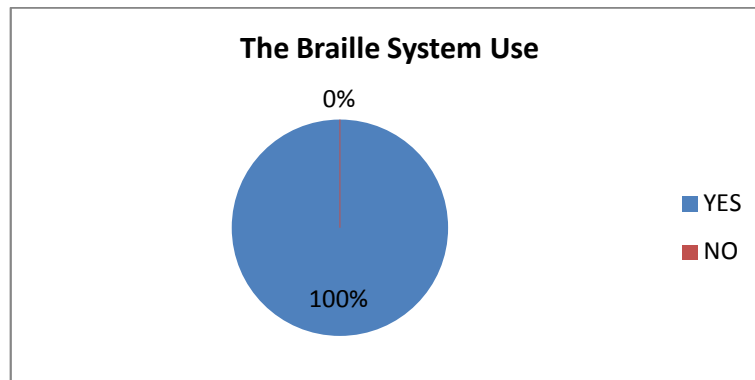
Learning the English language can help people to improve their professional and personal lives because nowadays in all institutions require people with English knowledge. So, they can have more opportunities to get a job.

8. Would you use the Braille System for learning the English language?

CHART N°8

OPTIONS	F	%
YES	72	100%
NO	0	0%
TOTAL	72	100%

GRAPHIC N°8



Source: Blind People of ANOVIC
Elaborated by: The researchers

In this case, 72 people that is equal to the 100% would use the Braille System in order to learn a new language.

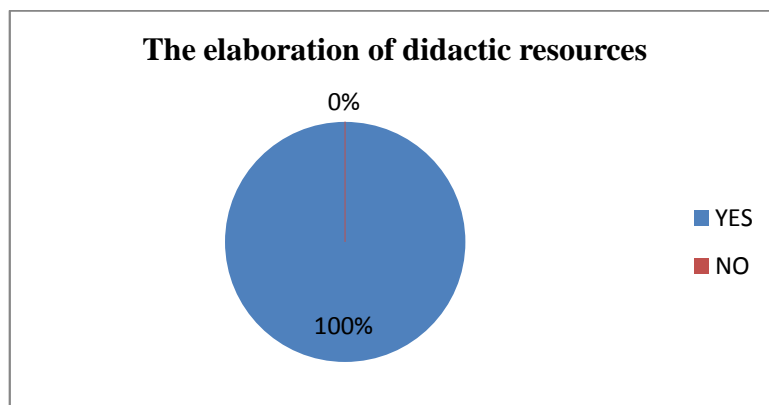
The braille system is the principal tool which blind people can keep in touch with the written and reading world. It is a raised system with six dots arranged in cells.

9. Do you believe that the elaboration of didactic resources based on recyclable materials would be useful so that teachers can teach English to blind people?

CHART N°9

OPTIONS	F	%
YES	72	100%
NO	0	0%
TOTAL	72	100%

GRAPHIC N°9



Source: Blind People of ANOVIC
Elaborated by: The researchers

In accordance to the answer of this question, the total of people, it means 100% consider that the elaboration of didactic resources based on recyclable materials would be useful so that teachers can teach English to blind people.

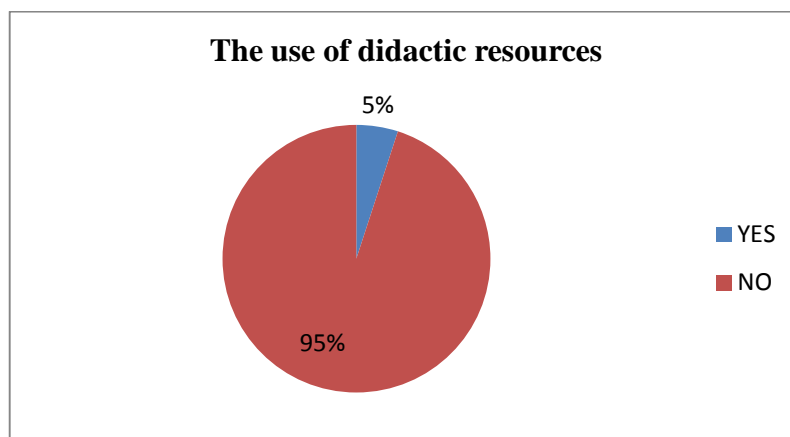
Teachers who use didactic resources which are elaborated on recyclable material can help blind people to learn through and economic and useful instrument and they contribute to save the environment at the same time.

10. Would you like to use didactic resources based on recyclable materials for learning a new language?

CHART N°10

OPTIONS	F	%
YES	2	5%
NO	70	95%
TOTAL	72	100%

GRAPHIC N°10



Source: Blind People of ANOVIC
Elaborated by: The researchers

In this question, the 95% represented by 70 people would use didactic resources based on recyclable materials for learning a new language. But, the 5% that corresponds to 2 people said they would not use them.

It is important that blind people want to use didactic resources based on recyclable materials because they can use a tool, the Braille system, that they know and if it is economic is better

2.2. ANALYSIS OF THE INTERVIEW APPLIED TO ENGLISH TEACHERS AT TECHNICAL UNIVERSITY OF COTOPAXI.

1. What do you know about inclusive education?

According to this answer, the teachers agree that the inclusive education is the right that the children have of receiving a quality's education regardless their disability. It means that all people with any kind of disability can be inserted into the regular system education

2. Do you consider that blind people can learn another language?

In this case all teacher agree that blind people can learn another language because they consider that although blind people don't have eyesight, they have other sense such as hear and touch which can help them to learn another language

3. According to your point of view. What could be the best age to learn English through Braille System?

Teachers consider that any age is the best to learn English through Braille System. However, it could be much better to start the learning of the English Language when they even know how to use the Braille System very well.

4. What kind of didactic strategies and resources would be the most appropriate to teach English to people with visual disabilities?

According to the teachers' answers, they consider that the most appropriate didactic strategies and resources to teach English to people with visual disabilities are through the Audio-lingual method, the Braille System and kinesthetic activities because referring to the Audio-lingual method, teachers can interact through audios, dialogues and speeches, with the Braille System they can write and read books, magazines, etc. and with kinesthetic activities they can move and reinforce the knowledge about the rest of the skills.

5. Do you think that the elaboration of didactic material based on recyclable materials would be useful so that teachers can teach blind people?

In this question, the teachers argue that the elaboration of didactic material based on recyclable materials would be useful so that teachers can teach blind people because some people, teachers and blind people, don't have the resources needed in order to get their materials to learn and in some cases those are the reasons why blind students don't enter in the university. So, if the didactic materials are made on recyclable materials, it means that they will be economic and as a result they can get them.

Moreover, they consider that it could be a creative idea because apart from helping the environment, it can contribute with the society.

2.3. CONCLUSIONS:

- The people of “Asociacion de Personas No Videntes de Cotopaxi” would like to learn the English language because they consider it is the language which the many people around the world speak.
- The blind people students have the possibility to enter to the regular system with the new laws. So, it is important that the institutions have the materials in order that they can use it.
- The Braille system is the tool which blind people use more because through that they can keep in touch with the literate world.
- The recyclable materials are good in order to create materials for the learning because those materials are economical and interest to use.
- The didactic guide based on recyclable materials can be a good way in order to give the opportunity to blind people in order that they learn a new language because they want to improve their professional and personal lives.

2.4. RECOMMENDATIONS:

- It is relevant to implement courses about The English language so that blind people of “Asociacion de Personas no Videntes de Cotopaxi” can develop their professional and personal lives
- It is important that educative institutions implement different didactic material for people with disabilities in order that they can feel comfortable
- Authorities must promote the learn of the Braille System for English Teacher in order that they can have the feasibility to teach blind people students
- To implement recyclable campaigns in order that the creation of didactic resources based on recyclable materials can be easier.
- To create new didactic materials based on recyclable materials for blind people in order that they can find many tools where they can learn any other language

CHAPTER III

3. PROPOSAL DESIGN

PEDAGOGICAL GUIDE AND DIDACTIC RESOURCE FOR TEACHERS BASED ON THE BRAILLE SYSTEM TO DEVELOP THE ENGLISH LANGUAGE SKILLS IN ADULT PEOPLE WITH VISUAL DISABILITIES WHO BELONG TO “ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI (ANOVIC)” USING RECYCLABLE MATERIALS.

3.1. INFORMATIVE DATA

INSTITUTE: ASOCIACIÓN DE PERSONAS NO VIDENTES DE COTOPAXI

PROVINCE: COTOPAXI

CANTON: LATACUNGA

PARISH: BETHLEMITAS

PRESIDENT: SR.SEGUNDO ALEJANDRO JACOME PALLO

ADDRESS: BARRIO LA LAGUNA-CALLE CHIMBORAZO-VIA A
SANTAN

3.2. IMPORTANCE

The English language has become the most important language around the world. So, many people need to learn this language in order to improve their academic and professional lives. Nowadays, as blind people want to be successful as any other people, they have the opportunity to learn the English language. That is why; this guide will improve the teaching learning process in adult people with visual disabilities. Therefore, this guide will be helpful and easy to use in order to help them develop the English language skills their learning.

This guide is considered so important because it will be useful for teachers and students in order to improve the interaction between them in the teaching learning process. So, teacher and students will know how to use it in order to apply them in class.

3.3. JUSTIFICATION

This project is oriented to improve the English teaching learning process in adult people with visual disabilities because it's necessary to apply the theory which we can find in the Ecuadorian constitution about the social inclusion of people with visual disabilities.

It is important because through this project the people with visual disabilities may learn a new language with an instrument that they are familiarized with. Moreover, those people will be encouraged to study the English Language.

