



**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Blended Learning as an Active Approach for Improving the Speaking  
Skill of Visually Impaired Students**

**Trabajo de titulación para optar al título de  
Licenciado/a en Pedagogía del Idioma Inglés**

**Autores:**

**Flores Escobar, Adriana Gabriela  
Machado Morán, José Alejandro**

**Tutor:**

**Mgs. Noemí Cadena F**

**Riobamba, Ecuador. 2024**

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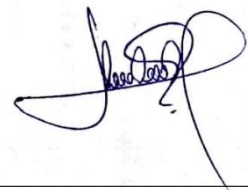
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Que, **José Alejandro Machado Moran** con CC: **0605973064**, estudiante de la Carrera **Pedagogía de los Idiomas Nacionales y Extranjeros**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"Blended Learning as an Active Approach for Improving the Speaking Skill of Visually Impaired Students"**, cumple con el 10%, de acuerdo al reporte del sistema Anti plagio **TURNITIN**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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## **DEDICATION**

I dedicate this research work to my mother, Nelly Escobar, who has been my support, and with her dedication and unconditional love has helped me to accomplish each one of my dreams. Also, to my father, Hugo Flores who has been there for me no matter what, and with his advice inspired me to move forward. To my siblings, who have been my intellectual role model, and motivated me to stand out everywhere. Finally, I would like to dedicate this work to my dearest friend, and my deepest love, José, who has always been there for me and most importantly gets the best of me.

**Gabriela Flores Escobar**

## **DEDICATION**

I want to dedicate this research work to my family, as they are the engine of my life, I cannot function without them. To Silvia, my mother, for the values and kindness of heart, she reflects on me, truly one of the purest people in my life. To Xavier, my father, for the resilience and dedication that puts on everything he does, my role model. To my grandparents Luis, Alicia, Ines, and Modesto, their support has been one that I cannot even begin to express. To my brothers, Jorge, Daniel, and Renato who have always accompanied me in the journey. Finally, to my best friend, partner in crime, and love of my life, Gaby; she has had the most impact, not only as co-author or classmate, but in me, as she is the embodiment of life and all of the emotions, and definitely, the reason I keep moving forward, for her.

**José Machado Morán**



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**Gabriela Flores and José Machado**

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## **LIST OF ABBREVIATIONS**

- AI (Artificial Intelligence)
- AT (Assistive Technology)
- BL (Blended Learning)
- CEFR (Common European Framework of Reference)
- CL (Collaborative Learning)
- CIF (Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud)
- CLT (Communicative Language Teaching)
- EFL (English as a Foreign Language)
- IN-T (Teacher's interview)
- JAWS (Job Access with Speech)
- L1 (First Language)
- MI (Multiple-Intelligence)
- NVDA (Non-Visual Desktop Access)
- SNE (Special Needs Education)
- S1 (Student number 1)
- S2 (Student number 2)
- S3 (Student number 3)
- S4 (Student number 4)
- TPR (Total Physical Response)
- TBLL (Task-Based Language Learning)
- UDHR (Universal Declaration of Human Rights)
- UDL (Universal Design Learning)
- VI (Visual Impairment-Visually Impaired)
- VIS (Visually Impaired Students)
- VLL (Visually Impaired Learning)

## RESUMEN

Durante varios años la educación inclusiva ha sido un tema de discusión, docentes han caído en la incertidumbre tratando de elegir las metodologías y estrategias adecuadas para los estudiantes con necesidades educativas especiales, si bien es cierto ha representado un verdadero reto para todos los actores educativos. A pesar de eso, hoy en día la educación diferenciada ya no es una incertidumbre, es una oportunidad. Hoy en día la acogida para las personas con discapacidad es aceptable, ellos han podido integrarse a la sociedad y obtener una educación de calidad. Por ese motivo, en mundo globalizado en donde se busca establecer conexiones, el manejo de una lengua extranjera (inglés) es de vital importancia. Es por lo que surge la duda de conocer el proceso de aprendizaje del inglés de los estudiantes con discapacidad visual como es la ceguera. Es así como el objetivo del presente proyecto es analizar la efectividad del uso de Blended Learning para mejorar la destreza del habla con estudiantes no videntes, en la Unidad Educativa Especializada “Dr. Luis Benavides”, en el periodo 2023-2024. En este marco, el estudio adopta un enfoque cualitativo, con una modalidad de estudio de caso. Alcanza un nivel descriptivo y tiene un tipo de investigación aplicado, también utilizó los métodos de investigación etnográfico, investigación acción y del análisis narrativo. La población estuvo conformada por 4 estudiantes de Educación General Básica, de 13 y 14 años de la institución mencionada y el profesor encargado de la enseñanza del inglés (no vidente), quienes fueron entrevistados, observados y formaron parte de una aplicación de varias clases. Los resultados sugieren que la ausencia de un profesor de inglés especializado desemboca en un bajo nivel del habla, y para mitigar este problema, los docentes de la institución hacen un esfuerzo por enseñar algo de la asignatura. Además, las metodologías usadas no fueron activas y tampoco mostraron fines comunicativos, a esto se le suma la falta de recursos interactivos que promuevan la práctica del idioma. Finalmente, el bajo uso de plataformas virtuales fue impactante a pesar de encontrarnos en una plena era tecnológica. A pesar de todas las variables mencionadas, los alumnos no videntes disfrutaban aprender el idioma y están dispuestos a mejorar su nivel de habla. Es notorio que todavía existen deficiencias que solventar, pero sin duda la institución ha tratado de educar desde el corazón y ha puesto todo su esfuerzo, dedicación y recursos para tratar en su posibilidad una verdadera inclusión en sus aulas.

**Palabras clave:** Discapacidad visual, ceguera, aprendizaje del inglés, nivel de habla, Blended Learning, plataformas virtuales, inclusión.

## ABSTRACT

For several years inclusive education has been a topic of discussion, teachers have fallen into uncertainty trying to choose the appropriate methodologies and strategies for students with special educational needs, although it is true that it has represented a real challenge for all educational actors. In spite of that, today differentiated education is no longer an uncertainty, it is an opportunity. Nowadays, people with disabilities are accepted, they have been able to be integrated into society and obtain a quality education. For this reason, in a globalized world where connections are required, the use of a foreign language (English) is of vital importance. That is why the question seeks to recognize the English learning process of students with visual impairments such as blindness. Thus, the objective of the present project is to analyze the effectiveness of the usage of Blended Learning to improve the speaking skills of Visually Impaired Students at “*Unidad Educativa Especializada Dr. Luis Benavides*”, in the academic period 2023-2024. Within this framework, the study adopts a qualitative approach, with a case study modality. It reaches a descriptive level and has an applied research type, research methods such as ethnographic, action research, and narrative analysis were used. The population consisted of 4 students of “*Educación General Básica*” between the ages of 13 and 14 of the mentioned institution, and the teacher in charge of teaching English (Visually Impaired), who were interviewed, observed, and were part of an application of several classes. The results suggest that the absence of a specialized English teacher results in a low level of speech, and to mitigate this problem, the teachers of the institution make an effort to teach the subject. In addition, the methodologies used were not active and did not display communicative purposes, to this is added the lack of interactive resources that promote the practice of the language. Finally, the low use of virtual platforms was unbelievable even though we are in a technological era. Despite all the variables mentioned above, Visually Impaired learners enjoy learning the language and are willing to improve their speaking level. It is notorious that there are still deficiencies to be solved, but undoubtedly the institution has tried to educate from the heart and has put all its effort, dedication, and resources into achieving true inclusion in its classrooms.

**Key words:** Visual impairment, blindness, English learning, speech level, Blended Learning, virtual platforms, inclusion

Reviewed by:



Mgs. Mónica Noemí Cadena Figueroa

Directora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

I.D. 0602935926

## CHAPTER I

### 1. INTRODUCTION

In recent years there has been a surge in the relevance and importance of the inclusion process of people with disabilities into society. Historically, the disabled used to be left aside in society, and the worst cases, received punishment and were mistreated. Only after several paradigm-shifting moments in history, did they begin to introduce themselves to important roles in society. One of the most relevant was in the field of education; in the early 20<sup>th</sup> century at different institutions around the world, people with special needs and severe disabilities attended specialized institutions where learning was delivered at their pace. Currently, the age of inclusion is on the rise, where these learners not only go to regular schools but are also considered just as any other student and are the focus of teachers.

In Ecuador, the English subject is deemed as one of the most challenging for students around the country, and this is evidenced by the low index level postulated by different entities such as Education First. It is no different in the case of Visually Impaired (VI) learners, and an adding factor is that teachers with regular instruction in teaching are not fit to impart knowledge to students who present any kind of deformity in the visual canal. Low English levels, and specifically low speaking performance have a negative impact on their personal, educational, and future professional life. From there the importance of not overlooking this problematic. One way in which this can be remedied is the introduction of Blended Learning (BL) in-class instruction, as it has been demonstrated by researchers around the world to have a positive effect on learners, which is why the focus of the research project is to improve the speaking level of Visually Impaired learners by the use of BL as an active approach.

The research focused on understanding the problematic from the ground up, which is why it was pertinent to comprehend the experiences of the teachers in charge of imparting English to the students; it was also relevant to determine what were the current learning experiences that learners had, and from it, determine and create technology assisted material to bring a new focus on the teaching of the language, in hopes of noticing an improvement in the oral aptitudes of the VI learners.

For the study, the institution “*Unidad Educativa Especializada Dr. Luis Benavides*” opened its doors and granted the participation with students of 9<sup>th</sup> and 10<sup>th</sup> grade, for the study, a sample of four students of the aforementioned grades were chosen, as a result, this research falls into the modality of a case study, as we will be profoundly analyzing this group; methods such as action and ethnographic research, and narrative analysis are also part of the investigation, and are the basis for the data collection instruments and techniques, which for the purposes of the research were observation sheets to determine the English speaking performance of the students; an interview for the teacher to gather important insights of the teaching and learning process; and finally, rubrics to determine improvements the students demonstrate after the application of Blended Learning.

The implications of the research project are considerable, as there is little to research in the Ecuadorian context about the experiences of the English language in students with Visual impairment, furthermore, the investigation will help to determine which strategies and methodologies benefit from a Blended Learning instruction, so that when they want to be applied they bring the best out of a Visually Impaired classroom.

### **1.1. Research problem**

Nowadays learning English as a foreign language is not an option, it is a requirement. Over time, it has become very important to learn the basis of the mentioned language in order to communicate effectively, as well as establish connections. In an educational setting, learning English is considered a challenge, especially when the methodologies are not applied properly, and they do not engage students in the learning process. However, there are new methodologies that should be implemented and could be of great help to students, specifically those with special educational needs, as in the case of visually impaired students.

Therefore, students of *“Unidad Educativa Especializada Dr. Luis Benavides”* in the city of Riobamba are the focus of this research since it has been perceived a low level of their speaking skills. As already mentioned, methodologies have a vital role in the English learning environment. Strategies and methods need to be adapted in order to get meaningful results. For that reason, Blended Learning is the considered approach for giving the opportunity to visually impaired students to learn with the proper usage of technology and make learning more efficient. In this sense, some questions arose such as: What are the problems faced by Visually Impaired Students (VIS) in developing speaking skills through traditional instructional methods? How does Blended Learning contribute to the improvement of speaking skills? What specific components of blended learning are most effective in enhancing speaking proficiency? How do visually impaired students perceive the use of Blended Learning for improving their speaking skills in comparison to traditional classroom methods? Etcetera. All of the aforementioned questions will lead to discovering the efficiency of BL for improving oral production.

### **1.2. Problem statement**

In recent years there has been a considerable increase in interest in learning English as a second language for different academic and personal purposes. However, the immediate concern is to know if in the case of students with visual disabilities, they have English courses or if they study it as a formal subject in specialized educational institutions.

It must also be taken into account that the average English teacher is not qualified to carry out the management of an adequate methodology in the class while teaching the visually impaired; nor in the elaboration of adequate didactic material for said case. And even worse if public institutions do not have specialized teachers in the area of knowledge.

In our context, La Constitución Política del Ecuador (2008) mentions in Article 46 that the State will adopt, among others, measures that ensure girls, boys, and adolescents with free and quality education. In section 3 of the aforementioned article, it is stated that the government will ensure preferential attention for the full social integration of those who have a disability. The State will guarantee their incorporation into the regular education system and society.

Furthermore, multiple manuals or guidelines have been established as a result of the interest of governing bodies regarding the inclusion of people with disabilities in the educational system. The *“Ministerio de Educación del Ecuador”* in 2013 published the guidebook entitled *“Guía de Trabajo – Estrategias pedagógicas para atender necesidades educativas especiales”*. The book encompasses suggestions, strategies, and methodologies to be employed in order to foster an adequate and participative environment in the classroom.



The manual is focused on attending multiple issues regarding Special Needs Education (SNE), and the different types of disabilities present in the country.

The “*Ministerio de Educación de Colombia*” established the document “*Estrategias pedagógicas y recomendaciones para la atención de estudiantes con Discapacidad Visual en el Aula Escolar*”, published in March 2020, and it will be taken into account as a reference of the adequate procedure to follow, as it provides the main recommendations to optimize the teaching and learning processes of students in the specific context of blind students; it is based on permanent communication between the actors involved in the educational process, the adaptation of didactic material, and the modification of the environments, all of which being prime characteristics required in the teaching and learning process of Visually Impaired Students.

This research work entitled “Blended Learning as an Active Approach for Improving the Speaking Skill of Visually Impaired Students” aims to apply a mixed methodology in the English teaching of visually impaired adolescents in order to improve their current level and abilities; made possible through the approximation with the representatives of “*Unidad Educativa Especializada Dr. Luis Benavides*”. It was determined that the institution does not have teachers in the English language area, and the aforementioned do not use specific language methodologies or search for oral production improvement, and they limit themselves to using the repetition of words and listening to some videos. The lack of teachers specialized in the area could be one potential reason for students not showing meaningful progress in the language. The research work will help to prove if there is a significant improvement in the English level of students if proper methodologies and technological resources are utilized, as well as serving as a foundation for future research.

### **1.3. Problem formulation**

How effective is the Blended Learning Approach for improving the speaking skills of visually impaired students at “*Unidad Educativa Especializada Dr. Luis Benavides*” during the academic period August 2023- July 2024?

### **1.4. Justification**

The presented research aims to comprehend the apprehension and learning process of the speaking skill of the English language in students with visual impairment. The English language in our current society has gained more relevance than ever; the world is now a globalized one, where English serves as a gateway for communicational, occupational, and professional purposes. In the educational context, a foreign language is necessary for the syllabus and academic plans, as it brings a whole set of opportunities to students who want to have the opportunity to study abroad or improve their knowledge, and not necessarily those who seek to study English as a major.

A social group that has always faced difficulty with the learning process is students who have any kind of disability, and this is further evidenced in the reality of Visually Impaired Students, where sight is one of the most important cognitive input organs. In the Ecuadorian context, inclusive education has gained the attention of those involved in the teaching and learning process, such as “*Ministerio de Educación*” which has encouraged the inclusion of students with learning problems or disabilities into the “ordinary” classrooms;

as well as the creation of specialized institutions, that as of 2022 there are 139 of them (Ministerio de Educación del Ecuador, 2022). According to Loor (2022) in Ecuador, 11.55% of the handicapped population is registered with any form of visual disability; and a fraction of this demographic are students who are learning in the aforementioned institutions.

As a result of the ever-growing interest in the teaching of English to visually impaired students, several methodologies have emerged; one of these is Blended Learning or B-Learning. BL is a mix of two instructional models to teach, regular classroom teaching and the assistance of internet computing technologies. “At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. Garrison & Kanuka (2004) The use of internet resources for teaching students with disabilities has been deemed effective by multiple investigations, one of which is the work of Olivares (2020), where she employed Blended Learning systems in the teaching of students with different learning disabilities; it was concluded that the use of these blended systems have positive effects in the amount of information that students can learn, and also in the emotional and interactive aspects of students.

With those considerations in mind, the purpose of the research is to analyze the effectiveness of using Blended Learning as an active approach for improving the speaking skill of visually impaired students at “*Unidad Educativa Especializada Dr. Luis Benavides*”. With this focus we seek to determine how much the speaking level of the students improves, taking into consideration that students do not learn English formally, and the way in which students learn is mechanical and mostly based on repetition; as such, innovative and interactive methodologies such as Communicative Language Teaching (CLT), Total Physical Response (TRP), Task-Based Language Learning (TBLL), Audio-Based Learning, and Game-Based Learning will be employed in conjunction to Blended Learning to improve the quality of the language that students receive.

