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MASTER'S DEGREE IN APPLIED LINGUISTICS**

**TOPIC:**

Elaboration and Application of a manual with communicative strategies based on Basic English Called “LGB Learning” benefits the speaking skill from the blind students at APRODVICH association, in Riobamba city, during the term 2014- 2015.

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## CERTIFICACIÓN

Certifico que el presente trabajo de investigación previo a la obtención del Grado de Magíster en lingüística aplicada al aprendizaje del idioma inglés con el tema: **ELABORATION AND APPLICATION OF A MANUAL WITH COMMUNICATIVE STRATEGIES BASED ON BASIC ENGLISH CALLED LGB LEARNING BENEFITS THE SPEAKING SKILL FROM THE BLIND STUDENTS AT APROVICH ASSOCIATION, IN RIOBAMBA CITY, DURING THE TERM 2014- 2015**, ha sido elaborado por Luis Oswaldo Guadalupe Bravo, el mismo que fue revisado y analizado en un cien por ciento con el asesoramiento permanente de mi persona en calidad de tutor, por lo cual se encuentra apta para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad

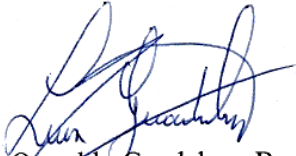


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Yo, Luis Oswaldo Guadalupe Bravo con Cédula de Identidad N° 0602571374 soy responsable de las ideas, doctrinas, resultados y propuesta realizadas en la presente investigación y el patrimonio intelectual del trabajo investigativo pertenece a la Universidad Nacional de Chimborazo.



Luis Oswaldo Guadalupe Bravo

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## RESUMEN

El trabajo de investigación titulado: Elaboration and Application of a manual with communicative strategies based on Basic English Called LGB Learning benefits the speaking skill from the blind students at APRODVICH association, in Riobamba city, during the term 2014- 2015, planteado con el objetivo de desarrollar estrategias comunicativas con los estudiantes no videntes a través de actividades de vocabulario, estructuras básicas y el uso de cuestionarios con la finalidad de mejorar la destreza de escuchar y hablar del Inglés básico. El marco teórico parte de las fundamentaciones científicas para posteriormente determinar las fundamentaciones teóricas en base al manual del habla de inglés básico dirigido a los no videntes, las estrategias de enseñanza en el proceso educativo y comunicativo, el proceso de aprendizaje del inglés, el lenguaje medio y objeto de aprendizaje a través del desarrollo verbal de los no videntes. La investigación parte de un diseño cuasi experimental, correlacional, además es de tipo aplicado, descriptivo explicativo, de campo y bibliográfico; el método que se utilizó es el hipotético – deductivo en base al planteamiento de las hipótesis y la deducción de hechos y fenómenos, la técnica utilizada fue la observación que se aplicó a los 8 estudiantes no videntes de la Asociación APRODVICH con la finalidad de visualizar el avance en su desenvolvimiento del habla del inglés básico. El manual con estrategias comunicativas LGB Learning permitió encaminar el proceso enseñanza aprendizaje del inglés, en base a técnicas activas en donde puedan aplicar la técnica táctil y expresar la lectura y conocimientos para un nuevo aprendizaje; los resultados de la aplicación del manual permiten identificar sus fortalezas y debilidades en el hablado del inglés, para luego proceder a la comprobación de las hipótesis y finalizar con las conclusiones y recomendaciones. Los resultados alcanzados son positivos porque ejercitan su vocabulario a través de actividades de escuchar y hablar, pronunciación repetida de palabras, diálogos entre estudiantes, estructuración y pronunciación de oraciones utilizando los verbos to be, así también a través del uso de las “wh-questions” realizan y responde preguntas para llegar a los aprendizajes significativos.

## Abstract

The research entitled: “Elaboration and Application of a manual with communicative strategies based on Basic English Called LGB Learning benefits the speaking skill from the blind students at APRODVICH association, in Riobamba city, during the term 2014- 2015”, proposed with the aim of developing communicative strategies with blind students through vocabulary activities, basic structures and the use of wh-questions in order to improve the skills of listening and speaking in Basic English. The theoretical framework comes out from scientific foundations to further determine the theoretical framework based on the manual to develop the speaking skill of Basic English aimed to blind students, the teaching strategies in the educational and communicative process, the process of learning English, the basic language and object of learning through verbal development of blind students. The research arises from a quasi-experimental, correlational design, applicable type, descriptive-explanatory, bibliographic and field; the method used is the hypothetical - deductive based on the approach of hypotheses and deduction of facts and phenomena, the technique used was the observation which was applied to 8 blind students of the APRODVICH Association in order to display the progress in its development of basic English speech. The manual with communicative strategies “LGB Learning” allowed to guide the teaching-learning process of English, based on active techniques where they can apply the tactual pictures technique and express the reading and knowledge for a new learning; the results of the implementation of the manual identified the strengths and weaknesses of spoken English, and then proceed to the testing of hypotheses and therefore establish the conclusions and the recommendations. The achieved results are positive because they developed their vocabulary through listening and speaking activities, by constantly repeating words and creating dialogues among students, by structuring and pronouncing of sentences using verb “to be” and the basic structures, and also through the use of “wh-questions” by asking and answering questions to reach meaningful learning.

Reviewed by: Barriga, Luis  
Language Center Teacher



## INTRODUCTION

The importance of communicative strategies that “LGB Learning” has in students from the APRODVICH association, allows the students to progressively develop the speaking skill of “Basic English” based on the Common European Framework through the teaching-learning process which is an important aspect in the educational process under which being a blind student does not prevent them to learn another language, for this reason communicative strategies are applied to work with this group of blind students. In addition it is not discard to implement active and practice strategies that lead to improve their linguistic heritage, for which the English teacher should take advantage of the practical teaching and technological resources to lead the blind students in the development of spoken English comprehension.

The use of vocabulary leads students through their listening ability to understand and comprehend the use of the language by capturing and understanding new terms to be linked later in developing sentences through the use of “Basic Structures” which allows the students to use the verb to be and the other five basic sentence structures in the English Language based on the Common European framework so they can identify and express themselves in present, past and future, and be able to hear the sentence in English and translate them into Spanish or vice versa, important aspect that will help blind students interrelate their knowledge with their peers, on the other hand the use of wh-questions are also present when learning a second language, because by applying the structures of questions students are able to ask questions to their peers, focusing on form, structure and meaning, important aspect to be developed on a meaningful learning.

Hence the development of communicative strategies “LGB Learning” occupies a strategic place in the knowledge and development of speech of English in blind students because they are in the ability to learn through what they hear and touch using appropriate concrete material for these people with special needs.

Then a preamble of what is in each of the chapters developed.



**Chapter I**, refers to the theoretical framework, where part of the scientific and theoretical foundations with their respective conceptualizations concerning the two variables, in this case the independent variable is the development and implementation of a manual communicative strategies “LGB Learning” and the dependent variable that corresponds to the development of basic English speaking students of the APRODVICH blind association.

**Chapter II**, corresponds to the methodology, which includes the type and design of the research, hypothetical deductive method that allowed to deduce based on data starting from the particular to the general, techniques such as observation applied to the blind students, the observation sheet was applied.

**Chapter III**, the alternative guidelines are found in which the “LGB Learning” communicative strategies are referenced that allowed students to develop the English Language, for it related to vocabulary, basic structures and wh-questions are establish.

**Chapter IV**, corresponds to the presentation and discussion of results in which a large illustration of the research and the results is done, based on the observation made to blind students from APRODVICH Association, the observation was applied before and after the application of manual with communicative strategies; subsequently the data was tabulated to structure the statistical tables and the charts using the Excel spreadsheet to proceed with the analysis and the interpretation of the results, finally the testing of the specific hypothesis was made.

**Chapter V**, the conclusions and recommendations of the research process are defined based on the application of manual with communicative strategies “LGB Learning” from the blind students of the APRODVICH Association.

# **CHAPTER I**

## **1. Theoretical Framework**

### **1.1. Background of previous research**

Reviewed in the records of the Library of the Universidad Nacional de Chimborazo there are not similar researches regarding the present investigation or there is not other evidence that this investigation has been applied in different educational institution in the city of Riobamba. So this investigation is considered of great value and impact the development of communicative manual developed for the blind students at APRODVICH Association in order to improve the teaching - learning process in English by focusing on the skills of speaking.

In the records of the APRODVICH Association, there also has not been any research related to the English Learning nor the development and implementation of a training manual. Neither that a Master's degree students is performing a research of investigation above mentioned.

Investigations related to the English area and which have some similarities are:

Development and implementation of Stereo Hearing Non Fiction Book based on perceptual audio methodology for developing listening comprehension of English students of the 6th level of the Language Centre of the Faculty of Engineering of the Universidad Nacional de Chimborazo, for the period March -July 2013, written by Alexandra Caisaguano Janneth Villa.

## **1.2. Scientific Basis**

### **1.2.1. Philosophical foundations**

"The schemes that organize the thinking of an era cannot be fully understood only by reference to the school system, the only one able to consecrate and constitute them, by developing communication strategies and habits of common thought to an entire generation, this requires constitute ways of open thinking, thoughtful, comprehensive, divergent linked to socio-cultural "issues. (Bourdieu, 2000),

It is intended to encourage and motivate practical actions to students who are able to reflect on what they do, what they want and what they expect, in this case by focusing on the treatment of English to students who are blind involves guiding them in terms of development their other senses to achieve the assimilation of knowledge and critical and reflective thinking because they are in the ability to focus on a dialogic, open and clear activity.

### **1.2.2. Epistemological foundations**

"The knowledge and pedagogical action in special education is not curing physiological deficiencies, but fully develop the specifically human potentialities, many or few, of a particular person through communication strategies that guide the path of wisdom, the rigor and adequate response to individual needs; only then will be on the true path of integration. " (Aja Fernández, 2012)

Under this approach teachers will guide and direct in constructivist processes in order to help the students discover new kinds of knowledge and develop their full potential in an attempt to learn more and better and not just be thinking on how students learn but help them reach their full potential.

Changing the application schemas and its development and interpretation of reality is not an easy task, but the teacher is the one in charge of seeking for communication strategies in order to reach students who are visually impaired, to search for this there

must be individuals with experience regarding teaching to reach modification processes and reorganization of their own schemas and thus achieve significant learning.

When there is adequate guidance of teachers of course that all students are in the possibility of constructing meanings of knowledge and cultural forms which already have been previously built.

### **1.2.3. Pedagogical Foundation**

"Educational innovation in the deliberate and systematic attempt to change schools by introducing new ideas, techniques and active methods, for it must use communicative teaching strategies to transform the student in an active creator of the curriculum at their discretion and vision pedagogical practice. " (Schneider, 2006)

One of the fundamental aspects of the educational process is to find new strategies to reach curricular learning English adopting a series of amendments that are directed from theory to reach social practice, which means adopting a methodology based on a strategic teaching must be accompanied by an important and spouting degree of intentionality and commitment. For this, the teacher should stop becoming a passive consumers of innovations and become a genuine active creator of the curriculum.

In order to develop the teaching-learning process there is a great variety of possibilities for the teacher to decide, which is the one that most closely fits the needs and requirements of the students.

### **1.2.4. Psychological foundation**

“The educational psychology has shown that the effect of educational school experience in the student's personal development is conditioned by the cognitive competence of it, by their level of operational development, allowing some degree of reasoning and learning from the teaching experience, supported by appropriate technical and communication strategies” (Aja Fernández, 2012)

Education and education institutions within and outside the classroom and further more guide the students learning Features, specifically for people who have visual impairment, this can certainly be significantly improved by using active and appropriate techniques for this type of education need in the teaching process, this is why teachers should be mentally organized, intellectual structure and a proper planning focused on the most appropriate teaching resources that will allow the teacher to motivate and encourage the students to continue studying in order to achieve their proposed goals.

### **1.2.5. Sociological foundations**

"The sociology of education is the most accurate benchmark to determine that the school not only reproduces the social stratification, but also the cultural capital, including without discrimination to their special abilities, transmit and legitimate forms of knowledge, values, language and lifestyles of the dominant culture. " (Perrenoud, 1999)

It is important to help students to progressively interact with their peers and society in general, so that they can detect the real social issues, in order to rely on didactic aspects in an attempt to communicate, talk and dialogue to jeopardize their judgments, concepts, analysis and therefore the construction of valid meanings for normal development.

### **1.2.6. Axi Foundation**

"During the time the student participates in education system, this implies guiding them to the construction of a number of skills, habits, rituals, routines and habits that are essential for the development of their daily lives, that implies not only the behavior, on how it operates with their peers and teachers, or how to respect the rules, but also it refers to the ways how to save everything he knows and recognizes ". (Schneider, 2006)

Faced with these realities the school through direct actions of teachers plays a leading role in the training of students, not only in learning but in strengthening values in order

to inserted them into society in an autonomous, independent and satisfying way, so it is essential to start from communication strategies on where the students talk, dialogue and interact with society in general.

### **1.2.7. Legal foundations**

#### **1.2.7.1. Constitution of the Republic of Ecuador**

Con la finalidad de identificar la parte legal que la Constitución de la República del Ecuador establece frente a la educación en general y de manera específica en lo relacionado a la educación especial. (Min. de Educación, 2012)

**Art. 27.-** La educación es parte del ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, igual que al medio ambiente sustentable y a la democracia, será democrática, incluyente y diversa.

**Art. 343.-** El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

**Art. 344.-** El sistema nacional de educación comprenderá las instituciones, programas, políticas, recursos y actores del proceso educativo, así como acciones en los niveles de educación inicial, básica y bachillerato, y estará articulado con el sistema de educación superior.

El Estado ejercerá la rectoría del sistema a través de la autoridad educativa nacional, que formulará la política nacional de educación; asimismo regulará y controlará las actividades relacionadas con la educación, así como el funcionamiento de las entidades del sistema.

**Art. 350.-** El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo.

**Art. 47.** El Estado garantizará políticas de prevención de las discapacidades y, de manera conjunta con la sociedad y la familia, procurará la equiparación de oportunidades para las personas con discapacidad y su integración social. (Ministerio Educación, 2012)

**Literal 7.** Una educación que desarrolle sus potencialidades y habilidades para su integración y participación en igualdad de condiciones. Se garantizará su educación dentro de la educación regular. Los planteles regulares incorporarán trato diferenciado y los de atención especial la educación especializada. Los establecimientos educativos cumplirán normas de accesibilidad para personas con discapacidad e implementarán un sistema de becas que responda a las condiciones económicas de este grupo.

**Literal 8.** La educación especializada para las personas con discapacidad intelectual y el fomento de sus capacidades mediante la creación de centros educativos y programas de enseñanza específicos

**Literal 9.** La atención psicológica gratuita para las personas con discapacidad y sus familias, en particular en caso de discapacidad intelectual.

**Art. 48.** El Estado adoptará a favor de las personas con discapacidad medidas que aseguren: (Ministerio Educación, 2012)

**Literal 1.** La inclusión social, mediante planes y programas estatales y privados coordinados, que fomenten su participación política, social, cultural, educativa y económica.

### **1.2.7.2. Organic Law of Intercultural Education**

En procura de brindar mayor relevancia legal al presente trabajo de investigación se centra en los siguientes artículos de la LOEI: (Gobierno del Ecuador, 2011)

**Art. 2.- Principios.Literal e. Atención prioritaria.-** Atención e integración prioritaria y especializada de las niñas, niños y adolescentes con discapacidad o que padezcan enfermedades catastróficas de alta complejidad; (Ministerio Educación, 2012)

**Literal k. Enfoque en derechos.-** La acción, práctica y contenidos educativos deben centrar su acción en las personas y sus derechos. La educación deberá incluir el conocimiento de los derechos, sus mecanismos de protección y exigibilidad, ejercicio responsable, reconocimiento y respeto a las diversidades, en un marco de libertad, dignidad, equidad social, cultural e igualdad de género;

**Art. 6. Obligaciones.-** La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley. (Ministerio Educación, 2012)

**Literal o.** Elaborar y ejecutar las adaptaciones curriculares necesarias para garantizar la inclusión y permanencia dentro del sistema educativo, de las personas con discapacidades, adolescentes y jóvenes embarazadas;

**Literal r.** Asegurar que todas las entidades educativas desarrollen una educación en participación ciudadana, exigibilidad de derechos, inclusión y equidad, igualdad de género, sexualidad y ambiente, con una visión transversal y enfoque de derechos;

**Art. 7.- Derechos.-** Las y los estudiantes tienen los siguientes derechos: (Ministerio Educación, 2012)

**Literal b.** Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades



fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación;

**Literal o.** Contar con propuestas educacionales flexibles y alternativas que permitan la inclusión y permanencia de aquellas personas que requieran atención prioritaria, de manera particular personas con discapacidades, adolescentes y jóvenes embarazadas;

### **1.2.7.3. Organic Disabilities Act**

Se fundamenta en documentos emitidos por parte de la Presidencia de la República del Ecuador. Oficio No. T.5991-SNJ-12-1100. Quito, 19 de septiembre de 2012

**Art. 27. Derecho a la educación.-** El Estado procurará que las personas con discapacidad puedan acceder, permanecer y culminar, dentro del Sistema Nacional de Educación y del Sistema de Educación Superior, sus estudios, para obtener educación, formación y/o capacitación, asistiendo a clases en un establecimiento educativo especializado o en un establecimiento de educación escolarizada, según el caso.

**Art. 28. Educación inclusiva.-** La autoridad educativa nacional implementará las medidas pertinentes, para promover la inclusión de estudiantes con necesidades educativas especiales que requieran apoyos técnico-tecnológicos y humanos, tales como personal especializado, temporales o permanentes y/o adaptaciones curriculares y de accesibilidad física, comunicacional y espacios de aprendizaje, en un establecimiento de educación escolarizada.

Para el efecto, la autoridad educativa nacional formulará, emitirá y supervisará el cumplimiento de la normativa nacional que se actualizará todos los años e incluirá lineamientos para la atención de personas con necesidades educativas especiales, con énfasis en sugerencias pedagógicas para la atención educativa a cada tipo de discapacidad. Esta normativa será de cumplimiento obligatorio para todas las instituciones educativas en el Sistema Educativo Nacional.

**Art. 29. Evaluación para la educación especial.-** El ingreso o la derivación hacia establecimientos educativos especiales para personas con discapacidad, será justificada

única y exclusivamente en aquellos casos, en que luego de efectuada la evaluación integral, previa solicitud o aprobación de los padres o representantes legales, por el equipo multidisciplinario especializado en discapacidades certifique, mediante un informe integral, que no fuere posible su inclusión en los establecimientos educativos regulares.

La evaluación que señala el inciso anterior será base sustancial para la formulación del plan de educación considerando a la persona humana como su centro.

**Art. 30. Educación especial y específica.-** El Consejo Nacional de Igualdad de Discapacidades coordinará con las respectivas autoridades competentes en materia de educación, el diseño, la elaboración y la ejecución de los programas de educación, formación y desarrollo progresivo del recurso humano necesario para brindar la atención integral a las personas con discapacidad, procurando la igualdad de oportunidades para su integración social.

La autoridad educativa nacional procurará proveer los servicios públicos de educación especial y específica, para aquellos que no puedan asistir a establecimientos regulares de educación, en razón de la condición funcional de su discapacidad.

La autoridad educativa nacional garantizará la educación inclusiva, especial y específica, dentro del Plan Nacional de Educación, mediante la implementación progresiva de programas, servicios y textos guías en todos los planteles educativos.

**Art. 31. Capacitación y formación a la comunidad educativa.-** La autoridad educativa nacional propondrá y ejecutará programas de capacitación y formación relacionados con las discapacidades en todos los niveles y modalidades del sistema educativo.

La autoridad sanitaria nacional podrá presentar propuestas a la autoridad educativa nacional, a fin de coordinar procesos de capacitación y formación en temas de competencia del área de salud, como la promoción y la prevención de la discapacidad en todos los niveles y modalidades educativas.

**Art. 32. Enseñanza de mecanismos, medios, formas e instrumentos de comunicación.-** La autoridad educativa nacional velará y supervisará que en los establecimientos educativos públicos y privados, se implemente la enseñanza de los diversos mecanismos, medios, formas e instrumentos de comunicación para las personas con discapacidad, según su necesidad.

**Art. 33. Accesibilidad a la educación.-** La autoridad educativa nacional en el marco de su competencia, vigilará y supervisará, en coordinación con los gobiernos autónomos descentralizados, que las instituciones educativas escolarizadas y no escolarizadas, especial y de educación superior, públicas y privadas, cuenten con infraestructura, diseño universal, adaptaciones físicas, ayudas técnicas y tecnológicas para las personas con discapacidad; adaptación curricular; participación permanente de guías intérpretes, según la necesidad y otras medidas de apoyo personalizadas y efectivas que fomenten el desarrollo académico y social de las personas con discapacidad.