On the other hand, it can be applied using different kind of methods to teach English through the Braille System. Apart from that, this investigation will use few and recyclable materials in order to create the braille system.

With this project the researchers want to achieve a social impact in the association and the city because if they can learn the English Language through Braille system, more competitive people will be formed and they will have a professional and academic development.

3.4. OBJECTIVES

General Objective:

- To promote the English language learning for blind people through the use of specific didactic material based on the Braille system at “Asociacion de No Videntes de Cotopaxi” (ANOVIC)”

Specific Objectives:

- To determine the theoretical basics of using the Braille system in the teaching and learning process.
- To identify the main methodological strategies to be used in the teaching of blind people.
- To design specific didactic resources using recyclable material based on the Braille system.

3.5. THEORETICAL FOUNDATION

The elaboration of the pedagogical guide based on recyclable material for blind people will help teachers developing the blind people’s abilities in the English Teaching Learning Process. Apart from that, it applies the blind people’s right in which they must learn any knowledge in their familiarized tools.

3.6. SCIENTIFIC FOUNDATION

This guide allows blind students develop the English language in an appropriate way. Therefore, it is important to clarify about how to use this guide into the teaching process with the principal objective of promoting the English language learning through this guide in the Braille system based on recyclable materials.

3.7. METHODOLOGICAL FOUNDATION

In this case, the present project will incorporate some pedagogical activities which are useful and needed. It will make the English teaching learning process easier.

It will have some appropriated methodological activities for students' conditions so that they can develop them easily. Moreover, the use of didactic resources based on recyclable materials will allow the English language learning in a dynamic and funny way.

3.8. PSYCHOLOGICAL FOUNDATION

The main aspect about the guide is to create a dynamic environment to the students because they need to be motivated to take part in the English teaching-learning process but in a familiarized environment. In addition, the teachers must apply the pedagogical activities step by step in order that the students can understand without any problem.

Furthermore, blind students can have a self-development. So, they will feel much better because they won't be discriminated to learn another language as any other people and as result they will have a good self-esteem.

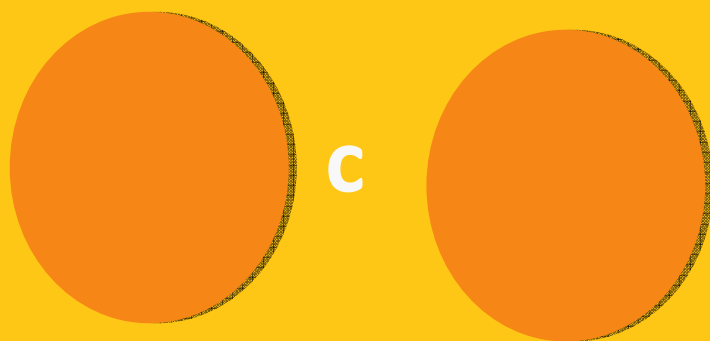
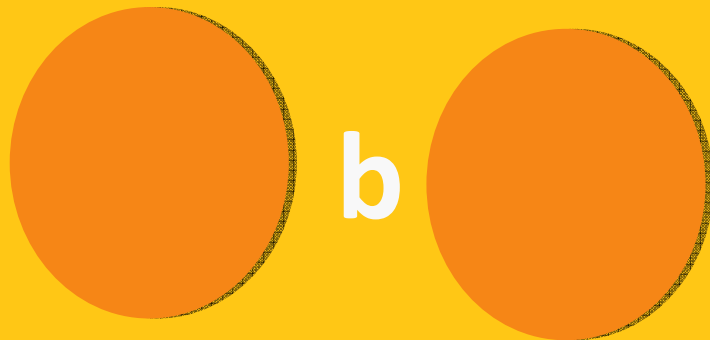
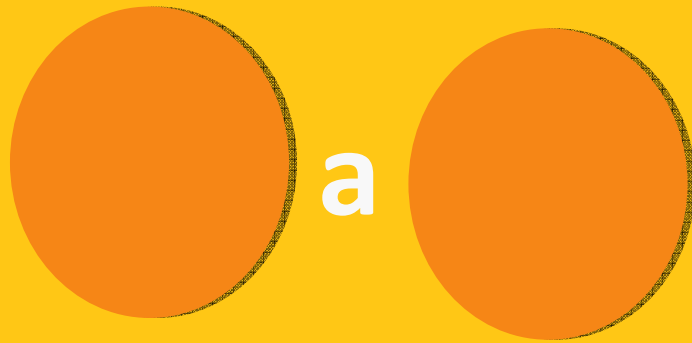


**PEDAGOGICAL GUIDE BASED ON
THE BRAILLE SYSTEM TO DEVELOP
THE ENGLISH LANGUAGE SKILLS IN
ADULT PEOPLE
WITH VISUAL DISABILITIES**



braille

BRAILLE SYSTEM



FOR TEACHERS

INTRODUCTION

The importance for blind people to learn new knowledge has promoted the development of different materials which are helpful for them. Apart from that it is relevant, for teachers, to find the best resources. Those must be feasible, didactic and economical materials. So, all teachers and students can use without any problem.

The Braille system is a tool which blind people can use in order to learn any kind of language. That's why; this guide contains some activities that a teacher can use in order to develop the different blind people's skills.

This guide is formed by interactive activities in which teachers will find vocabulary, dialogues to develop speaking.

Furthermore, each topic will be accompanied by a didactic resource based on recyclable materials using the Braille system. It will help students to learn through the tool that they have.

Through this investigative project, teachers and students will develop a good relationship because the activities are made for blind students understand the English language and as a result they will be comfortable with they are learning.

So, the design of the guide based on the Braille system for developing the English Language skills becomes so required due to the necessity to develop meaningful knowledge.

Louis Braille



Louis Braille was born in a small town near Paris on 4th January 1809. His father was a cobbler and made saddles for horses.

Louis loved to help his father in his workshop but when he was only 3-years-old, he cut one of his eyes badly while playing with his father's tools alone.

This caused an infection, which spread to his other eye and he lost all of his sight.

Louis went to the village school for two years, where he learned by listening. At the age of 10 he got a scholarship to go to a school for blind boys in Paris, one of the first in the world. He became very good at maths and science and learned to play the organ. He was also taught to read but not to write.

The letters he read were raised on a page so that he could feel the outline of each letter but it was hard to tell one letter from another.

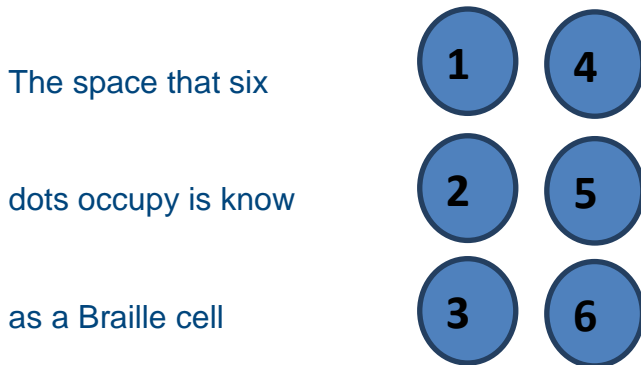
In 1821, a soldier named Charles Barbier de la Serre visited Louis' school to show the school children his invention, which was called "night writing". Night writing was used by soldiers so that they could pass messages along trenches at night and Charles thought it would be useful for blind people to read and write. Louis wanted to invent an easier way of reading and in 1824 he invented Braille. Louis could read by running his fingers over the dots. He also developed a different code for maths and music. In 1827 the first Braille book was produced.

Louis eventually became a teacher at the school. Unfortunately, he did not live to see Braille used widely. Louis died on 6th January 1852, at the age of 45. Braille was not recognized as a way of reading and writing until 1918.

Today, Braille is used throughout the world and is taught to children from an early age.

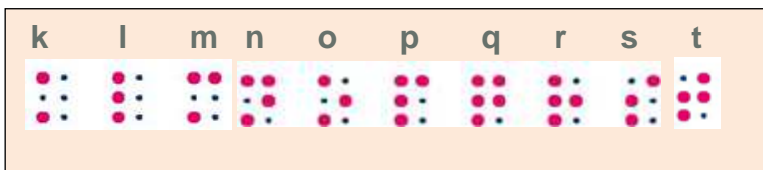
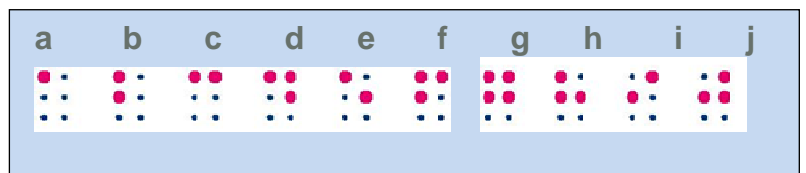
The Braille System: Six dots that say everything

Each letter of the alphabet has its own symbol. The symbols are made by arranging dots in the Braille cell, which is made up of six dots. Different dots are raised to represent different letters or numbers.



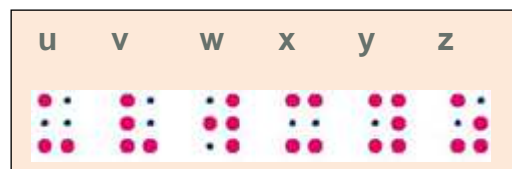
The Braille alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell, and they are the foundation of the Braille system.



The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, k is formed by adding dot 3 to a, l by adding dot 3 to b, and so on.

The letters u, v, x, y, and z are formed by adding dots 3 and 6 to the first five letters. Thus, u is formed by adding dots 3 and 6 to a, and so on.