## **1.5. Objectives**

### **1.5.1. General objective**

To analyze the effectiveness of using the Blended Learning Approach for improving the speaking skills of Visually Impaired Students at *Unidad Educativa Especializada “Dr. Luis Benavides”* during the academic period August 2023- July 2024.

### **1.5.2. Specific objectives**

- To identify the speaking level of students with visual impairment under traditional teaching methods.
- To determine the active methodologies best suited for teaching speaking skills to Visually Impaired Students.
- To design activities based on Blended Learning that allow students with visual impairment to develop oral production.
- To apply Blended Learning activities and establish the influence in oral production with Visually Impaired Students.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1. Theoretical background regarding the problem to be investigated

The origins and preconceptions on disabilities can be traced back to the very beginnings of civilization, with Greece being a prime example; the Greeks conceived a civilization where beauty and intelligence were characteristics that their settlers should possess; any resident failing to have these features was constantly shamed or exposed to ridicule by performing mundane tasks. In the case of people who presented any kind of disability or disease, it would go as far as permanent solitary confinement or even worse, extermination. (Cabrera, 2012)

Other civilizations along the way did not change how they viewed disabilities and the handicapped population. Eastern societies were specifically harsh about these conditions; in most of these civilizations, laws in sacred or legal-ethical books dealt with and explained the surrounding causes as to why people were born these ways. In India, “The Code of Manu” specifies that any kind of disability is a consequence of fate, it was said that the parents of the individual who was born that way must have done wrong in their lives or committed a serious crime or religious disobedience, thus resulting in karma reflected in the descendants. (López L. , 2019)

The French Revolution that took place at the end of the 18<sup>th</sup> century represented a tangential point regarding how disabilities and diseases were conceived. With the arrival of medicine and modern sciences people’s beliefs or ancient customs began to change; they no longer thought that a disability was the cause of wrongdoing or religious sins, but rather specific DNA failures or genetic errors. In parallel, the handicapped population was no longer excluded or seen as a waste, instead, citizens began efforts of inclusion and started to think that this social group may and can have a purpose in society. (López L. , 2019)

Preconceptions stayed the same until the beginning of the 20<sup>th</sup> century, when in Geneva of 1929 took place the Congress of the International Society of Assistance of the Handicapped, as part of the League of Nations program. In this debate the topics of disability and equality were dealt with vigorous emphasis, the goal was to reach inclusion of the disabled to society in regular aspects of daily life; additionally, definitions such as “handicapped” or “impaired” originated, they guaranteed that this demographic would not be the target of mocking or abuse; the 1900s sought to impose harsh punishment to people that offended or refused to recognize and help the handicapped in the insertion into society. (López L. , 2019)

The early 20<sup>th</sup> century reflected the origins of our current interpretation of the handicapped, as well as their importance in the educational landscape. During this time, several countries made efforts to provide education for the disabled, or special education as it was referred to; in the case of Spain specifically, in 1923, the special educational needs of students were recognized, and they focused on solving the learning needs of each learner individually. Although the impaired now had the opportunity to learn, there was still a sense of alienation as students were not able to socialize with “regular” students or have the same opportunities regarding the level of education; that was one of the reasons for students with mild disabilities to be inserted into regular schools, with ordinary curriculums around the 80s. (Cabrera, 2012)

In Ecuador, no significant changes revolved around the education of impaired students until the 2008 Constitution, in which the State guarantees that kids and adolescents have the right to belong to institutions and receive a quality education. This was further amplified by the “*Ley Orgánica de Discapacidades*” which was approved by “*Asamblea Nacional de Ecuador*” in 2012, the law stated that children who presented any kind of disability have a right to study in a selected institution according to the needs of the students. The agreement also boosted the creation of specialized institutions, these institutions were created to attend to the needs of students who were not independent, this was evident in the degree of disability, where students who presented second and third degrees of disability were designated to learn. (Revelo, 2021)

In most of the specialized institutions, students have specialized personnel that assist them in their tasks around the institutions. Students learn according to the level and the special needs they have; in some instances, they learn the fundamental subjects, which in the case of the Ecuadorian educational context are math, language, science, and social studies. However, there has been little to no effort to include English as a Foreign Language (EFL) as part of the set of fundamental subjects.

### **2.1.1. State of the art**

Education in all of its forms has always represented a gateway into a world of knowledge and opportunities, thus the importance of every generation to provide the chance to everyone who wants to enter this world. This is where it becomes necessary that certain regulations enable learners to have this opportunity, regardless of any kind of condition. One major breakthrough in the recognition of human beings of any social groups, in general, was the United Nations’ Universal Declaration of Human Rights (UDHR) of 1948; concerning the impaired or handicapped, article 25 states the right of education for any individual, this is where this group began to take notice and make use of the right of education around the world; and in the case of Ecuador, the “*Ley Orgánica de Discapacidades*” of 2012 allowed the insertion of future learners in educational programs in either regular or specialized institutions across the country, and would receive assistance depending on the level of disability, as well as the implementation of inclusive facilities such as braille signs, ramps, among others.

In the methodological or teaching and learning aspect, it is pertinent to establish a difference between “integration” and “inclusion”; both terms have been regarded as similar; however, there is a significant difference, the former refers to the indexation of students in the classroom with little to no attention to the progress that the student makes in the subjects or the relationship between other students; while the latter is a much more complex and broader concept, where the progress that the learner makes is the top priority, it also tries to identify barriers and difficulties that may hinder the process, so that the teacher or those in charge of the students can provide assistance or tools for the student to overcome them. (Hernández & Tobón, 2016)

Contextualizing in the teaching of English, it has always been a demanding subject for third-world countries or those where English does not have a lot of presence, and for the visually impaired the challenge increases exponentially. Kocyigit & Artar (2015) found the difficulties experimented in the approximation with these students in the classroom. In the

study the researchers analyzed how the class develops and the relationship between teacher and students; however, the observation evidenced that the process was still harsh and difficult to overcome, despite the efforts made from both ends. Kocyigit & Artar mention the importance of developing further research on the topic, to make the procedure a more enjoyable and meaningful experience for all of those involved.

Research carried out by Ramadan (2017) offers a different approach to the English language by performing Multiple-Intelligence (MI) theory activities, specifically aimed at the speaking aspect of the language; the discoveries were of great interest, as it was demonstrated that a meaningful difference exists in the way in which learners apprehend, this goes in hand with the different learning styles of each individual. Speaking tests were applied before to have a benchmark, and after to prove if there was any kind of improvement, which it did; learners became more fluent and spoke with fewer errors than before, additionally, some learners gained confidence and self-efficacy, meaning that they were more engaged in the class and in evaluations, which evidenced an improvement.

One way to remedy the effects of learning English in students that have this condition is by thinking outside the box, one way to do so is to begin thinking in the application of innovative methodologies. In 2018 (Susanto & Nanda) studied this demographic while teaching English through innovative approaches, such as Cooperative Learning (CL), TBL, CLT, and others; the findings suggest that visually impaired students actually can have unique ways of learning a foreign language, some students were more prone to learn the language while performing tasks, others exploited their capabilities while engaging in communication with peers, and so on; basically, the methodologies applied have a strong connection with the learning style and personality of students. With those considerations in mind, there now is a new perspective to consider when teaching learners with special needs.

In our current technological age, there is the persistent advantage of using modern resources to enhance or improve the education that students receive, in the case of English teaching to the visually affected is no different. One of the efforts made was from Cevallos et al (2018), the Ecuadorian investigation focused on implementing software to teach basic English to people who have persistent visual problems; the researchers employed technologies such as text-to-braille converters and screen reader technology. It was found that utilizing educational software enabled learners to enhance crucial aspects of the language, such as word substitution based on similarity, reliance on verbal expression, and repetitive audio feedback.

Amid the technological and methodological revolution, Blended Learning emerged as a new approach to teaching. BL is a mix of face-to-face interactive teaching and online activities or instruction. This new approach has shown positive effects on learners, as Albiladi & Alshareef (2019) mention improvements in the engagement learners have in the class, the development of language skills, and the classroom environment as a whole.

Integrating Blended Learning in special education is a hot take in the research fields. Zavaraki & Schneider (2019) carried out research directed at understanding the effects of implementing Blended Learning instruction in students with special learning needs. The study consisted of analyzing 22 situations in which the approach was used to enhance the language classroom experience. The authors highlighted that there is little to no appropriate content that would be suitable to implement blended instruction for students with special

needs; additionally, they emphasized the potential that BL may have in the classroom, as the few studies that employed it demonstrated that learners gain confidence, a higher sense of independence, and crucially, an improvement in language development.

The current panorama is promising, however, there is little to no research that deepens into the use of Blended Learning as an approach to improve speaking skills in the reality of Visually Impaired Learners, thus the importance of investigating this problem further.

## **2.2. Theoretical foundation**

### **2.2.1. Paradigms, approaches, and theories**

Paradigms are understood as models interconnected to build knowledge. Any paradigm is based on lots of assumptions that help us to understand the nature of reality from different points of view. Moorehouse (1994). Regarding special education, there are some paradigms immersed in this research. Cabrera (2012) and Puente (2013) pointed out the following:

#### **Functionalist paradigm**

Regarding the functionalist paradigm in an educational context, it is considered that society is structured in a cooperative form, meaning that it works as an organized unit. Thus, each member of the educational setting contributes to establishing the basis of operability. In this sense, students with special needs have to be treated in a participatory manner, they have to be immersed in an active environment where they can show their skills and aptitudes in order to achieve the main goal of autonomy. In this way, the values of special education will prevail over integration and normalization. (Cabrera, 2012)

#### **Interpretative paradigm**

In this paradigm, the main objective is to comprehend the behavior of each individual in order to work on strategies that meet people's needs. Additionally, the paradigm describes specific characteristics of each subject according to their disability, so it becomes easier to constitute methodological processes with essential strategies to be followed. It is important to take into account that as each student is different the attention also must be different and adapted to satisfy needs and make learning better. (Cabrera, 2012)

#### **Socio-critical paradigm**

Regarding the socio-critical paradigm, it is known that within the process of knowledge acquisition, self-reflection is incorporated. Therefore, students are able to understand what they do wrong and generate intervention strategies to improve themselves in the acquisition of the language. In the case of students with special needs, they need to reflect on their progress and be able to improve since their independence. (Puente, 2013)

### **2.2.2. Educational approach and theories**

In special needs education, the main educational approach used is the Universal Design for Learning (UDL) which consists of facilitating a framework for guiding educational practice. It provides a more flexible curriculum that aims to remove barriers to

learning, providing three important principles: representation, expression, and engagement. These ideas promote the design of functional learning environments and instructional material for all students regardless of their abilities or disabilities. The UDL framework values diversity and seeks an inclusive setting to achieve academic success. (Ralabate, 2011)

Some theories related to the Universal Design for Learning include:

### **Constructivist theory**

Constructivism is a learning theory that is founded on the notion that pupils should create their own knowledge. According to the theory proposed by Piaget and Vygotsky, learning involves an active process of sense-making, reflection, and meaning-making in addition to the transfer of knowledge. It places a focus on how students can develop their understanding through experimentation, communication, and teamwork. Additionally, learners become active agents that combine new knowledge with what they already know rather than being passive recipients of information. (Jones & Brader, 2002)

As learners are the center of the process, there are core essentials that are characteristic of this theory, for starters, instead of passively absorbing information from the outside, learners actively develop their knowledge. Learning is something that the student chooses to undertake, not something that is forced upon them. Students enter the learning environment having preconceived ideas and notions of what they are going to be working on. Finally, learners have their way of thinking and points of view, they decide what to do with the obtained knowledge. (Sjøberg, 2007)

### **Experiential learning theory**

Proposed by Kolb (2015), he defines this theory as a form of learning from life experience, in contrast with instructional education in a classroom. In other words, the learner has to be in contact with the learning object and be immersed in an action context; in this way, the student has full experience and develops thinking and analysis skills to learn successfully. Applying this theory students with special needs education have the opportunity to practice through real-world experiences using learning environments that offer reflectional settings.

### **Discovery learning theory**

According to Bruner, this method allows learners to build knowledge based on past experiences, while using their creativity, intuition, and imagination. The purpose is to seek for answers and solutions. Students achieve that by searching for new information to discover facts, new truths, and correlations. The success of the process will depend on the student's curiosity. (Champine, Duffy, & R., 2009)

### **Student-centered learning**

Student-centered learning is when learners can choose what to study and how to develop their process. Through this approach, students gain responsibility and make decisions that improve their learning. Also, they can work on topics of their interests and relevant to their lives, only in that way they will be more engaged and participate actively.

The knowledge that they acquire will be meaningful and students will improve their abilities to create, understand, and correct. (Whistler, 2010)

### **Cooperative learning theory**

Cooperative learning is a strategy that is focused on cooperation with peers or partners to reach individual academic goals. This strategy is student-centered, meaning that the students are at the core of the learning environment. Learners are supposed to work with each other, completing tasks, arguing, analyzing, solving problems, etc. A characteristic of cooperative learning in contrast with collaborative learning is that each student is responsible for his/her learning, the goal is the same, but the way in which they work within the group is what sets this strategy apart. (Slavin, 1988)

#### **2.2.3. Disability**

The “Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud” (CIF) defines a disability as a condition that encompasses impairments, limitations, and restrictions. Following this though, a disability is understood as the interaction between a person’s health condition and personal and environmental factors that affect them. (Ministerio de salud pública, 2018)

Moreover, the “*Reglamento a la Ley Orgánica de Discapacidades*” defines in its Art.1 the following:

*“Persona con discapacidad. (...) a toda aquella que como consecuencia de una o más deficiencias físicas, mentales, intelectuales o sensoriales, con independencia de la causa que la hubiera originado ve restringida permanentemente su capacidad biológica, psicológica y asociativa para ejercer una o más actividades esenciales de la vida diaria en una proporción equivalente al treinta por ciento (30%) de discapacidad debidamente calificada por la Autoridad Sanitaria Nacional.”* (Asamblea Nacional, 2017, pág. 3)

#### **2.2.4. Visual impairment**

According to Alencastro (2013) visual impairment is described as the absence, decrease, or deficiency of vision, either due to congenital or acquired causes. There are two types of visual impairment:

- Blindness which is a lack of vision, and any type of external stimulus can be perceived.
- Low vision is an optical condition that can be corrected depending on the level of vision and the necessary visual aids.

#### **2.2.5. English teaching to visually impaired students**

Inside the Language classroom, one may find students who have special needs regarding their academic progress, that is the case of students who present disabilities, in the case of Visually Impaired Students (VIS) the challenge arises, given that the core receptive channel of sight is lost or affected. For these students a shift or accommodation in the academic program is required, as they are less capable of achieving the language goals with



success or ease. They need specialized methods of teaching and evaluating their progress, with extra assistance from the teacher. (Abduvokhidova, 2021)

According to Araluce (2005), curricular materials need to be adapted to accommodate the social and pedagogical needs of visually impaired learners. Teachers need to fully accept visually impaired students in their classes as they are and work towards recognizing their abilities, personalities, and interests. This shift towards adapting curricular materials and teaching methods for visually impaired learners is believed to benefit not only the visually impaired, but also sighted “normal” students, given that such adaptations can result in new activities that all students can benefit from, as well as increasing companionship and class relations.

Teaching English to visually impaired students has been considered a challenge for years. Teachers around the world keep learning and looking for the best strategies and methodologies to provide these students with the education they deserve. In this light, several ideas for building a comfortable environment have been used in the classroom.

First of all, it is fundamental to adapt the classroom space to guarantee safety and comfort for the students. Arrangements such as keeping the furniture organized to avoid accidents and confusion; positioning students close to the teacher for better understanding, and providing a special desk or drawer for easier access to their classroom material. Additionally, an important factor in the class is to let students explore the environment through active manipulation of objects if they can recognize things and work with them, the learning will be meaningful. (Sánchez, 2017)

Another aspect to take into consideration is the social integration of these students, it is vital for them to have good relationships with their classmates inside and outside of the classroom. If they feel included, their learning process will be better; one strategy to promote integration is to work in interactive groups. Regarding the curriculum, adaptations should be done, for instance, reciting orally the written information on board, using the Braille system, practicing with devices and materials adapted to their needs, or using the computer and technologies as tools to learn better. (Sánchez, 2017)

The contents should be the same as the others, but learn through methodologies and strategies that can work with these students. Moreover, it is necessary to understand they need more time to perform the activities. The material also needs to be adapted to students’ needs, so they can use it by themselves. Also, the methodology plays an important role, it should be analytical and reflective, blind students need to explore objects in the environment to learn. Likewise, they have to acquire knowledge through imitation, like they cannot see, their stronger capabilities are the rest of the senses. For that reason, they need to be guided to learn games, behavior, and the subjects as well. (Sánchez, 2017)

#### **2.2.6. Visual disability (blindness and low vision) strategies for the class**

Alencastro (2013) establishes some strategies and techniques for treating students with blindness and low vision in her guide as the following:

- As a teacher, it is mandatory to familiarize the student with the classroom. And if there is any change, students should be announced.
- The usage of auditory and tactile materials becomes fundamental in the learning process.