La autoridad educativa nacional procurará que en las escuelas especiales, siempre que se requiera, de acuerdo a las necesidades propias de los beneficiarios, se entreguen de manera gratuita textos y materiales en sistema Braille, así como para el aprendizaje de la lengua de señas ecuatoriana y la promoción de la identidad lingüística de las personas sordas.

**Art. 34. Equipos multidisciplinarios especializados.-** La autoridad educativa nacional garantizará en todos sus niveles la implementación de equipos multidisciplinarios especializados en materia de discapacidades, quienes deberán realizar la evaluación, seguimiento y asesoría para la efectiva inclusión, permanencia y promoción de las personas con discapacidad dentro del sistema educativo nacional.

Las y los miembros de los equipos multidisciplinarios especializados acreditarán formación y experiencia en el área de cada discapacidad y tendrán cobertura según el modelo de gestión de la autoridad educativa nacional.

**Art. 35. Educación co-participativa.-** La autoridad educativa nacional y los centros educativos inclusivos, especiales y regulares, deberán involucrar como parte de la comunidad educativa a la familia y/o a las personas que tengan bajo su responsabilidad

y/o cuidado a personas con discapacidad, en la participación de los procesos educativos y formativos, desarrollados en el área de discapacidades.

**Art. 36. Inclusión étnica y cultural.-** La autoridad educativa nacional velará que las personas con discapacidad tengan la oportunidad de desarrollar los procesos educativos y formativos dentro de sus comunidades de origen, fomentando su inclusión étnico-cultural y comunitaria de forma integral.

### **1.3. Theoretical framework**

#### **1.3.1. Manual**

“A manual is an educational tool that has great relevance in the teaching-learning process, because it orients the teaching activities to be carried out with blind students tending to generate cognitive, intellectual and emotional development according to the specific content ". (Martínez Bonafé, 2002)

The manual is an educational tool that has technical information related to communication strategies in order to guide the activities related to learning and the development of dialogue of new knowledge of the language of English , for which practical strategies is presented with a simple language understandable for the teacher to guide and teach properly.

##### **1.3.1.1. The manual as a contribution in the educational process**

“The manual in the educational process is a fundamental contribution, because it has a number of strategies and activities done by students with the guidance of teachers based on the contents set in the curriculum ". (Martínez Bonafé, 2002)

It is determined that a manual in the educational process , is of great importance because it has contents and practical activities in relation to the curricular knowledge by level of

basic education, why the conditions imposed its usefulness and applicability for both the teacher and adds for the students.

This pedagogical tool is geared specifically to teaching and learning English with blind students the APRODVICH association , following a systematic and proper order , implying that is motivating to generate interest and participation of students, develop cognitive skills aimed at supporting the development of speak basic English .

In this case, remember that you are working with blind students which means that will achieve learning through guidance and guidance generated by the teacher or by the expressions of their peers, which is important for guiding them to an adequate reflection, new communication alternatives so that they can think and reason in an attempt to gradually reach speech learning basic English dialogically.

#### **1.3.1.2. The manual in the Speaking Skill development of Basic English**

The educational manual communication strategies Luis Guadalupe Bravo (LGB) presents a variety of related speech development of Basic English, depending on activities that the teacher is guided to generate new practical experience with blind students activities.

For the implementation of the manual, it is essential for the teachers to be instructed and be skilled in order to work with students, remember that they are blind learners and they reach learning through auditory development, so it should be practical and strategic to guide them with a number of communication strategies involving them in permanent dialogue.

When blind students are developing progressively linguistic and listening skills, they will not have difficulties when they move to another school level or more advanced content.

### **1.3.1.3. The educational manual in the learning process of Blind students**

The educational manual structured specifically for blind students implies that it is a school teaching tool, because it provides the teaching and learning process of new content knowledge of English so it must be organized in a clear, precise and systematized so that the teacher can guide using their expressions so that through the development of his ear can capture timely and spontaneously.

For the implementation of the manual, it is important ongoing support and advice of teachers in order to guide them in the fulfillment of the tasks based on the guidelines established in each of the activities.

In order to implement the manual, the teacher must start with a dialogue and a reflection, since through their ear they learn and understand. When developing the activities outlined in the manual, the teacher identifies the message that he wants to generate to the learners and thus identify the requirements according to their needs or achieved skills.

### **1.3.1.4. The design of Educational Manuals**

“The manual in the educational process should focus on a specific design in order to contribute to the development of educational programming English in an attempt to reach the teaching-learning process by Focusing in level, the year and the planned objectives, taking into account the, aptitudes and attitudes of learners. ”(Bernard & Risle, 1990)

The school handbook is an educational tool related to the levels set in the established curriculum for teaching English learning with students corresponding to the blind students at APRODVICH Association, aimed to generate the development of Basic English language.

For structuring the manual it is essential to take into consideration the following elements:

- a) **Organization.** To develop the manual, the teacher should be preparing a series of drafts in order for the information to be structured sequentially and according to the students' needs in an attempt to reach the learning of a L2 Language.
- b) **Information.** The information must be related to the contents of basic English for education, in other words must be related to curriculum set by the Ministry of Education, which must be selected depending on the dialogue.
- c) **Drafting.** The English Contents must be written according to the work done by the teacher, and should be linked to the skills and abilities of blind students, which means it will be clear, precise and easily understandable for the guidance of the teacher and assimilation of students
- d) **Configuration.** The design should be based on systematic specific information according to the English curriculum and teaching and student psychological principles in an attempt to facilitate understanding, mastery and assimilation of students.
- e) **Design.** The presentation should be colorful and clear and it should have precise activities so that the teacher can be guided positively, remember that this manual is for blind students, but the person in charge of handling will be the teacher, for this reason it can not be excluded from colorful and attractive images.
- f) **Correction.** Prior to its publication is important to seek support from academic peers, so based on their experience or educational vision can help improve the presentation of the manual.
- g) **Production.** Once reviewed, revised and restructured it can proceed with its publication in order to be applied in the teaching-learning process of the development of Basic English language with blind students.

### **1.3.2. Strategies**

"The strategies are based on psycho-pedagogical principles that would help reinforce the learning of students that teachers arises in the educational process." (Gispert, 2006)

When there is proper implementation of educational strategies to improve teaching. It leads to improve the teaching style in the classroom and at school, in addition it inspires and guides the activity of the teacher and the student to achieve their objectives.

Therefore, plan educational intervention in the classroom means adjusting the approaches to mental organization and intellectual patterns of students, for which we must take into account the structure of planning, the following aspects should be consider (Gispert, 2006)

- The student should be encouraged to conduct their own learning, which means to move from dependence to autonomy. (SELF-AWARENESS)
- The experience gained by the students should facilitate their learning (the change and innovation).
- The practical teaching / learning should be more concerned with the procedures and powers of strict knowledge. The theoretical contribution is lost meaning without reference to the practice, the reality of people who are educated.

#### **1.3.2.1. Teaching strategies in the educational process**

"The essential role in the educational process is to help students to learn better, for it is the teaching strategies to indicate an educational plan of action to organize and design the learning process, so that you can influence and guide an individual to learn." (Castañeda Yáñez, 2002)

Given the close relationship between learning and teaching, they can not be separated from the knowledge of the individual and what are the variables that can be manipulated in an educational context to promote such learning, it must be clear the objectives that are proposed to reach, a teaching concept or a procedure and the presentation of the



information. In addition, the teacher must be aware of the proper use of a number of educational and communication strategies that will be employed in the teaching-learning process.

In order to reach a good level of learning English in students with visual impairment is important that teachers can use vocabulary, verbs and questionnaires as a strategy, the same can be exposed orally by learners or provide only a number of elements to express and integrate in their intellectual knowledge for final understanding, so it is important to always have the guidance and support of teachers throughout the educational process.

### **1.3.2.2. Communicative strategies**

"Communication is the process of encoding and decoding of linguistic signs that requires the exchange of messages. Communication also means power and democratic power is acquired largely by communicative ability. The learning process can be understood as a communicative process that takes into account the rules and codes of the communication system. " (Gispert, 2006)

Within the educational process can be considered that communication is a teaching model that can start from the communication system as an explanatory theory of teaching and educational process. If we start from the consideration of education as a system, as an organized whole, with a sense and a unitary dynamic, involving a plurality of elements that are interrelated as a peculiar network of interactions.

Each element acquires its true meaning to relate to others as part of the educational Operational whole, since teaching is an open communication system. In short, education is understood as a particular case, with specific singularities, communication between people.

The teacher / learner interaction, the first attempts to establish control communication jeopardizing academic content and establishing school activities and forms of participation. Students are involved in the exchange according to their own interests and expectations towards teaching, based on their previous knowledge and skills.

### 1.3.2.3. Dimension of communicative teaching strategies

Besides techniques, educational psychology principles, methodology, the teaching-learning process must take into account the following dimensions: (Gispert, 2006)

- a. Innovative dimension.** Guide teachers to be innovative with adequate flexibility and originality. The right time to implement it is when the lenses are designed as the projection of learning, this is when we truly offer the students the possibility of renewal. The innovative methodology involves boosting the interrogative attitude of the students towards the changing reality and provide tools to guide them towards innovative rather than to conservative thought.
- b. Flexible dimension.** Allows the input of new information from the society, culture and science in general to update the curriculum content in accordance with scientific, cultural and educational events in the social context. Its impact on the design of the teaching task means paying special attention to individual learning, that should respect the rhythm of learning of each student.
- c. Critical dimension.** Considers that an educational project is an open action to the future and therefore should be subject to constant critical review.
- d. Sociopolitical dimension.** It agrees with the surrounding reality in order to improve and ensure an appropriate inclusion and an active participation in any social environment.
- e. Prospective dimension.** Students should practice what they learn at a given time. Therefore, it is imperative that they manage various concepts in a correct way and know how to use the information and preparation that a changing society has.
- f. Orientation dimension.** Teachers are the true guidance of the students regarding their need for intellectual knowledge, but also guide their work to obtain the best out of them so they can have the opportunities for personal development through the learning that they are been offered. The orientation takes place mainly through

classes or tutorials and daily contact, with students to support the needs and interests of individuals and the difficulties that arise in attempts to plan remedial classes.

#### **1.3.2.4. The communicative strategies in the individual or group focus of teaching**

"Academic knowledge depends on numerous internal, external and good study skills factors. The main internal factors are the intelligence and motivation. Both factors, along with other psychological characteristics, greatly influence on academic performance. External factors consist, among others, attention, mental attitude, posture adopted various material elements, such as functional (table, chair, away from the paper), environmental (illumination, space, temperature, ventilation, noise) and that impact positively or negatively on performance (exercise, sleep, food). " (Gispert, 2006)

##### **a. Individual strategies**

For individualized teaching, it is understood that each student chooses the way he/she works and is interested in a particular time to advance in the learning process at their own pace, regardless of what the students develops: alone or in group work activities.

It starts from a presupposition that the teacher's role is to build and enhance the qualities of each student, so the starting point of their work is to understand the different skills that are presented in class to raise an individualized instruction.

The individualized strategies are also applicable when trying to resolve an issue that affects a group, since the function of each of its members is valued individually and collectively.

##### **b. The group strategies**

The group strategies would foster collaboration and participation in the classroom is not only an educational requirement, but also political and social, as they turn the classroom into a discussion forum, it requires breaking with traditional practices of knowledge transfer. To achieve these two purposes is needed to encourage individual and collective tasks.

### **1.3.2.5. The communicative strategy within the educational process**

To understand what is the didactic and reach a concise definition of communication, it has been necessary to refer to learning in general and now the teaching process in particular.

"The educational process is a communication system whose goal, in general, is modified by repeated acts of information, the repertoire of signs, routines, techniques and forms of behavior that are available to the recipient (passive education) or transmitter (active education). "(Moles & Zeltman, 2003)

This concept explains that the educational process can be considered as the acquisition of certain flow of cultural elements that can be measured within a dominant global society, of which the educator, student, and especially parents are the transmitters of multiple values, reinforce positive behaviors for the assimilation of a new knowledge.

Within the communication strategies can be determined that education systems are distinguished by the nature of the feedback exerted between the receiver (student) and the issuer who sends messages (teacher). (Escudero Yereña, 2008)

- The feedback / response to demand a straight answer from the teacher
- The feedback through an exercise or practical work.
- The feedback through an active process; ie when the student makes a self-employment controlled personally by the education system.
- Another type of feedback is the satisfaction experienced by the student, to conclude an exercise in structural and integral type easy answer, but presented in a complicated way; for example, puzzles and programmed instruction.

### **1.3.2.6. Communication Strategies in the teaching process of Learning English**

“Among the components of the curriculum, communication strategies are more difficult because they are complex and they require defined knowledge for its application. The

communication processes and relationships that occur in the classroom require the instrumental support for the implementation of strategies teaching and learning, which have a syntactic and semantic value” (Gispert, 2006)

In order to achieve significant learning with blind students is important to take into account communicative strategies, which need to have the characteristics of been active to seek the participation of the students, so they can feel comfortable and happy towards learning. The strategies selected for the students are:

**a. Comprehension Check**

“To achieve the understanding or ability of basic Knowledge of English, examples must be carried out through oral speech (speaking), so they can listen, understand and express what they hear, and be able to discuss how, when, where, and why the strategies helps them strengthen their learning.”(Urdanigo & Donoso, 2010)

In the case of blinds students definitely several problems regarding the mastery of different areas are presented and especially in the learning of the English Language, because they can not read and understand the message of the texts presented. It is therefore important for the teacher to manage techniques, methods, active strategies and practices that benefit the understanding and development of the basic skills.

In order to develop understanding of knowledge, which will enable students to voluntarily express new examples, the teacher should have taught appropriately to the students so they can improve the pronunciation aspects that will allow them to accumulate new words in their vocabulary.

**b. Repetition**

“The repetition of words helps students retain and remember the pronunciation of the teacher, It is also important the auditory support, and the specific material where they manipulate and interact with their new learning”. (Urdanigo & Donoso, 2010)

To achieve the student’s communicative competence, the apprehension of knowledge and better learning of English by blind students, it is indispensable the development of the listening skill, because through direct communication between the teacher and the

educational application, a process in which the teacher and student get involved is achieved. This becomes an ideal scenario for the development of the communicative strategies.

It is concluded that within the learning of English, listening can improve the speech considerably, since hearing the students may repeat several times what the teacher is saying. Meanwhile the teacher should encourage them to put greater interest, in the sense and naturalness of repeating.

### **c) Feedback.**

“The feedback word is composed of the verb to feed, which means feeding and back, symbolizing back or return . Joining the two terms it can be determined which results in feedback or feedback”. (Urdanigo & Donoso, 2010)

The feedback is a communicative process that leads to a relevant response or reaction from students regarding strengthening the assimilation of knowledge. In this sense we can say that is the reaction, response or opinion that gives a caller as a return on a particular matter, in this case the blind students using the skills of listening and speaking are assimilating new knowledge of basic English , but not always immediately acquire learning , which require feedback from the teacher , to reinforcing the class and guide them to the words or phrases are durable learned for the future.

The design or approach strategies by teachers is to advance preparation of the actions to take in an attempt to reach efficiently learning and conducting operations in many different ways. This design has to consider the following aspects:

- Think or reflect before putting something into practice.
- Consider what is involved in shaping the experience students have, according to the peculiarity of the curriculum content and scope.
- To represent the alternatives available, go to other experiences, own or others, on cases, methodological models and examples.
- Arrange the following phases, knowing that there will be chosen among several alternatives.

- Define the context, considering the limitations of time, space, teachers organization, students, materials, and so on.
- Determine the necessary resources and provide themselves with them.

### **1.3.2.7. The didactic communication in the educational process**

The didactic communication is a particular form of communication process, which takes place between teacher and student.

"It is the core of the teaching-learning process, a cultural phenomenon whose implementation seeks to achieve a specific learning objective". (Fonseca, 2006)

"A didactic communication either ... is characterized by the need, consciousness, will, and the explicit intention to achieve specific learning objective." (Goded, 2001)

The didactic communication is what tends to modify the state of knowledge, know-how or the behavior of the receiver, which will make you understand and subsequently achieve the object of teaching.

"When didactic communication is made, the student who has gone through a learning experience demonstrate and qualify under certain conditions and in a specific situation, an attitude and a performance that was not able to perform before this didactic communication". (Goded, 2001)

In short didactic communication can be face to face, by text, using as a vehicle for audiovisual media, with other technical assistant or using a combination of all or some of them, so it implies then in order to achieve an educational goal, is required to meet the following minimum steps: (Escudero Yerena, 2008)

- Establish the characteristics of students and the group to which the course will be held, taking into account the analysis of the participants and the conditions under which the didactic communication may be used.

- You must analyze, structure, adapt, identify and outline the general and particular objectives.
- Determine the strategy and continue teaching in the teaching-learning strategy.
- Select and compare the most suitable and appropriate teaching aids to make didactic communication.
- Rate and measure the learning achievement, to know until what extent the objectives have actually been achieved.
- Review, evaluate and formulate the course, based on the results obtained in the same experiment.

#### **1.3.2.8. The technological approach within communicative strategies**

"In this approach there are some key elements that are, although synthetically present in speeches, such as engineering education and means-ends rationality intended to be directed more to the development, utilization and organization appreciates the means and resources to guide students and precisely to the presentation of information, that the development process". (Gispert, 2006)

While some authors describe superficial and just such a vision of technology, others have understood correctly. Rightly so, as a knowledge aimed to improve the chances of an effective performance, which claims technology into the educational process and the development of a set of *systematic* techniques along with practical knowledge for the design, validity and educational accomplishment.

The means-ends rationality. According to various authors, the characteristics of this type of rationalities are as follow:

- It is conceived as a linear activity in which the specific actions of teachers produce individual student responses.
- Is an effective teaching, so it results of combining different means to achieve intermittent observable behaviors that operate independently from time and space.
- Assumes technical-instrumental action processes.



- Assumes to objectify to the maximum the educational performances, while the technical actions (scientific) are considered as acts of maximum rationality.
- It introduces value-based criteria concerning scientific and technical assessment as a basis for decisions, from the choice of means and, ultimately, curricular design of action.

In conclusion, it can be determined that the broad or narrow technological approach, from both a subjective view, objective, is formally established by a certain order or rational structure. A certain type of action will have a goal, ie, serve to achieve certain results. The technical action is always oriented towards an useful usage, and their suitability will be demonstrated by their effectiveness at the end.

#### **1.3.2.9. The process of learning Basic English and the Common European Framework.**

“The process learning basic English speech with blind students require a deliberate and practical process that may lead to new experiences and assimilation of knowledge to active communication through dialogue ". (Castañeda Yáñez, 2002)

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, tests and guidelines that will allow a student across the world to overcome the barriers of the language in order to have communicative abilities and knowledge of skills that will allow the student to be part of a new society by using an Universal Language.

Regarding blind students this is the exception, to generate the process of learning Basic English to blind students is important that teachers take into consideration the following aspects:

- Learning occurs always intentionally, which means you learn what interests or put more effort in terms of reaching a goal in this case to understand a language, which is learning English.

- You learn what is done, what is practiced and so is paving the knowledge avoiding the risk of incurring oblivion.
- When you want to learn is related to what one already knows, it is easier that information is handled and integrate because it is familiar.
- Learning is generated firmly that which is motivated or rewarded by society, teachers or parents.
- It is better to learn gradually, starting with the easiest, then to understand what difficult.
- The key attribute of vocabulary, basic structures and questionnaires leads to represent a class or abstraction of elements that have common properties.
- Evidence of mastery of vocabulary, basic structures and questionnaires is the ability to provide a common response to a class of objects or events and the ability to sort by the assimilation of knowledge.

This set of statements that have emerged from common sense have been experimentally proven by scholars of learning. Researchers from various backgrounds work to discover and define the conditions that favor the process took.

For language learning Basic English is important that teachers keep in mind, methods, techniques and basic strategies to test the hypothesis that this or that condition was conducive to learning, one element is varied, controlling both to the others.

### **1.3.3. Speaking**

"The teacher selects the strategies that students need to develop, and they can also analyze the communicative situation (who will speak, what, what I get with my speech, what is my overall goal, which idea I want to convey) to assess oral production and take

on their full potential in order turn to say whatever they want and persuade another, or report effectively ". (Ministerio de Educación, 2010)

The main purpose of using the macro language skills of speaking with special education students with visual impairment, it is precisely because they are in the ability to develop normally their oral speech. Developing speaking as a macro skill, implies that teachers systematize (never isolated) periodic activities that respond to a careful preparation, and enable, that during the learning process so the student becomes relevant, accurate speaker, secure in what he says and conscious of his own speech. It must be clear that strategies that allow the student to understand the process of speaking and listening, by being aware of the micro skills that are deployed in each of these acts of language.