The letter w, dots 2456 (w), does not fit into this pattern because Louis

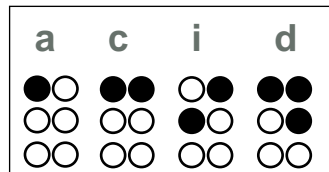
Braille devised the braille system in France in the mid-19th century, and the French alphabet did not then contain the letter w.

EXERCISES

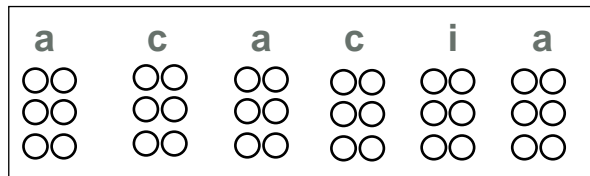
Practice the letters learned by brailleing the words in the following drill.

- acid

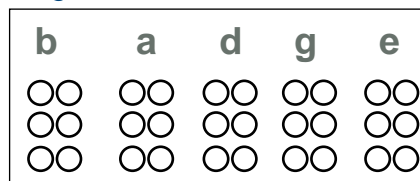
For example:



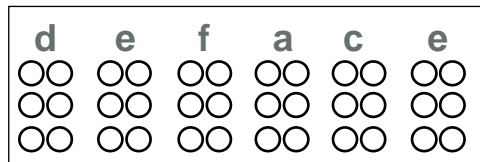
- acacia



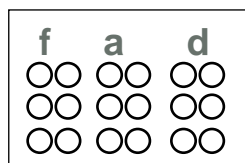
- badge



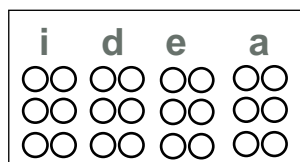
- deface



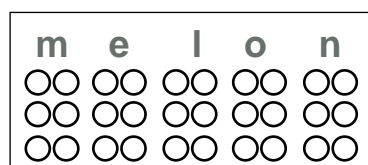
- fad



- idea



- melon



- kick

k	i	c	k
○	○	○	○
○	○	○	○
○	○	○	○

- noise

n	o	i	s	e
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

- quiz

q	u	i	z
○	○	○	○
○	○	○	○
○	○	○	○











- wield

w	i	e	l	d
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

- zoological

z	o	o	l	o	g	i	c	a	l
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○

The Braille Numbers

				
1	2	3	4	5
				
6	7	8	9	0

Braille numbers are made by placing the braille number sign before the braille letters a through j.

Larger numbers only need one number sign. The comma in braille is dot 2, and is used in numbers and with words, too.


3 1 , 9 8 7

Examples:

The braille number sign: 

1 is number sign plus a: 

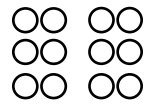
2 is number sign plus b: 

10 is number sign plus aj: 

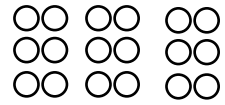
375 is number sign plus cge: 

Practice the numbers learned by brailleing the words in the following drill.

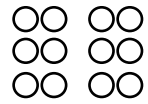
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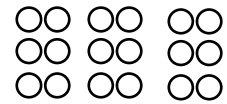
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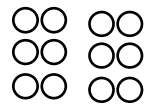
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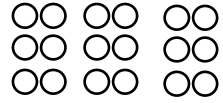
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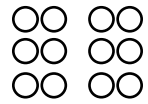
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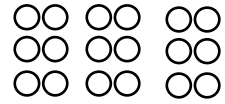
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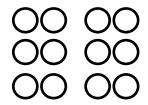
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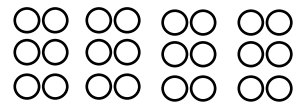
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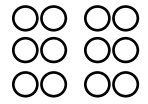
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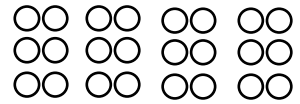
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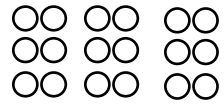
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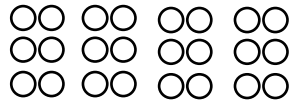
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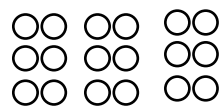
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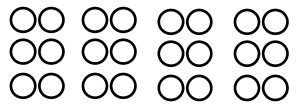
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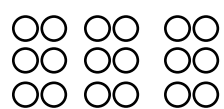
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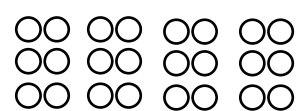
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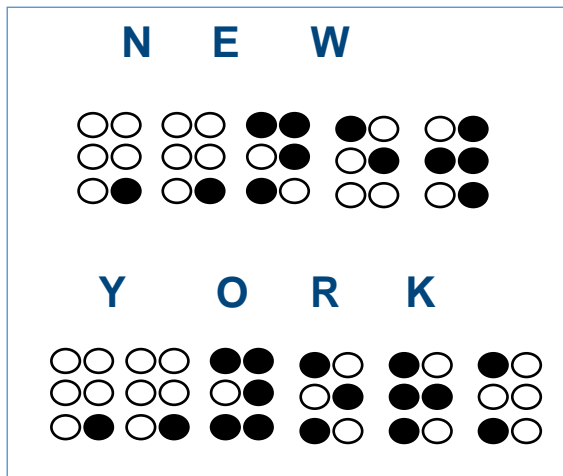
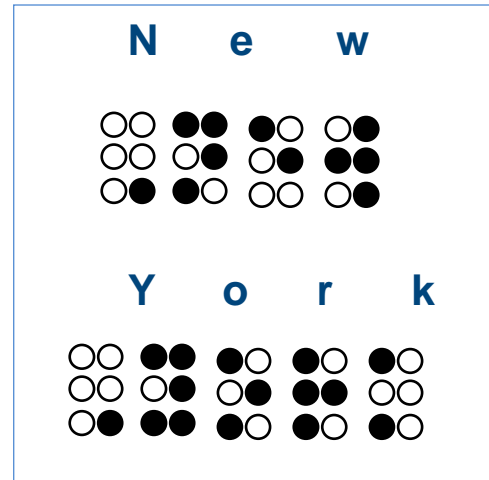


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CAPITAL LETTERS AND FULLY CAPITALIZED WORDS

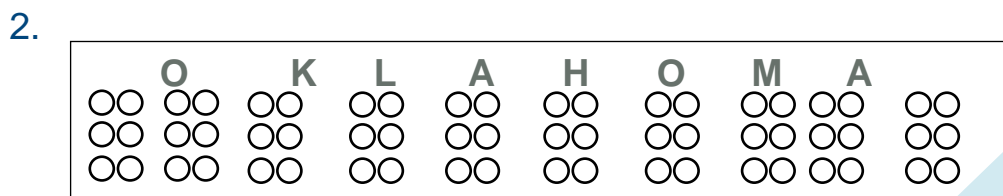
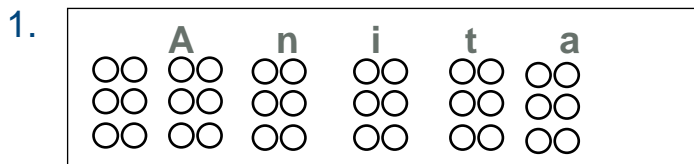
In braille, there is no separate alphabet of capital letters. Instead, capitalization is indicated by placing the capital indicator (dot 6) immediately before the letter affected.



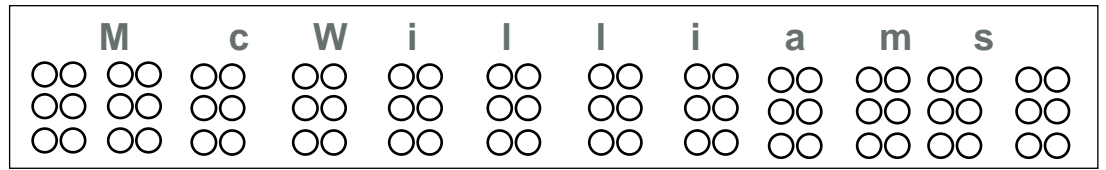
When all of the letters in a word or letter grouping are capitals, the double capital indicator (dot 6 placed in two consecutive cells immediately before the word) is used. Like the number indicator, the capital indicators are composition signs

EXERCISE

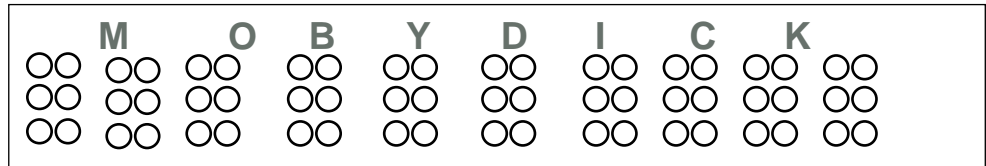
Practice braille the following to familiarize yourself with the use of the capital indicator.



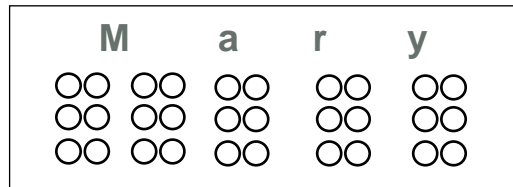
3.