- The use of the Braille system has a valuable importance once the student knows how to use it.
- A necessary technique is to read aloud what is written on the board.
- Referring to the students by their names allows them to feel engaged with the class.
- Let students know what is happening around them. So, they feel part of the entire process.
- Take into account that students do not perceive physical information from people. That is why teachers need to express ideas verbally all the time.
- About the environment, it is advisable to set illuminated material around to show the way or dangerous areas for those students with low vision.
- Finally, for low-vision and partially blind students, a good strategy is to use expanded material such as drawings, flashcards, or letters.

### **2.2.7. Assistive technology (AT) as a tool for learning**

In Ecuador, there is a lack of technology information, this is the principal reason educators do not implement new educational ideas based on the Internet or technological resources in the class. It is worrying that professionals in the classroom need too much training and knowledge about the technologies that can help students with this disability. (Trujillo, 2021)

Assistive devices are known as machines that help to transfer essential information. By using this technology, teachers can start creating inclusive materials and improve them, based on Visually Impaired (VI) people's experiences. The usage of AT has some advantages, for instance, it is timesaving because it is faster to perform activity; also, when learning vocabulary, it helps students to reinforce selected language systems to communicate in a foreign language.

### **Screen readers**

Many devices are part of assistive information technology, for instance, screen readers, screen enlargement applications, cell phone apps, etc. These resources are valuable tools that allow students to support their education.

According to Trujillo (2021) a screen reader is a program in which a visually impaired person can read a text by a voice synthesizer; through this, it is possible to be aware of the computer operating system. In other words, this software has a speech production that helps students know what their computer's screen is showing. Some common programs are JAWS, NVDA, and Apple Voiceover, among others.

### **2.2.8. Challenges faced by students with visual impairment**

The teaching process is hard, and so it is the learning one. Students with visual impairments also face difficulties in the learning process; in addition to the problems that suffer what would be called "normal" students, visually impaired students fight against additional complications during their classes. (Sánchez, 2017)

Some challenges are the following:

- They process information at a slower speed, specifically when writing things down.

- They tend to show passive participation during the class, mostly when they do not find the environment interesting enough.
- Sometimes, it will be impossible for them to recognize certain things like specific characteristics of objects, for example, the color or shape. It becomes a challenge since some of them do not have the visual experience to create mental images.
- Finally, they may have spatial orientation problems; it happens when it is hard for students to locate themselves in space or objects in the classroom.

### **2.2.9. Speaking skill**

The English language has two defined skill sets that students must develop, they are receptive and productive skills, one of those productive skills is the speaking skill. This skill represents a challenge for students to master, as it encompasses vocabulary, pronunciation, cohesion, sociolinguistic features, etc. Through speaking, it is possible to express ideas and opinions while denoting our emotions and position of what is spoken. (Srinivas, 2009)

As humans live in society, communication is key for interacting with others, thus, communicating effectively and effortlessly is a necessity, the main purpose of fruitful communication is to express and convey ideas in such a way that others are able to understand all the points that are intertwined within the message while communicating effectively (using the correct grammar forms, correct intonation and pronunciation, wide vocabulary, fluency improvement, comprehension and presenting discourse features). (Derakhshan, Khalili, & Behesht, 2016)

In academic contexts, the speaking skill is as relevant as the others, as it is found daily within the classroom. Learners are always uttering, they are always clearing doubts with the teacher, checking with their classmates, engaging in debates and discussions, and expressing facts and opinions. Speaking, and the development of speech skills are primordial for success in academia.

### **2.2.10. Linguistic skill development of visually impaired students**

Language skills are extensively developed in English Language Teaching to fulfill specific purposes. They are utilized as a means in various activities and exercises, aiming to acquire language elements like vocabulary, grammar, pronunciation, and spelling. Language skills serve as both the objective and the method to achieve communicative objectives, language skills are defined based on their usage in everyday communication. (Klimova, 2014)

To encourage the student to develop language, the student needs to be exposed to good language models in an active learning environment. There are language problems that are common among children with visual impairments. They are verbalism (speaking and talking without understanding concepts), echolalia (learning through echoing or copying), difficulty with pronouns, and frequent questioning. The main objective is to help students avoid these problems by using strategies that fit their specific needs. (Willings, 2019)

### **2.2.11. Developing speaking skills with visually impaired learners**

Talking about the teaching-learning process of a foreign language as it is English, speaking ability is one of the most necessary to guarantee immediate and effective

communication. Despite the thought that visually impaired learners need specific strategies that are made only for them, it has been proved that no special strategies are required; they do not differ from the linguistic skills used by other students. In the field of spoken language, those learners are in an equal position when it comes to practicing a foreign language. (Lozada, 2020)

Moreover, it is compulsory to encourage the students to improve their vocabulary management, subsequently, they will be able to have fluent conversations. Likewise, it is recommended to incorporate gestures as well as corporal expressions in their practice until learners can perform oral communication most naturally. In addition, it is always essential to encourage participation in the English class by asking and answering questions; this strategy promotes interaction and cooperation. (Lozada, 2020)

### **Pronunciation**

Pronunciation plays an important role in learning any new language. Also, phonetics is an essential element of spoken language. For that reason, working on getting good pronunciation is the main goal to achieve. The visually impaired students can acquire and assimilate the pronunciation of words faster than the average; this ability would be used to the maximum, and in this light, they benefit themselves and their classmates too. A strategy to use when students are learning similar group words (homophones) is to ask them to create a list of these words with specific phonemes such as [l], so they can read and practice by creating it in the Braille system. (Lozada, 2020)

### **Dialogues, roleplays, and interviews**

In class activities, communication should be enhanced through various kinds of active strategies. Visually impaired students can practice conversations by performing dialogues, roleplays, and interviews among other systems of verbal interaction. They are considered fun ways to practice the language because they get to act naturally in real-life situations. Since learning a language is a great part learned with oral interaction; it is a good practice to integrate work groups where they can play roles of any character in mini-dramas, short dialogues, or subject interviews among peers. All these activities worked out in English classes are of significant help to stimulate linguistic production. (Lozada, 2020)

#### **2.2.12. Active methodologies for English teaching**

English teaching is a complex system, there are multiple factors to take into account, such as class management, choosing the appropriate tools and methodological process, and one of the most important, checking for understanding, comprehension, and development of the topic on hand. Thus arises the need for implementing methodologies that encourage students' participation and foster their language skills. Active methodologies represent a shift in teaching, especially language teaching, as these methodologies are evolving around the student, as opposed to classical methods of teaching in which the expert was the star of the class, and the learners were merely a receptive body. (López, 2022)

As such, these methodologies are necessary to implement in class. Active learning methodologies are mostly self-directed, meaning that students are the ones guiding their learning with the assistance of a teacher, therefore, these methodologies increase

participation and student interest, encourage the development of metacognitive skills, and improve the thought process, allow students to think critically and solve real-life problems, as well as providing them with the opportunity to check their progress of the language. (López, 2022)

In the context of equality and education, it has always represented a challenge to provide all students with the appropriate tools and resources to teach, nowhere this is more evident in students who present a disability. Referring to Visually Impaired Students (or VIS) specifically, traditional teaching methods do not bring along the necessary input for them to create meaningful knowledge and feel as if they are an important part of the development of the class. This is where active methodologies, combined with the assistance of modern technology and pedagogical tools come in hand. One of the most viable methodologies through which is possible to channel knowledge is through blended learning. (Olivares, 2020)

### **2.2.13. Blended learning**

Blended Learning is known as a simple and difficult approach. In simple words, it is the reflective integration of face-to-face learning experiences with online learning. In turn, there is a combination of productive synchronous classes and asynchronous internet-based activities. On the other hand, the complexity appears in its implementation which is a challenge for educators since the success of implementing this model will vary depending on learners' capabilities and the technological possibilities. (Garrison & Kanuka, 2004)

The main purpose of this model is to provide teachers and students with materials and tools such as internet access, technological activities, and online resources. Additionally, it allows students to work at their own pace and the most important thing, they have the teacher as a guide to clear any idea or to solve technological problems presented during the class. (Herzog, 2023)

### **Advantages of using Blended Learning in the EFL Classroom**

According to Albiladi & Alshareef (2019), there are several advantages of implementing Blended Learning in the class, these offer a unique way of learning a language over traditional methods. Some of these benefits include language learners' autonomy, individual language support, encouraging collaborative learning, promoting student interaction, offering opportunities to practice the language beyond the class environment, and allowing students to enrich their language skills.

### **2.2.14. The face-to-face model or driver model of blended learning**

The Face-to-Face driver model is an approach of Blended Learning that is applied to supplement standard pedagogical methods and techniques. It uses in-classroom technology, such as computers that help as an individual resource for students who may need extra practical activities. This model provides teachers with an invaluable tool that can cover the student's needs in an adaptable form with the correct usage of advanced technology. Nowadays, there are modern technologies such as softwares, platforms, and apps that allow teachers even create new adapted materials and resources for different learning styles. (ViewSonic Education, 2021)

## **Implementation of Face-to-Face model**

For implementing this model, just a few digital devices in the class are needed, handheld machines that have access to online educational resources can be a good starting point. Additionally, the usage of headphones could help especially for listening tasks or watching educational content like videos. In some cases, some tasks are assigned to be done at home, however, most of them are done in the classroom under the teacher's guidance. In this light, students will need either adequate equipment to work at home or the access to school's digital material. (ViewSonic Education, 2021)

### **2.2.15. Supporting methodologies**

#### **Communicative language teaching (CLT)**

CLT is an approach that consists of using the target language in a meaningful way, learners can develop communicative competence by making the language relevant to the world. This means that they learn the language in context as in real-life situations, only in this way they may acquire the skills faster and enjoy the process at the same time. (Thamarana, 2015)

#### **Task-Based Language Learning (TBLL)**

TBLL is about performing a sequence of activities as steps to complete an effective task. By working with this methodology, students use the language learned in a real-world context related to them, in this way, the knowledge will be authentic. For TBLL is mandatory the utilization of genuine material that is relevant to the students, consequently, the development of skills will be satisfactory throughout real-life tasks completion. (Council of Europe and European Commission, 2000)

#### **Total physical response (TPR)**

According to Asher, Total physical response is based on a comprehension approach that highlights the importance of understanding a language first rather than speaking it. This strategy is about giving instructions, asking questions, and introducing vocabulary by the teacher supplemented with physical movement, afterwards, the students repeat those movements and internalize the meanings as they learn their L1 (first language). (Asher, 1969)

#### **Game-based Learning**

Authors such as Plass, Homer, & Kinzer (2016) define game-based learning as a kind of gameplay that has specific learning outcomes. These games can be developed in a digital form or using physical objects. Regarding the design process of games, it is important to find a balance between the involvement of the subject matter and prioritizing the features of games. In addition to this, teachers should create games taking into account crucial elements such as incentive systems, rules, and critical thinking features for the students to be engaged during the whole activity.

## **Storytelling and Drama**

This methodology is based on improving listening and speaking skills among learners. In this light, students can express ideas and interact with others with confidence. The process is quite simple, first, they understand the content, then they decipher the meaning and finally, they can give information they got from the stories told by the speaker (teacher). Moreover, there are principal elements that the teacher must include when using this strategy, for example, visualization (describe specific characteristics), vocal expression, and bodily gestures; all of them contribute to engaging students and increasing their comprehension. (Megawati, 2018)

### **2.2.16. Innovative methods for teaching language to visually impaired students**

#### **Audio-based learning**

The use of audio and digital media has been implemented in the language classroom for as long as the resources began to surface. The main goal of Audio-Based Learning is to provide students with meaningful input, this input can be in the form of interviews, anecdotes, and stories, among others. Another benefit of Audio-Based instruction is that it fosters students' autonomy and puts them in the center of the learning process. (Nalliveettil & Ali, 2013)

In the case of Visually Impaired Learning (VLL), audio resources are of great importance, given that these students lack visual input; in traditional classrooms, audio activities are often seen as irrelevant or not necessary in the context of the class; however, for blind learners, it allows for an interactive and engaging class, where the effective integration of these in the classroom will depend on the creativity and scope of the teacher. (Nalliveettil & Ali, 2013)

#### **Multi-sensory approach**

Multi-sensory instruction refers to the use of the senses to provide more depth to the class content and enrich the experience of learners in a certain topic. There are multiple ways in which a teacher can implement senses into teaching, some of the most used are articulation and gestures, body movement and mimicry, altering the voice tone, including props that can be touched or smelled, etc. In Special Needs Education this an acclaimed approach, given that it can be adapted to the requirements of individual students or groups; in Visually Impaired instruction this approach usually seeks to fill the voids that are left given the affection of the visual channel, additional vocabulary or expressions can be learned in a meaningful way through this method. (Shyamani, Mahishi, & Lalani, 2020)

#### **Adapted games and activities**

Games in education are of great importance in the development of receptive and productive skills, as well as improving cognitive features and problem-solving abilities. Games usually take advantage of the senses to include information, it can be through sight, hearing, and tact; nevertheless, in the case of Special Needs Education it is rather complex to apply the games that are available for "regular" classes, as students may present different disabilities or learning problems, this is why the use of adapted games that can be tailored to the needs of students are employed. In low visibility or blind learners, games must be adapted

to contain mostly auditory information, the information must be easy and simple to follow, so students do not face any problems through the game, and of course, the learning aspect of it. (Beltrán, 2021)

### **Interactive dialogue and conversations**

Interactive dialogues and conversations are a great way to induce students into language learning; the main difference between common audio resources and interactive dialogues is that the latter includes students as an active part of the conversation. There are several ways in which teachers can use these materials to achieve maximum participation and understanding of the topic; in the case of an interview, teachers can make students notice and tell features such as tone of voice or the talking style of the presenter or interviewee; another example is the use of conversations, in this regard, learners may take the role of the other person and provide their answers in response to what the character is saying; while in the case of stories they can imagine or create an interesting or creative ending. (Ozgur & Kiray, 2007)

### **Technology integration**

For several years now, technology has been strongly intertwined with teaching; since the introduction of computing technologies, the classroom has evolved into a place where learning is no longer boring or soulless for students. Beyond resources such as computers and audio players lie specific technologies that aid in the learning process of impaired students, they are called Assistive Technologies (AT). In the case of visual impairment, screen reader technology is the backbone of the process; screen readers make possible the visualization of information by transcribing digital text into voice feedback, this information can be delivered to the user by moving the pointer in the computer or by using the keyboard to navigate; Job Access With Speech (JAWS) and Non-Visual Desktop Access (NVDA) are some of the most used screen reading software. (Chiquita, Rangkut, & Tarigan, 2022)

### **Collaborative learning**

Collaborative Learning (CL) as the name suggests, is an approach where collaboration is the key element; collaboration between students allows for the completion of a task, solving problems, or working on projects. Integration can be done between students or between groups of them. Research shows that active, social, contextual, playful, and, to some extent, learner educational experiences lead to deeper learning. The benefits of collaborative learning include the development of higher-level thinking, oral communication, self-management, and leadership skills; improved interaction between students; increased academic retention, self-esteem, and responsibility; exposure to understanding diverse perspectives; and preparation for real-life social and work situations. One drawback of Collaborative Learning is the interaction between peers, this is where the teacher must take a stand and foster a collaborative environment step by step. (Laal & Ghodsi, 2012)



## **Storytelling**

Storytelling is a renowned resource in the language classroom, while mostly used with children, this method can be adapted in content or theme for learners of older age. Storytelling brings with it multiple benefits as it fosters imagination and respect for other cultures, increases language abilities, and improves pronunciation, among others. Nowhere is this resource more useful than in the classroom of Visually Impaired Students; not only students can listen to the information that is provided, but they also offer the possibility to perform further activities, such as completing the story, giving it an alternative ending, reflect on the message, or even perform using the content; this technique engages students in the topic, all while having fun learning. (Ruhiyati, Predrag, Mohd, & Rui, 2020)

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. Approach

This research will be developed under a qualitative approach, as expressed by Bryman (2012) qualitative research is largely based on the idea that words and thoughts are more important than numbers and that this type of research postulates three important considerations: the first one being that theory is the result of research and exploration; additionally that is interpretivist, and that information is generated based on the interaction of society and its parts; and finally, that social properties are a result of the interaction of individuals in the environment.