### **1.3.3.1. Language and Speaking**

In the human development known as language is important to distinguish two aspects: language and speech.

"Language is a general and consistent mode that exist in a culture of all members of a given language community. It is a code in which each speaker uses when needed. Language is a system of signs that speakers learn and retain in their memory. Speech is the concrete realization that every member of that language community makes languages in a certain time or place. Speech is the personal aspect in which a speaker emits a message using signs and rules at that moment needed ". (Bandura, 2003)

It is considered that both language and speech are very important in the communication process when two individuals specifically talk and communicate their thoughts, understand that there is a common language as a linguistic model, yet each one embodies the language in the characteristic of each speech, so you can determine what is required of speech so you can cast their sounds of each letter and word according to their language.

In this case it refers to the application at the English language area that is develop in the APRODVICH association with the blind students, with whom other techniques are applied for writing but precisely in this case what is propose is that they learn through

the use of speech, by repeating, expressing and presenting a dialogue between students or even with the teacher, so they can be able to understand the dialogues. By performing these activities the students will be able to manage themselves in society.

#### **1.3.3.2. The average language and learning object**

"Language is the faculty that allows social communication, the access to knowledge, thought organization, representation of reality and conduct regulation. These aims are realized by the verbal systems of a nonverbal communication. The possibilities of conceptualization and expression that the verbal language offers, makes the teaching / learning a discipline behind the whole process of training, instruction and social integration of the individual ". (Gispert, 2006)

Learning the linguistic domains and their respective use are the knowledge about the description and the rules of language and training in aesthetic-literary valuation, which faces the communicative practice of the student as a receiver and producer.

Any educational intervention focuses on acts of pedagogical interaction. The way to present and discuss the content and procedures in the didactic message makes the relationship between the teacher and the student effective and enhances the interaction between the processes of teaching and learning. In the area of English a peculiarity is given that the content focuses on the use of the same language that relates to the speaker-teacher or student –teacher, so that the use of language is conceptual and procedural, besides being at the same time the transmission code and the final objective of learning. Therefore, the teacher should pay close attention at the moment of selecting the contents and the objectives of the language. Since the average resource-transmission is the transmitted content model.

#### **1.3.3.3. Language and communication in the learning process of the blind students**

"Communication is the act of interaction by which the individual establishes contacts with others in an attempt to transmit information ". (Cultural, 2007)

For communication to take place a code is needed, ie , a limited and relatively large set of signs that are combined by certain rules known by who sends the message called sender and the recipient known as the receiver.

When making the teaching-learning process of English with blind students it implies that the students should be encouraged so that they can capture their relevant meaning and message in order to move towards the expressive function ( where the sender transmits what happens to him ) ; in others, what is sought is to act on the receptor , which dominates the conative function and finally, there is a third type of messages that only seeks to communicate objective facts and that fulfill a representative function.

Messages can also be classified according to the relationship between the sender and receiver:

- a) Unilateral messages. The sender does not receive immediate response from the receiver, as there are cases where this can not answer.
- b) Bilateral messages. They occur when the sender and receiver establish reciprocal communication through ordinary conversation.

#### **1.3.3.4. Oral productive activities**

Oral production consist in talking to a current or virtual audience. In general, this oral production is stated by:

- a. **Public Actions:** Information, directions, talking on the radio, leave a message to tape on a telephone answering machine, and so on.
- b. **Sustained speeches:** conferences, lectures, sports commentary, broadcast shows, and so on.

In the classroom, this type of activities is reading a text aloud, lecturing, or following the notes and data illustrated by drawings, diagrams, overhead transparencies or digital images of the computer. Spontaneous speech is not excluded nor singing or the interpretation of a role in a play, but in the case of blind students it implies that teacher has to come up with his/her own appropriate strategies to reach the students in the

learning process and deliver the message, in this way the students would assimilate new knowledge of English, so they can talk or express what they are learning, aspects that will lead them even to strengthen a proper pronunciation.

The most outstanding feature of interventions to the public is the absence of a single interlocutor who gesticulates with his gestures or facial expressions the intervention of the speaker, unlike what happens in a conversation. This lack is supplied using different strategies. Thus, the speaker, for example, senses the level of interest that he is causing among his audience and articulates its action appropriately.

For the teacher who teaches the area of foreign language, the teacher must modify their interventions using simplification strategies that induce his audience to easily follow him during his intervention.

#### **1.3.3.5. Teaching / learning to cope through the macro skills of speaking**

"The use of speech is not limited to the basic actions of encoding and decoding. The communicative effectiveness requires the involvement of the transmitter and receiver in the process of interaction and that these agents activate many skills that will enable them to act as competent partners. In the use of speech the key is understanding, which is built on the success of multiple inferences about grammatical-formal, semantic and pragmatic aspects and also encyclopedic, extra linguistic, and other types ". (Gispert, 2006)

The conclusions shared by the sender and receiver ensures interaction because they are the bases of the construction processes of meaning which allows us to interpret, develop and express ideas and contents that exceed the strict sense of the words.

In this projection practice, communication is conceived as a result of an interaction process. Cooperation between partners conditions and pragmatic knowledge, sociolinguistic conventions, records, rules, guidelines and strategies whose reference share the same linguistic system is well highlighted. The discursive cooperation enhances the intellectual and social relationship of the partners. The interactive competition is the set of knowledge for managing the communication act from multiple

perspectives: social relations and practices among inter-speakers, verbal strategies and nonverbal communication and language use.

With traditional repetition of exercises and regulatory structures from activities of analysis and description of the abstract system operation, the vitality of the language nor the participatory nature of the interaction exercising the speaker in each speech act is not displayed. For this reason, the teacher's role is not to be the transmitter of rules and definitions or application of techniques but the verbal encouraging interaction and the observation of the processes of expression.

#### **1.3.3.6. The current conception of language teaching**

"In the current language teaching is seen not only as a static system of forms, but as a discursive activity, and therefore semiotics, where the person is constantly and inescapably involved. In any exchange with others, when we reflect and when written or read, are being constructed meanings “. (Gispert, 2006)

It is therefore a conception of language as an intrinsic human faculty, which takes into account their learning processes, which makes a continued attempt to construct meaningful knowledge, and this affects the need for autonomy in this process. With this conception it is evident that the teacher can not be the focus of the class and that its mission is not to control the contents from an overly defined or developing a cultural view of language curriculum.

Educational dimensions involved in this conception of language are to promote a positive attitude towards other ways of understanding reality; develop a reflective attitude towards linguistic phenomena, naturally including reflection on the language; encourage assess one's own culture as well as the accompanying language learned; assess the presence of literary texts and encourage the contribution of creative texts; develop a sense of personal autonomy and therefore, the responsibility of their own learning. All these lines of action are intrinsic to the new way of understanding the processes of teaching and learning educational values.

### **1.3.3.7. Verbal learning in English Language Learning**

"Verbal Learning is the process by which a person learns to respond in an appropriate way to verbal messages. It requires the issuance of a spoken or behavioral response to a verbal material. Maybe they think that verbal learning is easy for anyone who can speak and read fluently. Not so: learning to respond to oral or written verbal message is complex." (Vidal & Gispert, 2007)

A major aspect of the educational process is for students when they capture or positively assimilate the new knowledge, and they have the ability to verbally function in any field or activity they have to perform, which means that they are in the production capacity to perform a lot faster than meaningless material images.

### **1.3.3.8. English language development using communicative strategies**

"The listening skill plays an important role in learning the English language, for which the teacher must take into use the teaching aids such as the tape recorders, audio-visual equipment and other that allow the students to listen and repeat staggered words and sentences in English and their meaning in Spanish". (Owens & E., 1999)

The applicability of communication strategies allows the students to discriminate and articulate sounds that allows them to pronounce with their teacher and their environment. The audio lingual method gives great importance to the listening skill, to speak on that basis and thus promote a more spontaneous teaching where the students start to express the most familiar words and progressively overcome a number of difficulties. The strategies to be applied in the communicative manual are:

#### **a. Vocabulary**

"Learning English Vocabulary is very important, considering that its structure is used in every day conversation. To which specifically requires mastering the grammar and vocabulary to speak the language fluently" (Owens & E., 1999)



To achieve a greater assimilation of Vocabulary it implies that the student is smart, steady and concerned and proposed to learn the English Language, and in improving their own skills so they can learn many new words.

It is determined that the vocabulary is the basis of learning the English Language, because it is strongly related to understanding through The Listening and Speaking Skills, Intelligence and general ability.

### **b. Basic Structures**

“Understanding the Basic Structures of English is headed to the construction of sentences, so It is important to have a general understanding of the types of words used in the construction of sentences”. (Owens & E., 1999)

The Basic Structures of English start from the verb to be then headed to the syntactic structure, which is very simple. S + V + C ie (Subject + Verb + Complement) which will identify the sentences both in present, past or future.

### **c. Use of the Wh-Questions**

The Wh-questions are interrogative particles that are used to ask questions in English. They usually cause a lot of confusion to beginners and are written in a very similar way. Starting with Wh we have ( What, When, Where, Which, Who, Whose, Why ) or even with H, For Example (How).

- What: it is used to ask for something and it means “que”, “cuál” or “cuáles”
- When: It is used to ask for information of what time something happen and it means “cuándo”
- Where: It is use to ask for a place and it means “Dónde”
- Which: It is usually confused with What. The difference is that Which is used to ask for something when there are several options, and it means “cuál” or “cuáles”
- Who: It is used to ask for someone and it means “Quién” “Quiénes”
- Whose: it is used to express possession in question form and it means “De Quién” “De Quiénes”
- Why: It is used to ask for a reason, and it means “Por qué”

- How: Is use with and adjective or a frequency but it generally means “Cómo”

#### **1.3.3.9. Knowledge, study and use of a new language**

"Everyone knows their language and how to use it to communicate and socialize. The traditional teaching of the language turned to the study of grammatical rules, insisted its mandatory aspect and organized through an analytical framework, the study of levels : phonological, morphosyntactic and lexical -semantic and relations between its elements and units. However, this organization levels and linguistic units, although it is valid for the theoretical study of the language, is not effective procedure for the development of linguistic domains or for teaching and learning to use the language “ (Gispert, 2006).

The theoretical knowledge is not enough to know how to use language in different interactive situations, on the other hand there should be a correct use of a timely communicative system, which is the use of its elements and resources.

For Communication is important to internalize new vocabulary in English, assimilation and use of oral or written codes, according to the communication needs, and socio-cultural conventions of interaction. This evidence warns us of the risk of subordinating the teaching of speaking a new language, so that teachers could seek the most appropriate communicative strategies to reach the students

#### **1.3.3.10. Language as an instrument of socio-cultural integration**

In the current curriculum proposals, the contents of the subject of foreign language, for its representation and communicative functions are oriented towards the development of reception and production of a language.

"Communication is a means and resource in the dissemination of standards and pragmatic, socio-linguistic and semiotic and artistic conventions, as well as the aesthetic and cultural valuations. Knowledge of expressive - communicative uses and the adequacy of the actions and interactions make the language global instrument of social

interaction, because the use of language converge conceptual, referential , personal and creative aspects manifested in all linguistic processing " (Gispert, 2006).

It should be noted that a speaker depends on the extent of assimilation and knowledge of English vocabulary, ie , the set of linguistic and communicative knowledge that is able to activate in your social life. With this idea it is noted that personal development depends on the knowledge and skills to express themselves, understand and participate in the life of relationship that necessarily generated around the social interaction of linguistic basis.

To be clear, the use and application of their vocabulary, verbs and development of questionnaires allows students to identify the level of assimilation or performance of the foreign language , which implies that the development with others run positively or negatively depending on communicative knowledge, and learning achievement.

#### **1.3.3.11. Principles for the current language teaching**

"The criteria of language along with other psychological and emotional nature, when referring to a foreign language learning, are accompanied by other contributions of pedagogical and educational language, which are the foundations of teaching a second or foreign language, the same which should be relevant in the knowledge of teachers to serve students" (Gispert, 2006).

- a) **Attention to diversity.** Foreign language didactics should address the complexity of a phenomenon in which converge the personal and cultural diversity of students and their range of interests and needs. you should also pay attention to personal and professional diversity of teachers and curriculum and institutional conditions of teaching.
- b) **Verbal interaction.** Classes should encourage verbal interaction between teachers and students and among the students themselves. Such interactions have the dual function of building the learning process and serve as a test to linguistic activities to be carried out outside the classroom.

- c) **Coherent and inclusive activities.** Classroom interaction should allow to integrate all activities in a consistent performance with the teaching process and the learning, and encourage the sense of these activities is general features shared by teachers and students.
- d) **Cooperation and participation.** Cooperation and participation of all students is essential to learn to communicate orally and in writing in a foreign language. A too competitive environment, or that does not encourage confidence among students, inhibits their interventions, which will diminish, in turn, the frequency of opportunities to act linguistically.
- e) **Practice and error.** Risk of being wrong is necessary for students to experiment with language learning. Therefore be encouraged wanting to go beyond allowing them their level of language training, without fear of being punished or censured for making mistakes.
- f) **Use of the mother tongue.** The mother tongue of the pupils can be used in class and considered as a positive element on which communicative competence in a foreign language is built.
- g) **Linguistic content.** Linguistic content of communicative teaching foreign language should include:
- 1) oral interaction between speakers .
  - 2) expression and listening comprehension of more extensive than the brief exchange speeches
  - 3) The ability to express themselves in writing.
  - 4) The transactional reading comprehension and literary texts.
- h) **Learning program.** The program or syllabus must be large enough to enable students become familiar with the cultural essential aspects to understand the language been learned ; that is, it must come from knowledge sharing native

speakers and as implicit reference, give meaning to many commonly used expressions.

- i) **Integrating elements of maternal culture.** The learning program should include linguistic elements necessary for the student of a foreign language can explain components of their culture to speakers of the language is acquired.
- j) **Elements of integration of culture which are learned.** Assignments and class activities should allow to understand the different ways of understanding reality and the experience and reflect on them.
- k) **Grammatical competence.** Attention to the forms of the language should be the objective of some of the tasks in the classroom. This practice, well established professionally, has not been disqualified by any scientific research. It should, however, assess the information that is available on mechanisms, factors and stages of the acquisition of grammatical competence.

#### **1.3.3.12. Teaching a foreign language to students in special education**

"Special education has experienced in recent years a considerable change, both in its conceptualization and proposals for intervention, the same that is linked to the welfare of people with special educational needs from the dissemination and implementation of the principles of standardization of services and school integration, to a more normalized more streamlined and integrated care" (Carrión Jaramillo, 2001).

This principle involves the school integration, which is a standardized education as specific as possible but without being outside the regular education system. This integration, that part of the fundamental concept of equal rights for all citizens, should be understood as a right of all people to be treated normalized by society or, expressed in another way, as the right not to be marginalized being different.

The new concept of special education can no longer be understood as the education of a certain type of people , but as a whole made available to all students , in some cases,

may need them temporarily educational resources, and in others, a more continuous and permanent.

The new concept of special education can no longer be Understood as the education of a Certain type of people, but as a whole made available to all students, in some cases, may need them temporarily educational resources, and in others, a more continuous and permanent .

#### **1.3.4. Listening, in the learning process of the blind**

" The process of listening , and know hearing, it is determined that the ability to receive and respond to physical stimulation and use information captured through the ear canal, it is considered the language that is an important factor for the blind can hear and become meaning in the mind of the recipient " (Ojalvo, 2011)

A blind progressively develops his hearing , which is why it is considered that a trained blind can detect walls , poles or other similar obstacles more than three meters away. To do this you can make a series of noises or sounds, either hitting thighs with your hands, stomping, or consecutively hitting the stick on the floor. It implies then that makes the sound expands and hits the object, producing a small echo that returns to the ears, which can detect obstacles and maneuvering to avoid them.

To develop the communicative competence of blind students in the contents of Basic English means that you must practice constantly communication skills through the skills of listening, which is an indicator of great value in the behavior of a good communicator.

##### **1.3.4.1. Teaching strategy to develop the ability to listen**

"Learning a foreign language comes from activities related to listening, to do so the teacher can make use of hearing of films, radio broadcasts, songs or various conversations "(Rivers, 2007).

When the teacher applies in the active teaching technical learning and that have relationship with their basic needs, it leads students to learn a lot by developing the skills of listening, so you come to the conclusion that the more material they provide the best students will be learning.

"The educator must be careful of his verbal expression, in order for the blind to hear and grasp new learning, experience, knowledge and messages" (Rivers, 2007).

This implies that teachers should develop their own strategies aimed to ensure that the blind students get the message through sounds or expressions of their teachers, peers, society or family, to which is considered to be consistent with its verbal discourse, for it, it must be taken into account the following guidelines:

- Look to your students when addressing them.
- Speak in a tone of voice appropriate.
- Caring pronunciation and intonation.
- Look at their faces to see if they understand what they are told.
- To listen carefully, try to perceive their feelings, concerns, although not express them openly.
- Appreciate their gestures, their postures.
- If denote dissatisfaction, fatigue, boredom, seek strategies to change activities in an attempt to arouse interest and thus be able to continue communication.

Later the teacher should continue with the introduction of the communicative approach in an attempt to generate learning basic English, seeking to achieve a comprehensive and extensive development of language skills.

The development of the skills of listening attentively, leads to achieve various advantages which are stated below:

- Listening reduces stress.
- Listening a learning process.
- You gain friends through Listening.

- Listening stimulates the speaker.
- Listening helps you make better decisions.
- Listening to a person can benefit from the experience of others to achieve learning of a language.
- By Listening you learn to express yourself in solving quizzes, vocabulary and basic structures.

Which Implies that is essential for students to develop listening skills through the teaching-learning process of English generated between teachers and their students to help achieve their communicative competence and for the apprehension of knowledge, causing a stage suitable for the development of communication skills.

#### **1.3.4.2. The Listening Skill in relation to the Speaking Skill in Learning English**

“Listening is a receptive skill that leads to develop selective attention according to the objectives. It implies that in order to reach the assimilation of the knowledge of English, the student must have a reason to listen and the teacher must generate this need through matching strategies with new learning.” (Ojalvo, 2011).

To master the skill of listening is a very difficult task for students, so the teacher must apply active, participative and practical strategies to pursue them to learn how to hear, but mainly to teach to them to listen. Guiding them to the acquisition of new habits of attention, concentration to improve these skills.

For good listening skills by blind students it requires:

- Development of their capacities in knowledge of feeling and be able to perceive through their senses which are transmitted by the teacher.
- The ability to interpret and understand the messages issued by the teacher by differentiating the pronunciation and its meaning.
- Express what has been learned by validating the context of what is heard.



- The ability to know how to interpret commands, ideas, messages and be able to answer questions given by the teacher.

In the process of Oral Communication it is important to know the ability of listening, when we talk about being focused and concentrated, because this is how the student can assimilate the new information and be able to correctly interpret the transmitted message. To which we emphasize in the importance of knowing how to teach effectively the listening skill to the students in the educational process.

### **1.3.5. The special pedagogy**

"It's the science of psychological difficulties, delays and disruptions of any kind in the biological and psychosocial development of children and youth, considered in their educational and didactic perspective. Environmental maladjustment as an effect of personal and family maladjustment is the broad field of special education." (Carrión Jaramillo, 2001)

Special education refers to all those individuals who in a way or another have some physical and intellectual impairments, but in education we must seek for the most appropriate option to include them in a normal process, which means that the learning process should be apply without discrimination, but of course the basic foundation is to know how to plan activities, resources to meet their own interest and needs according to their disabilities.

#### **1.3.5.1. Strategies and activities for visually impaired**

"The exercises should aim to encourage children to use their useful residual vision more effectively, through discrimination, acuity and pattern recognition." (Bandura, 2003)

Object Perception

- Perception of shapes and patterns.
- Spatial perception.
- Perception of motion
- Perception of color.

For learning additional skills is important to consider and develop programs in the following areas:

- Training sensory (hearing, touch, smell, taste, residual vision).
- Orientation and Mobility (body movement, sensory training, concept development: body, left-right space, cardinal and environmental concepts).
- Using the abacus (reinforcing math concepts, speed and accuracy in solving problems, development of motor functions of the fingers).
- Reading and writing Braille (tactile activities pre braille, braille sheets pre exercises mechanics of reading Braille alphabet and reading: basic vocabulary, pronunciation skills, content, abbreviations, slate and stylus)
- Books on tape.
- Handwriting (Handwriting for totally blind children and handwriting for children with low vision).
- Typing.
- Activities of daily living (care of the person, housework, cooking tasks, etc.)

Adaptations of materials for the teaching-learning process must offer multiple alternatives of use, all of which must be prepared with mostly great features, along with the domain of braille, appropriate texts and recordings of books.