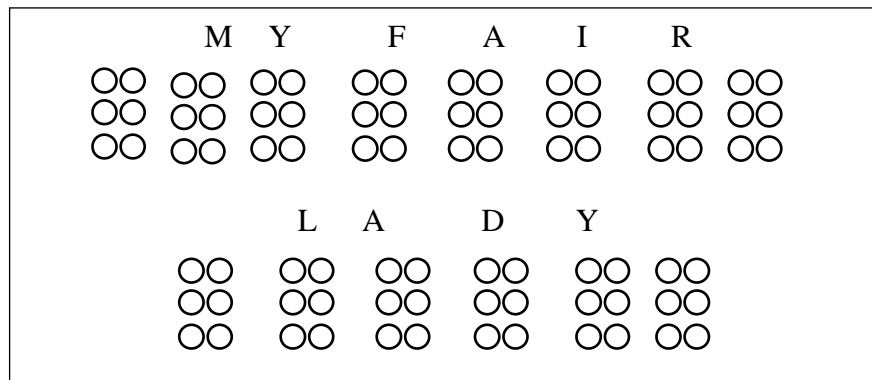
4.



5.

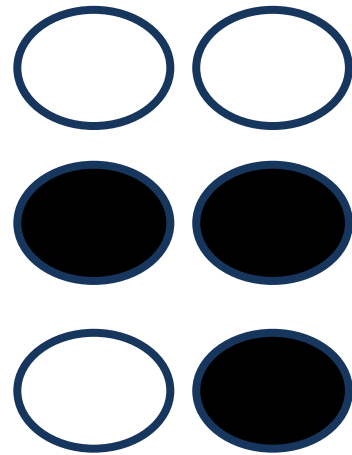


6.



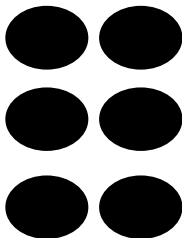
Braille Punctuation

A "period" is written with dots 2, 5, and 6. (Do you see how it is the same shape as the letter "d," only lower in the cell?) There are other characters for each mark of punctuation such as dots 2, 3, and 5 for an exclamation point. (Do you see that it is the same shape as the letter "f," only lower in the cell? Like the previous example, which is called a "dropped d," this is called a "dropped f")

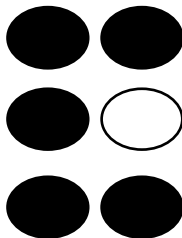


Expanding the Code

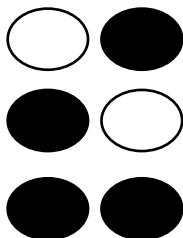
for



and



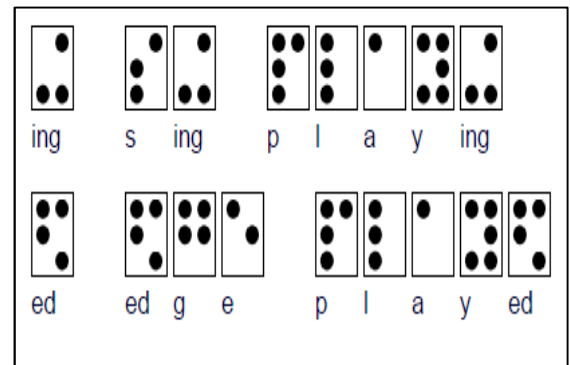
the



Braille uses special characters called contractions to make words shorter. We use contractions like "don't" as a short way of writing two words, such as "do" and "not."

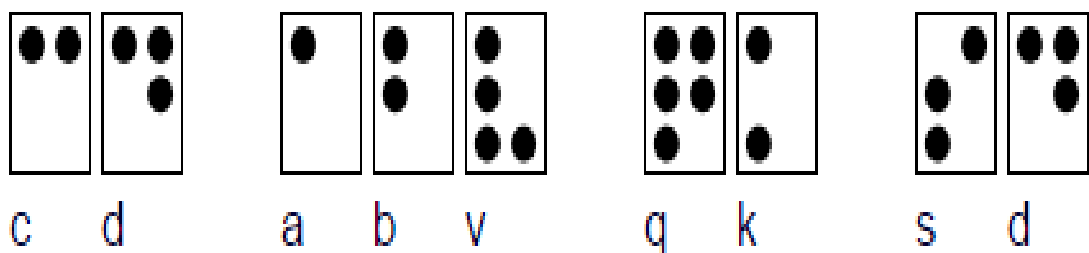
Some contractions stand for a whole word. For example, when the full cell is used as a contraction, it means "for." Dots 1, 2, 3, 4 and 6 make up the word "and" and dots 2, 3, 4, and 6 make up the word "the."

Other contractions stand for a group of letters within a word. In the example below, you see the contraction "ing" (dots 3, 4, 6) in the word "sing" and as an ending in the word "playing." Likewise, you see the contraction "ed" (dots 1, 2, 4, 6) in the word "edge" and as an ending in the word "played."



In addition to contractions, the braille code includes short-form words which are abbreviated spellings of common longer words. For example, "tomorrow" is spelled "tm", "friend" is spelled "fr", and "little" is spelled "ll" in braille. If you text message with your friends, it's a similar idea

Can you guess what these short-form combinations might mean?



If you guessed "could," "above," "quick," and "said," you're right!

Practice braille the following to familiarize yourself with the use of the code and contractions.

and

ing

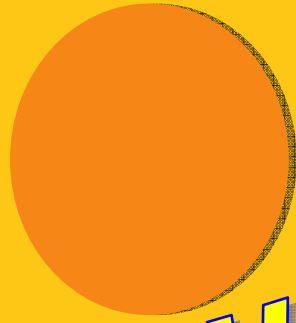
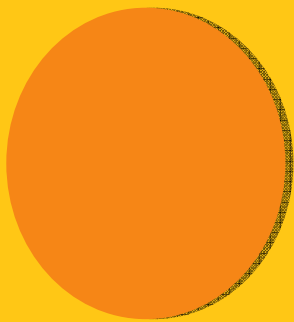
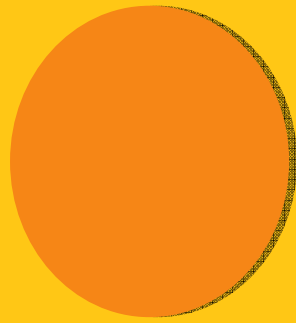
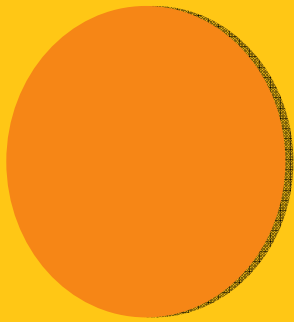
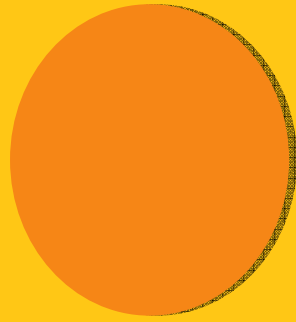
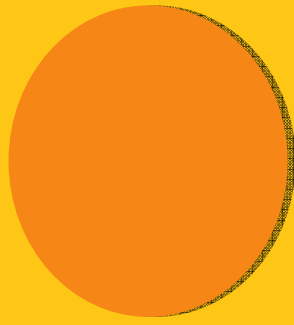
the

ed

for

ing

and



FOR STUDENTS

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- COLORS
- DAY OF THE WEEK
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- THE BRAILLE ALPHABET
- NUMBERS
- COLORS
- DAY OF THE WEEK
- MONTH OF THE YEAR
- WORDS OF PEOPLE.

VOCABULARY

Vocabulary helps teachers to teach new words of things that we can find in wherever we go. It is presented in groups and they have exercises to practice.

DESCRIPTION:

- There are ten vocabulary's topic with different exercises such as dialogues, work in pairs, listen and repeat, write and read.
- The vocabulary allows students develop skills in order to improve the English teaching learning process when they complete the exercises correctly.

OBJECTIVE:

- To develop basic vocabulary through different exercises in order to students can apply them in the daily live and in next units.

THE ENGLISH ALPHABET

A. LISTEN AND REPEAT THE ALPHABET

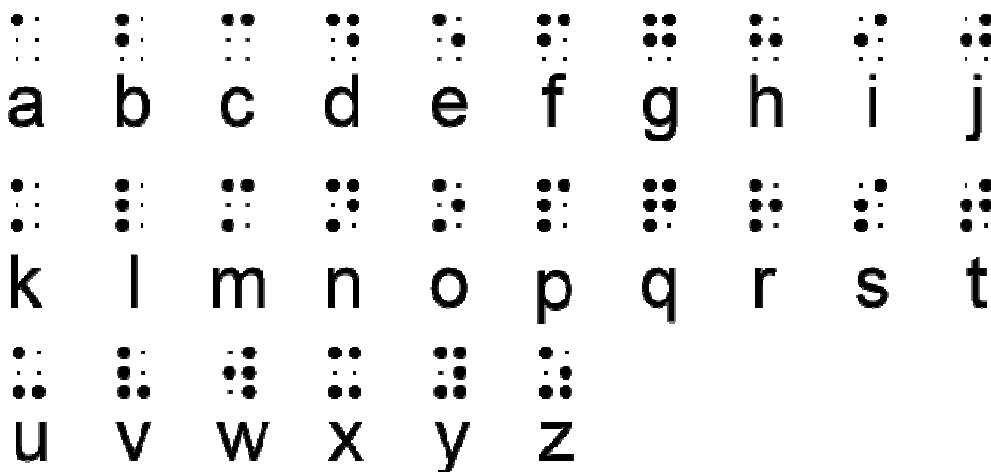


See. Backup 1 didactic material

The teacher reads the instructions aloud and explain why important is to learn the English Alphabet. Students have to use the backup N°1

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.