The aforementioned approach is ideal for acquiring useful information about Blended Learning as an active approach to improving the speaking skills of visually impaired students. According to Ugwu & Eze Val (2023), qualitative research is the study of the nature of phenomena, which includes their quality, different manifestations, the context in which they appear, or the perspectives from which they can be perceived. That is to say, it is focused on understanding and analyzing the phenomenon in terms of quality, social aspects, and the way of participation of the actors involved. In direct correlation, the interpretative paradigm shows up, as defined by Pervin & Mokhtar (2022) the interpretative paradigm is the idealization and interpretation of experiences and situations of a certain social group, which will prove to be key in investigating the reality of blind learners when learning to speak.

#### 3.2. Research modality

A case study will be the modality selected for this research. A case study concentrates on a deep examination of an individual, group, or organization to gain a detailed understanding of them. Additionally, according to Coombs (2022), a case study is a methodological research approach used to generate an in-depth understanding of a contemporary issue or phenomenon in a bounded system. This will allow us to be immersed in the reality of the study group selected and analyze how Blended Learning influences the speaking performance of Visually Impaired Learners.

#### 3.3. Level or type of research

The type of this study is applied. As Wood (2019) mentions, applied research is an original investigation undertaken to acquire new knowledge; it is, however, directed primarily towards a specific, practical aim or objective. In this type of research, the goal of solving a problem or creating something is the result of existing knowledge and the application of adequate methodology and direct interaction with the individual or group involved. By using it, it will be possible to describe how the Blended Learning approach could help improve students' speaking ability.

#### 3.4. Methods of research

##### Action research

Action research is a type of investigation that takes place beyond the documentary revision; it focuses on active participation and engagement with what is being studied, and afterwards determining the extent of improvement or innovations made because of it. In the

present research, aligns with the purpose of applying methodologies to see the progress in the speaking level of students. (Lufungulo, Mambwe, & Kalinde, 2021)

### **Ethnographic research**

Ethnography is closely related to anthropology, in the sense that it consists of studying a certain population or social group by close relation and interaction with it, all while understanding and determining patterns that may be specific to the group; this will be essential when approaching the classroom and experiencing first-hand how the visually impaired environment is, specifically when teaching a foreign language. (Sharma & Sarkar, 2019)

### **Narrative analysis**

Finally, narrative analysis refers to the action of using testimonies or narratives provided by an individual or collective and studying them to find relevant information. For the research, the analysis of information gathered from the students and teachers of Dr. Luis Benavides specialized institution will allow for further understanding of the reality of the community. (Sanchez, 2022)

### **3.5. Population of study**

The population for this study is made up of 16 students of different levels at “*Unidad Educativa Especializada Dr. Luis Benavides*” in the city of Riobamba, Chimborazo Province, during the academic period August 2023 – July 2024. This institution was taken into account since most students have a different learning capacity as well as visual difficulties, which is the main subject of study. In this regard, it is fundamental to know how this technological approach enhances the students’ speaking ability.

### **3.6. Sample size**

The sample for this research will be 4 visually impaired students of different levels of “*Unidad Educativa Especializada Dr. Luis Benavides*”. The participation of these students will be of great help to the study case.

### **3.7. Data collection techniques and instruments**

Four techniques will be used in the research, each one with its own instrument. Additionally, the theoretical framework will be of great support to the elaboration of the instruments.

### **Literature review**

The bibliographic review represents an important pillar in the elaboration of the research work, as it allows for the gathering of information necessary to have a clear idea of how to approach or deal with the research problem at hand. In the first place, literature review was key in the process of analyzing prior investigations, this is done with the purpose of knowing what has already been covered and what information is available, as is the case of research from Cevallos, Albiladi, Zavaraki, and others involved in the area of teaching English to Visually Impaired Learners. Additionally, it served to understand important

aspects of how to approximate, design, and apply strategies in the specialized classroom. (Arshed & Danson, 2015)

### **Observation**

According to Kumar (2022), observation consists of examining the behavior of a subject. It allows deep immersion in social situations and an active role as well as permanent reflection. In other words, it is a technique of simply watching the phenomena until some data is gained. With this, it will be possible to obtain information regarding the methodological processes and methods used during English classes with Visually Impaired Students and Teachers and determine the current teaching process that takes place in the institution. The instrument will be an observation guide, a document in which processes and statements will be validated.

### **Interview**

An interview in essence is a purposeful interaction or conversation. As this definition implies, interviewers and interviewees will draw on their everyday interactional competencies to do interviewing (Maddil, 2023). The main objective of an interview is to get information orally about, the experiences, opinions, and ideas of different individuals to contrast them. The type of interview that will be developed is structured, as questions will be prepared beforehand. The instrument will be an interview guide, with several questions to know the teachers' perceptions regarding the English teaching and learning process in their environment with their conditions, and the possible challenges they face on an everyday basis.

### **Rubric**

Rubrics are guidelines for student assessment, their primary use is to provide an organized and fair scoring or qualitative system. In them, it is possible to determine student performance, as well as the surrounding phenomena related to it (Lee, 2023). The purpose of the rubric for the research is to have a way of determining or categorizing the level of English of the learners. The rubric will have parameters in which it will be possible to detect the improvement that the learners made from a determined point, problems with acquisition, barriers, or difficulties to achieve goals.

### **3.8. Techniques and instruments for analyzing data**

Discourse analysis and triangulation were the techniques employed to analyze data.

For Taylor (2013) discourse analysis consists in the interpretation of language material, which can be in either text or speech; in the case of this analysis, surrounding influences of the evidence may also be considered. For the purpose of the research, this technique facilitated the interpretation of material and evidence collected in the classroom.

Additionally, triangulation assisted in the validation of the information collected; as Noble & Heale (2019) determine, triangulation helps to keep the research from deviating from the balance, this is done by using multiple methods or observers so that the research results are as unbiased and clean as possible.

The triangulation was done manually without the help of data analysis software.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1. Results

The research is directed at comprehending the implications of teaching and learning the speaking skills of the English language with Visually Impaired Students. The goal is to determine the underlying features of the speaking production, how the students perceive the learning of it, and figure out a more appropriate way or mechanism to improve the apprehension process for students.

In order to fulfill the purposes of the investigation, four specific objectives were set, these were carefully established in a logical order, so as to get the most relevant aspects of the speaking acquisition of the mentioned demographic.

The starting point was to get relevant insight from the main participant of the teaching exercise, the teacher; for that purpose, a structured interview was primordial. Subsequently, an observation was necessary to experience firsthand the interactions that take place in the classroom, as well as experience the methodological process more personally, for this, an observation guide was employed. Additionally, the use of rubrics provided more specific details concerning the difficulties, strengths, and areas of improvement for each student; two of them were used, one before the application of strategies and adequate methodology, and one after.

The pivotal stage of the research was the application of Blended Learning and assistive methodologies for the improvement of the speaking skills of Visually Impaired learners; five classes were taught strictly with Blended Learning in mind, the elaboration of such classes was carefully developed taking into account existing research, analyzing successful experiences that used the aforementioned approach, and considering the students' needs. All information gathered from the selected instruments was carefully analyzed and was the first step for the discussion stage, the formulation of conclusions, and the idealization of recommendations.

Also, all the resources were carefully designed to be used by the VI students. Taking advantage of the features of Canva, it was possible to create activities with a simple operation system, so the students could use the computer by themselves to perform the tasks, in this way self-learning was enhanced. Regarding the specific characteristics of the activities, they were designed with appropriate voice dictation, using artificial intelligence to create a native setting, also there were self-created parts in some activities to provide an affective virtual environment, another feature was the specific timing for the students to work and answer the different tasks proposed.

The language usage was according to the student's level, the activities were interactive, fun, and communicative with specific sounds related to the topics to provide a context for the students, in this way, they were able to speak and solve problems. The basis of these platforms were methodologies such as task-based learning, audio-based learning, CLT, gamification, etc. There were at least 12 virtual spaces for the students to practice pronunciation, intonation, fluency, etc, and then, perform the activities for each topic to internalize the content, also each item of the activities had its specific feedback. For the students to correct themselves and move forward with the oral practice.

In addition, two platforms were created in the application Symbaloo, they were specifically, for the teacher's use, one of them with lesson plans with a technological nature for applying in the class, and the other with the most useful channels to learn methods to teach English, specially speaking. Finally, on each computer in the laboratory were installed audiobooks, songs, word banks, and original-self-created tales, and CDs with all the resources were handed out to the principal, teacher, and students. All this material provides the opportunity for students to overcome certain barriers to speaking.

#### **4.1.1. Observation form**

The observation conducted for the research was done in the timeframe of two class hours, or 90 minutes. The participants were the four students selected as the sample of the study.

The observation guide was elaborated selecting pre-established criteria in conjunction with the guidelines of the Common European Framework of Reference (CEFR) for the speaking skill. In the categories, there are qualitative scales that range from "Excellent" to "Regular", these will help to standardize the general performance of the class with the responses provided by the learners.

Criteria #1.- "Students can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated". In this regard, learners displayed average knowledge; though some students were more prone to understand what was being said and asked, in the case of two students it was necessary to repeat the instruction in order to continue with the exercise. In this light, Hosni (2014) mentions that struggles in the understanding of commands or basic structures happen due to linguistic difficulties, interferences between English and the mother tongue, inaccurate strategies, and others. This can be one of the reasons that the observed students lack in this aspect.

Criteria #2.- "Students can produce short phrases about themselves while giving basic personal information (e.g. name, address, family, nationality)". The group displayed once again a regular performance, while some students were able to create some sentences, albeit by memorizing; other students were unable to give basic information such as the place they live, or things they like. For Coskun (2016), there are a variety of factors that influence the speaking performance of young English students; in reference to this, the limited speaking practice outside of the class and the anxiety that comes from speaking in front of others may explain the shortfalls in this category.

Criteria #3.- "Students can understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry". In the observation process, it was noted that learners indeed understood basic expressions, in some instances they were even able to provide short responses; even though the dynamic of the class only allowed a few opportunities to practice this.

Criteria #4.- "Students can express how they are feeling using simple adjectives like "happy" or "tired", accompanied by body language.". This was one of the areas that students struggled, although learners when very basic adjectives such as "happy" or "sad", they did not display management of other emotions or adjectives, additionally, the direction of the

class was also an important factor in the practice of these words, as the classes focus more on the apprehension of verbs and some nouns; the use of body language was completely disregarded.

Criteria #5.- “Students can understand simple questions that directly concern them (e.g. name, age, and address) if the person is asking slowly and clearly”. Despite knowing the two basic questions of “What is your name?”, and “How old are you?”, students were unable to answer other inquiries, such as “Where do you live?”, “how do you feel?”, and others that followed a similar pattern. Günes & Hakki (2021) argue that teachers often overlook the importance of in-class tasks, and they do not emphasize the fact that, in the case of EFL environments, it is the only opportunity to enhance skills.

Criteria #6.- “Students can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance”. Once again, the deficient practicing opportunities harmed the speaking production, in this case, students rarely connected the words they learned together to form sentences, even less so when talking about aspects of daily life. In some instances, students were able to get close to producing acceptable responses, however, these only came when the teacher gave more time than necessary to formulate them. This can be explained by another insight of Günes & Hakki (2021), where the authors postulate that Visually Impaired Learners take more time to assimilate expressions due to the absence of the visual channel.

Criteria #7.- Students can understand a number of familiar words/signs and recognize key information (e.g. numbers, prices, dates, and days of the week) provided the delivery is very slow, with repetition if necessary”. In this specific area, the students showed little trouble, this was tangible, as the classes that were observed were heavily focused on word apprehension. Repetition was an important aspect for the teacher, and the students benefited from the heightened cognitive retention characteristic of Visually Impaired Learners.

Criteria #8.- “Students can produce simple, mainly isolated phrases about people and places”. Speaking production in general has been a challenge for the observed group or learners, nevertheless, the construction of elaborated phrases or sentences is the most challenging of them all. All of the students were unable to speak sentences or phrases that were more than four words. If learners want to know how to construct sentences efforts should be focused on it. In this regard Nuraini (2016) states that the needs of the learners are essential when constructing a class; also, how the class is directed should facilitate speaking practice and learning.

Criteria #9.- “Students can recognize simple greetings”. Learners of the observed class performed in an optimal way when they were asked to tell what the greeting that was told to them meant, and also how to respond to them; basic greetings that were uttered were “good morning”, “hello”, “hi”, “welcome”, and others.

Criteria #10.- “Students can ask very simple questions for information, such as “what is this?” and understand one or two word/sign answers”. The criteria to be observed in this aspect proved to be a difficult one to gather data as the class was mostly one-directional, meaning that the students had very few opportunities to ask questions, however, when it did happen students showed problems in word order, missing words, and incorrect tone of voice. According to Coskun (2016), one reason why learners tend to show low levels of speaking aptitudes is that in most curriculums, even those for “normal” students, the focus of the class

is mostly grammatical and relying on memorization; combined with structural differences of languages may explain issues in oral production.

Criteria #11.- “Students have a basic repertoire of simple words and phrases related to their personal data and specific situations”. This aspect threw interesting results, while learners seemed to know and understand what several words meant, from the frequent repetition exercises, it could not be observed if students remembered them without the help of the teacher, also, it was not possible to see if students could use the words in connection as there was no time destined to it; regarding phrases, students knew the most basic expressions about personal data, for example when responding to age, family, etc.

Criteria #12.- “Students understand speech that is very slow, carefully articulated, and with enough pauses to assimilate meaning”. Once again, the methodological process of the class hindered data that may be observed; students listened and understood individual words, mostly verbs such as “break”; “open”, “have”, and other nouns that appeared on occasion, but it was not possible to determine if they knew what two or more of them meant once they were joined in a sentence. Furthermore, there were few instances where the teacher spoke full sentences for students to convey meaning. For Boonkit (2010) it is important to be creative when creating activities for speaking practices, with the focus being on improving the confidence and skills necessary for everyday speaking scenarios.

#### **4.1.2. Teachers’ interview**

A notorious problem in specialized education is the lack of teachers with the appropriate training in the area of visually impaired students. This is the case of the teachers of “*Unidad Educativa Especializada Dr. Luis Benavides*” who teach the English language despite having a non-related third-degree title with the subject matter. The questions involved were: Indicate your third-degree title? What strategies do you use when your students have gaps or difficulties in English language development? The answer the answer was relatively vague. However, their predisposition to teach has allowed them to learn basic things of the English language to prepare their students. Nevertheless, the role and responsibility of an English teacher is to meet the unique educational needs of their students. Likewise, they must possess skills and the abilities to provide and coordinate the instruction for VI students. (Minerva Deaf Research lab, 2024)

“Yo soy licenciado en Ciencias de la Educación, mención Lenguaje y comunicación...pero en la universidad obtuve la suficiencia, eso me ayudo bastante para la asignatura.” [I have a degree in Education Sciences, mention in Language and Communication... but in college I obtained the sufficiency, that helped me a lot for the subject.] (IN-T)

“Bueno entre las directas por ejemplo hay las de compensación, pero también existen las indirectas que son las metacognitivas, siempre hay que buscar los conocimientos previos, y de acuerdo a eso ir fortaleciendo, el conocimiento futuro, eso me ha ayudado muchísimo.” [Well, among the direct ones, for example, there are the compensation ones, but there are also the indirect ones, which are the



metacognitive ones, you always have to look for the previous knowledge, and according to that, strengthen the future knowledge, that has helped me a lot.] (IN-T)

It is possible to perceive a lack of expertise on the teacher's part about specific strategies to teach the English language. However, the love and engagement with his work allowed him to improve their language management as well as put into practice certain basic strategies to make their students learn some things in English. An important aspect of teaching visually impaired students is to be emphatic and understanding, and these are key values that the teacher shows to them, it is not only a matter of knowledge, but a human side also prevails.

According to Konopka et al. (2015), the educational system is constantly changing and adapting strategies according to the student's needs. The case of students with visual disability is still more intriguing. Over the years lots of methodologies have been proven to be useful for learning other languages, especially those called active methodologies which place learners at the center of their progress and make them protagonists in their learning environment. Despite offering many advantages, the usage of these methodologies is still low, as is the case of "*U.E.E Dr. Luis Benavides*", it becomes an issue since students may not fulfill the desired objectives. Following this thought, these questions came up: As a teacher of English, have you used active methodologies? If yes, please indicate which ones. What computer resources do you use with your students?