#### **1.3.5.2. Teaching resources and methodology for students with visual impairments**

"The materials used with students with visual impairments can be very useful for children and adolescents with normal vision so they can grasp easily the abstract concepts. They are also useful for children with learning difficulties, along with manipulative and exploratory activities conducted with blind children as tactile maps or geometry (volume, angles). " (Gispert, 2006)

The simultaneous use of auditory, tactile and visual activities result beneficial for other students who need to learn new concepts from a particular level, which implies that there must be an appropriate adaptation of the curriculum taking into account the special educational needs, which means that they should be made through experiences and activities involving a method from which the heterogeneity and abilities of students are addressed, combining techniques and holistic values.

"The needs and capabilities to be developed are defined in the general objectives which, in turn, shape the choice of content. These contents are taught through different experiences or activities that are part of a method, which should not be limited only to what is taught in the classroom but also all interactions and communications that occur within the school and determine the attitudes and social skills of the student. " (Gispert, 2006)

The different methodologies try to deal with diversity in those difficulties that pupils with educational needs present more often, to solve problems that arise in their access to the curriculum. These aspects should be use in depending on each case or each crush. A greater misalignment of a student or in a group of students, the methodology that is been used requires a greater degree of re-structure.

"It servers as reference the student-tutor teaching method, as mediator and transmitter of content and social skills in the development of different methodological variants for each specific disability or group of subjects, likewise the analysis of task is important for the systematize sequence of the content for learning, as well as the egocentric analysis to be applied for natural environment learning that ensure the principle of generalization; the sequential method whose distributed practice can improve memory retention or recall what was taught; for example simultaneous teaching; individualized instruction; verbalized self instruction for students with attention problems; and the instruction based on the learning strategies for problem solving, and the understanding of symbols and rules that can be transfer to other fields of instruction. " (Gispert, 2006)

There is a number of strategies for students with different disabilities who face difficulties in structuring the academic content, that go all the way through the

cooperative learning, on which the structuring of situations can allow or even increase the relationships from initiative of the students, the understanding phenomena, and the establishment of codes. But definitely take into consideration the culture and the world in which the student develops himself. Even the differences and modalities from group work to access in an achievable and fun way to the information such as the brain storming. Group work design to develop multiple answers to a simple question, case studies, strategies in which a group of four or six students discuss and interpret a short story that teaches them something they should learn, or the circle of knowledge, a technical skill used to enhance learning in any subject, increasing learning or consolidate something that the student has already mastered.

#### **1.3.5.3. Intervention of methodologies**

"The different methodologies should be used depending on the specificity of each case or each grouping. A greater mismatch of a student or group of students, the methodology used require greater structuring pleased " (Gispert, 2006)

Teachers are the ones who must create a series of activities or basic strategies to strengthen students' needs according to their requirements. They should really be aware of applying correctly the proper methodologies and active strategies, because if there is a failure in the process it can cause impairment learning. Which can lead to the following problems:

- Low motivation and very scattered attention.
- Inability or difficulty in distinguishing the relevant information of the problem.
- Inability to decipher the requirements of the problem; methods using random trial and error, rather than planned methods.
- Inadequate organization and operations location.
- Lack of strategies or strategies for low-level troubleshooting.
- Difficulty retaining information on the problem.
- Inability to pay attention to relevant details related to the problem.
- Lack of feedback about success in solving the problem.

## CHAPTER II

### 2. Methodology

#### 2.1. Research Design

- a. **Quasi-experimental.** This research is not experimental, on the other hand it will focus on the applicability of manual with communication strategies LGB Learning, in order to develop Basic English speech in blind students from APRODVICH association, to who a direct observation of the learning process will be made while the planned activities for the improvement of the verbal development are executed.
- b. **Correlational.** A correlational process will be conducted in the teaching-learning process under which there should be a direct relationship between the independent variable which is the application of manual communication strategies and the dependent variable which is the development of speaking English, with the aim of achieving a good level of verbal linguistic development even though they are a group of blind students, but they will develop their skills through the use of speech.

#### 2.2. Type of research

- a. **Applied.** Its application will be specifically directed to blind students from the APRODVICH association with the aim of improving the level of learning English through speech, making an adequate the use of communication strategies.
- b. **Descriptive-explanatory.** It is descriptive because a direct observation will be held to students, statistical data would be taken into account at the level of advancement of knowledge, where later a description of the data will be made and the difficulties and the actions will be explained in order to develop the speaking skill.
- c. **Field.** The research process will take place in the scene itself, this research will be held to the blind students from the APRODVICH association of the city of Riobamba, Chimborazo province.

- d. **Bibliography.** In order to sustain a clear and precise scientific and theoretical foundation from the two variables a specialized literature will be use.

### 2.3. Research Methods

- **Hypothetical - deductive.** This method will be of great value in the research process since it will be conducted from a general hypothesis and 3 specific hypotheses in an attempt to develop a systematic implementation of communication strategies, for which the following procedures should applied:
- **Observation:** A continuous monitoring of the development of students in the English language will be held, according to the application of manual with communicative strategies called LGB Learning, to carry on the task an observation sheet will be used.
- **Hypothesis approach:** For the implementation of this research a general hypothesis and three specific hypotheses will be pose that will be fundamental bases for the organization of the manual with communicative strategies called LGB Learning; to conclude with the analysis and the discussion of the results, a testing of the specific hypotheses will be done.
- **Deductions:** Once the observation sheet will be applied, important data will be collected and at the same time will be presented in statistical tables and charts that will later be analyzed to determine causes and effects that will lead us to possible solutions to the problems established.
- **Verification:** Once the Tables and the statistical graphics are ready the analysis and the interpretation of results will be made for a later verification of the specific hypotheses, in order to determine the importance of the communicate strategies in the development of the English speech.

## 2.4. Techniques and instruments for data collection

### 2.4.1. Technique: The following technique will be applied

- a. **Observation.** The observation technique will be held to the students from the APRODVICH association in order to view the progress in their knowledge of the Speaking Skill with the implementation of the manual with communicate strategies called LGB Learning.

### 2.4.2. Instrument. The following instrument will be apply:

- a. **Observation sheet.** To assess the number of students who have improved in the English language development the observation sheet was applied, based on the indicators related to each one of the specific hypotheses.

## 2.5. Population and sample

### 2.5.1. Population.

The population with which the current research will be held are with 8 students from the APRODVICH association from the city of Riobamba, the same that are presented below:

**Table 1:** Population.

<b>Strata</b>	<b>Frequency</b>	<b>Percentage</b>
Students	8	100%
TOTAL	8	100 %

**Data:** Stadistics from the APRODVICH association

### 2.5.2. Sample

Given that the population is small, the research will be held with the entire universe.

## **2.6. Technical procedure for analysis and interpretation**

To get to the process of analysis and research it will be important to prepare the observation sheet depending on the benchmark related to the specific hypotheses, so later it can be graded according to the performance of each student, and afterwards the results will be tabulated by organizing statistical tables and graphs with their given percentages. According to the percentages found in each question the analysis and interpretation of the results will be analyzed, identifying the problem and proposing the possible solutions that will support the improvement of learning English through the use of speech.

## **2.7. Hypothesis**

### **2.7.1. General hypothesis**

The elaboration and application of a manual with communicative strategies based on Basic English Called LGB Learning will develop the speaking skill from blind students at APRODVICH association, Riobamba, Chimborazo Province, during the term 2014-2015.

### **2.7.2. Specific hypothesis**

- The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through vocabulary develops the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the term 2014-2015.
- The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through basic structures develops the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the term 2014-2015.



- The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through Wh-questions develops the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the \_\_\_\_\_ term \_\_\_\_\_ 2014-2015.

## 2.8. Operationalization Hypothesis

### 2.8.1. Operationalization of the specific hypothesis 1

- The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through vocabulary develops the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

**Table 2:** Operationalization of the specific hypothesis 1

<b>Variable</b>	<b>Concept</b>	<b>Category</b>	<b>Indicador</b>	<b>Techniques and instruments</b>
<b>INDEPENDENT</b> Communication strategies. Through the vocabulary	It is the set of words in the English language which are understood and used by a person aimed to improve their own skills in daily conversations.	Words in English  Understanding  Usage  Conversation skills	Shows greater assimilation of words in English, Pronounces the words been learned correctly.  Identifies words in English related to objects in their environment, progressively stores new words in their vocabulary.  Applies the new words communicating with their classmates.  Correctly expresses the familiar words, repeats words expressed by colleagues.	<b>METHOD</b> / <b>TECHNIQUE</b> Observation  <b>INSTRUMENT</b> Observation Form
<b>DEPENDENT</b> English speech	Speech is the personal aspect in which a speaker emits a message using	Personal	Actively involved in learning English. Participates in learning English in group activities.	<b>METHOD</b> / <b>TECHNIQUE</b>



### 2.8.2. Operationalization of the specific hypothesis 2

- The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through Basic Structures develops the speaking skill from blind students at APROVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

**Table 3:** Operationalization of the specific hypothesis 2

<b>Variable</b>	<b>Concept</b>	<b>Category</b>	<b>Indicador</b>	<b>Techniques and instruments</b>
<b>INDEPENDENT</b> Communication strategies. Through Basic Structures	The Basic Structures in the English Language are aimed at building sentences, They are important to have a general understanding of the types of words used in the Building of sentences.	Construccion of Sentences  Understanding	Expresses sentences by repeating what they hear. Identifies sentences in present past and future. Uses the verb to be in sentences.  Understands the structures of sentences. Translates to Spanish the sentences in English.	<b>METHOD /</b> <b>TECHNIQUE</b> Observation  <b>INSTRUMENT</b> Observation Form

		Types of Words	Uses the structures with the new words learned and interacts with classmates.	
<b>DEPENDENT</b> English speech development	Speech is the personal aspect in which a speaker emits a message using signs and rules at that moment he / she needs to communicate with another person orally through the use of words.	Personal  Message        Oral Communication	Actively involved in learning English. Participates in learning English in group activities.  Listen to the words in English and repeat them progressively, Translate the knowledge of English to Spanish.  Speaks to the teacher in English according to the acquired knowledge. Shows interest and reaches the Learning of English.	<b>METHOD / TECHNIQUE</b> Observation  <b>INSTRUMENT</b> Observation form

**Source:** Investigation Research

**Produced by:** Luis Oswaldo Guadalupe Bravo



		Communication	Understands the message of the sentence according to the question. Shows significant knowledge of English	
<b>DEPENDENT</b> English speech development	Speech is the personal aspect in which a speaker emits a message using signs and rules at that moment he / she needs to communicate with another person orally through the use of words.	Personal  Message	Actively involved in learning English. Participates in learning English in group activities.  Listen to the words in English and repeat them progressively, Translate the knowledge of English to Spanish.  Speaks to the teacher in English according to the	<b>METHOD</b> / <b>TECHNIQUE</b> Observation  <b>INSTRUMENT</b> Observation Form

		Oral Communication	acquired knowledge. Shows interest and reaches the Learning of English.	
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**Source:** Investigation Research

**Produced by:** Luis Oswaldo Guadalupe Bravo



## **CHAPTER III**

### **3. Alternative Guideline**

#### **3.1. Topic: Communicative strategies “LGB learning”**

#### **3.2. Presentation**

The process of the English language with blind students at APRODVICH Association is a very important factor in the educational process under which focuses on equity rights without discrimination, under which possess the ability to act in any field is social labor, commercial, political, economic partner inside and outside the country.

For a better understanding of the contents of English is essential to guide them to meaningful learning through communicative strategies, in an attempt to reach also career opportunities, and also to improve their integration into society with a new vision, by guiding them in the process of learning the English Language in a real inclusion, projected to lead and develop the basic knowledge of English involving their intellectual and cognitive abilities through listening and speaking skills.

For proper applicability of the manual with communicative strategies called LGB Learning towards learning foreign language, teachers must be supported by teaching materials related to audiovisuals so they can listen and be able to capture new knowledge of basic English, which means that it must be supported by motivating practices which will enable them to grasp the vocabulary, quizzes and basic structures.

The main objective of the research is to improve the Speaking skill in blind students at APRODVICH association and it is also important to guide them to develop the listening skill as well, specifically since these two skills will enable them to achieve a good level of intellectual and cognitive ability in learning the English Language; to develop the educational interaction students should be aware that the teaching-learning process should be based on the proposal of the manual Luis Guadalupe Bravo Learning (LGB learning), under which is a learning environment that guides teachers through the

implementation of communication strategies focusing on comprehension check and repetition , fundamental to guide students progressively towards the assimilation of new basic knowledge of English.

### **3.3. Objectives**

#### **3.3.1. General Objective**

To develop Communicative Strategies with blind students through vocabulary activities, basis structures and the use of questionnaires in order to improve the listening and speaking skills of basic English.

#### **3.3.2. Specific Objectives**

- To apply communicative Strategies LGB learning through vocabulary activities, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.
- To develop communicative Strategies LGB learning through basic structures, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.
- To implement communicative Strategies LGB learning through the use of wh-questions, in order to develop the Basic Speaking Skill of blind students at APRODVICH association.

### **3.4. Theoretical Framework**

#### **3.4.1. Special education and English Process**

" The conception related to special education must be linked to social assistance by schools without divestitures , on the contrary must proceed from the dissemination and implementation of the principles of standardization of services and school integration , a more streamlined and integrated care " (Deuchar, 2007)

According to the provisions of the Constitution and the Organic Law of Intercultural Education, in recent years special education has undergone considerable changes both in its conceptualization and educational proposals, in the case of blind students is projected to develop a series of educational strategies that will lead to a better understanding of knowledge guided by the teacher.

"Terminology in Education , published by UNESCO in 1983 , understands special ducation as a form of education for those who do not reach or is impossible to reach, through normal educational activities, the educational and social levels and other appropriate at his age, and that it has as aims to promote progress towards these levels " (Deuchar, 2007)

It can be determined that the terminology of special educational needs widens the horizon of study and work, avoiding certain segregating connotations or restriction to a population that have certain limitations and society calls them by discriminatory names like idiot, moron, idiot, retarded or mentally deficient, subnormal, mentally handicapped, mentally weak and many unworthy of the reality described and agglutinated to some extent humans leading to socially marginalize them.

The principle of standardization should be one of the major factors in this process, in order to achieve school integration, based on equal rights for all citizens, should be understood as a right of all persons to receive a standard treatment by the company or expressed in another way, as the right not to be marginalized by being different.

Then it implies that special education can no longer be understood as the education of a certain type of people, but as a whole made available to all students who in some cases may need temporarily educational resources, and others, in a continuous and permanent way.

### **3.4.2. Pedagogy focused on the process of special education**

" The definitions provided until now with special education, insists the deficit of its capabilities as defectology , the involvement of medicalization , and polarization around children as part of a restrictive secular oblivion targeting so that pedagogy which appears to have the child as the sole object of interest " (Cultural, 2007)

In generalizing sphere of society it is still believed that people with special needs do not require support or care on equal terms, but supported by the government regulations from the Constitution of the Republic of Ecuador, it is important to link them in all areas so that they are not seen as objects of pity, but being seen in the position to generate socio- economic development and progress according to their potential.

Pedagogy in the field related to special education should focus on processes based on the methodology and techniques applied in teaching and learning of students with special needs, for it must follow significant steps: (Zavalloni, 2011)

- The special education refers to educational processes which is oriented- teaching to those individuals who in one way or another deviate from the norm and are therefore are called atypical or exceptional, but according to their level of self-esteem they are considered students with special needs.
- The special education is by definition a pedagogy that applies to individuals who deviate from the norm in their relationship and behavior with the outside world, whether in the restricted area of family, school or society.
- Special education aims to shorten personal problems based on psychological difficulties, delays and disruptions of any kind in the biological and psychosocial

development of children and youth, seeking to guide them to adequate environmental, social and family adaptation.

"Experience confirms that they are many other needs of the person who is more or less serious, and encounter difficulties in their development that must be taken into consideration addressed in many cases as a priority and should be specialized before they are the purely educational " (Gispert, 2006).

To which it implies that it is important to increase the knowledge and understanding of the student in an imaginative way about the world on which he lives, both that refer to the possibilities given to him and those that correspond to him. The possibilities granted to them will help them advance in a process of independence and self-sufficiency, by teaching them the essential so they can find a job according to their potential, so they can control and direct their lives.

Some students will achieve their goals overcoming their difficulties in dealing with multiple social responsibilities; others will have major problems to overcome. On the way to achieve goals, all, to a greater or lesser extent, will have difficulties glimpsing needs, whether they are common to all students , whether they are specifically special, understood as what each child needs to individually make progress with adjusted and specific help.

### **3.4.3. Factors that influence in the communicative strategies**

" When the teacher focuses on the teaching and learning processes, it means that the teacher must focus on the proper use of communicational factors to support the special needs students to overcome obstacles so blind students can learn basic English " (Woolfolk, 2010) .

The most important factors are:

- a) The words are considered as obstacles when discourteous, rude, bad sounding words are used, with double meanings or when nicknames are used.

- b) Emotions: emotions are considered as a strong emotional charge, when a message truthfully expressed through verbal and nonverbal communication is transmitted. Emotions depend on age, educational level, social and economic environment. Both sender and receiver must control emotions at the time of communication, especially when it comes to solving problems.
- c) Behavioral expectations: are the behaviors we expect people to have with who we interrelate on a daily basis. When they are very subjective they can break affective communication.
- d) Attitudes: They are outward manifestations of feelings. If there is no correspondence between feelings and attitudes, the receiver feels this gap and makes communication difficult and in some cases impossible. It becomes an obstacle when the sender or receiver demonstrate a destructive, sarcastic, aggressive, dishonest or accusative critical attitude.
- e) Distance: Personal communication is very important factor in order to establish a very effective communication between the teacher and the student or vice versa.
- f) Tone of voice: A very high or very low tone, as same as whispering, it can cause disorders in the development of communication because it generally produced misinterpretations. Meanwhile a proper clear and precise tone of voice becomes effective way of communication.
- g) Duration: The teacher must be clear and precise in an attempt to avoid long speeches that lead to boredom and loss of attention of students.
- h) Speed of pronunciation: Speaking rapidly can difficult message compression. But also when the pronunciation is not clear, the message becomes an obstacle or barrier, which can not be effectively decoded.

- i) Posture: between forms of nonverbal communication, body attitude plays an important role to get the message correctly.

#### **3.4.4. Obstacles affecting the process of communication with the blind**

- a) Rumor: The murmur or whisper leads to change the message whether the content is increasing or decreasing at the time that passes from one person to another, so it is necessary to reach the reliable source that has validity and credibility.
- b) Distraction: The loss of concentration which prevents to follow the course of information for a proper understanding to reach conclusions.
- c) Noises: These are sounds, voices whispering or cause distraction which can lead to a loss of information.
- d) Interruption: When the message is issued, the other person interrupts and often can not conclude the message or gives rise to a distortion of the message.

#### **3.4.5. English language development with blind students**

To develop the speaking skill of Basic English with blind students is important to apply practical strategies through the use of conversations and the development of the skill of listening, which are focus to achieve meaningful learning so the students can be able to communicate with peers, teachers and society according to their requirements. The skills to be applied in the manual Learning LGB communication strategies are as follows:

### **a) vocabulary**

The translation of vocabulary from English to Spanish or vice versa can gradually be developing new knowledge of the L2 language, this enables blind students to assimilate their meaning, but it is also important to pronounce the words and therefore later used it as a means of conversation.

In the case of blind students the use of vocabulary allows them to process the words in the order in which they have heard, so it is important the guide of the teacher through their expressions or commands or even guide them in the use of technological means so they can listen, practice and repeat, and in this way they can acquire knowledge and be able to express themselves correctly. For example they will learn the vocabulary based on their experiences or best-known aspects of their daily lives.

Días	Days
Lunes	Monday
Martes	Tuesday
Miércoles	Wednesday
Jueves	Thursday
Viernes	Friday
Sábado	Saturday
Domingo	Sunday
Tiempo	Time
Hora	Hour
Minuto	Minute
Segundo	Second

### **b. Basic Structures**

In the case of blind students the teacher is the main focus who has to guide them through the rules and grammar of the language. As long as it has an operational character, which implies that the teacher should be constantly helping and guiding the students so they can speak. In other words adequately express in an attempt to reach a communicative process.



The training of the basic structures are made by subsystems related with exercises that contribute to the levels of assimilation, embodiment and learning stage, seeking to achieve the objective, for it, the students must perform the exercises , transpositions and replacement that appear in the LGB manual with communicative strategies.

Something we need to be aware is that blind students learn English through their well train ear, and not with their eyes. In other words blind students develop other senses that allows them to learn lots of vocabulary to reach the basic structures.

There are five basic sentence structures in the English language based on the Common European Framework.