The Braille Alphabet



B. COMPLETE THE FOLLOWING ANSWERS

| The teacher has to ask questions to the students in order to reinforce the knowledge.

Answers: ⠁ / ⠑ / ⠊ / ⠥ / ⠩

❖ Write the vowels ____, ____, ____, ____, ____.

C. LISTEN THE LETTERS AND IDENTIFY THEM.



The teacher plays the audio n°2 and asks the students.

What letter is this?

Students can write in an extra paper the letter they listened.

1. D
2. F
3. G
4. W
5. Y
6. T
7. P
8. O
9. M
10. J

D. FILL IN THE MISSING LETTERS OF ALPHABET. THEN CIRCLE THE VOWELS

See. Backup 2 didactic materials

The teacher reinforces the alphabet learned.

The teacher asks students open their backup N°2 and complete the letter that it is missed.

Answers:



Aa	Bb	Cc		Ee
Ff	Gg			Jj
Kk		Mm	Nn	
Pp	Qq		Ss	Tt
	Vv	Ww		Yy
Zz				

NUMBERS

A. LISTEN AND REPEAT THE NUMBERS



See. Backup 3 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the Numbers. Students have to use the backup N°3

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.

All numbers must be preceded by the number sign, ⠠

For example, 13 is represented as ⠠⠠⠠⠠

⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
1	2	3	4	5	6	7	8	9	0

B. Work in pairs.

Teacher read the instructions aloud. Then read the example exchange and have students repeat. Model the activity with a student.

Take turns and count up to 20.

For example:

A: One

B: Two

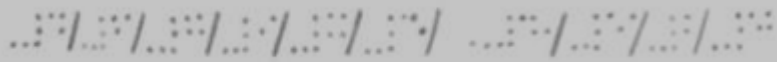
A: Three

C. Listen and write the following numbers.



The teacher has to ask questions to the students in order to reinforce the knowledge.

Answers:



Ex: one 1

1. four _____

2. six _____

3. seven _____

4. nine _____

5. twenty _____

6. fifteen _____

7. eighteen _____

8. nineteen _____

9. two _____

10. ten _____

COLORS

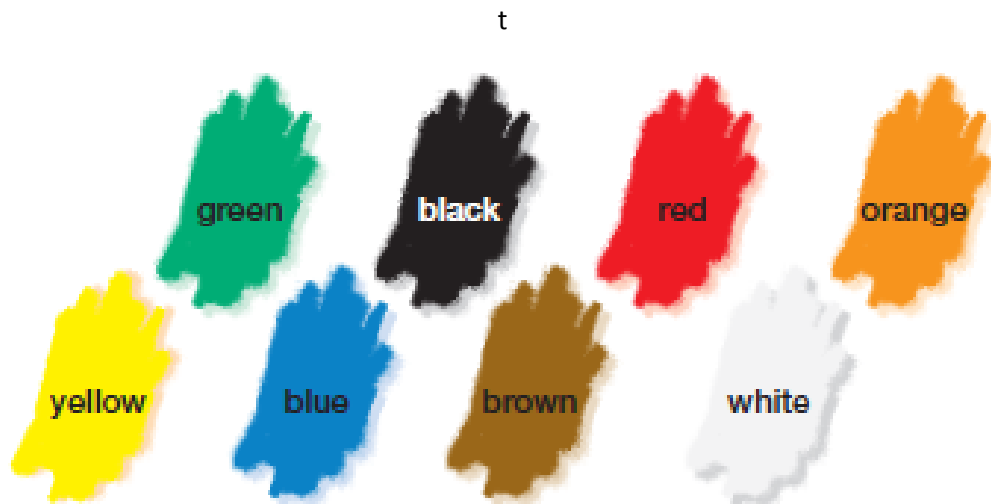
A. LISTEN AND REPEAT THE COLORS



See. Backup 4 didactic materials

Teacher has read the instructions aloud and explain why important is to learn the colors. Students have to use the backup N°4

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.



B. IMAGINE

Have students imagine the colors of the different material. The teacher reads the names aloud and has students tell that color of the material of class.

❖ The color of the following objects

- Eraser
- Pen
- Ruler
- Book

- Markers
- Folders
- Crayons

C. In pairs. What colors do you like? Tell your classmate

Tell students to cover the short dialogue with the favorite color. Then, students have to complete the words with the correct vowels.

A: I like yellow and blue. **B:** I like red

D. Fill in the vowels to complete the words.

1. Br__wn
2. __r__ng__
3. Wh__t__
4. Bl____
5. Y__ll__w
6. Bl__ck

DAYS OF THE WEEK

A. LISTEN AND REPEAT THE DAYS OF THE



See. Backup 5 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the days of the week. Students have to use the backup N°5

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.

MONDAY TUESDAY WEDNESDAY
THURSDAY FRIDAY SATURDAY SUNDAY

B. ANSWER THE FOLLOWING QUESTIONS

The teacher reads the instructions aloud. Elicit or explain the meanings of weekday and weekend. After students listen and answer the four questions in the follow.

- ❖ What is your favorite day of the week?
- ❖ How many months of the year are there?
- ❖ How many days of the week are there?
- ❖ What days do make up the weekend?

**C. LISTEN AND COMPLETE THE DAYS THAT
ARE MISSED.**



The teacher reads one or more times the days of week as students listen and repeat. Then, the teacher reads the days that are in the box. Students listen the days and complete the box.

Monday		Wednesday		Friday		Sunday
--------	--	-----------	--	--------	--	--------

MONTHS OF THE YEAR

A. LISTEN AND REPEAT THE MONTHS OF THE YEAR.



See. Backup 6 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the months of the year. Students have to use the backup N°6

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.

January

February

March

April

May

June

July

August

September

October

November

December

B. LISTEN THE EVENT AND WRITE ITS CORRECT MONTH



The teacher reads the special date. Students listen the special day and complete the correct month of each holiday or event in the blank.

1. Valentine's Day _____
2. Christmas' Day _____
3. Cotopaxi province's Day _____
4. Latacunga's Independence _____
5. Your birthday _____

C. LISTEN AND WRITE THE CORRECT MONTH
FOR EACH NUMBER.



The teacher reads and repeats one or more time the month of year. Students listen and write the month with each number.

Ex: 1 January

11. 5 _____

14. 10 _____

12. 7 _____

15. 6 _____

13. 12 _____

16. 8 _____

WORDS FOR PEOPLE

A. LISTEN, IDENTIFY AND REPEAT THE FOLLOWING WORDS.



See. Backup 7 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the words for people. Students have to use the backup N°

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.



B. LISTEN THE WORDS AND WRITE THE NAME OF A MEMBER FROM YOUR FAMILY.



The teacher elicits or explains the meaning of member from your family. Say the names of two of your own family members and model writing them next to the appropriate family word on the notebook; say, for example, Juan is a baby. He is six months old.



UNIT 2

- CLASSROOM OBJECTS
- CLASSROOM COMANDS
- ADJECTIVES
- U.S MONEY
- OCCUPATIONS

CLASSROOM OBJECTS

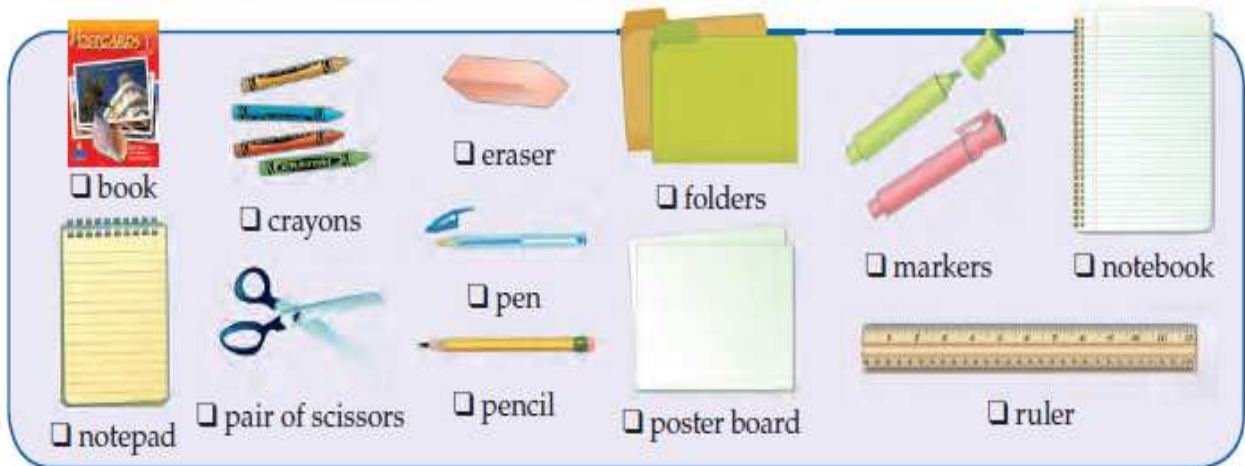


A. LISTEN AND REPEAT THE WORDS

See. Backup 8 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the classroom objects. Students have to use the backup N° 8

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.



B. TOUCH OBJECTS AND IDENTIFY THEM

C. ANSWER

The teacher puts the objects on the table. After, he look the student touches the object them the teacher ask the question. Students identify and tell the object that he has in your hand.

What classroom objects do you have?

D.SPELL THE FOLLOWING CLASSROOM OBJECTS

The teacher reads the words to the students. Students listen to the words 4 times. Then teacher to help students have a best spell the letters. Finally make students spell alone the classroom objects.