"En parte muy poco la verdad." [In part, very little in fact.] (IN-T)

"Específicamente la computadora, ahí se utiliza el office para la escritura y también el lector de pantalla para la pronunciación, hay la ventaja de que este lector lee en 7 idiomas y el inglés le lee bien." [Specifically, the computer, there you use the office for writing and also the screen reader for pronunciation, there is the advantage that this reader reads in 7 languages and English reads well.] (IN-T)

The idea of fair treatment is the mission of this institution, teachers and their love for teaching have looked for ways to teach their students. However, there is a notorious lack of training in teachers regarding active methodologies, additionally, the condition of the teachers (blind) becomes an issue in order to adopt the proper training to help these students. Consequently, the resources are limited, and the institution possesses computers and screen readers, but the usage is reduced since the guidance and elaboration of virtual material is not possible.

For Meisani (2021), learning through internet technology has become more influential and e-resources are the new alternatives for teaching material, they play a significant role in lesson planning, instructional delivery, and learning achievement. The idea of implementing technology in this setting has been set, nevertheless, the way of benefit from these resources is worrying and puts in doubt the real vision of a fair education to the visually impaired learners who are part of this institution.

Despite the variety of new methods and strategies to teach languages, traditional methodologies are still present nowadays. The current curriculum for teaching English as a

foreign language is based on CLT (Communicative Language Teaching), this is a methodology to teach and learn languages that consists of developing students' communicative competence, meaning that they will be able to use the language effectively and appropriately in social contexts. (StudySmarter UK, 2024)

In the case of visually impaired students is harder to accomplish this process and make the learning process more communicative as expected. This idea led to the question: Having students with total blindness or irreversible low vision, from your point of view can you describe in 5 steps the methodology you apply in your English classes? For this project is important to be aware of the method applied and verify if the learning process is as communicative as the *Ministerio de Educación* dictates in the current curriculum.

“Primero, el permitir que el estudiante escuche la pronunciación de las palabras, luego la repetición, la escritura que se realiza en Braille por lo general y luego el aprendizaje de más vocabulario y luego la práctica, estructurando frases cortas o largas de acuerdo a lo que el estudiante vaya avanzando, obviamente con el uso de actividades que le permitan al estudiante ambientarse...y le permitan relajarse minutos antes de la clase.” [First, allowing the student to listen to the pronunciation of the words, then the repetition, the writing that is done in Braille usually and then the learning of more vocabulary and then the practice, structuring short or long sentences according to what the student is progressing, obviously with the use of activities that allow the student to adapt...and allow him to relax minutes before class.] (IN-T)

The evidence shows that the teaching practice is far from the CLT approach, the classes are based on traditional approaches and strategies such as repetition and teaching words in isolation leaving the communicative approach aside. In addition to this, the language skill more or less used is listening and the other skills and subskills are hardly taken into account. Communicative activities such as roleplays, dialogues, debates, etc., were not mentioned, and the incorporation of e-materials was neither. Despite the efforts to teach English, teachers are still part of traditionalism which becomes a real problem since VI students have no signs of improvement.

Despite all of the above, one question was what significant achievements have you made with your students in the English language teaching-learning process for oral production? Even though this subject represents a challenge for the teacher since is not his career and his disability, the constant effort to make students learn a little bit is there. It is important to build a bond with the students in order to lower their affective filter, Krashen proposed aspects to work on such as motivation, and self-confidence in order to reduce anxiety, and let students be more engaged in the English class. (Gonzalez, 2020)

“Se ha logrado primero que tomen un poco más de agrado por el idioma inglés, de que escriban porque por nuestra discapacidad a veces creemos que podemos aprender solo la pronunciación, pero también se les ha hecho practicar la escritura, y luego en si la pronunciación y el mantener diálogos con los estudiantes.” [First of all, they have been able to learn to like the English language a little more, to

write, because due to our disability we sometimes believe that we can only learn pronunciation, but we have also made them practice writing, and then pronunciation and maintaining dialogues with the students.] (IN-T)

It is vital to highlight the important work that a “regular” teacher does, but a teacher for VI students or any disability exiting is a totally different experience to admire. Teaching English is mostly considered a really hard subject, and obtaining engagement from the students is difficult. Nevertheless, the teacher of this institution has achieved this connection between teacher and learner where the learning process is a unique experience and allows students to feel intrigued and willing to learn more every day. Even though the progress is minimal, the students like English, they do not see it as a tedious subject.

#### **4.1.3. Pre-application rubric**

##### **Prior considerations of the students with visual impairment**

##### **Student's strengths in learning English**

During the development of the English classes of this project, it has been possible to recognize certain abilities that the students possess, it was compulsory to enhance these skills to make the language learning process more efficient. According to Milian and Pearson (2005) a blind learner to be successful in a language program, needs to have strong auditory skills and language abilities, additionally, students have to take risks and contribute to the classroom environment with positive behavior. Some of these characteristics were found in the chosen institution, the four students have different skills and abilities that characterize them.

The principal strengths that students contribute to the class as a whole are the following, first of all, resilience and adaptability, these specific characteristics help students to face challenges, meaning that despite the level of English they have had, they wanted to overcome the problems with the language and move forward with the learning process. Following this, persistence and determination were characteristics observed during the classes as well, VI students put a significant amount of dedication to learning the oral production, and they were involved in constant practice and correction of mistakes. They had in mind that learning a language is more than knowledge, it is a personal challenge because it provides the tools to develop linguistic skills at a cognitive level. (Kaleido, 2022)

Other subskills that VI students showed during the classes were creativity and imagination which were important for the process, because of their condition they needed to have vivid mental images to associate the new vocabulary and concepts. Also, a specific skill that all students demonstrated was adequate recognition of non-verbal cues, this is something really necessary for blind learners, especially in oral production. The recognition of certain cues like tone of voice or pauses in speech plays an important role when practicing speaking because students can have a context when practicing another language. (Sahini, 2022)

**S1:** During the classes, S1 demonstrated certain abilities to embrace the English language. The first one was enhanced listening skills, he was able to understand instructions and specific details of pronunciation, and intonation that sometimes are hard to catch. It is often believed that blind students develop this skill better than “normal” people. Another

ability that this student presented was strong memory, it was surprising the capacity to memorize words and short phrases, also the pronunciation errors were minimal. Finally, a notorious strength of the student was attention to detail, he did not make a lot of grammar mistakes, and when he made them, he tried to correct them immediately.

**S2:** Each student has different skills, in the case of S2, he showed more proficiency than the rest of the students when using the language. First, he showed strong listening skills and memory, he memorized phrases and words and used them without problems. In addition, S2 demonstrated to have better cognitive skills, specifically, he was good at problem-solving tasks which required critical thinking. He was most of the time engaged with the class and paid a lot of attention to details in the different activities proposed. Finally, At the moment of speaking, he did a good job, fluency, and coherence were aspects to polish, nevertheless, their sentence structuring was pretty good.

**S3:** The case of the next student is different. Something good to admire about S3 is the capacity of concentration, he was really engaged in the class all of the time and gave specific responses that the rest sometimes did not remember. Despite the errors and mistakes when speaking, this ability had good results in the end.

**S4:** Finally, students fourth showed to be good and paying attention to details. She did not make a lot of grammar mistakes and her pronunciation was good. When practicing listening activities that required a response, the answers were accurate and followed with good pronunciation.

The VI students have great potential to work on and improve their ability to speak. The most important step after recognizing these abilities was to create opportunities to learn the English language. From this part the role of the teacher was crucial, the adaptations were created based on these abilities and the different linguistic problems observed.

### **Problems faced by students in speaking English**

The next phase of this project consisted of analyzing the individual linguistic problems of the VI students. According to Aryanti (2014), common issues in speaking skills are a lack of vocabulary, specifically when they have to express something without preparation, also problems with intonation, and the use of the mother tongue because they feel more comfortable using it. Regarding the students involved in this project, they have many areas of improvement that with the appropriate strategies can be fulfilled.

As the classes went by, some problems appeared, for example, all the students had poor vocabulary, and the words that they used were basic and not according to their level. Likewise, they had a low use of communicative phrases, for instance, in the topic greetings, they just knew short phrases such as: “How are you” “Good morning”, etc. It was concerning the lack of informative questions and responses to make the conversation communicative. Consequently, it was notorious the lack of confidence to speak, sometimes students were a little bit afraid of speaking, a problem that arises when students are not sure of the knowledge they have. According to Nadila et al. (2020), Students learn and perform better when they feel secure, happy, and excited about the subject.

Other linguistic issues found in the English classes were the absence of intonation and stress in the oral production. This a really necessary aspect especially for visually impaired learners who need to pay careful attention to this in order to convey a clear

message. Sakthivel (2023) points out that, stress in speaking helps to put emphasis and importance in messages and intonation helps to show emotions and attitudes in speech. As the VI students cannot express their ideas with any kind of visual aid, they need to speak with the correct stress and intonation, which is why is so important to focus on this problem.

Lastly, the most concerning issue for the nature of the project was the difficulty in the technology usage. The students were not accustomed to using platforms, performing online activities, or practicing English-related tasks with the computer. Parveen (2016) rightly believes that technology involves learners in a different learning environment. Technology usage approaches students to work independently, provides opportunities for self-interaction at their pace, and shares immediate feedback to correct mistakes. Many advantages that contribute to language learning are given thanks to the use of technology, which is why is compulsory to treat this problem.

**S1:** In the classroom, S1 showed some low levels of concentration. As the classes were developed under traditional methods, it was observed a fast loss of concentration. On some occasions, the student fell asleep and broke the flow of the class. The evidence indicated that the student disconnects from the class when he is not performing exercises or doing activities that involve physical movement. In addition, the student had some fluency and coherence issues, for example when talking about a daily routine, it was hard for him to talk about their reality fluently. Despite his memory being good, the problem appeared when he had to build sentences on his own, in this part the students struggled to express the ideas he had in mind.

**S2:** Despite the nature of the classes, S2 demonstrated a good usage of the language, regarding speaking, he learned at a different speed than the others, in topics such as family members or body parts he proved a good level. Nevertheless, an issue to control sometimes was his short attention span, meaning that he lost interest immediately and started with some traits of misbehavior. The evidence showed that this student needed something more challenging, activities that could keep him concentrated during the whole class.

**S3:** The next VI students had more aspects to improve than the rest. First, syntax errors, he struggled a lot when he had to answer some questions regarding the topics, there was a notorious wrong word order to make sentences, sometimes it was the order between the pronoun and the verb or in other cases the omission of prepositions. Along with this, pronunciation and articulation were also aspects to work on, sometimes the student felt some kind of pressure that kept him from speaking or pronouncing the words appropriately, and he often got stuck in his speech.

Also, there were signs of short-term memory, this conclusion was made based on the low retention of simple phrases by the student. This problem led to other areas of improvement such as fluency and coherence which are a consequence of the aforementioned problems. Finally, during listening exercises, for instance, when using the reading-out-loud strategy, it becomes a really hard task for the students to catch the ideas of the tale, even though the reading was performed slowly. It was clear that the student has difficulty in listening comprehension, this problem often arises from the lack of practice.

**S4:** The last student had similar areas of improvement as the third one, syntax errors, low retention of simple phrases, fluency and coherence issues, and difficulties in listening comprehension. In addition to this, it was hard for her to concentrate in class, sometimes she

did not answer simple questions regarding the topics, however, these lapses were indistinct among classes. She had some periods of lucid concentration, having an impressive performance, and in other periods her concentration was really decadent as well as her performance, linked to the second part, she did not participate enough during those lapses, and in the rest of classes her engagement was regular, it was settled to start with a personalized guidance as soon as possible.

### **Recommendations for overcoming problems in oral production**

After analyzing the strengths and the problems of the students during traditional English classes, the next phase is to come up with different possible alternatives to enhance and solve the issues observed. Also, it is important to immerse students in technological environments and show them the benefits of using them to increase language acquisition. Some of the possible recommendations to be applied in order to achieve the objectives of the project are the following:

- Utilize assistive technology such as screen readers, voice assistants, adapted platforms, and internet usage to improve speaking skills.
- Engage VI-impaired learners in active listening or auditory learning, for instance, short dialogues, songs, tales, podcasts, audiobooks, radio, and TV shows.
- Practice with speech models like the Shadowing technique, pronunciation guides, and voice recording tasks.
- Use multisensory learning, for example, realia and objects to enhance oral production.
- Engage in conversational practice in different forms like peer practice, role-playing, dialogues, and interviews.
- Develop a routine, for example, exercises of reading aloud, having conversations, or using language learning apps to practice.
- Providing consistent feedback. It is important to implement positive regular feedback from teachers or language partners.
- Focusing on vocabulary and grammar, it is necessary to apply contextual learning by proposing interactive exercises in class and at home where they can practice speaking.
- Motivate students to feel positive about language acquisition. It is a good idea to set realistic goals and sometimes offer positive reinforcement.

#### **4.1.4. Post-application rubric**

As stated, one of the two rubrics served the purpose of evidencing improvements that the students demonstrated in regard to the speaking skill and oral production development. Evidenced results took place after the application of Blended Learning in-class instruction; during the teaching process, supplementary methodologies, and strategies such as CLT, TPR, and TBLL helped to create a favorable environment for students to capitalize on the development of oral skills. Blended Learning classes at “Unidad Educativa Especializada Dr. Luis Benavides” began with a small class of four 9th and 10th grade students, for the

purposes of the research, footage, and pictures were taken during the process with prior acknowledgment and agreement of the students' guardians.

Classes took place over the course of six days, during that time, key topics such as family, animals, parts of the house, and others were taught, additionally, interactive, and engaging activities and tasks were created so that learners could interiorize knowledge and aptitudes, all while having fun and practicing the language. The last day of the approximation with the students served to put into practice what was learned, an event took place, where for each learner an interactive test was prepared, the test included multimedia resources such as clear audio instructions and questions that the students interacted with, as well as sounds related to each topic and big and crisp images that will help students of other class if they do not present full blindness.

The findings can be explained in specific categories that were set by answering the research questions that were pondered at the beginning of the investigation, to enforce the right of privacy of the learners, names will not be displayed, and we will employ the coding previously used (e.g. S1 – Student 1) for instances where specific information needs to be highlighted.

## **The contribution of blended learning to improve the speaking skills of visually impaired learners**

### **Interactive and Accessible Learning Materials**

The main benefit of implementing Blended Learning in the class is the possibility of having interactive and accessible learning materials and resources, this was evidenced by the enthusiasm displayed by the students who participated in this study. Learners up until that point had not experienced an English class with any kind of technology-assisted device, as a result, a new world of opportunities regarding material opened up. For Tayebnik & Puteh (2013) Blended Learning promotes extra engagement when compared to traditional teaching instruction.

In our context, the contribution of Blended Learning was reflected in the improvement of the skills that learners possessed before the application. All students displayed a very reduced number of vocabulary words and expressions in relation to the level that they were currently at, most of the vocabulary that they possessed was mostly verbs such as “jump”, “play”, “study”, and “eat”; however, when it came to refer to nouns or adjectives the learners struggled; additionally, they did not use communicative phrases very often. When the classes took place, students were immediately practicing what was taught to them with blended learning. In each class they gained vocabulary of the respective topic, students now knew how to say father and mother; in which part of the house one sleeps, where one cooks; or what sound a dog or a cat makes; not only that but they were taught how to use them in communicative settings, all while practicing between peers.

Specific issues that were overcome or at least remedied were diverse, in the case of **S3**, the learner had problems with pronunciation and articulation, these were most noticeable with words that had two vowels adjacent to each other, however, with repetition and adequate material these issues eventually became less noticeable.

### **Increased Practice Opportunities**

To a greater extent, Blended Learning offers numerous opportunities to practice the language, specifically the production aspect of it. Senffner & Kepler (2015) emphasize the importance of BL, and how it creates a vast array of learning opportunities that allow learners to practice inside and outside the classroom. In the case of students at *UEE “Dr. Luis Benavides”*, they were able to practice on their own on each computer, or between peers, the latter proved to be the most effective as they felt more connected to the language, it even allowed for the exchange of information where they put in practice what was learned.