### **1. Subject - Verb**

#### **Examples:**

- The girl plays.  
(El niña juega.)
- John eats.  
(John come.)
- Alysson stands up.  
(Alysson se para.)

### **2. Subject-verb-object**

#### **Examples:**

- The girl pets the dog.  
(La niña acaricia al perro.)
- I love fruits.  
(Me encantan las frutas.)
- John touches the window.  
(Bill toca la ventana.)

### **3. Subject-verb-adjective**

#### **Examples:**

- Danna is beautiful.  
(Danna es hermosa.)
- He is nice.  
(El es simpático.)
- I am happy.  
(Estoy feliz.)

#### **4. Subject-verb-adverb**

##### **Examples:**

- Maria walks slowly.  
(María camina lentamente.)
- The rabbit jumps high.  
(El conejo salta alto.)
- Trees are everywhere.  
(Los arboles están por todas partes.)

#### **5. Subject-verb-noun**

##### **Examples:**

- I am the teacher.  
(Soy el profesor.)
- John is a driver.  
(John es chofer.)
- The girl is a nurse.  
(La niña es una enfermera.)

#### **c. Wh-questions**

When blind students have acquired a lot of vocabulary and relate their basic structures of English, which helps them internalize what they have learned, therefore they are in the ability to answer a series of simple questions, which means that students will learn to interpret and answer quickly.

Students pay a lot of attention to listen and answer, for it the teacher can tell a little story and then make a variety of easy and simple questions about that story. This

Exercise will help them understand rapidly and in an easy way what they are listening to, and they will also learn to answer as they are in a real conversation.

### **Personal Information**

What's your name?

Luis.

Where are you from? / Where do you come from?

I'm from ... I come from ...

What's your surname / family name?

Guadalupe.

What's your first name?

Luis.

What's your address?

223 Grafton Avenue

Where do you live?

I live in New Jersey

What's your (tele) phone number?

973-786-4384

How old are you?

Twenty-five. I'm twenty-five years old.

### **Información personal**

¿Cuál es tu nombre?

Luis.

¿De dónde eres? / ¿De dónde vienes?

Soy de... / Vengo de...

¿Cuál es tu apellido / nombre de familia?

Guadalupe

¿Cuál es tu primer nombre?

Luis.

¿Cuál es tu dirección?

223 Grafton Avenue

¿Dónde vives?

Vivo en Nueva Jersey

¿Cuál es tu número de teléfono?

973-786-4384

¿Cuántos años tienes?

Veinticinco años. Tengo 25 años.

### **3.4.6. Pragmatic and social speech**

"As children learn vocabulary, grammar and syntax, they become more important in the pragmatic, under practical knowledge that enables them to achieve learning that in the future it will be easier for them to get ahead of processes conversation" ( Papalia & Wendkos , 2009 ) .

### 3.5. Implementation

#### 1.3.1. Implementation Graph

Activities	Objectives	Methodology Strategy	Date	Responsible	Beneficiaries
Delivery and implementation of the proposal.	To provide teachers and students LGB manual with communicative strategies to development Learning of basic English speech.	Organization of workshops with teachers for the implementation of the manual. Encouraging students to develop the skills of speaking and listening.	February 10th , 2015.	Lic. Luis Oswaldo Guadalupe Bravo	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> </ul>
Program implementation through recordings and sounds	To improve the hearing level for speaking and understanding of English.	Presentation of the proposal Preparation and adaptation Performing vocabulary activities	From January 25th to February 15 <sup>th</sup> 2015.	Lic. Luis Oswaldo Guadalupe Bravo	<ul style="list-style-type: none"> <li>• Students</li> </ul>
Program implementation by using the manual.	To improve the level of assimilation and retention to achieve speaks basic English.	Presentation of the Topic Preparation and adaptation Performing basic structures for speech development of basic English	From February 20th to March 25th 2015	Lic. Luis Oswaldo Guadalupe Bravo	<ul style="list-style-type: none"> <li>• Students</li> </ul>
Control and monitoring of the	To ensure compliance of communication	Observe the development of students	From April 26th to May 26th	Lic. Luis Oswaldo Guadalupe Bravo	<ul style="list-style-type: none"> <li>• Students</li> </ul>

implementation of the manual.	strategies.	in the implementation of communication strategies using the wh-questions based on the basic English	2015		
Manual Evaluation	To verify compliance with the objectives.	Assess students in the before and after application of manual communication strategies LGB Learning	June 15th 2015	Lic. Luis Oswaldo Guadalupe Bravo Authorities	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> </ul>
Tabulation of results	To determine the effect of the manual in order to development the Speaking Skill of basic English.	Development of statistical tables Data Tabulation Organize statistical graphics Analyze and interpret their results	Julio 20th 2015	Lic. Luis Oswaldo Guadalupe Bravo Autoridades	<ul style="list-style-type: none"> <li>• Researcher</li> </ul>

**Source:** Plan de trabajo institucional

**Made by:** Luis Oswaldo Guadalupe Bravo

## CHAPTER IV

### 4. Exposure and discussion of results

#### 4.1. Analysis and interpretation of the results of the observation made to the blind students at apodvich, before and after the implementation of the manual.

##### 1. Shows greater assimilation of English words

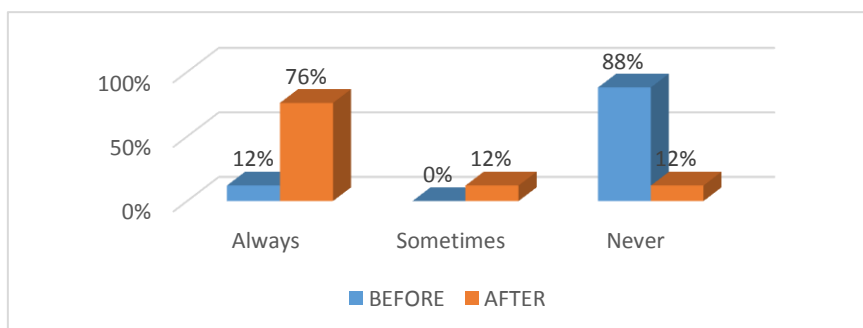
**Table 4.1 : Assimilation of English words**

Choices	BEFORE		AFTER	
	Frequency	Percentage	Frequency	Percentage
<b>Always</b>	1	12%	6	76%
<b>Sometimes</b>	0	0%	1	12%
<b>Never</b>	7	88%	1	12%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Apodvich Association

**Made by:** Luis Guadalupe

**Graph 4.1:** Assimilation of English words



**Source:** Table N° 4.1.

**Made by:** Luis Guadalupe

##### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 12% of the students always show greater assimilation of English words, while 88% never. After applying the manual it is evident that 76% of the students always show greater assimilation, 12% sometimes and 12% never.

##### b. Interpretation

It is a critical factor in the process of learning English of the blind students since teaching English is oriented to not using communicative strategies to develop the skills of speaking and listening. After the implementation of the manual is evident that students assimilate in a better way English words precisely because they implement new learning strategies

## 2. A correct pronunciation of the words learned.

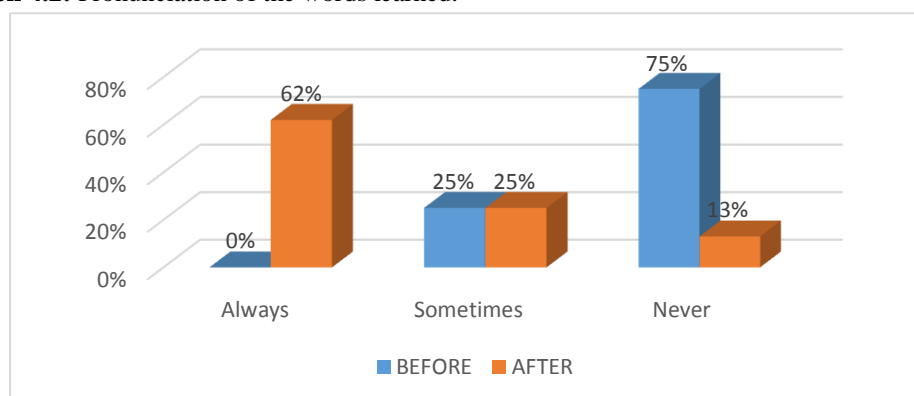
**Table 4.2. Pronunciation of the words learned.**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	0	0%	5	62%
Sometimes	2	25%	2	25%
Never	6	75%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprdvich Association

**Made by:** Luis Guadalupe

**Graph 4.2: Pronunciation of the words learned.**



**Source:** Table N° 4.2

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 10 % of the students always learned to pronounce words correctly, while 25 % sometimes and 75 % never. After applying the manual is evident that 62 % of the students always pronounce words learned, 25 % sometimes and 13% never.

### b. Interpretation

It is evident that students initially have difficulty pronouncing the words learned, at which the teacher emphasized their experience and strategies outlined in the manual, a basic aspect for them to be able to pronounce properly and thus increase their English vocabulary.

### 3. Identifies English words related to objects in their surroundings.

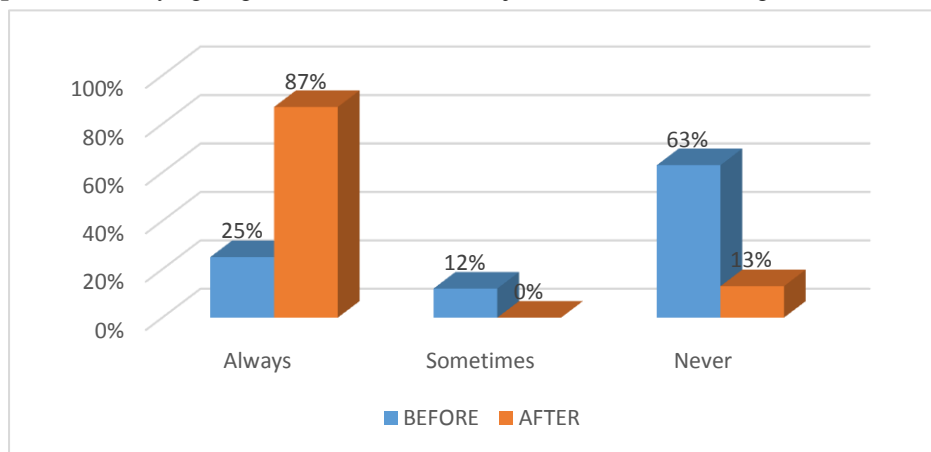
**Table 4.3: Identifying English words related to objects in their surroundings.**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	2	25%	7	87%
Sometimes	1	12%	0	0%
Never	5	63%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprovich Association

**Made by:** Luis Guadalupe

**Graph 4.3: Identifying English words related to objects in their surroundings.**



**Source:** Table N° 4.3.

**Made by:** Luis Guadalupe

#### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 25 % always identify English words related to objects in their environment, while 12% sometimes and 63 % never. After applying the manual is evidence that 87% always identify English words, 0% sometimes and 13% never.

#### b. Interpretation

A limited number of students relate the objects in their environment with English vocabulary, so it was important to develop the skills of listening and permanent pronunciation, a basic aspect to increase in a great percentage the development of blind students towards the acquisition of the language.



#### 4. Progressively Stores new words in their vocabulary

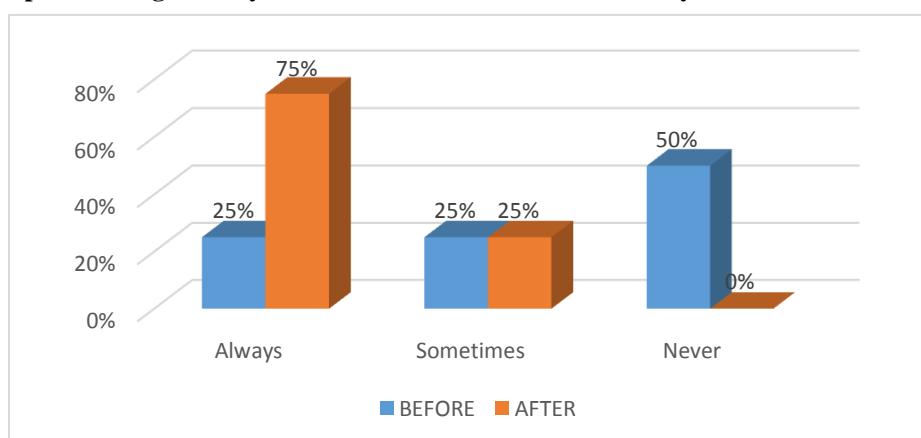
Table 4.4: Progressively Stores new words in their vocabulary

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	2	25%	6	75%
Sometimes	2	25%	2	25%
Never	4	50%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

Source: Observation made to blind students of the Arovich Association

Made by: Luis Guadalupe

Graph 4.4: Progressively Stores new words in their vocabulary



Source: Table 4.4.

Made by: Luis Guadalupe

##### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 25% of the students always store progressively new words in their vocabulary, while 25% sometimes and 50% never. After applying the manual is evident that 75% of the students always stored new words, 25% sometimes.

##### b. Interpretation

The fact that the blind students do not pronounce the words correctly in English became a problem when storing a little more advanced vocabulary, to which a proper implementation of the manual, led the teacher to improve its teaching strategies so that students gradually were storing a new vocabulary.

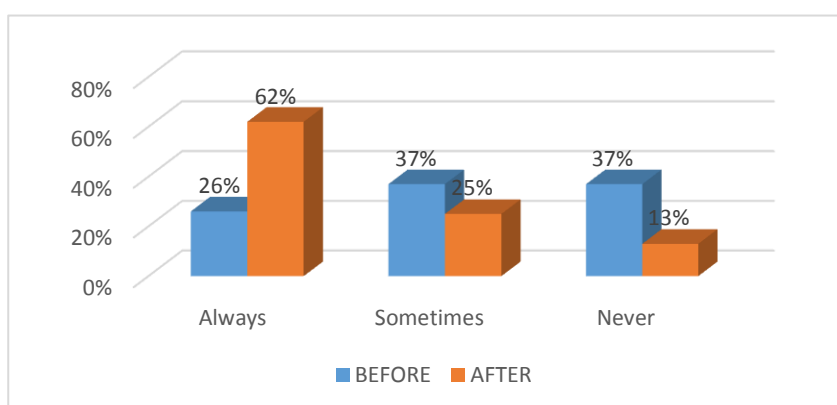
## 5. Applies the new words of English in conversations with their peers.

**Table 4.5: Applies the new words of English in conversations with their peers.**

CHOICES	BEFORE		AFTER	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Always	2	26%	5	62%
Sometimes	3	37%	2	25%
Never	3	37%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aproovich Association  
**Made by:** Luis Guadalupe

**Graph 4.5: Applies the new words of English in conversations with their peers**



**Source:** Table 4.5.  
**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 26% of the students always apply the new words in communicating with their peers, while 37% sometimes and 37% never. After applying the manual is evident that 62% of the students always apply the new words in communication, 25% sometimes and 13% never.

### b. Interpretation

Initially the students had limitations in the assimilation of new words in English and therefore did not develop interactive communication between them, but with the guidance and implementation of the manual, confidence and proper pronunciation of words allowed them to overcome their fears to communicate with each other.

## 6. Expresses in a correct way the known words.

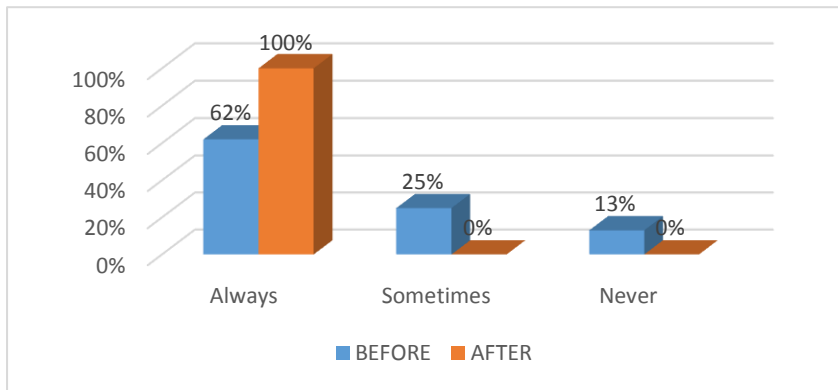
**Table 4.6:** Expresses in a correct way the known words

CHOICES	BEFORE		AFTER	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Always	5	62%	8	100%
Sometimes	2	25%	0	0%
Never	1	13%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Arovich Association

**Made by:** Luis Guadalupe

**Graph 4.6:** Expresses in a correct way the known words.



**Source:** Table 4.6.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 62% of the students always properly express the familiar words, while 25% sometimes and 13% never. After applying the manual it showed that 100% of the students always express the words correctly.

### b. Interpretación

Students expressed certain words known in English, precisely because the teacher does not develop the skill of listening decreasing the ability and need of speaking. That will eventually cause them difficulties when trying to express themselves. But with the guidelines established in the manual with communicative strategies, the students were gradually improving their development of pronouncing known words.

## 7. Repeats the English words expressed by their peers.

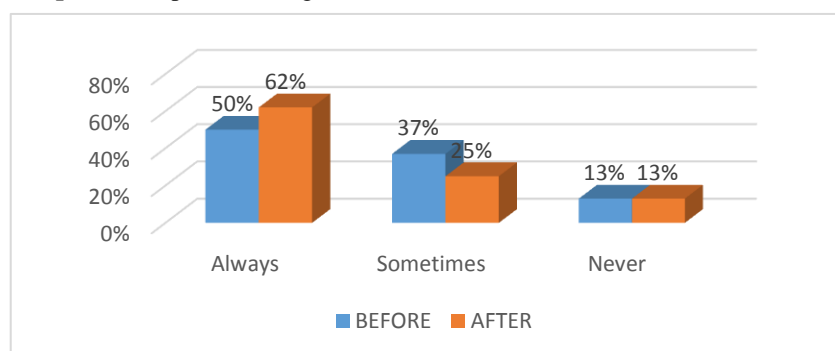
**Table 4.7: Repeats the English Words**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	4	50%	5	62%
Sometimes	3	37%	2	25%
Never	1	13%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Arovich Association

**Made by:** Luis Guadalupe

**Graph 4.7: Repeats the English Words**



**Source:** Table 4.7.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 50% of the students always repeat words spoken by their peers, while 37% sometimes and 13% never. After applying the manual it is evident that 62% of the students always repeat words with peers, 25% sometimes and 13% never.

### b. Interpretation

A considerable percentage of students do repeat the English words expressed by their peers, but the pronunciation needed to be improved. So it is important to develop the learners' communicative strategies in an attempt for them to speak and pronounce correctly.

## 8. States English Sentences by repeating what they hear.

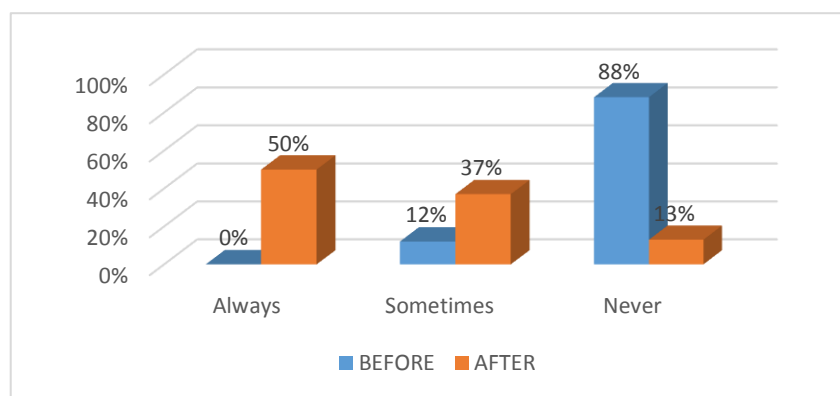
Table 4.8: States English Sentences

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	0	0%	4	50%
Sometimes	1	12%	3	37%
Never	7	88%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

Graph 4.8: States English Sentences



**Source:** Table 4.8.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 0% of the students always repeat sentences that they hear. Meanwhile 12% sometimes and 88% never. After applying the manual it is evident that 50% of the students always repeat sentences, 37% sometimes and 13% never.

### b. Interpretation

The students actually had difficulties in pronouncing sentences when repeating them, therefore it is important that the teacher guides them following an active methodology and mainly using communicative strategies to learn and pronounce English correctly.