Pen	Markers	Notebook
Notepad	Book	Pencil
Eraser	Crayons	Folders

CLASSROOM COMANDS

A. LISTEN AND REPEAT THE CLASSROOM COMANDS



See. Backup 9 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the classroom commands. Students have to use the backup N° 9
Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.



B. LISTEN AND DO THE CLASSROOM COMANDS



C. WORK IN PAIRS.

Make pairs in your class. One student, tell the classroom commands to the other student listens and does the exercise.

Students A, give a command. Students B, do the command.

D. PLAY A GAME

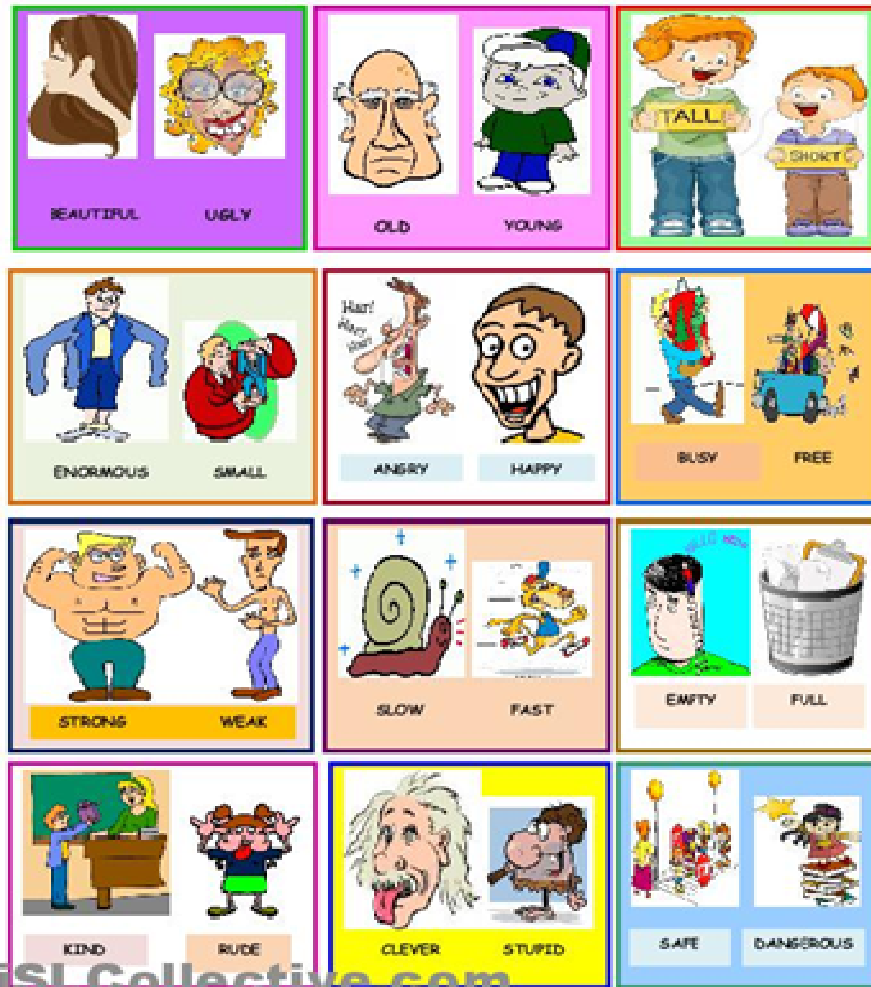
One person plays the role of “Simon”, and explains the rules: “I am Simon. I will give you instructions to do various actions, and you must imitate my actions. I will instruct you to do various things by saying Simon says, do something, where something is an action like touching your head, waving your hand, and so on. If you do something without me saying Simon says, then you are eliminated for that round.

Simon says activity

Simon says, open your book

Simon says; close your book, etc.

ADJECTIVES



A. LISTEN AND REPEAT THE WORDS



See. Backup 10 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the classroom commands. Students have to use the backup N° 10

Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.

B. THINK OF A FAMOUS PERSON. IMAGINE
AND DESCRIBE HIM/HER USING FOUR
ADJECTIVES.

NAME: _____

ADJECTIVES: _____

C. THINK.

Describe you.

Describe your mother.

Describe your father.

D. WORK IN PAIRS.

❖ TOUCH YOUR CLASSMATE AND
DESCRIBE HIM USING ADJECTIVES.

U.S MONEY


A. LISTEN AND REPEAT THE WORDS





See. Backup 9 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the classroom commands. Students have to use the backup N° 9


Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.


• a penny or one cent = 1¢ 

• a nickel or five cents = 5¢ 

• a dime or ten cents = 10¢ 

• a quarter or twenty-five cents = 25¢ 

• fifty cents = 50¢ 

• a dollar or one dollar = \$1.00 

• five dollars = \$5.00 

• twenty dollars = \$20.00 

B. WRITE THE ANSWERS.

1. Ten pennies=_____

2. Five pennies=_____

3. Two dimes and a nickel=_____

4. Two quarters=_____

5. Two five dollars=_____

6. Two ten dollars=_____

7. Two fifty cents=_____

8. Ten dimes=_____

9. Ten nickels=_____

10. One hundred pennies=_____

C. ANSWER THE QUESTIONS

- ❖ How much money do you have?
- ❖ What the pen's cost is?
- ❖ What the book's cost is?

OCCUPATIONS



See. Backup 9 didactic materials

The teacher reads the instructions aloud and explains why important is to learn the classroom commands. Students have to use the backup N° 9

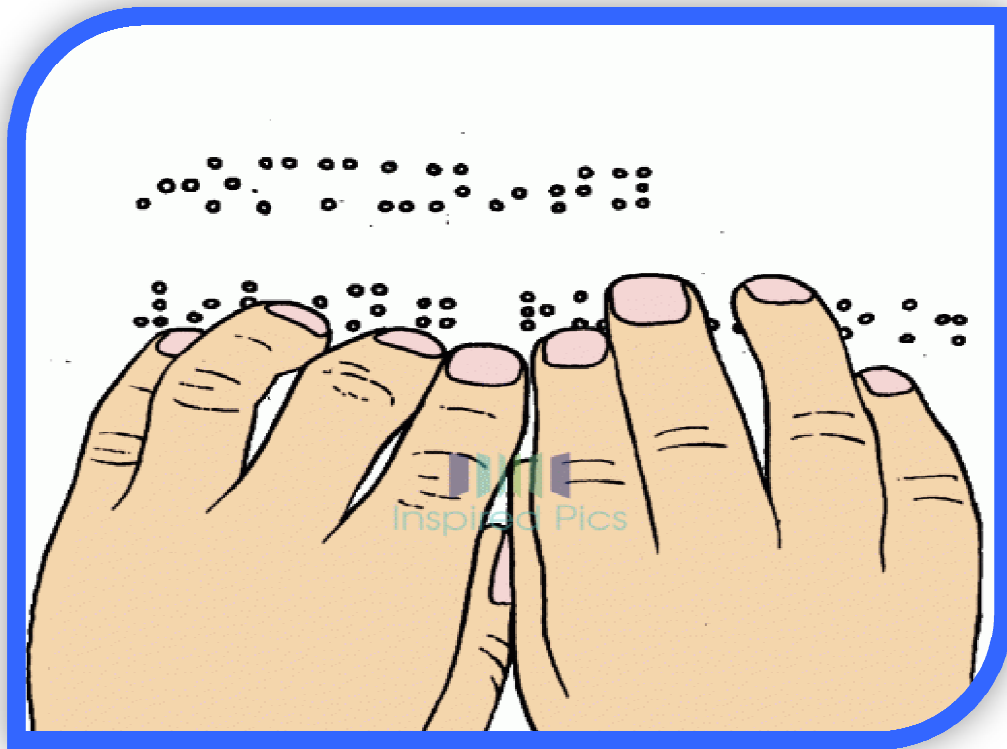
Play the Audio and students have to repeat after they listen. Focus on the correct pronunciation.

Write the occupation for each definition.

1. He operates aircraft pilot_____
2. He drives buses and trucks_____
3. He creates websites_____

UNIT 3

- TO BE VERB
- REGULAR AND PLURAL NOUNS
- ADJECTIVES
- SOME NOUNS HAVE DIFFERENT S PLURAL.



GRAMMAR

The English grammar is very relevant because it helps people to communicate them with coherence and sense. So, the people can transmit their ideas and the other ones can understand them.

DESCRIPTION

- This section is about the most principal and basic grammar rules which help students to develop good writing and reading skills. Each grammar class or grammar rule is followed by the practice section. The practice section promotes students to put in practice the grammar rules in written and spoken sentences through different exercises.
-
- There are some songs which help students to identify the grammar rules.