This proved to be very relevant for S2, as the learner was not able to concentrate properly during traditional classes, in some instances the student almost fell asleep as there was no interaction or engaging activities, this dramatically changed once interactive activities were presented, now the learner paid attention to the class, and in turn, was able to gain more vocabulary, especially in the class about professions. Furthermore, S4 also benefited from this exercise, as the student rarely participated in class, in hindsight it could be that this happened as the learner constantly displayed signs of shyness or nervousness, in the case of this student, the problem persisted, nevertheless, it did reduce to an acceptable level, as the learner participated 3 or 4 times per class compared to 1 or none from previous classes.

### **Access to Authentic Content**

Another benefit of Blended instruction is that the information or material that can be found is of quality, and even if the teacher considers that the material does not meet standards for the class, he can create the material. The insights of Graham, Allen, & Ure (2005) mention that the main elements of BL are the ease of access to material, the flexibility to adapt to needs, the low cost for the population to access it, and finally the assistance in creating innovative lessons. For the classes, both original and borrowed material was employed, depending on the quality and relevance of them.

In reference to the students of the institution, the use of authentic material allowed them to focus on specific language issues that the learners had some difficulty dealing with; for example, S1 and S2 showed problems in fluency and coherence issues; through the use of interactive online pages and worksheets, they practiced and listened to the dialogues or spoken parts of the activities, as they were asked to repeat and later produce them by themselves, representing a significant improvement over what was observed in traditional instruction.

### **Key aspects of blended learning that help to potentialize speaking development of the visually impaired**

#### **Multimedia Integration**

Technology of the 21<sup>st</sup> century permitted the creation and development of new ways to create innovative educational content, the application of Blended Learning in class made possible the use of such resources as video, audio, Virtual Reality (VR), podcasts, etc. For the observed students, the most beneficial of the resources used were audio-based; for every topic explained, the use of sounds increased the amount of vocabulary, and they were able to cement that with the sounds, for example, the barking of a dog, the humming of a



helicopter, the beeping of a doctors' machines, etc. The learners also benefited from the use of original material, we elaborated interactive and easy-to-use slides, which gave them instructions and options, which further amplified their knowledge.

For **S3**, low retention of simple phrases was remedied while doing these kinds of activities, given that most activities followed a basic structure, the student showed improvement after the second class and was able to understand what the instruction meant and perform the activities as they followed.

### **Multimodal Instructional Strategies**

Blended Learning induction in class opens possibilities for the teacher as well; learners in traditional classes usually get bored as no variation in the kind of instruction is presented to them; with BL, the teacher has more options when it comes to designing a lesson plan, for instance, the class can be developed with half of it with traditional methods, and the other half with technology inclusion; or even the class can be mostly based on technology and resources used, with the teacher serving as an assistant to the experience. Neumeier (2005) mentions that Blended Learning offers the flexibility to find the most efficient way of delivering knowledge, this could be done by combining two models and contexts.

For the study, learners were taught by using a combination of innovative teaching methodologies and the use of technological devices and material; the topic benefited from this approach, for example, when learning about parts of the house, students were taught how to pronounce and what each word meant, and after, they played games and listened to riddles to guess what part of the house was being talked about; for **S2**, this helped to reduce the short attention span that had been a problem, by engaging in these activities and the change from one methodology to another kept him connected to the class.

### **Gamification Inclusion**

The introduction of games in the class was crucial for the development of speaking skills, as well as cognitive ones. Kapp (2007) postulates that there are vast opportunities to use educational games in the classroom, they could be used for assignments, the principal activities of a lesson, or even as tests to assess students' performance. The challenge was to find games that fulfilled the objectives of the class, only three topics included games in the instruction, they were the topics of animals, means of transportation, and professions.

The selected games were easy for students to navigate through the interface, most of them used large text as they were specifically created for students with Visual Impairment, and the NVDA screen reader technology allowed **S1**, **S2**, **S3**, and **S4** to overcome the difficulties that they had regarding the usage of the computer, which up until that point was mostly based on listening activities.

### **Shift from traditional perspectives to modern classroom experiences with blended learning**

#### **Support for Diverse Learners**

Blended Learning also offers the opportunity to employ activities that encourage the active participation of every student in the class who might have different preferences of learning style, some students may prefer auditory experiences, while others may prefer the

use of body movement and interaction, etc. Zhang & Zhu (2018) reflected on this, mentioning that the blended approach encourages flexible and interactive opportunities for every kind of student to connect with what is being taught.

The strategies employed in the class of Visually Impaired students benefited everyone in different ways, as all kinds of material were used, however, S3 and S4 greatly benefited from the use of audio, dialogues, and interactive instruction-based activities; students showed specific issues. S3 struggled with syntax errors, while S4 had difficulty in listening comprehension. With S3, syntax errors were less noticeable after the third class, as the learner could now talk to the teacher or partners in the activities without mixing and confusing articles or pronouns, which was evidenced; as for S4, difficulty in listening was remedied with a patient and constant practice, going from the most basic structures to cement knowledge, additionally, the use of technology helped in speeding the process.

### **Consistent Practice**

Practice opportunities largely increased with the inclusion of technology; suddenly, there were thousands of resources available to choose from, not only the large number of resources but also the chances to practice were higher, as the different materials kept students concentrated and engaged without feeling repetitive or boring. Neumeier (2005) emphasized that the resources should be selected based on the targets of the lesson and that the material must bring out the best of the students in each scenario.

Consistent and repetitive practice helped all of the participating students to overcome their fear of speaking in front of others, this could be noted as in all class students were more confident to speak once they realized that the topics were set according to their level, and also when they realized that the content taught was related to everyday life or things they like and have some knowledge of it. S4 also displayed higher levels of concentration and interaction in class, specifically on the topics of animals and jobs and occupations.

### **Real-time Assessment and Progress Tracking**

Finally, a prime characteristic of technology is immediacy, this was translated to efficient feedback and assessment, as well as real-time progress tracking. Zhang & Zhu (2018) pointed out the benefits of Blended Learning in ESL/EFL contexts, one of them was the grading and assessment automatization, by using platforms and sites, it is possible to have a record that can be updated every time the learner improves, as well as the possibility to transfer them to sheets or cloud-based storage.

One way in which S1, S3, and S4 and the teachers benefitted from the use of technology was by checking the progress of the students regarding intonation and stress when speaking; some of the activities allowed the students to use the microphone for practicing and repeating words related to the aforementioned topics, these provided feedback as to what the correct pronunciation and stress the word should have, after practicing for four days and asking the students constantly to use the words, it was noticeable that uttered words showed almost correct phonetical features, only complex words that had a combination of adjacent consonants such as “lawyer”, “giraffe”, and “attic” proved to be difficult, nevertheless, the improvements gave them more confidence to use words and construct well-structured sentences.

## 4.2. Discussion

The approximation to the facilities of “*Unidad Educativa Especializada Dr. Luis Benavides*” and the experiences shared with teachers and Visually Impaired Learners of the institution brought out interesting perspectives on the teaching and learning process of this demographic.

It was determined that the learners had a below-average level of speaking skill when compared to “regular” students, and the impairment should not mean a gap in learning so wide; thus, technology-assisted material and adequate methodologies were implemented to seek improvement in the oral production of the students, in instances where the material available online was deemed helpful or meaningful, it was included in the lesson; however, in cases where the material lacked validity or simply did not exist, original material using technological tools such as Canva or AI was used. As was expected, an increase in the quality of spoken production was noticeable, as well as the number of words and phrases learned by the students; not only that but English was not perceived as a frightful subject, as a result, students enjoyed the process and became more confident when the time came to speak.

The obtained results were for the most part favorable, while difficulties, problems, and challenges were encountered, it was no different than those found in “regular” institutions; additionally, most of the oral production barriers of the students were overcome and an improvement from the student’s part was noticeable. In agreement with this, existing research was found that postulates similar results. Research by Ehsanifard, Ghapanchi, & Afsharrad (2020) consisted of the application of Blended Learning instruction to a certain group of students, while other group perceived regular traditional instruction; the obtained results showed that students that were taught with BL instruction in mind surpassed the control group oral performance, as well as showing that learners felt more connected, more engaged, and participated in more occasions, which agrees with the results of the presented research.

Taking it one step further, research by (Olivares, 2020) focused specifically on improving the speaking aptitudes of Visually Impaired Learners in Thailand by employing blended instruction. Results were obtained by the application of pre-tests and post-tests once the period of blended teaching concluded, the results once again agree with our research, as it was found that BL offers numerous opportunities for practicing experiences, as well as exposing them to authentic and relevant contexts, and finally, the results of the post-tests demonstrated that students outperformed students that received regular instruction, as well as a rise in attitude and independence regarding English and the use of technology.

Although the results were favorable, some limitations of the research must be taken into account. For instance, the access and the ease of use of technology represented a challenge for students at the early stages of the research, some issues with the complexity of the resources arose, which is why the elaboration of accessible materials was necessary; for future researchers, another limitation was the sample size, courses at “*Unidad Educativa Especializada Dr. Luis Benavides*” were no larger than 4 or 6 students, which can be an issue regarding the generalization of results and the aptitudes of the learners.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

- It was possible to determine that the speaking level of learners at “*Unidad Educativa Especializada Dr. Luis Benavides*”, under traditional methods was not optimal for learners at their ages (13-14), this was possible thanks to the observation of a class, where it was noticed that the teacher does not encourage students enough to feel connected to the language, additionally, there was no use of interactive material. From the teacher’s point of view, the lack of meaningful resources and inadequate training in new methodologies was also impactful; as a result, the learners were not able to perform adequately in scenarios where a connection of words to form sentences or to convey a message.
- By performing extensive and intensive research on what strategies and methodologies have succeeded in helping visually impaired students around the world to improve their speaking skills, we selected those that adjusted to our reality and the needs of the students. Blended Learning was the main approach on which classes were based; this is due to the several benefits pointed out in research from Neumeier (2005), Tayebnik & Puteh (2013), Senffner & Kepler (2015); and to support it, the use of CLT, TBLL, Adapted games, and Audio-Based Learning allowed the creation of interactive multimedia activities, as well as an opportunity to teach the language in a more inclusive and participatory way.
- The activities and resources created were elaborated taking into account the needs of VI students. Taking advantage of the features of Canva, it was possible to create activities with a simple operation system, so the students could use the computer by themselves to perform the tasks; additionally, more than 12 virtual spaces were created for the students to practice pronunciation, intonation, fluency, and others, these spaces were compatible with screen reader technology for ease of use; furthermore, two platforms were created in the Symbaloo application where the students and teacher could find meaningful resources; finally, in the computer lab, audiobooks, word banks, songs, and original self-created tales were installed.
- The application of Blended Learning instruction and activities was crucial for the development of oral production skills. Based on what learners demonstrated in the observation, some of the problems were in the likelihood of low use of communicative phrases, no variation in intonation and stress, lack of confidence to speak, syntax errors, fluency, and coherence issues, among others. After the application of the six classes with BL students progressively demonstrated improvement in the amount of vocabulary gained, better word pronunciation, adequate intonation and stress, fewer errors in agreement and syntax; and others related such as the reduced anxiety to participate and the confidence to speak.

## 5.2. Recommendations

Taking into consideration the importance of learning a second language as it is English, and considering the results of this project, we formulate three suggestions that are directed to authorities of “*Universidad Nacional de Chimborazo*”, authorities and professors of “*U.E.E. Dr. Luis Benavides*”, and everyone who reads this research.

- It is recommended to look for specialized professionals in the English area to work in this institution. A person who studies a career in Teaching Languages is trained in methodologies, strategies, and processes to work with different students as well as to adapt the resources. It would be a good option to promote equal opportunities in learning a foreign language.
- It is also advisable to encourage future educators to be immersed in this reality as it is to work with students with special educational needs. In order to help directly to the institution, the teaching practices or “*Vinculación*” could be done there, and it would be a mutual benefit since trainee English teachers get experience with differentiated education and its implications and students learn suitably the use of the English Language.
- In addition to this, it is recommended to have deeper training during the major regarding differentiated education, future English teachers need to know about special education and how to work with the different associated and non-associated disabilities. It is compulsory to train qualified teachers, so they can fill those places in the educational setting, as in the case of the institution in matter.
- Finally, it is suggested to think outside of the box, in general people focus their attention on the problems that students with disabilities have, instead of focusing on their strengths and abilities and how to improve them. It is a magnificent experience to work with these students. Nevertheless, the differential gap will be broken only when all the educational actors begin to get this thought.

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## ANNEXES



Observation of an English class at U.E.E. "Dr. Luis Benavides"



Teacher's interview



Class #1: 2024/01/03 "Fruits and vegetables"



Class #2: 2024/01/04 "Daily routine"



Class #3: 2024/01/09 "Member of the family"



Class #4: 2024/02/09 "Body part"



Class #5: 2024/02/28 "Parts of the house"



Class #6: 2024/02/29 "Means of transportation"



Class # 7: 2024/03/01 "Jobs and occupations"



Class #8: 2024/03/05 "Pets, farm and wild animals"



Class #9: 2024/03/14 "Animals, Professions, Parts of the House, Transportation"



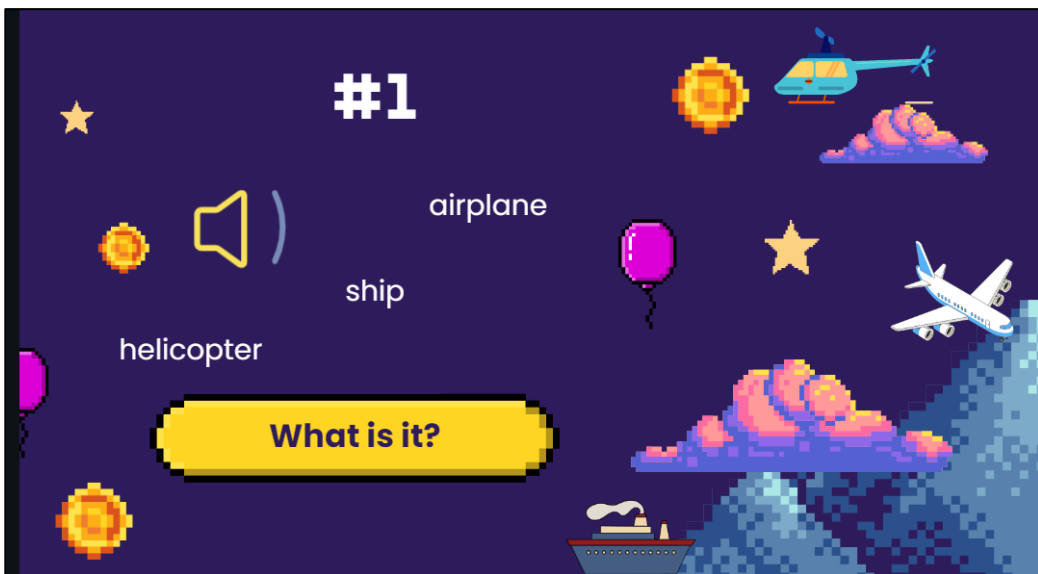
Class #10: 2024/03/15 "Final evaluation"



Memorable picture with the students and the principal of U.E.E Dr. Luis Benavides



Technological tools



Technological tools

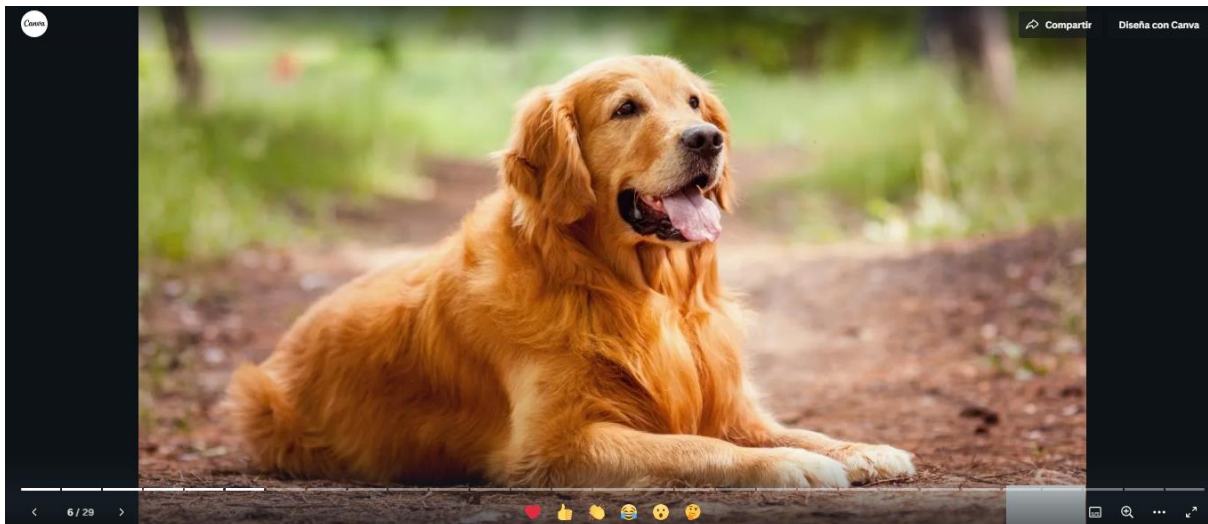




Evidence of the virtual platforms designed for the students



Audiobook with English Tales



Vocabulary audio-presentations



## Teacher's interview

The primary purpose is to inquire about teachers' didactic strategies to develop the English knowledge at "Unidad Educativa Dr. Luis Benavides" students.