## 9. Identifies sentences in present, past and future

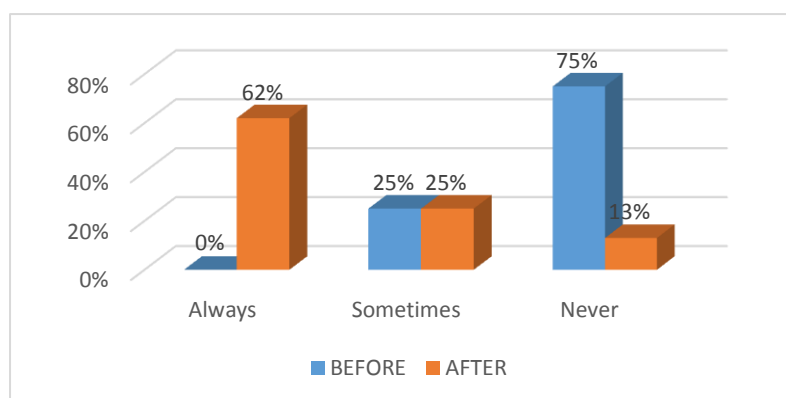
**Table 4.9: Identifies sentences in present, past and future**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	0	0%	5	62%
Sometimes	2	25%	2	25%
Never	6	75%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

**Graph 4.9: Identifies sentences in present, past and future**



**Source:** Table N° 4.9.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 0 % of the students always identify sentences in past, present and future, while 25 % sometimes and 75 % never. After applying the manual is evident that 62% of the students always identify sentences, 25 % sometimes and 13% never.

### b. Interpretation

It was evident that precisely blind students do not identify organized sentences in present, past and future, so using communicative strategies the teacher could guide them to a better understanding in pronunciation and conjugation in present, past and future.

## 10. Uses the verb “to be” in sentences

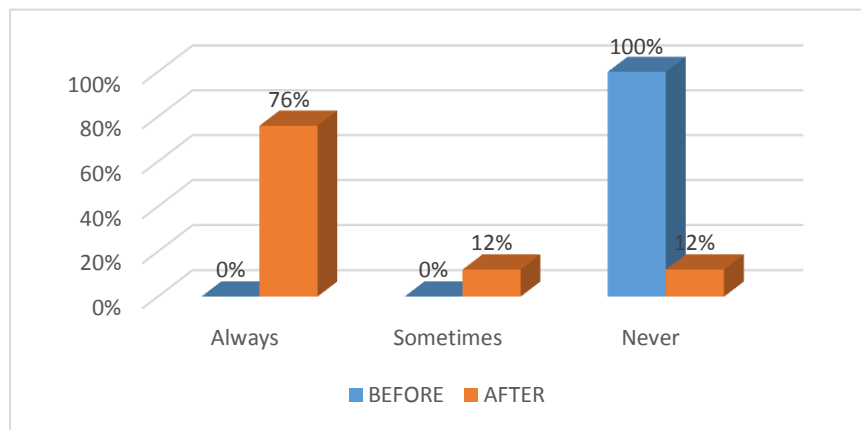
**Table 4.10:** Uses the verb “to be” in sentences

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	0	0%	6	76%
Sometimes	0	0%	1	12%
Never	8	100%	1	12%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprovich Association

**Made by:** Luis Guadalupe

**Graph 4.10:** Uses the verb “to be” in sentences



**Source:** Table N° 4.10.

**Made of:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 0% of the students always use the verb to be in sentences, while 0% sometimes and 100% never. After applying the manual it is evident that 76% of the students always use the verb to be, 12% sometimes and 12% never.

### b. Interpretation

Initially it was totally difficult for students to use the verb to be in organizing sentences, to which the teachers should use the manual with communicative strategies permanently since is a good educational tool to guide the blind students, aspects that will lead them to a better communicative development.

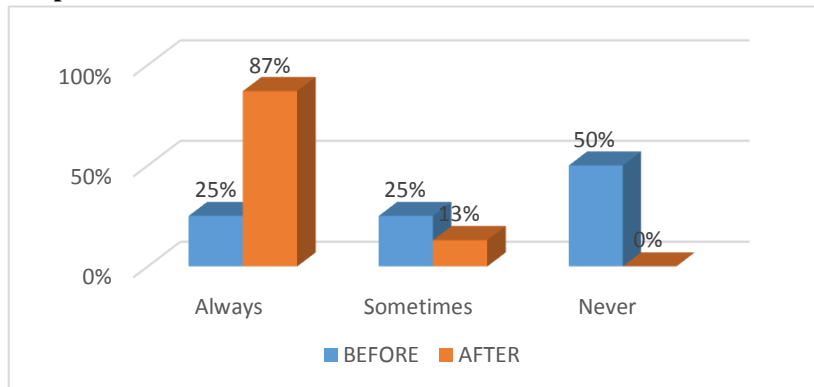
## 11. Understands the structured sentences

**Table 4.11: Understands the structured sentences**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	2	25%	7	87%
Sometimes	2	25%	1	13%
Never	4	50%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association  
**Made by:** Luis Guadalupe

**Graph 4.11: Understands the structured sentences**



**Source:** Table 4.11.  
**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 25% of the students always understand the structured sentences, while 25% sometimes and 50% never. After applying the manual is evident that 87% of the students always understand structured sentences, sometimes 13% and 0% never.

### b. Interpretation

To implement the basic organizing English sentences structures, it was totally difficult for blind students to identify and pronounce the sentences, to which it is important that teachers follow the guidance of the manual with communicative strategies and through it develop the speaking skill in Basic English.



## 12. Translates to spanish the sentences heard.

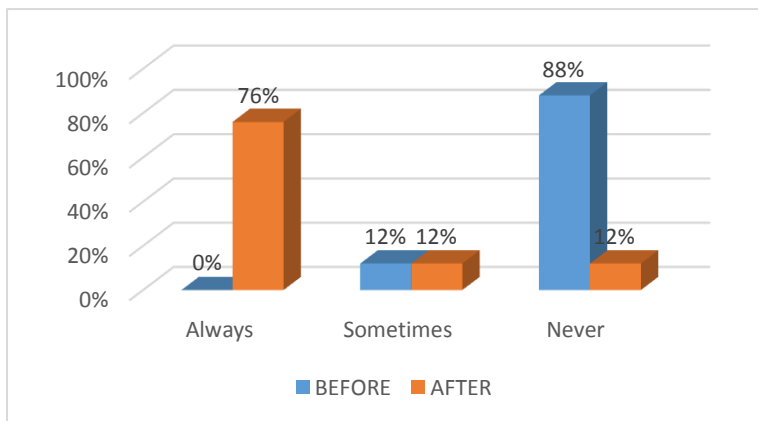
**Table 4.12: Translates to spanish the sentences heard**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
<b>Always</b>	0	0%	6	76%
<b>Sometimes</b>	1	12%	1	12%
<b>Never</b>	7	88%	1	12%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

**Graph 4.12: Translates to spanish the sentences heard**



**Source:** Table 4.12.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 0% of the students translated into Spanish the sentences heard, while 12% sometimes and 88% never. After applying the manual is evident that 76% of the students always translate to Spanish, 12% sometimes and 12% never.

### b. Interpretation

Blind students Definitely presented a number of difficulties in translating words and sentences from English into Spanish, to which it was important to develop the skills of listening and speaking with the purpose of when they hear something they can understand capture and assimilate new knowledge, so they can speak properly later.

### 13. Uses the verb “to be” with the new learned words

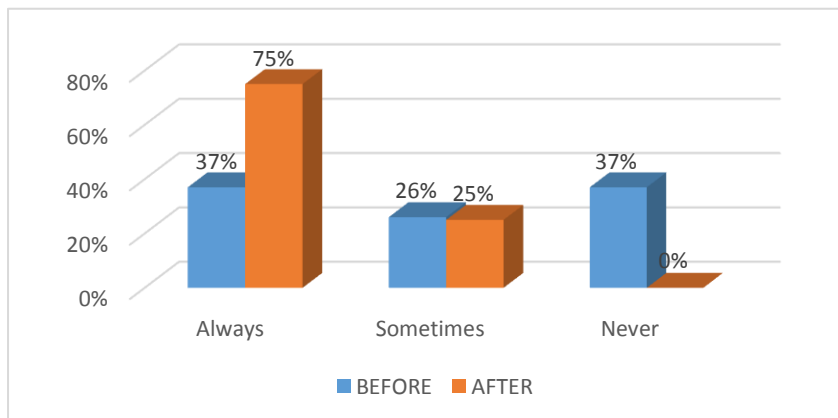
**Table 4.13:** Uses the verb “to be” with the new learned words

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
<b>Always</b>	3	37%	6	75%
<b>Sometimes</b>	2	26%	2	25%
<b>Never</b>	3	37%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

**Graph 4.13:** Uses the Verb “to be” with the new learned words



**Source:** Table 4.13.

**Made by:** Luis Guadalupe

#### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 37% of the students always use the verb to be interacting with the words learned, while 26% sometimes and 37% never . After applying the manual is evident that 75% of the students always use the verb to be, 25% sometimes.

#### b. Interpretation

The use of the verb “to be” was limited by the blind students relating it with familiar words in English, to which implementing the communicative strategies and a series of activities and exercises from English to Spanish and vice versa, so they can increase their vocabulary and thus be able to use these words with the verb “to be”

## 14. Interrelates their knowledge with peers.

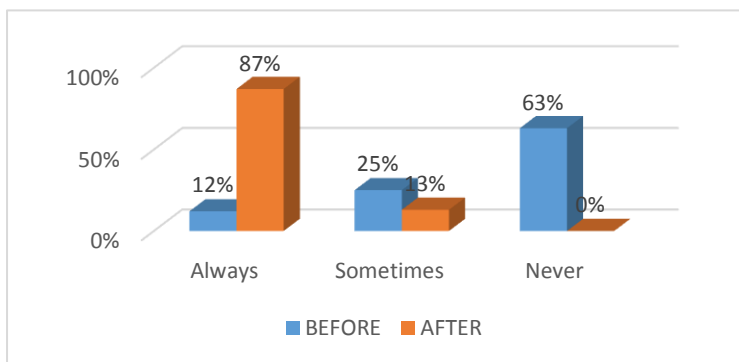
**Table 4.14: Interrelates their knowledge with peers**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	1	12%	7	87%
Sometimes	2	25%	1	13%
Never	5	63%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

**Graph 4.14: Interrelates their knowledge with peers**



**Source:** Table 4.14.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that a 12% of the students always interrelate their knowledge with their peers, while 25% sometimes and 63% never. After applying the manual is evident that 87% of the students always interrelate their knowledge and 13% at times.

### b. Interpretation

Very few students understood words and sentences in English so they had a number of difficulties in expressing themselves, therefore they did not interact their knowledge with other peers, so with the guidance and implementation of communicative strategies by teachers, led them to form knowledge through the interrelationship among peers.

## 15. Answers questions using verb “to be”

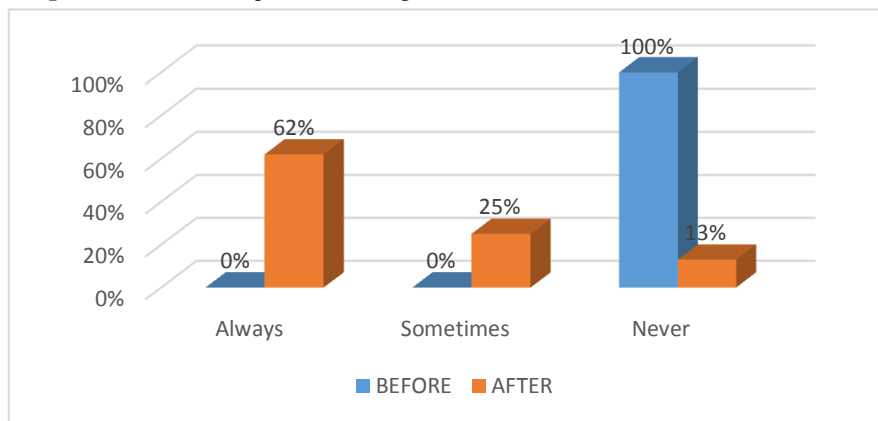
**Table 4.15: Answers questions using verb “to be”**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	0	0%	5	62%
Sometimes	0	0%	2	25%
Never	8	100%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

**Graph 4.15: Answers questions using verb “to be”**



**Source:** Table 4.15.

**Made by:** Luis Guadalupe

### a. Análisis

Once the observation was made to students before the application of the manual it was determined that 100% of the students never respond to questions using the verb to be. After applying the manual is evident that 62% of the students always respond to questions, 25% sometimes and 13% never.

### b. Interpretation

Students did not develop their intellectual capacity in the areas of English specifically in answering questions made by the teacher, to which the manual with communicative strategies called LGB Learning was implemented, in order to guide them to the applicability of the verb to be so they can answer questions by applying it.

## 16. Completes sentences according to the questions asked by the teacher.

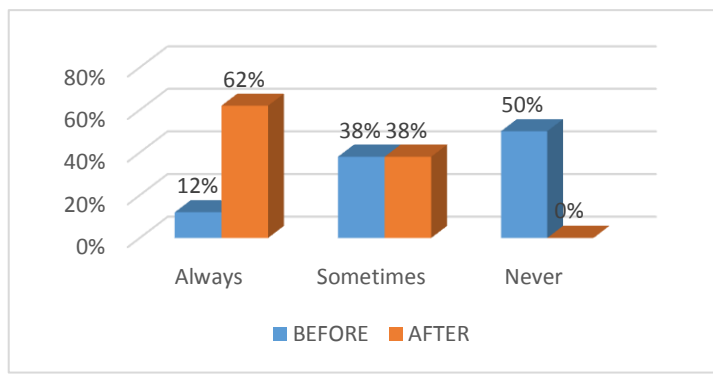
**Table 4.16: Completes sentences according to the questions asked by the teacher.**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
<b>Always</b>	1	12%	5	62%
<b>Sometimes</b>	3	38%	3	38%
<b>Never</b>	4	50%	0	0%
<b>TOTAL</b>		<b>8</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Arovich Association

**Made by:** Luis Guadalupe

**Graph 4.16: Completes sentences according to the questions asked by the teacher.**



**Source:** Tablet N° 4.16.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that a 12% of the students always complement sentences according to the questions posed by the teacher, while 38% sometimes and 50% never. After applying the manual is evident that 62% of the students always complement sentences and 38% sometimes.

### b. Interpretation

By applying the technique of complementing sentences students had difficulties in responding, so the teacher efficiently implemented the manual with communicative strategies to guide them to a proper development of the speaking skill of English and be able to get better in the process of questions and answers.

## 17. Identifies the question's structured by the teacher

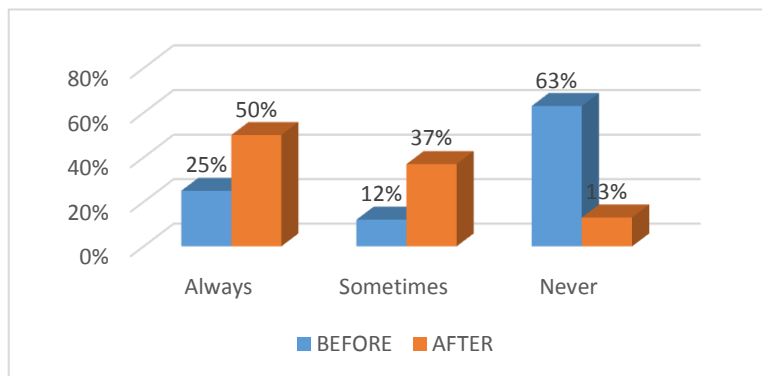
**Table 4.17: Identifies the question's structured by the teacher**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	2	25%	4	50%
Sometimes	1	12%	3	37%
Never	5	63%	1	13%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprdvich Association

**Made by:** Luis Guadalupe

**Graph 4.17: Identifies the question's structured by the teacher**



**Source:** Table 4.17.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 25% of the students always identify the structure of the questions asked by the teacher, while 12% sometimes and 63% never. After applying the manual is evident that 50% of the students always identify the structure of the questions, 37 % sometimes and 13% never.

### b. Interpretation

Initially blind students when hearing the teacher's pronounce a series of questions, were not able to determine its structure, so step by step they had to be guided towards a better understanding of English, with the use of questions and answers a better understanding was achieved, so they can be able to speak and pronounce English Words in a better way.

## 18. Asks questions in English to classmates.

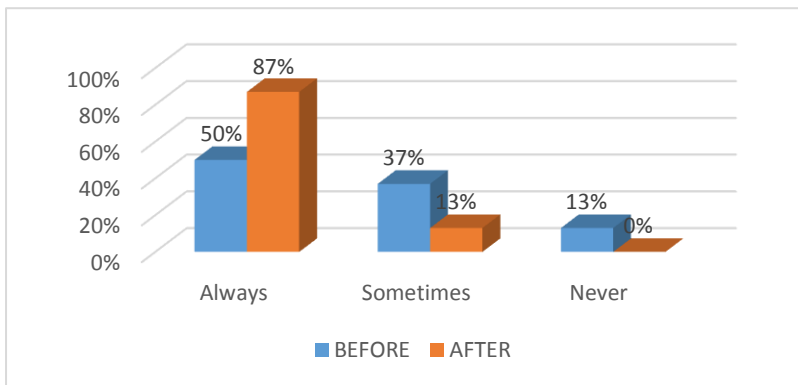
**Table 4.18:** Ask questions in English to classmates.

CHOICES	BEFORE		AFTER	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Always	4	50%	7	87%
Sometimes	3	37%	1	13%
Never	1	13%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association

**Made by:** Luis Guadalupe

**Graph 4.18:** Asks questions in English to classmates.



**Source:** Table N° 4.18.

**Made by:** Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that 50% of the students always performed their peers questions in English, while 37% sometimes and 13% never. After applying the manual is evident that 87% of the students always made questions to their peers and 13% at times.

### b. Interpretation

Before executing the manual, the blind students had difficulties to different questions in English made by their peers, for this reason it was important to guide them step by step, based on the manual with communicative strategies which helped them to understand different terms and structures of sentences and questions so they can questioning among peers.

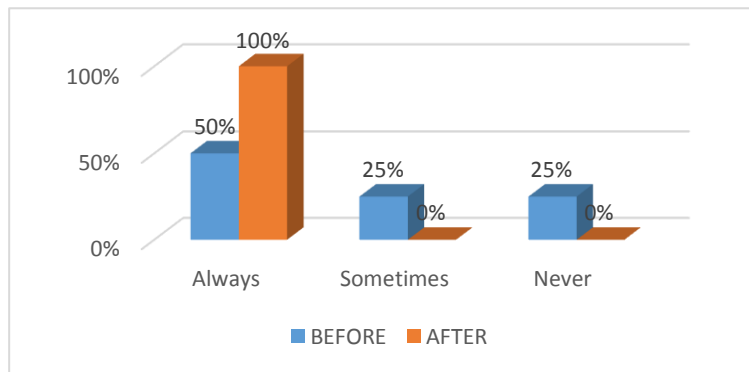
**19. Can comprehend the sentences' message according to the questions given.**

**Table 4.19: Can comprehend the sentences message according to the questions given.**

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	4	50%	8	100%
Sometimes	2	25%	0	0%
Never	2	25%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**Source:** Observation made to blind students of the Aprodvich Association  
**Made by:** Luis Guadalupe

**Graph 4.19: Can comprehend the sentences message according to the questions given.**



**Source:** Table 4.19  
**Made by:** Luis Guadalupe

**a. Analysis**

Once the observation was made to students before the application of the manual it was determined that 50% of the students always understand the message of the sentence as the question asked, while 25% sometimes and 25% never. After applying the manual it showed that 100% of the students always understand the message of sentence.

**b. Interpretation**

At first the students did not respond at the same message that every word had or sentence expressed in English which implies that they definitely had difficulties in this area, so it was important to implement the manual with communicative strategies to guide them to develop their capacity and comprehension so they can speak without any difficulty and not mentioning its translation and relevant message.



## 20. Demonstrates significant learning in English.

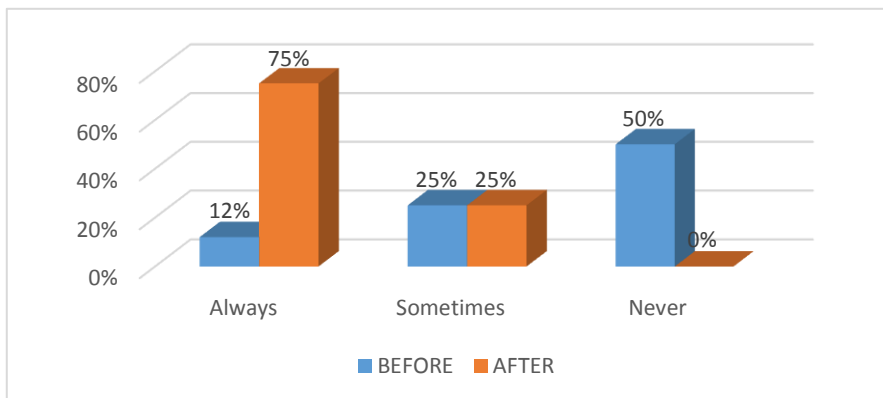
Table 4.20: Demonstrates significant learning in English.