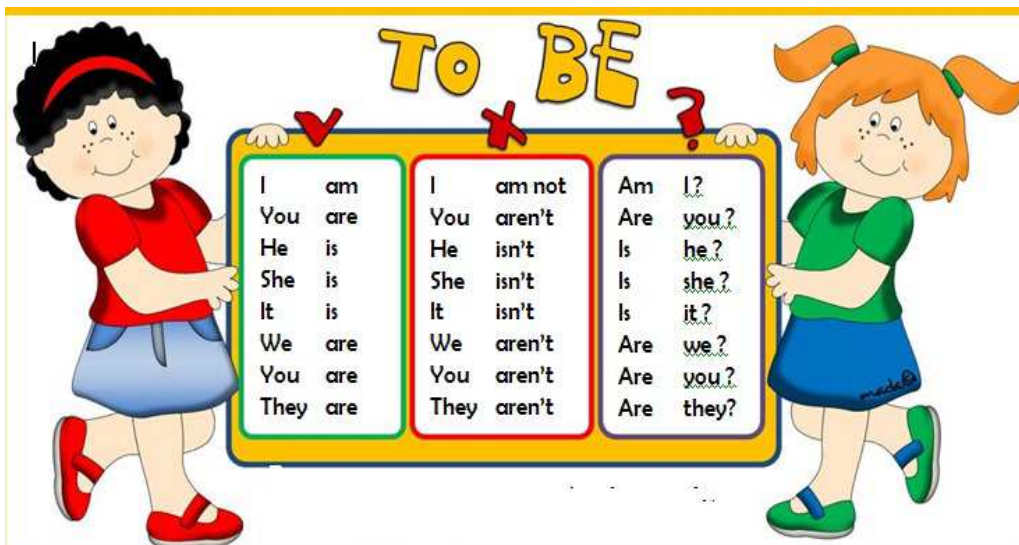
OBJECTIVE

- To promote students to write and read using correct grammar rules through practice exercises in order to maintain a communication with sense.

NICE TO MEET YOU

GRAMMAR SECTION

6. We _____ from Ukraine.



PRACTICE SECTION

Chose the correct form of the verb to be - am/is/are.

- | | |
|---|---|
| <p>1. It _____ cold today.</p> <p>2. I _____ at home now.</p> <p>3. They _____ Korean.</p> <p>4. There _____ a pen on the desk.</p> <p>5. My name _____ Nikita.</p> | <p>7. That _____ right.</p> <p>8. I _____ OK, thanks.</p> <p>9. Clara and Steve _____ married.</p> <p>10. She _____ an English teacher.</p> |
|---|---|

Complete the note with is, am, or are

Hi

My name _____ Mark. I _____ six years old. This _____ my computer.

My brother _____ eleven; my sister _____ twelve. They _____ fun.

We _____ good friends.

Write to me, ok?

Mark

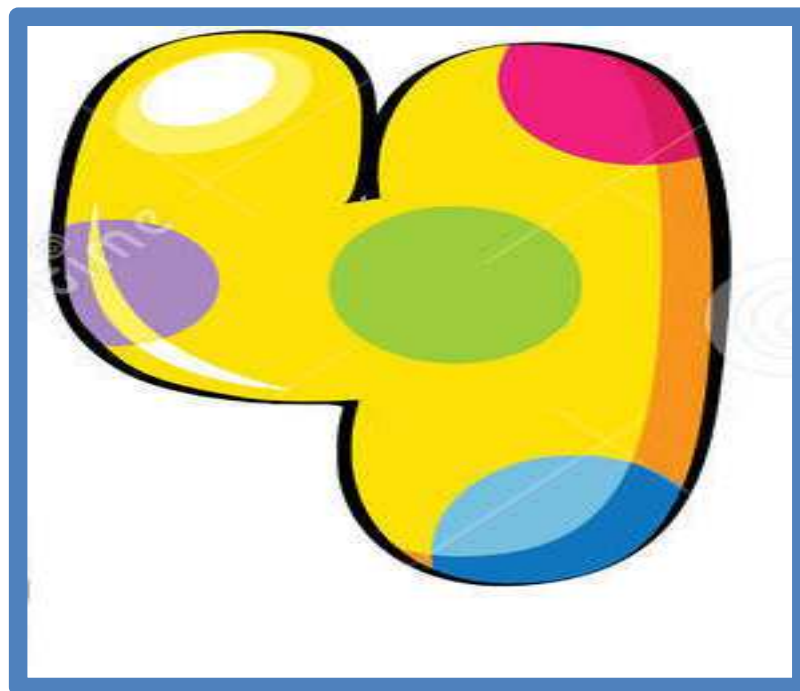
Complete the questions with the correct form of the verbs be.

1. __Are__ you ok?
2. _____ he the teacher?
3. _____ they at school today?
4. _____ I your best friend?
5. _____ it Monday today?
6. _____ she your sister?
7. _____ you in my class?
8. _____ we classmates?

PRACTICE

Write the contractions or short forms

1. I AM A STUDENT
2. YOU ARE A DOCTOR
3. HE IS HANDSOME
4. SHE IS BEAUTIFUL
5. WE ARE YOUNG
6. THEY ARE BEST FRIENDS



- WAS / WERE
- THE SIMPLE PRSENT OF have
- THE SIMPLE PRESENT OF like

THE SIMPLE PAST OF be (was, were)

Tell students they will be learning how to make affirmative and negative statements using the simple past of be verbs. Point these out in the grammar chart. Say Let's practice reading them. First, I'll read aloud an affirmative statement. Then the whole class will read the negative statement. Go through the affirmative statements, then switch roles with the class. The class reads the affirmative and you read the negative.

Affirmative statements

I was happy.

You were happy.

He } was happy.
She }

You }
We } were happy.
They }

Negative statements

I wasn't sad at all.

You weren't sad at all.

He } wasn't sad at all.
She }

You }
We } weren't sad at all.
They }

Contractions

wasn't = was not

weren't = were not

Complete the sentences with was, wasn't, were, or weren't.

Ask students to complete the sentences with was, wasn't, were, or weren't. Check by asking volunteers to read the complete sentences aloud.

Last Saturday, I (1) was
at a friend's party. Some of my
classmates (2) _____ there,
too. The party (3) _____ a lot of fun. The food
(4) _____ great. There (5) _____ cakes,
cookies, and lots of ice cream! Yum! There (6)
_____ games and lots of fun activities. But
there (7) _____ any music. There (8) _____
any dancing either. But it (9) _____ a lot of fun
because the games (10) _____ awesome.



THE SIMPLE PRESENT OF *have*

Explain the following lines from the dialogue on the board: I don't have any brothers, but I have two sisters. Andy has a girlfriend. Liza doesn't have a . . . Underline the verbs. (don't have, have, has, doesn't have) Add a second line under the contractions don't and doesn't. Elicit the no contracted forms of don't (do + not) and doesn't (does + not) and write and explain to the students in the class. Point out that do and does are used in sentences with verbs in the simple present form.

Affirmative statements

I/You/We/They have two sisters.

He/She has a sister.

It has four bedrooms.

Negative statements

I/You/We/They don't have any sisters.

He/She doesn't have any sisters.

It doesn't have any bedrooms.

Contractions

doesn't have = does not have

don't have = do not have

Unscramble the words to write sentences.

1. brother / a / have / You

You have a brother.

2. I / have / don't / brothers / any

3. tall / He / grandparents / has

4. doesn't / any / She / cousins / have

5. doors / It / two / have / doesn't

6. have / cousins / any / They / don't

7. We / cousins / seven / have

Have students listen the directions. Students write the correct sentences with a partner. Then elicit the answers and write them on the board.

Write sentences with has, have, doesn't have, or don't have.

1. cousins / Anna

Anna doesn't have any cousins.

2. daughter / Betsy and Joe

3. sons / Tina and Robert

4. children / Betsy and Joe

5. uncle / Anna

6. aunt / Anna

7. sister / Tom

The simple present of have:

Yes/No questions

In the class, ask this question Do you have any brothers or sisters? Yes, I do. No, I don't. Tell students that in the simple present, most verbs in English use a form of the verb do in Yes/No questions. Explain that when an English speaker hears a form of do right at the beginning of a sentence, he or she expects a Yes/No question.

Unscramble the words to write questions.

1. jackets / Do / any / you / have / ?

Do you have any jackets?

2. any / Does / computers / have / he / ?

3. Does / windows / any / have / it / ?

4. have / Do / I / sunglasses / any / ?

5. we / have / luggage / Do / any / ?

6. magazines / she / any / Does / have / ?

7. have / Do / headsets / they / any / ?

THE SIMPLE PRESENT OF like

Have students listen at the grammar chart. Tell students that all regular verbs in English follow the same patterns that they will study for the verb like. Tell students that you will read each affirmative statement aloud, after which they will read the negative counterpart of that statement; for example, He likes music. He doesn't like music. Remind them to pronounce the /z / sound in Music and doesn't.

Affirmative statements	Negative statements	Yes/No questions	Short answers
I } like music.	I } don't like music.	Does he like rap music?	Yes, he does./ No, he doesn't.
You } like music.	You } don't like music.	Do they like rap music?	Yes, they do./ No, they don't.
He } likes music.	He } doesn't like rap music.		
She } likes music.	She } doesn't like rap music.		
We } like music.	We } don't like rap music.	Information questions	Answers
You } like music.	You } don't like rap music.	What kind of music does she like?	She likes pop music.
They } like music.	They } don't like rap music.	What kind of music do you like?	I like rock music.

EXERCISES

WRITE ABOUT WHAT MUSIC THESE PEOPLE LIKE (✓) AND DON'T LIKE (✗). USE LIKE, LIKES, DON'T LIKE, OR DOESN'T LIKE.

1. Manipi / rock ✓ / heavy metal ✗

- Manipi likes rock.
- He doesn't like heavy metal.

2. We / hip-hop ✓ / jazz ✗

3. Maria / jazz ✗ / pop music ✓

4. I / salsa ✗ / country music ✓

5. My parents / heavy metal ✗ / pop music ✓

6. You / heavy metal ✓ / rock ✗

7. Leroy / punk rock ✓ / classical music ✗

8. Chow and Ben / rap ✓ / boy bands ✗

The simple present of like:

Yes/No questions

Reading the affirmative and negative statements, direct students' attention to the Yes/No questions. Tell students you will read the questions aloud and they will read the appropriate short answers. Follow the same procedure with the information questions and answers.

WRITE YES/NO QUESTIONS TO THE ANSWERS.