It is essential to indicate that the teachers are not professionals in English language teaching.

Interview Guide:

Before starting the interview, thank you for allowing it to occur.

1. Indique cuál es su título de tercer grado
  - a. Docente de Inglés
  - b. Docente de Educación Básica
  - c. Docente de Educación Especial
  - d. Otros.....
  
2. ¿Qué estrategias utiliza cuando sus estudiantes tienen vacíos o dificultades en el desarrollo de la asignatura de inglés?
  - a. Estrategias directas: (memoria, cognitivas, compensatorias)
  - b. Estrategias indirectas (metacognitivas, afectivas, sociales)
  - c. Otros.....
  
3. ¿Conoce las Metodologías activas?
  - a. Si            Cuales?.....
  - b. No
  
4. ¿Cuáles son los recursos informáticos que usted utiliza con sus estudiantes?  
.....  
.....
  
5. ¿Como docente de la asignatura de inglés ha usado metodologías activas? ¿Si su respuesta es afirmativa indique cuáles?
  - a. Si            Cuales?.....
  - b. No
  
6. Al tener estudiantes con ceguera total o baja visión irreversible, desde su punto de vista describa en 5 pasos la metodología que usted aplica en sus clases de inglés
  - a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
  
7. ¿Qué logros significativos ha alcanzado usted con sus estudiantes en el proceso de enseñanza-aprendizaje del idioma inglés para la producción oral?  
.....  
.....
  
8. ¿Conoce usted algún software específico para casos de problemas con ceguera que ayuden en el proceso de enseñanza aprendizaje?
  - a. Si            Cual?
  - b. No
  
9. De la siguiente lista de materiales siguientes cuales son aquellos que ha usado en la clase de Inglés
  - a. Videos
  - b. Audios
  - c. Texto braille
  - d. Objetos
  - e. Otros.....

10. ¿Puede usted indicar cuales son las destrezas del idioma inglés que han desarrollado sus estudiantes?  
 .....
11. ¿Cuáles son las dificultades que han presentado sus estudiantes al momento de aprender inglés?  
 .....
12. ¿Le gustaría contar con una Metodología específica que le permita manejar las clases de inglés de mejor manera?
- Si
  - No
13. ¿Considera usted que sus estudiantes están motivados al hablar en inglés en clase?  
 .....

Muchas gracias por su colaboración

Mgs. Mónica Cadena F.  
 DIRECTORA DE LA CARRERA DE PEDAGOGÍAS DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Observation Guide**

**Student's diagnostic**

The primary purpose of the present diagnostic is to know students' level of knowledge at "Unidad Educativa Dr. Luis Benavides."

We apply as an instrument for the diagnostic a rubric containing a set of qualitative scale criteria to evaluate educational projects at the Ecuadorian Ministry of Education.

This rubric is composed of pre-established criteria, which measure the actions taken by a student about English teaching in the classroom according to the Common European Framework.

We must also indicate that we will re-evaluate these criteria at the end of the project to establish if there is a difference in student learning and the effectiveness of the methodologies applied for developing oral production.

Qualitative scale to evaluate educational projects

QUALITATIVE SCALE		INTERPRETATION
EX	Excellent	Demonstrates outstanding performance in each phase of the school project development, which constitutes an excellent contribution to their comprehensive training.
MB	Very good	Demonstrates reliability in the performance for each phase of the development of the school project, which constitutes a contribution to its integral formation.
B	Good	Demonstrates a moderately acceptable performance in each phase of the development of the school project, which only partially contributes to its integral formation.
R	Regular	Demonstrates difficulty in attending to each phase of the development of the school project, which contributes little to its integral formation

- Source: Instructivo de Proyectos Educativos

Qualitative scale	BEFORE				AFTER			
	EX	MB	B	R	EX	MB	B	R
Students can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves slowly and clearly, directly to them, and can understand questions on this theme addressed to them, though the questions may need to be repeated.								
Students can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).								
Students can understand and use basic, formulaic expressions such as “Yes”, “No”, “Excuse me”, “Please”, “Thank you”, “No thank you”, “Sorry”.								
Students can express how they are feeling using simple adjectives like “happy” or “tired”, accompanied by body language.								

Students can understand simple questions that directly concern them (e.g. name, age, and address) if the person is asking slowly and clearly.								
Students can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.								
Students can understand a number of familiar words/signs and recognize key information (e.g. numbers, prices, dates, and days of the week), provided the delivery is very slow, with repetition if necessary.								
Students can produce simple, mainly isolated phrases about people and places.								
Students can recognize simple greetings.								
Students can ask very simple questions for information, such as "What is this?" and understand one- or two-word/sign answers								
Students have a basic repertoire of simple words and phrases related to their personal data and specific situations.								
Students understand speech that is very slow, carefully articulated, and with enough pauses to assimilate meaning.								

Mgs. Mónica Cadena F.  
 DIRECTORA DE LA CARRERA DE PEDAGOGÍAS DE LOS IDIOMAS NACIONALES Y  
 EXTRANJERO



CARTA DE AUTORIZACIÓN PARA PODER GRABAR LA INTERVENCIÓN Y ENTREVISTA  
CON LOS DOCENTES

Yo Victor Kleber Guerra Rengifo con N°  
de cédula 060290586-1 Autorizo a la Mgs. Mónica Cadena Figueroa para que pueda grabar  
las clases de Inglés y la entrevista a realizarme como docente de la Unidad Educativa  
Especializada "Dr. Luis Benavides", durante la ejecución del proyecto de investigación titulado  
"Uso de Metodologías Activas para mejorar la producción oral en estudiantes con discapacidad  
visual en el aprendizaje del idioma Inglés", de la Universidad Nacional de Chimborazo y la  
Universidad de Extremadura.

Considerando que este proceso ayudará con el mejoramiento de la producción oral de los  
estudiantes en el idioma inglés y de proporcionar nuevas estrategias de enseñanza para el profesor  
de inglés, en un ambiente que:

- a) Mantener una actitud de respeto y cordialidad.
- b) Motivar la participación activa de todas las actividades establecidas.
- c) Evidenciar una actitud responsable, dentro de las actividades programadas.

*Victor Kleber Guerra Rengifo*

DOCENTE

Cédula 060290586-1



CARTA DE AUTORIZACIÓN PARA PODER GRABAR LA INTERVENCIÓN CON LOS ESTUDIANTES

Yo... Jessica Cristina Granizo Padre ( )  
Madre ( ) o Apoderado de... Ivan Padilla Granizo

Identificado con N° de cédula..... Autorizo a la Mgs. Mónica Cadena Figueroa para que pueda grabar a mi hijo (a) estudiante de la Unidad Educativa Especializada "Dr. Luis Benavides", durante la ejecución del proyecto de investigación titulado "Uso de Metodologías Activas para mejorar la producción oral en estudiantes con discapacidad visual en el aprendizaje del idioma Inglés", de la Universidad Nacional de Chimborazo y la Universidad de Extremadura.

Considerando que este proceso ayudará con el mejoramiento de la producción oral de mi hijo (a) en el idioma inglés y de proporcionar nuevas estrategias de enseñanza para el profesor de inglés, en un ambiente que:

- a) Mantener una actitud de respeto y cordialidad.
- b) Motivar la participación activa de todas las actividades establecidas.
- c) Evidenciar una actitud responsable, dentro de las actividades programadas.

Jessica Granizo  
Padre ( ) Madre ( ) o Apoderado  
Cédula 1.824.051.573



CARTA DE AUTORIZACIÓN PARA PODER GRABAR LA INTERVENCIÓN CON LOS ESTUDIANTES

Yo, María Elena Silva Sampedro..... Padre ( )  
Madre (X) o Apoderado de Jorge Silva Sampedro.....  
Identificado con N° de cédula 0603601055... Autorizo a la Mgs. Mónica Cadena Figueroa para que pueda grabar a mi hijo (a) estudiante de la Unidad Educativa Especializada "Dr. Luis Benavides", durante la ejecución del proyecto de investigación titulado "Uso de Metodologías Activas para mejorar la producción oral en estudiantes con discapacidad visual en el aprendizaje del idioma Inglés", de la Universidad Nacional de Chimborazo y la Universidad de Extremadura.

Considerando que este proceso ayudará con el mejoramiento de la producción oral de mi hijo (a) en el idioma inglés y de proporcionar nuevas estrategias de enseñanza para el profesor de inglés, en un ambiente que:

- a) Mantener una actitud de respeto y cordialidad.
- b) Motivar la participación activa de todas las actividades establecidas.
- c) Evidenciar una actitud responsable, dentro de las actividades programadas.

Padre ( ) Madre ( ) o Apoderado  
Cédula 0603601055

*María Elena Silva S.*





CARTA DE AUTORIZACIÓN PARA PODER GRABAR LA INTERVENCIÓN CON LOS ESTUDIANTES

Yo... Maria Dionicia Quito Pañora ..... Padre ( )

Madre (x) o Apoderado de... Erika Jesse Guaman Quito.

Identificado con N° de cédula. 1716728512... Autorizo a la Mgs. Mónica Cadena Figueras para que pueda grabar a mi hijo (a) estudiante de la Unidad Educativa Especializada "Dr. Luis Benavides", durante la ejecución del proyecto de investigación titulado "Uso de Metodologías Activas para mejorar la producción oral en estudiantes con discapacidad visual en el aprendizaje del idioma Inglés", de la Universidad Nacional de Chimborazo y la Universidad de Extremadura.

Considerando que este proceso ayudará con el mejoramiento de la producción oral de mi hijo (a) en el idioma inglés y de proporcionar nuevas estrategias de enseñanza para el profesor de inglés, en un ambiente que:

- a) Mantener una actitud de respeto y cordialidad.
- b) Motivar la participación activa de todas las actividades establecidas.
- c) Evidenciar una actitud responsable, dentro de las actividades programadas.

Padre ( ) Madre ( ) o Apoderado

Cédula 1716728512

# UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DESCRIPTIVE SHEET OF STUDENTS' PREVIOUS KNOWLEDGE OF ENGLISH LANGUAGE

<b>Unidad Educativa:</b> Unidad Educativa "Dr. Luis Benavides"	<b>N° of students:</b> 4
<b>Date:</b> March 14 <sup>th</sup> . 2024	<b>Topics:</b> Fruits & vegetables; daily routine; family members; body parts.
<b>Student:</b> Jorge Silva Sampedro – S1	
<b>Strengths</b>	<b>Areas of opportunity</b>
<ul style="list-style-type: none"> <li>• Enhanced Listening Skills</li> <li>• Strong Memory</li> <li>• Attention to Detail (grammar and pronunciation)</li> <li>• Adequate recognition of non-verbal cues</li> <li>• Creativity and Imagination</li> <li>• Resilience and Adaptability</li> <li>• Persistence and Determination</li> </ul>	<ul style="list-style-type: none"> <li>• Low levels of concentration</li> <li>• Fluency and Coherence issues</li> <li>• Poor vocabulary</li> <li>• low use of communicative phrases</li> <li>• Lack of confidence to speak</li> <li>• No variation in intonation and stress</li> <li>• Difficulty in technology usage</li> </ul>
<b>Recommendations for student improvement</b>	
<ul style="list-style-type: none"> <li>• Utilize Assistive Technology (Screen Readers and Voice Assistants, adapted platforms)</li> <li>• Engage in Active Listening (short dialogues, songs, tales, Podcasts and Audiobooks, Radio and TV Shows)</li> <li>• Practice with Speech Models (Shadowing Technique, pronunciation guides, Voice Recording)</li> <li>• Use Multisensory Learning (realia and objects, Auditory Learning)</li> <li>• Engage in Conversational Practice (Peer Practice, role-playing)</li> <li>• Develop a Routine (reading aloud, having conversations, or using language learning apps)</li> <li>• Consistent Feedback (Seek regular feedback from teachers or language partners)</li> <li>• Focus on Vocabulary and Grammar (Contextual Learning, interactive exercises at class and home)</li> <li>• Stay Motivated and Positive (Set Realistic Goals, Positive Reinforcement)</li> </ul>	

Source: Instructivo de Proyectos Educativos (MIES)

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<b>Unidad Educativa:</b> Unidad Educativa "Dr. Luis Benavides"	<b>N° of students:</b> 4
<b>Date:</b> March 14 <sup>th</sup> . 2024	<b>Topics:</b> Fruits & vegetables; daily routine; family members; body parts.
<b>Student:</b> Iván Padilla Granizo – S2	
<b>Strengths</b>	<b>Areas of opportunity</b>
<ul style="list-style-type: none"> <li>• Enhanced Listening Skills</li> <li>• Strong Memory (words, phrases)</li> <li>• Enhanced Cognitive Skills (problem-solving skills)</li> <li>• Attention to Detail (grammar and pronunciation)</li> <li>• Good Fluency and Coherence</li> <li>• Adequate recognition of non-verbal cues</li> <li>• Creativity and Imagination</li> <li>• Resilience and Adaptability</li> <li>• Persistence and Determination</li> </ul>	<ul style="list-style-type: none"> <li>• Short attention span</li> <li>• Poor vocabulary</li> <li>• low use of communicative phrases</li> <li>• Lack of confidence to speak</li> <li>• No variation in intonation and stress</li> <li>• Difficulty in technology usage</li> </ul>
<b>Recommendations for student improvement</b>	
<ul style="list-style-type: none"> <li>• Utilize Assistive Technology (Screen Readers and Voice Assistants, adapted platforms)</li> <li>• Engage in Active Listening (short dialogues, songs, tales, Podcasts and Audiobooks, Radio, and TV Shows)</li> <li>• Practice with Speech Models (Shadowing Technique, pronunciation guides, Voice Recording)</li> <li>• Use Multisensory Learning (realia and objects, Auditory Learning)</li> <li>• Engage in Conversational Practice (Peer Practice, role-playing)</li> <li>• Develop a Routine (reading aloud, having conversations, or using language learning apps)</li> <li>• Consistent Feedback (Seek regular feedback from teachers or language partners)</li> <li>• Focus on Vocabulary and Grammar (Contextual Learning, interactive exercises at class and home)</li> <li>• Stay Motivated and Positive (Set Realistic Goals, Positive Reinforcement)</li> </ul>	

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<b>Unidad Educativa:</b> Unidad Educativa "Dr. Luis Benavides"	<b>N° of students:</b> 4
<b>Date:</b> March 14 <sup>th</sup> . 2024	<b>Topics:</b> Fruits & vegetables; daily routine; family members; body parts.
<b>Student:</b> Josue – S3	
<b>Strengths</b>	<b>Areas of opportunity</b>
<ul style="list-style-type: none"> <li>• Improved Concentration</li> <li>• Adequate recognition of non-verbal cues</li> <li>• Creativity and Imagination</li> <li>• Resilience and Adaptability</li> <li>• Persistence and Determination</li> </ul>	<ul style="list-style-type: none"> <li>• Syntax errors</li> <li>• Pronunciation and articulation problems</li> <li>• Low retention of simple phrases</li> <li>• Fluency and Coherence issues</li> <li>• Difficulty in listening comprehension</li> <li>• Poor vocabulary</li> <li>• Low use of communicative phrases</li> <li>• Lack of confidence to speak</li> <li>• No variation in intonation and stress</li> <li>• Difficulty in technology usage</li> </ul>
<b>Recommendations for student improvement</b>	
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# UNIVERSIDAD NACIONAL DE CHIMBORAZO