Choices	Before		After	
	Frequency	Percentage	Frequency	Percentage
Always	1	12%	6	75%
Sometimes	3	25%	2	25%
Never	4	50%	0	0%
TOTAL	8	100%	8	100%

Source: Observation made to blind students of the Aprdvich Association

Made by: Luis Guadalupe

Graph 4.20: Demonstrates significant learning in English.



Source: Tabla 4.20.

Made by: Luis Guadalupe

### a. Analysis

Once the observation was made to students before the application of the manual it was determined that a 12% of the students always show significant learning English, while 38% sometimes and 50% never. After applying the manual is evident that 75 % of the students always show significant learning of English and 25 % sometimes.

### b. Interpretation

The process of learning English by blind students was a problem, because they could not understand and cope with others, to which is considered of great value the applicability of the manual with communicative strategies to guide students and thus help them understand better, and be able to handle a range of activities made by teachers and therefore be able to speak, where it is determined that they are showing a good level of meaningful learning.

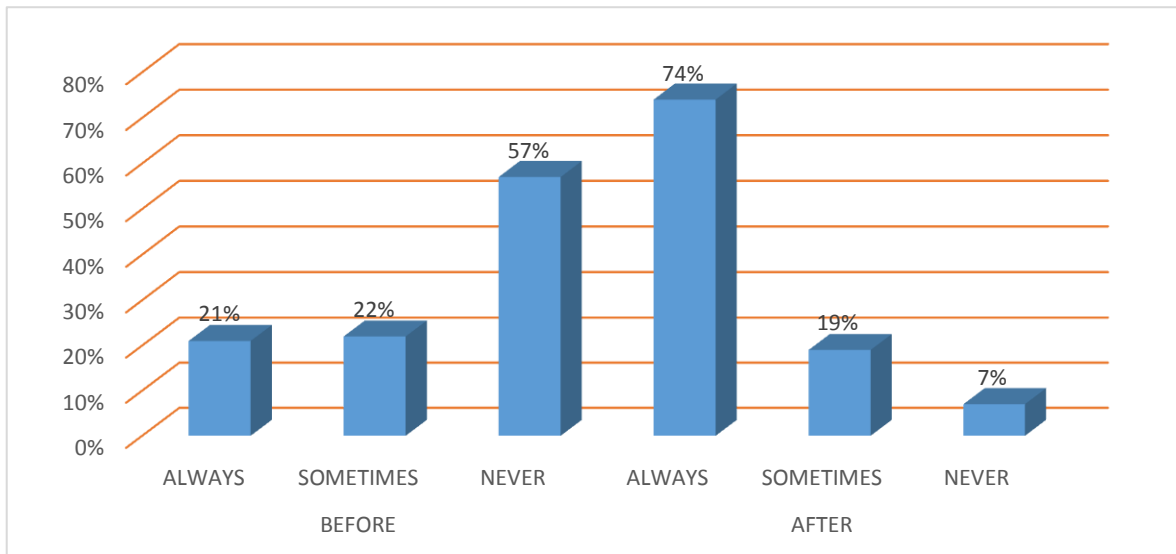
**4.1.1. Summary of results of observation made to blind students at APRODVICH Association before and after the application of the manual with communicative strategies called “LGB Learning”.**

**Table 4.21: Summary of results before and after the application of the manual.**

Hypothesis	Indicator	Before			After		
		Always	Sometimes	Never	Always	Sometimes	Never
VOCABULARY	Shows greater assimilation of English words	1	0	7	6	1	1
	A correct pronunciation of the words learned.	0	2	6	5	2	1
	Identifies English Words related to objects in their surroundings	2	1	5	7	0	1
	Progressively stores new words in their vocabulary	2	2	4	6	2	0
	Applies the new words of English in a conversation with their peers	2	3	3	5	2	1
	Correctly expresses the familiar words	5	2	1	8	0	0
	Repeats the English words expressed by their peers.	4	3	1	5	2	1
BASIC STRUCTURES	States English sentences by repeating what they hear.	0	1	7	4	3	1
	Identifies sentences in present, past and future.	0	2	6	5	2	1
	Uses the verb “to be” in sentences	0	0	8	6	1	1
	Understands the structured sentences	2	2	4	7	1	0
	Translates to Spanish the sentences heard	0	1	7	6	1	1
	Uses the verb “to be” in relation to learned words.	3	2	3	6	2	0
	Interrelates their knowledge with their peers.	1	2	5	7	1	0
WH-QUESTIONS	Answers questions using the verb “to be”	0	0	8	5	2	1
	Completes sentences according to the questions asked.	1	3	4	5	3	0
	Can identify the question’s structure performed by the teacher	2	1	5	4	3	1
	Makes questions in English to classmates.	4	3	1	7	1	0
	Can comprehend the sentences’ message according to the questions given.	4	2	2	8	0	0
	Shows significant learning in English	1	3	4	6	2	0
	<b>TOTAL</b>	<b>34</b>	<b>35</b>	<b>91</b>	<b>118</b>	<b>31</b>	<b>11</b>
<b>PERCENTAGE</b>	<b>21%</b>	<b>22%</b>	<b>57%</b>	<b>74%</b>	<b>19%</b>	<b>7%</b>	

Source: Observation to blind students at APRODVICH Association.

**Graphic 4.21:** Summary of results before and after



**Source:** Table 4.21.  
**Made by:** Luis Guadalupe

**a. Analysis**

The Observation performed to the students before the applying the manual determines that 21% of the students always develop the English speaking skill through the methodological strategies usage, while the 22% sometimes develops it and 57% never. After the manual application is evident that 74% of the students always develop the speaking English skill, 19% sometimes and 7% never.

**b. Interpretation**

According to the results that were obtained, it is evidence that the blind students of APRODVICH association have difficulties in the English area, precisely because they weren't using in an adequate way the communicative strategies, for this reason it was important to guide the teachers about the importance of the teaching and learning process through the use of vocabulary, a guidance based on basic structures and the use of questionnaires, which were later applied with the students in order to guide them to the development of the listening and speaking skill through interactive activities between students and teachers.

## 4.2. Hypothesis Testing

### 4.2.1. Verification of the first hypothesis

#### a. Logical Model

**Hi:** The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through vocabulary develops the speaking skill from blind students at APROVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

**Ho:** The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through vocabulary does not develop the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

#### b. Statistical Model

$$\chi_c^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The following symbols were used in the formula:

#### c. Symbology

$\chi_c^2$  = “Chi” Chi Square Calculated

$f_o$  = The frequency observed

$\chi_t^2$  = “Chi” Chi Square Tabulated

$f_e$  = The frequency expected

$\Sigma$  = The sum of

$\alpha$  = significance level

IC = Confidence Interval

GL= degree of Freedom

#### d. Significance Level

$\alpha$  = 0.05

IC= 95%

**e. Chi Square weighted calculation**

Columnas 3, Filas 2

GL= (Columns-1) (Rows-1)

GL= (3-1) (2-1)

GL= (2) (1)

GL= 2 Reading from the table

$\alpha = 0,05$

Confidence Level = 95%

$$\chi_t^2 = 5.99$$

**f. Rejection Zone**

$$X_c^2 < \chi_t^2 = H_i$$

$$X_c^2 \geq \chi_t^2 = H_o$$

The research hypothesis is accepted (Hi), si:  $X_c^2 > \chi_t^2$

**g. Calculation of the Chi square of students**

Table 4.22: General Table

<b>Communicative Strategies Vocabulary</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>TOTAL</b>
<b>Before</b>	29 16	11 13	16 27	56
<b>After</b>	29 42	11 9	16 5	56
<b>TOTAL</b>	<b>58</b>	<b>22</b>	<b>32</b>	<b>112</b>

Source: Square data overview

Made by: Luis Guadalupe

**h. Calculation of the expected frequencies**

$$E_{ij} = \frac{(n_i)(m_j)}{n}$$

$$E_{11} = \frac{n_1 - m_1}{n} = \frac{(56)(58)}{112} = 29$$

$$E_{21} = \frac{n_1 - m_1}{n} = \frac{(56)(22)}{112} = 11$$

$$E_{31} = \frac{n_1 - m_1}{n} = \frac{(56)(32)}{112} = 16$$

**i. Calculation of  $X^2$**

Chi data to find the square calculated of the students

**Table 4.2.2: Frequency Table**

<b>fo</b>	<b>fe</b>	<b>(fo - fe)</b>	<b>(fo - fe)<sup>2</sup></b>	<b>(fo - fe)<sup>2</sup> / fe</b>
16	29	-13	169	5,83
13	11	2	4	0,36
27	16	11	121	7,56
42	29	13	169	5,83
9	11	-2	4	0,36
5	16	-11	121	7,56
$\Sigma$				<b>27,5</b>

**Source:** Data of the square of  $\chi^2_c$  y  $\chi^2_t$

**Made by:** Luis Guadalupe

$$X^2_{cal} = 27,5$$

**j. Decision rule**

The research hypothesis is accepted (Hi)  $SI X^2_{cal} > X^2_{tab}$

$$X^2_{cal} = 27,5$$

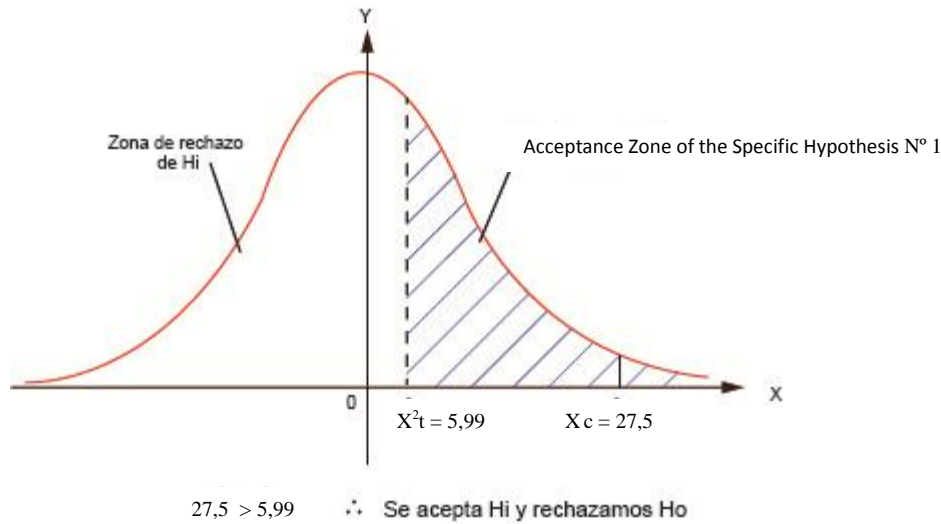
$$X^2_{tab} = 5,99$$

$$X^2_{cal} > X^2_{tab}$$

$$27,5 > 5,99$$

## GRAPH N° 4.22

### Acceptance Zone of the Specific Hypothesis N° 1



**Source:** Data of the square of  $\chi^2_c$  y  $\chi^2_t$

**Made by:** Luis Guadalupe

#### k. Conclusion

The value of  $X^2_{cal} = 27,5$ ; with 2 degrees of freedom and a level of 0,05 of significance level, it is obtained the  $X^2_{tab}$  of 5,99 and is in the rejection zone of  $H_0$ . This indicates that the null hypothesis is rejected  $H_0$  and the research hypothesis 1 is accepted, which is: The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through vocabulary develops the speaking skill from blind students at APROVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

## 4.2.2. Verification of the second hypothesis

### a. Logical Model

**Hi:** The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through basic structures develops the speaking skill from blind students at APROVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

**Ho:** The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through basic structures does not develop the speaking skill from blind students at APROVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

### b. Stastical Model

$$\chi_c^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The following symbols were used in the formula.

### c. Symbology

$\chi_c^2$ = “Chi” Chi Square Calculated	$f_o$ = The frequency observed
$\chi_t^2$ = “Chi” Chi Square Tabulated	$f_e$ = The frequency expected
$\Sigma$ = The sum of	$\alpha$ = significance level
IC = Confidence Interval	GL= degree of Freedom

### d. Significance Level

$\alpha$  = 0.05  
IC= 95%

### e. Chi square weighted calculation



Columns 3, Rows 2

GL= (Columns-1) (Rows-1)

GL= (3-1) (2-1)

GL= (2) (1)

GL= 2 Reading from the table

$\alpha = 0,05$

Confidence Level = 95%

$$\chi_t^2 = 5,99$$

**f. Rejection Zone**

$$X_c^2 < \chi_t^2 = \text{Hi}$$

$$X_c^2 \geq \chi_t^2 = \text{Ho}$$

The research hypothesis is accepted (Hi) SI  $X_{cal}^2 > X_{tab}^2$

**g. Calculation of the Chi square of students**

**Table 4.22: General Table**

<b>Communicative Strategies:</b>				
<b>Basic structures</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>TOTAL</b>
<b>Before</b>	<input type="text" value="23.5"/> 6	<input type="text" value="10.5"/> 10	<input type="text" value="22"/> 40	56
<b>After</b>	<input type="text" value="23.5"/> 41	<input type="text" value="10.5"/> 11	<input type="text" value="22"/> 4	56
<b>TOTAL</b>	<b>47</b>	<b>21</b>	<b>44</b>	<b>112</b>

**Source:** Square data overveiw

**Made by:** Luis Guadalupe

**h. Calculation of the expected frequencies**

$$E_{ij} = \frac{(n_i)(m_j)}{n}$$

$$E_{11} = \frac{n_{1-m_1}}{n} = \frac{(56)(47)}{112} = 23,5$$

$$E_{12} = \frac{n_{1-m_2}}{n} = \frac{(56)(21)}{112} = 10,5$$

$$E_{21} = \frac{n_{2-m_1}}{n} = \frac{(56)(44)}{112} = 22$$

**i. Calculation of  $X^2$**

Chi data to find the square calculated of the students

**Table 4.23: Frequency Table**

<b>fo</b>	<b>fe</b>	<b>(fo - fe)</b>	<b>(fo - fe)<sup>2</sup></b>	<b>(fo - fe)<sup>2</sup> / fe</b>
6	23.5	-17.5	306.25	13,03
10	10.5	-0.5	0.25	0,023
40	22	18	324	14,73
41	23.5	17.5	306.25	13,03
11	10.5	0.5	0.25	0,023
4	22	-18	324	14,73
<b>Σ</b>				<b>55.57</b>

Source: Data's of the square of  $\chi^2_c$  y  $\chi^2_t$

Made by: Luis Guadalupe

$$X^2_{cal} = 55.57$$

## j. Decision Rule

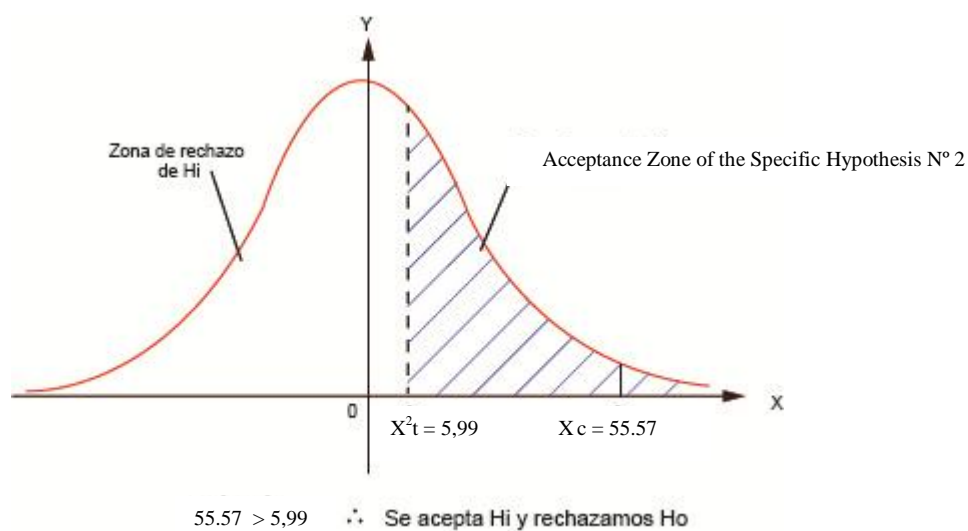
$$X^2_{cal} = 55.57$$

$$X^2_{tab} = 5.99$$

$$X^2_{cal} > X^2_{tab}$$

$$55.57 > 5.99$$

**Graphic 4.23:** Acceptance Zone of the Specific Hypothesis N° 2



**Source:** Square Data of  $\chi^2_c$  y  $\chi^2_t$

**Made by:** Luis Guadalupe

## k. Conclusion

The value of  $X^2_{cal} = 55.57$ ; with 2 degrees of freedom and a level of 0,05 of significance level, it is obtained the  $X^2_{tab}$  de 5,99 and is in the rejection zone of  $H_0$ . This indicates that the null hypothesis is rejected  $H_0$  and the research hypothesis 2 is accepted, which is: The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through basic structures develops the speaking skill from blind students at APROVICH, Riobamba, Chimborazo Province, during the term 2014-2015.

### 4.2.3. Verification of the third hypothesis

#### a. Logical Model

**Hi:** The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through Wh-questions develops the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the term 2014-2015

**Ho:** The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through Wh-questions does not develop the speaking skill from blind students at APRODVICH, Riobamba, Chimborazo Province, during the term 2014-2015

#### b. Statistical Model

$$\chi_c^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The following symbols were used in the formula:

#### c. Symbology

$\chi_c^2$  = “Chi” Chi Square Calculated

$f_o$  = The frequency observed

$\chi_t^2$  = “Chi” Chi Square Tabulated

$f_e$  = The frequency expected

$\Sigma$  = The sum of

$\alpha$  = significance level

IC = Confidence Interval

GL= degree of Freedom

#### d. Significance Level

$\alpha$  = 0.05

IC= 95%

#### e. Chi square weighted calculation

Columns 3, Rows 2

GL= (Columns-1) (Rows-1)

$$GL = (3-1)(2-1)$$

$$GL = (2)(1)$$

GL = 2 Reading from the table

$$\alpha = 0,05$$

Confidence Level = 95%

$$\chi_t^2 = 5.99$$

**f. Rejection Zone**

$$X_c^2 < \chi_t^2 = H_i$$

$$X_c^2 \geq \chi_t^2 = H_o$$

The research hypothesis is accepted (Hi)  $\text{SI } X_{\text{cal}}^2 > X_{\text{tab}}^2$

**g. Calculation of the Chi square for students**

**Table 4.22: General Table**

<b>Communicative Strategies:</b> wh questions	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>TOTAL</b>
<b>Before</b>	23.5 12	11.5 12	13 24	48
<b>After</b>	23.5 35	11.5 11	13 2	48
<b>TOTAL</b>	<b>47</b>	<b>23</b>	<b>26</b>	<b>96</b>

**Source:** Square data overview

**Made by:** Luis Guadalupe

**h. Calculation of the expected frequencies**

$$E_{ij} = \frac{(n_i)(m_j)}{n}$$

$$E_{11} = \frac{n_1 - m_1}{n} = \frac{(48)(47)}{96} = 23.5$$

$$E_{12} = \frac{n_1 - m_2}{n} = \frac{(48)(23)}{96} = 11.5$$

$$E_{21} = \frac{n_2 - m_1}{n} = \frac{(48)(26)}{96} = 13$$

**i. Calculation of  $X^2$**

Chi data to find the square calculated of the students

**Table 4.23: Frequency Table**

$f_o$	$f_e$	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
12	23.5	-11.5	132.25	5,67
12	11.5	0.5	0.25	0,021
24	13	11	121	9,31
35	23.5	11.5	132.25	5,67
11	11.5	-0.5	0.25	0,021
2	13	-11	121	9,31
$\Sigma$				<b>30,002</b>

**Source:** Data of the square of  $\chi^2_c$  y  $\chi^2_t$

**Made by:** Luis Guadalupe

$$X^2_{cal} = 30,002$$

### j. Decision Rule

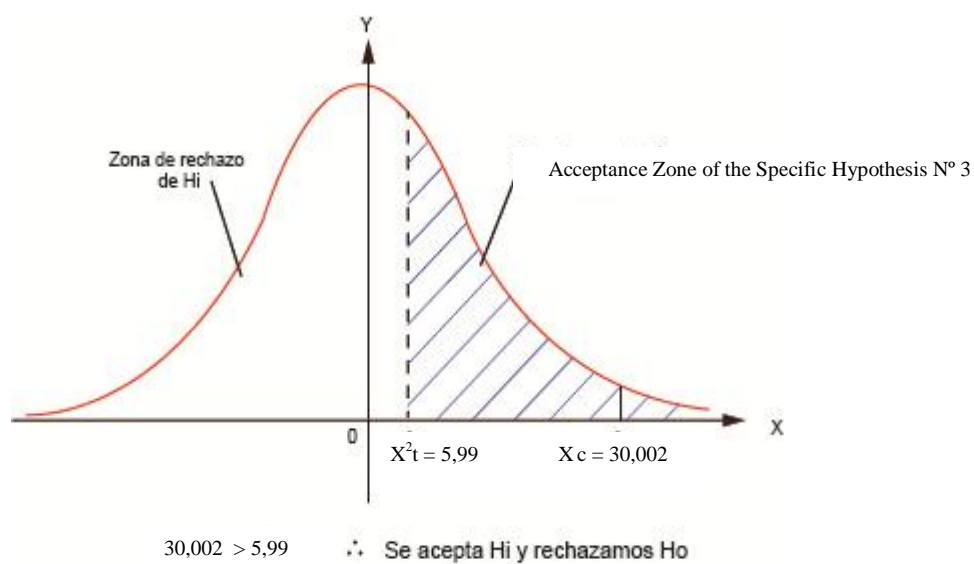
$$X^2_{cal} = 30,002$$

$$X^2_{tab} = 5,99$$

$$X^2_{cal} > X^2_{tab}$$

$$30,002 > 5,99$$

**Graphic 4.24:** Acceptance Zone of the Specific Hypothesis N° 3



**Source:** Data of the square of  $\chi^2_c$  y  $\chi^2_t$

**Made by:** Luis Guadalupe

### k. Conclusion

The value of  $X^2_{cal} = 30,002$ ; with 2 degrees of freedom and a level of 0,05 of significance level, it is obtained the  $X^2_{tab}$  of 5,99 and is in the rejection zone of  $H_0$ . This indicates that the null hypothesis is rejected  $H_0$  and the research hypothesis 3 is accepted, which is: The elaboration and application of a manual with communicative strategies based on Basic English called LGB Learning through Wh-questions develops the speaking skill from blind students at APROD VICH, Riobamba, Chimborazo Province, during the term 2014-2015

#### **4.2.4. Decision of the general Hypotheses**

The verification of the 3 specific hypothesis was conducted: in the first value of  $X^2_{cal} = 27.5$  is greater than  $X^2_{tab} = 5.99$ , in the second hypothesis the  $X^2_{cal} = 55.$  is greater than  $X^2_{tab} = 5.99$  and in the third hypothesis the  $X^2_{cal} = 30.002$  is greater than  $X^2_{tab} = 5.99$  the null hypothesis is rejected  $H_0$  and the 3 hypothesis from the research are accepted, testing the general hypothesis that says: The elaboration and application of a manual with communicative strategies called LGB Learning develops the speaking skill of Basic English from blind students at APRODVICH association, in Riobamba city, during the term 2014-2015.



## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- The implementation of communicative strategies “LGB Learning” allowed the blind students to direct themselves to develop the speaking skill of Basic English through vocabulary exercises, which started from a set of different activities to improve their listening and speaking skills. In which the teacher demonstrated similarities of the objects being learned to those objects from their surroundings. A constant repetition of words being learned and a dialogue within peers is necessary to develop an appropriate pronunciation.
- The activities associated to the manual, linked to the acquired knowledge during the teaching-learning process of English, focusing on the communicative strategies called “LGB Learning,” on which the structure of sentences were made. In these activities the blind students had to listen and repeat the sentences given, then they had to identify the type of structure, repeat it and practice it with their peers. Moreover, they had to use the sentences and therefore, translate them into Spanish which later lead to a conversation among students guided by the teacher. The use of these activities are important strategies that will help the blind students reach the learning of Basic English.
- The use of the communicative strategies called “LGB learning”, allowed the blind students to be active and motivated in learning Basic English, in which the use of Wh-questions was performed where the students had to respond to questions using the verb to be, and the basic structures by completing sentences made by the teacher and later apply them among the rest of the students in an attempt to progressively achieve meaningful learning.

## 5.2. RECOMMENDATIONS

- It is recommend to implement the communicative strategies called “LGB Learning and the ladder of vocabulary” since it enables blind students to direct themselves to develop the speaking skill of Basic English in which the teacher should start by improving the skills of listening and speaking in order for blind students to be able to understand and assimilate new vocabulary. Furthermore, the teacher in the teaching-learning process should be interacting with the vocabulary and the sentences within their surroundings. The use of word repetition, sentences and questions should always be practiced among teachers and students to guarantee a successful learning.
- It is important that teachers give a proper use to the manual focuses on communicative strategies called “LGB learning” through basic structures so they can start linking the acquired knowledge during the teaching-learning process of English and be able to structure sentences where the blind students have the opportunity to listen and repeat as well as to identify the verbs and the sentences given by the teacher, by being able to repeat them. Finally, the teacher should always motivate the students to speak out and interact with their peers and be able to feel much more comfortable to translate the sentences into Spanish.
- Teachers should be considered as an important contribution to the educational process of blind students in the development of speaking skill of Basic English through the use of the manual with communicative strategies called “LGB learning” since it allows them to achieve meaningful learning. As a matter of fact, the teacher must apply the manual of the wh-questions with their students as a technique of making and answering questions through the use of vocabulary and basic structures. Finally, the teacher in a verbal way, should guide them by giving them instruction to fill in the sentences using the correct vocabulary and structure, creating meaningful learning between teachers and students.

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## ANNEX 1

### LOGICAL MATRIX

<b>FORMULACIÓN DEL PROBLEMA</b>	<b>OBJETIVO GENERAL</b>	<b>HIPÓTESIS GENERAL</b>
¿Cómo la elaboración y aplicación de un manual con estrategias comunicativas LGB Learning desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015?.	Determinar que la elaboración y aplicación de un manual con estrategias comunicativas LGB Learning desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.	La elaboración y aplicación de un manual con estrategias comunicativas LGB Learning desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.
<b>PROBLEMAS DERIVADOS</b>	<b>OBJETIVOS ESPECÍFICOS</b>	<b>HIPÓTESIS ESPECÍFICAS</b>
¿Cómo la elaboración y aplicación de un manual con estrategias comunicativas LGB Learning a través del vocabulario desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015?.	Demostrar cómo la elaboración y aplicación de un manual con estrategias comunicativas LGB Learning a través del vocabulario desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.	La elaboración y aplicación de un manual con estrategias comunicativas LGB Learning a través del vocabulario desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015
¿Cómo la elaboración y aplicación de un manual	Evidenciar cómo la elaboración y aplicación de	La elaboración y aplicación de un manual con

<p>con estrategias comunicativas LGB Learning a través de estructuras basicas desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015?.</p>	<p>un manual con estrategias comunicativas LGB Learning a través de estructuras básicas desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.</p>	<p>estrategias comunicativas LGB Learning a través de estructuras basicas desarrolla el habla del Inglés básico de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.</p>
<p>¿Cómo la elaboración y aplicación de un manual con estrategias comunicativas LGB Learning a través del uso de las wh-questions basadas en Inglés básico desarrolla el habla de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015?.</p>	<p>Comprobar cómo la elaboración y aplicación de un manual con estrategias comunicativas LGB Learning a través del uso de las wh-questions basadas en Inglés básico desarrolla el habla de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.</p>	<p>La elaboración y aplicación de un manual con estrategias comunicativas LGB Learning a través del uso de las wh-questions basadas en Inglés básico desarrolla el habla de los estudiantes no videntes de la asociación APROVICH, ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2014-2015.</p>

## ANNEX 2

### OBSERVATION FORM FOR STUDENTS

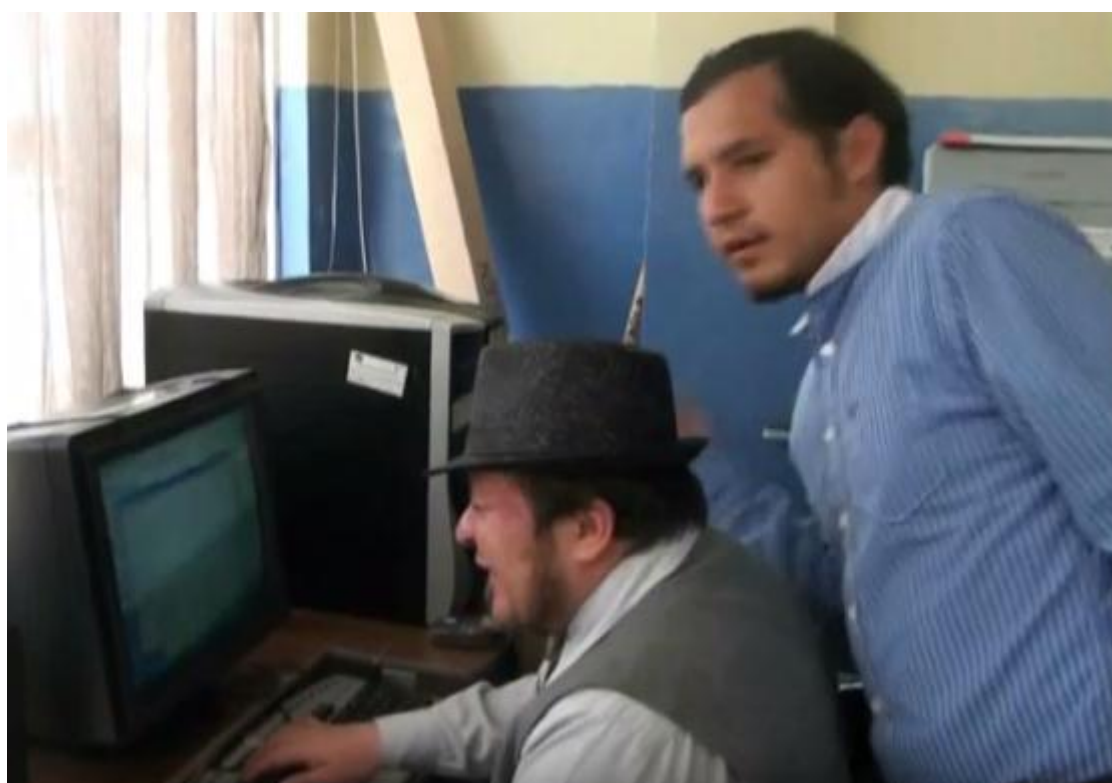
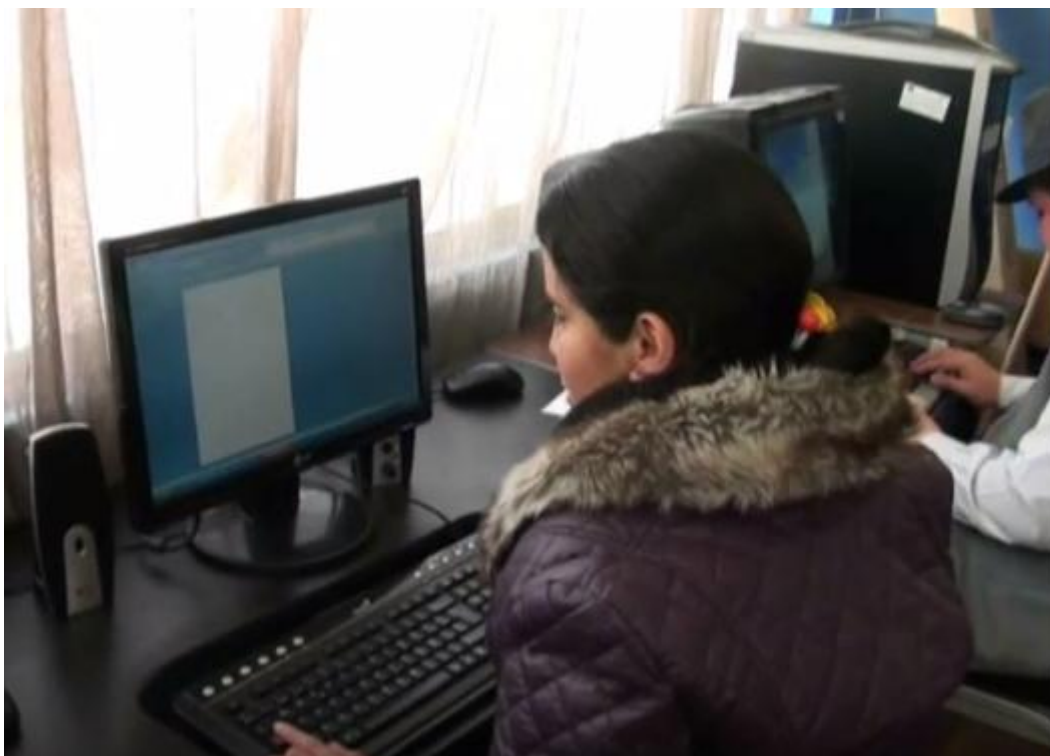
#### UNIVERSIDAD NACIONAL DE CHIMBORAZO

**OBJECTIVE:** Identify the level of the English Language Development Based on Communicative Strategies  
“LGB Learning”

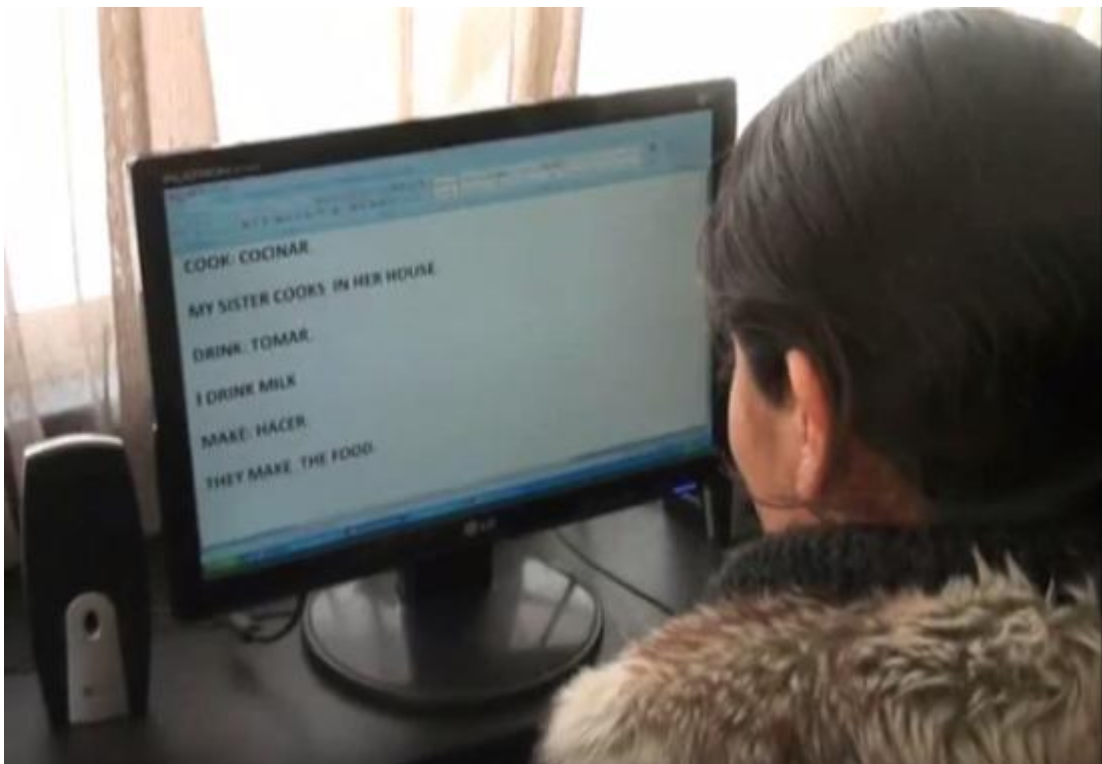
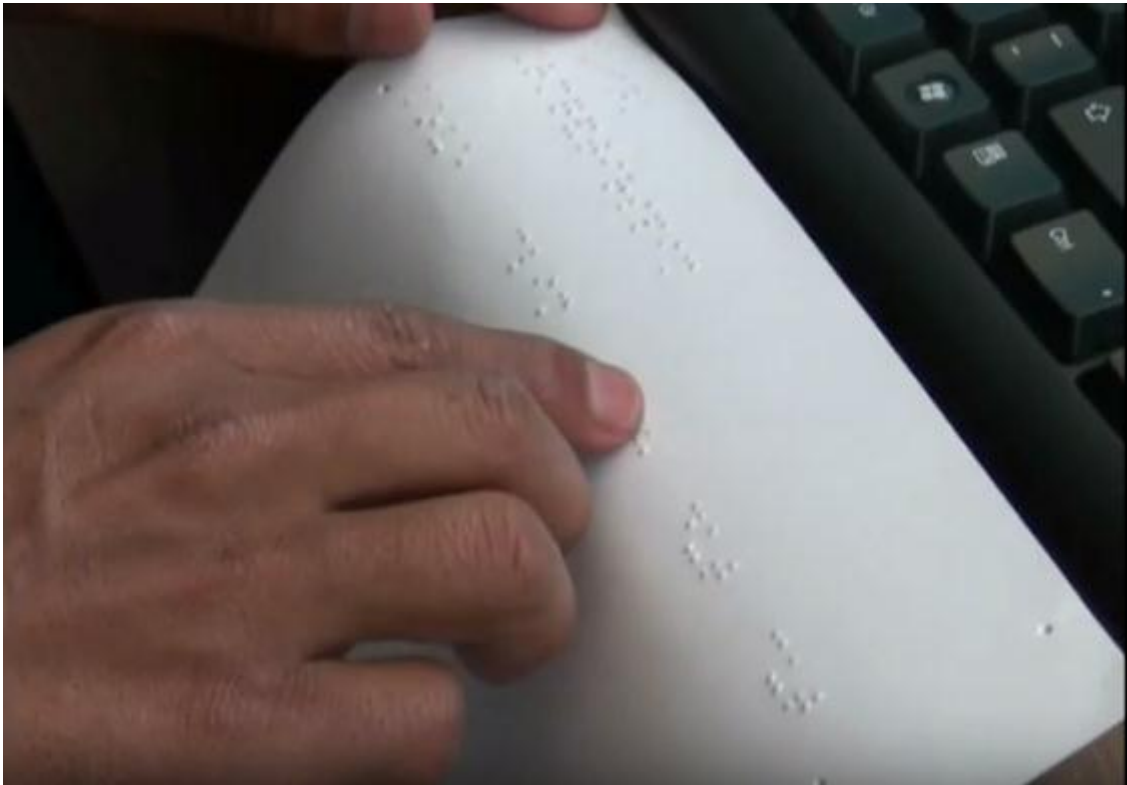
Hypothesis	Indicator	Before			After		
		Always	Sometimes	Never	Always	Sometimes	Never
<b>VOCABULARY</b>	Shows greater assimilation of English words						
	A correct pronunciation of the words learned.						
	Identifies English Words related to objects in their surroundings						
	Progressively stores new words in their vocabulary						
	Applies the new words of English in a conversation with their peers						
	Correctly expresses the familiar words						
	Repeats the English words expressed by their peers.						
<b>BASIC STRUCTURES</b>	States English sentences by repeating what they hear.						
	Identifies sentences in present, past and future.						
	Uses the verb “to be” in sentences						
	Understands the structured sentences						
	Translates to Spanish the sentences heard						
	Uses the verb “to be” in relation to learned words.						
	Interrelates their knowledge with their peers.						
<b>WH-QUESTIONS</b>	Answers questions using the verb “to be”						
	Completes sentences according to the questions asked.						
	Can identify the question’s structure performed by the teacher						
	Makes questions in English to classmates.						
	Can comprehend the sentences’ message according to the questions given.						
	Shows significant learning in English						
	<b>TOTAL</b>						
	<b>PERCENTAGE</b>						

**ANNEX 3**

**PICTURES FROM THE APRODVICH ASSOCIATION**







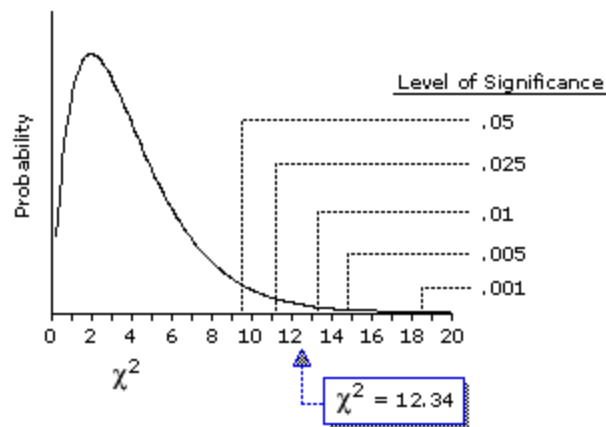
ANNEX IV

CHI SQUARE TEST

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

$\chi^2$  = the test statistic       $\sum$  = the sum of

O = Observed frequencies    E = Expected frequencies



Level of Significance (non-directional test)

df	.05	.025	.010	.005	.001
4	9.49	11.14	13.28	14.86	18.47

critical values of chi-square for **df** = 4