1. Q: Do you like video games?

A: Yes, I do. I like video games.

2.Q: _____

A: No, we don't. We don't like that book.

3.Q: _____

A: No, I don't. I don't like your puzzle.

4.Q: _____

A: Yes, he does. He likes his English class.

5.Q: _____

A: Yes, they do. They like Brazil.

6.Q: _____

A: Yes, she does. She likes dogs.

Write an information question for the underlined words.

1. What kind of books does she like?

She likes mystery novels.

2. _____

Troy likes punk rock.

3. _____

I like Italian sports cars.

4. _____

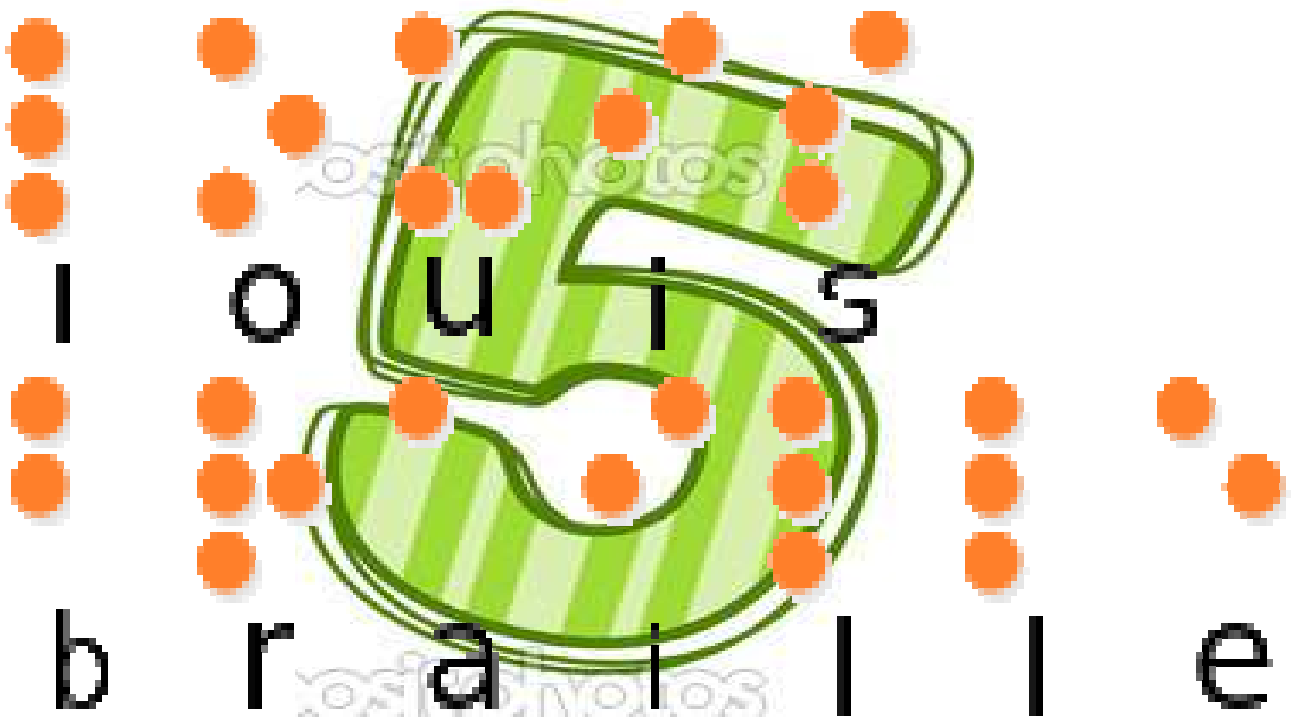
Harry and Sally like reality TV shows.

5. _____

He likes soccer, baseball, and basketball.

6. _____

Mara likes chocolate ice cream.



UNIT

- INTRODUCING MYSELF
- INTRODUCING TO SOMEONE ELSE
- CREATE YOUR OWN PROFILE
- PLAN YOUR WEEKLY AND DAILY ACTIVITIES.

WRITING

Writing is an important skill for develop because if students can write well, they will be able to give messages with coherence

Writing helps to express feelings, emotions and opinions that some students can't tell them speaking.

DESCRIPTION

- This section has different writing exercises
- There are some topics where the students have to write a text and present them in the class

OBJECTIVE

To develop the writing, reading and speaking skills through exercises and texts in order to improve the English learning process

PLAN YOUR WEEKLY AND DAILY ACTIVITIES.

Create a personal calendar for next week. Write down all deadlines for homework, quizzes and tests, projects, birthday parties, and other activities you usually do.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

A. GROUPS. Write a story using the simple past. Follow the instructions.

1. Read the two beginning sentences. Write one of these sentences on a piece of paper. It was a dark and rainy night. OR It was a bright and sunny day.
2. The first student adds a second sentence to the story and passes the paper on to the next student who then writes in the third sentence. (The sentences can be funny or ridiculous.)
3. Continue until all students in the group have contributed a sentence. The last student to get the paper should end the story.

B. GROUPS. Read your stories out loud to the class.

THINK OF A JOB FOR NEXT SUMMER AND WRITE A PARAGRAPH ABOUT IT.

ANSWER THESE QUESTIONS:

- Why is it a good job for you?

- What's good about it? What's bad about it?
- What do you want to do with the money?

PAIRS. What do you and your classmates do in English class? List the things you do. Use some of the vocabulary

1. paying attention
2. sleeping in class
3. taking notes
4. discussing something
5. writing on the board
6. erasing the board
7. daydreaming in class
8. getting into trouble
9. arguing
10. doing research on the Internet
11. explaining something
12. spelling a word

4. CONCLUSIONS:

- It is important to learn the English language because it is one of the most principal languages around the world so, all countries speak it and inside the education system nowadays this became in a requirement subject to obtain the degree.
- There are still many prejudices about disabilities, not only in Ecuador but in the world, too. However, each person must give disabled people the opportunity in order that they can educate and go ahead because in Ecuador a high percentage of disabled people belong to poor families and they don't have the resources needed to exceed.
- The integration of students to the regular system with visual disabilities represent, for the teachers of regular system, a professional challenge because it implies vocation, compromise, didactic training and availability to explore new roles and to use the inclusive curriculum in a correct way in order to adapt it to the students' expectancies.
- The Braille system is a useful tool which blind people can use to write or read any kind of information. That's why; they can learn math, science or another language. However, there aren't the enough the universities, regular institutions or libraries.
- The recyclable materials are feasible to create any kind of didactic material for blind people because many people don't have the resources needed to get the materials to learn so they can get them with a little money.

5. RECOMMENDATIONS:

- It is necessary to promote the English language in the students' formation process in order that when they study this language they can solve their problems and they don't hate the language.
- It is important that the Ecuadorian and local government be worried with those vulnerable group and the society, in general, forget the prejudices and on the contrary, they must recognize the blind people and disabled people's right because sometimes blind people need the help to move or to do any other thing.
- Authorities must maintain the communication link created in the educative community. It is necessary in order that they can support the projects directed to people with visual disabilities.
- To create places for blind people to develop their abilities in the institution. Moreover, the implementation of didactic resources for blind people would be useful so that they can work using a common instrument for them.
- To implement didactic materials based on recyclable materials for blind people not only in one language. It can use other kind of recyclable materials in order that they can be inserted in the educative regular system.

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ANNEXES



ANNEX N°1
TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANITIC SCIENCE
ENGLISH CAREER

**THEME: Braille System as a Pedagogical Tool in the English Teaching Learning
Process for Adult People with Visual Disabilities**

Interview directed to the English teachers at Technical University of Cotopaxi.

- 1. What do you know about inclusive education?**
- 2. Do you consider that blind people can learn another language?**
- 3. According to your point of view. What could be the best age to learn English through Braille System?**
- 4. What kind of didactic strategies and resources would be the most appropriate to teach English to people with visual disabilities?**
- 5. Do you think that the elaboration of didactic material based on recyclable materials would be useful so that teachers can teach blind people?**

ANNEX N°2



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANITIC SCIENCE
ENGLISH CAREER

**THEME: Braille System as a Pedagogical Tool in the English Teaching Learning
Process for Adult People with Visual Disabilities**

**Survey directed to the Adult People with visual disabilities who belong to
“Asociación de personas no videntes de Cotopaxi”**

Objective: To determine the interest of Blind people for learning The English
Language

Instruction:

LISTEN CAREFULLY EACH QUESTION AND CHOOSE YOU ANSWER (X).

1. Do you consider that blind people can learn another language?

.....YES

.....NO

2. Do you think that it is possible to teach English to blind people?

.....YES

.....NO

**3. According to your point of view, why can't blind people attend to the
University?**

.....Economic problems

.....Discriminations

.....Absence of didactic resources

- 4. Would you like to learn other languages?**
.....YES
.....NO
- 5. What language would you like to learn?**
..... English
..... French
..... Italian
- 6. Do you consider that there are enough resources to learn a new language?**
.....YES
.....NO
- 7. What important is to learn the English language for improving your professional and personal lives?**
.....NON IMPORTANT
.....IMPORTANT
.....VERY IMPORTANT
- 8. Would you use the Braille System for learning the English language?**
.....YES
.....NO
- 9. Do you believe that the elaboration of didactic resources based on recyclable materials would be useful so that teachers can teach English to blind people?**
.....YES
.....NO
- 10. Would you like to use didactic resources based on recyclable materials for learning a new language?**
.....YES
.....NO

Thanks for your collaboration!!

ANNEX N°3 DYDACTIC MATERIALS