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<b>Unidad Educativa:</b> Unidad Educativa "Dr. Luis Benavides"	<b>N° of students:</b> 4
<b>Date:</b> March 14 <sup>th</sup> . 2024	<b>Topics:</b> Fruits & vegetables; daily routine; family members; body parts.
<b>Student:</b> Erika Guamán Quito – S4	
<b>Strengths</b>	<b>Areas of opportunity</b>
<ul style="list-style-type: none"> <li>• Attention to Detail (grammar and pronunciation)</li> <li>• Adequate recognition of non-verbal cues</li> <li>• Creativity and Imagination</li> <li>• Resilience and Adaptability</li> <li>• Persistence and Determination</li> </ul>	<ul style="list-style-type: none"> <li>• Low levels of concentration</li> <li>• Syntax errors</li> <li>• Low retention of simple phrases</li> <li>• Fluency and Coherence issues</li> <li>• No participation in class</li> <li>• Difficulty in listening comprehension</li> <li>• Poor vocabulary</li> <li>• low use of communicative phrases</li> <li>• Lack of confidence to speak</li> <li>• No variation in intonation and stress</li> <li>• Difficulty in technology usage</li> </ul>
<b>Recommendations for student improvement</b>	
<ul style="list-style-type: none"> <li>• Utilize Assistive Technology (Screen Readers and Voice Assistants, adapted platforms)</li> <li>• Engage in Active Listening (short dialogues, songs, tales, Podcasts and Audiobooks, Radio and TV Shows)</li> <li>• Practice with Speech Models (Shadowing Technique, pronunciation guides, Voice Recording)</li> <li>• Use Multisensory Learning (realia and objects, Auditory Learning)</li> <li>• Engage in Conversational Practice (Peer Practice, role-playing)</li> <li>• Develop a Routine (reading aloud, having conversations, or using language learning apps)</li> <li>• Consistent Feedback (Seek regular feedback from teachers or language partners)</li> <li>• Focus on Vocabulary and Grammar (Contextual Learning, interactive exercises at class and home)</li> <li>• Stay Motivated and Positive (Set Realistic Goals, Positive Reinforcement)</li> </ul>	

Source: Instructivo de Proyectos Educativos (MIES)

## PERFORMANCE RECORD FOR STUDENTS WITH CURRICULAR ADAPTATIONS

<b>Institution name:</b>	U.E.E. Dr. Luis Benavides
<b>Student's name:</b>	Ivan Padilla – S2
<b>Teacher's name:</b>	Gabriela Flores, José Machado
<b>Observation time:</b>	15 hours
<b>Observed class:</b>	Parts of the house, Means of transportation, Jobs and occupations, Pets, farm animals, wild animals
<b>Educational need:</b>	Visually Impaired Student

**Objective:** To apply Blended Learning activities and establish the influence in oral production with Visually Impaired Students

ASPECTS TO BE EVALUATED	CRITERIA		OBSERVATIONS
	YES	NO	
Has made learning improvements that are becoming more evident	X		The student had a good level from the beginning, nevertheless improvements in new vocabulary was evidenced, especially in the topic of parts of the house
Demonstrates learning difficulties		X	Learning difficulties other than visual impairment were not observed
The didactic resources used have facilitated work	X		The resources made for an effortless and interactive class, which was difficult to do in a traditional class
Their academic performance requires the use of other learning strategies		X	No further strategies seem to be required to improve the academic performance of the student
The strategies employed have yielded the expected results	X		The goals were to improve pronunciation, vocabulary words, phrases, and communication in general, which was accomplished
Requires peer tutors to develop classroom activities		X	The learner does not require additional assistance
The curricular adaptation has allowed the student to overcome some educational needs	X		Yes, improvement in the confidence level of speaking was evident, as well as less fear of participating in front of the class
Presents socio-affective problems that could be affecting learning		X	No, the student did not display socio-affective problems
Displays conductual problems	X		In some instances, the student tends to distract the other classmates
The family is indifferent to the type of help the student requires or receives		X	The student has mentioned that family is very supportive of their condition, as well as their learning

**Source:**

[https://educarecuador.gob.ec/anexos/ayuda/sasre/instructivo\\_de\\_evaluacion\\_de\\_estudiantes\\_con\\_nee](https://educarecuador.gob.ec/anexos/ayuda/sasre/instructivo_de_evaluacion_de_estudiantes_con_nee)

## PERFORMANCE RECORD FOR STUDENTS WITH CURRICULAR ADAPTATIONS

<b>Institution name:</b>	U.E.E. Dr. Luis Benavides
<b>Student's name:</b>	Erika Guaman – S4
<b>Teacher's name:</b>	Gabriela Flores, José Machado
<b>Observation time:</b>	15 hours
<b>Observed class:</b>	Parts of the house, Means of transportation, Jobs and occupations, Pets, farm animals, wild animals
<b>Educational need:</b>	Visually Impaired Student

**Objective:** To apply Blended Learning activities and establish the influence in oral production with Visually Impaired Students

ASPECTS TO BE EVALUATED	CRITERIA		OBSERVATIONS
	YES	NO	
Has made learning improvements that are becoming more evident	X		The student vastly improvements in terms of new vocabulary, basic and correct elaboration of sentences, and adequate pronunciation
Demonstrates learning difficulties	X		The student displayed difficulties in concentration and listening
The didactic resources used have facilitated work	X		The resources made for an effortless and interactive class, which was difficult to do in a traditional class
Their academic performance requires the use of other learning strategies	X		The student has showed improvement, nevertheless the use of more listening and audio activities could help
The strategies employed have yielded the expected results	X		The goals were to improve pronunciation, attention span, vocabulary words, phrases, stress and intonation, and communication in general, which was accomplished
Requires peer tutors to develop classroom activities	X		The learner might benefit from the assistance of more experienced learners
The curricular adaptation has allowed the student to overcome some educational needs	X		Yes, improvement in the confidence level of speaking was evident, the student participated more often in class, and was no longer afraid of speaking
Presents socio-affective problems that could be affecting learning	X		No, the student did not display socio-affective problems
Displays conductual problems		X	The learner does not show conductual problems
The family is indifferent to the type of help the student requires or receives		X	The student has mentioned that family is very supportive of their condition, as well as their learning

**Source:**

[https://educarecuador.gob.ec/anexos/ayuda/sasre/instructivo\\_de\\_evaluacion\\_de\\_estudiantes\\_con\\_nee](https://educarecuador.gob.ec/anexos/ayuda/sasre/instructivo_de_evaluacion_de_estudiantes_con_nee)

## PERFORMANCE RECORD FOR STUDENTS WITH CURRICULAR ADAPTATIONS

<b>Institution name:</b>	U.E.E. Dr. Luis Benavides
<b>Student's name:</b>	Jorge Silva – S1
<b>Teacher's name:</b>	Gabriela Flores, José Machado
<b>Observation time:</b>	15 hours
<b>Observed class:</b>	Parts of the house, Means of transportation, Jobs and occupations, Pets, farm animals, wild animals
<b>Educational need:</b>	Visually Impaired Student

**Objective:** To apply Blended Learning activities and establish the influence in oral production with Visually Impaired Students

ASPECTS TO BE EVALUATED	CRITERIA		OBSERVATIONS
	YES	NO	
Has made learning improvements that are becoming more evident	X		It was determined that the learner gained more vocabulary, was able to utter full sentences as well as fluency and accuracy while speaking
Demonstrates learning difficulties	X		The learner was tired in most of the classes and seemed to not rest enough at home
The didactic resources used have facilitated work	X		The resources made for an effortless and interactive class, which was difficult to do in a traditional class
Their academic performance requires the use of other learning strategies	X		The student could benefit from more activities and tasks that include movement or any kind of kinesthetic activity
The strategies employed have yielded the expected results	X		The goals were to improve pronunciation, accuracy, word stress, gain more vocabular, being able to connect parts of speech, and fluency, which was accomplished
Requires peer tutors to develop classroom activities		X	The learner does not show signs of requiring assistance from other students
The curricular adaptation has allowed the student to overcome some educational needs	X		The main goal was to keep the student active, which was difficult to fully correct but it was remedied, also, his confidence regarding speaking improved
Presents socio-affective problems that could be affecting learning		X	No socio-affective problems were detected
Displays conductual problems		X	The learner did not show conductual problems
The family is indifferent to the type of help the student requires or receives		X	The student has mentioned that family is very supportive of their condition, as well as their learning

**Source:**

[https://educarecuador.gob.ec/anexos/ayuda/sasre/instructivo\\_de\\_evaluacion\\_de\\_estudiantes\\_con\\_nee](https://educarecuador.gob.ec/anexos/ayuda/sasre/instructivo_de_evaluacion_de_estudiantes_con_nee)



## PERFORMANCE RECORD FOR STUDENTS WITH CURRICULAR ADAPTATIONS

<b>Institution name:</b>	U.E.E. Dr. Luis Benavides
<b>Student's name:</b>	Josue – S3
<b>Teacher's name:</b>	Gabriela Flores, José Machado
<b>Observation time:</b>	15 hours
<b>Observed class:</b>	Parts of the house, Means of transportation, Jobs and occupations, Pets, farm animals, wild animals
<b>Educational need:</b>	Visually Impaired Student

**Objective:** To apply Blended Learning activities and establish the influence in oral production with Visually Impaired Students

ASPECTS TO BE EVALUATED	CRITERIA		OBSERVATIONS
	YES	NO	
Has made learning improvements that are becoming more evident	X		The student made great improvements in terms syntax and word order, correct pronoun use, basic and correct elaboration of sentences, and correct intonation and stress
Demonstrates learning difficulties		X	The student did not show any particular difficulty
The didactic resources used have facilitated work	X		The resources made for an effortless and interactive class, which was difficult to do in a traditional class
Their academic performance requires the use of other learning strategies		X	The student did not require the use of additional strategies or techniques
The strategies employed have yielded the expected results	X		The goals were to improve pronunciation, listening ability, vocabulary words, phrases, stress and intonation, and the construction of communicative sentences, which was accomplished
Requires peer tutors to develop classroom activities	X		The learner might benefit from the assistance of more experienced learners
The curricular adaptation has allowed the student to overcome some educational needs	X		The confidence level of learner was improved, also, the student was a little shy, and the activities allowed him to open up
Presents socio-affective problems that could be affecting learning	X		General shyness was detected, which can be an issue
Displays conductual problems		X	The learner does not show conductual problems
The family is indifferent to the type of help the student requires or receives		X	The student has mentioned that family is very supportive of their condition, as well as their learning

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LESSON PLAN					
GENERAL INFORMATION					
<b>Date:</b>	January 9, 2024		<b>Level:</b>	Diverse	
<b>Unit:</b>	Unit 1		<b>Lesson:</b>	Family members and relationships! (simple present)	
<b>Teacher:</b>	Gabriela Flores, José Machado		<b>Schedule:</b>	11:00 – 11:45 (45 minutes)	
<b>Objective:</b> By the end of this lesson, the students will be able to talk about family members and relationships.					
LESSON PLAN					
Time	Stage	Procedure		Interaction T-S / S-S VAKT	Materials
		Teacher will...	Students will...		
10 min	Warm-up	My ship is loaded with (game) Fruits , Vegetables, Activities	Remember vocabulary about fruits, vegetables, and activities. Play the game.	T – Ss A – V	- Plan - Candy
14 min	Encounter and clarify	Introduce the topic: <b>Family members and relationships!</b>  <b>Introduce vocabulary:</b> Mother, mom Father, dad Grandmother Grandfather Brother Sister Cousin Uncle	Repeat the words and remember.  Each ss repeats the words.  Ask questions about family members and relationships.	T – Ss A – V	- Plan

		Aunt Boyfriend Girlfriend friend  Phrases/questions 1. What's is your _____ name? 2. My _____ name is _____. 3. Do you have a girlfriend/boyfriend? 4. Yes/no I do ..... /I don't 5. How many sisters/brothers/cousins do you have? 6. I have _____ sisters/brothers/cousins.			
10 min	Remember and internalize	Read a short story <b>Annexes</b>  Ask questions: <i>How old is Peter?</i> <i>How many members are part of Peter's family?</i> <i>What is Peter mother's name?</i> <i>What is Peter father's name?</i> <i>How many brothers does Peter have?</i> <i>What is his name?</i> <i>How many sisters does Peter have? What is her name?</i>	Listen a short story about family members.  Answer some questions.	T – Ss A – V	- Plan

10 min	Fluently use	Ask students to talk about their family members. Who do you live with? I live with _____	Students describe their family members.	T - Ss S - S A - V	
1 min	Closure	Give the instructions for tomorrow	Listen the instructions	T - Ss A	

## My Family

Read the story.

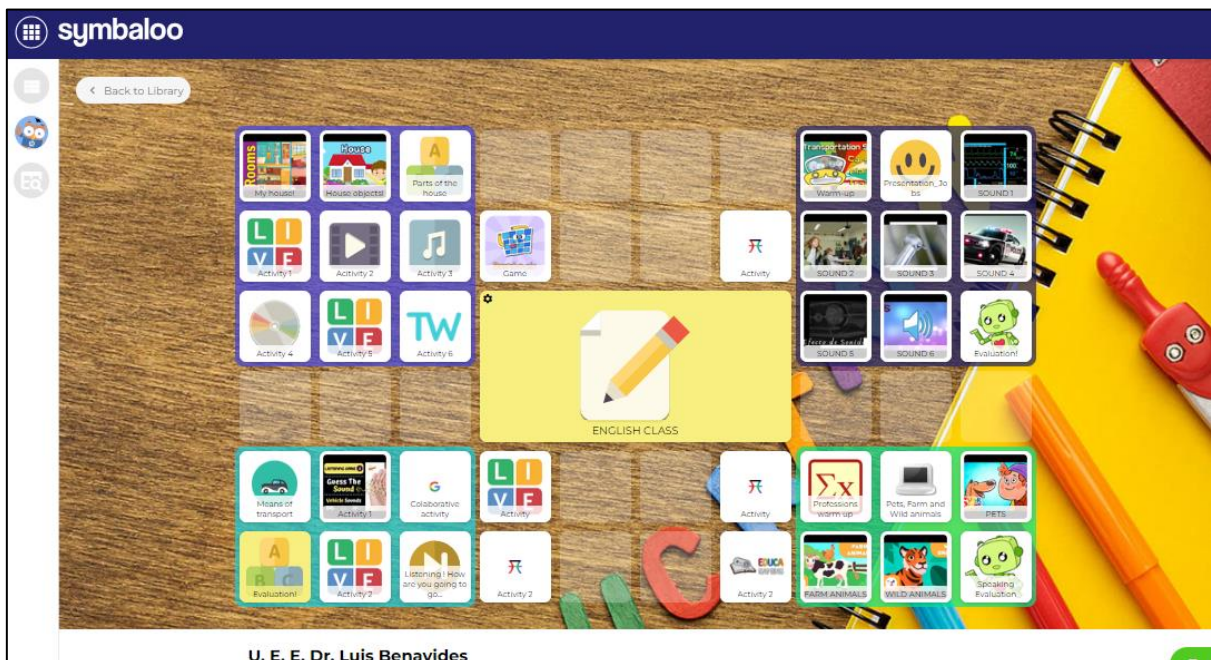
Peter is ten years old and lives with his family in a small house near the beach.



There are five people in Peter's family. His mum's name is Pam. She is tall with long, blonde hair and big, green eyes. His dad's name is Chris. He is also tall with short, brown hair and small, blue eyes. Both of Peter's parents are kind and helpful.

Peter has one brother, Tom. Tom is older than Peter, he is twelve years old. Tom has short, curly hair and small, brown eyes. Tom is kind to Peter. He shows him how to ride a bicycle and also helps him with his homework.

Peter's sister is only a baby. Her name is Tammy. Peter loves his sister. After school, Peter likes to read stories to Tammy. Tammy likes animal stories because Peter makes funny voices and faces for each animal.



The screenshot shows the Symbaloo digital library interface. At the top left, the Symbaloo logo is visible. Below it, there is a navigation bar with a "Back to Library" button. The main area is a grid of colorful activity tiles. A large yellow tile in the center is labeled "ENGLISH CLASS". Surrounding it are various other tiles, including "Rooms", "House", "Parts of the house", "Activity 1", "Activity 2", "Activity 3", "Game", "Activity", "Sound 1", "Sound 2", "Sound 3", "Sound 4", "Sound 5", "Sound 6", "Evaluation", "Means of transport", "Cross the Street", "Collaborative activity", "Activity", "Professions warm-up", "Pets, Farm and Wild animals", "PETS", "Evaluation", "Farm Animals", "Wild Animals", "Speaking Evaluation", "Activity 2", "Activity 2", "Activity 2", "Activity 2".

**U. E. E. Dr. Luis Benavides**

Evidence of completion of lesson plans for the English classes