

Note of Acceptance

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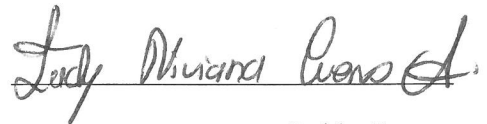
ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

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ABSTRACT

During the training process as future English teachers, it was possible to observe that there are many challenges teachers have to face in the different classrooms they are assigned to teach their classes. One of them was that in the English classes at Uniminuto, where students with diverse abilities and regular ones attend to this course in a same classroom, it was hard for students with visual difficulties to do the activities proposed for the classes. It was because the book was an essential aspect in the classes and, as they have a visual limitation, they could not follow the class in the same way as their sighted peers and, therefore, they were not able to do the activities in the same way.

This research project was carried out with the aim of examining the contribution that using adapted materials made to teaching English to blind and visually impaired students. In order to know that, there were created some activities according to the topics that had to be taught in the course and there were designed materials for all students that helped them develop the activities proposed for the classes.

The results of the implementation were satisfactory because the collected data reflected that materials helped students develop the activities in an easier way and the learning of the foreign language was more effective. Additionally, it was observed that materials promoted inclusion awareness in the classroom and students felt more motivated towards the learning of the foreign language so all of them were more engaged in the classes and participated actively.

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INTRODUCTION

During the English classes in mixed classrooms, where participants were regular students (people without any kind of medical conditions) and students with a Special Educational Need (SEN) in the same classroom at Corporación Universitaria Minuto de Dios, it was possible to notice that students with visual difficulties did not have good proficiency in the foreign language. It was due to the lack of proper materials and activities available for them because the materials for teaching English as a foreign language were designed only for the regular students or groups that did not present any type of SEN.

Additionally, the activities proposed to be developed in the classes involved images or texts to be used during the development of the class, being that one the most difficult problems faced by the blind students. This was detected through a needs analysis made by the researchers in which some blind students were interviewed about the most important aspects that they considered an impediment at the moment of learning a foreign language.

The way to teach the foreign language to all students mainly emphasized on grammar aspects and on giving the same instructions in the same way to everyone inside the classroom, without taking into account the SEN that some students could have. It was since this point, that it was proposed the idea to design some activities and adapt materials for teaching English in a mixed classroom.

In order to overcome the limitations that were presented in the teaching process and, at the same time, use the abilities that these students had, it was proposed the design of more

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dynamic activities in which students had to interact by putting into practice the topics they had learned in their English classes. Also, for carrying out the activities, researchers adapted different materials which allowed students, mainly the ones with visual difficulties, to develop the activities and understand the topics more easily. Communicative Language Teaching was the teaching-learning approach taken into account for designing the activities and for adapting the materials, because it emphasized on the use of communication as a tool to acquire a foreign language. In turn, it encouraged the teacher to use realia and other kind of materials that allowed him to have a better teaching process of the foreign language.

Firstly, to carry out this project, it was organized in the following way. In the first chapter, the justification showed the importance of this research based on the educational field, regarding the need analysis done at Corporación Universitaria Minuto de Dios, in which it was demonstrated that the current language teaching approaches, and activities that had been proposed for teaching to students with visual limitations did not work properly for being applied in mixed classrooms and for them. In addition, the statement of the problem, the research questions, and the research objectives were presented in this part, because those were the main points for developing this research study.

In the second chapter, the literature review and the theoretical framework were presented. In the first one, three research studies were shown; they provided to this paper with theoretical support for carrying out this project. In the second one, the key concepts for the research study Special Educational Needs (SEN), within this Blindness and Visual impairment, Mixed Ability Classroom, Material Design to Blind students and Communicative Language Teaching (CLT),

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were explained and described in a detailed way including the definitions and ideas given by different authors.

The research design was the third chapter in which the paradigm, the type of study, the participants and the instruments were described, this with the objective of explaining the research approach that guided the researchers. Also, it was presented in order to give the main features of the population that was managed, as well as the context in which the study was conducted. At the same time, the data collection instruments and the ethics were presented.

After the mentioned foregoing, the instructional design was introduced being this one the fourth chapter. The description of the sessions with their respective materials and activities were explained, as well as the way in which the data was collected in each of these sessions in order to achieve the research's objectives.

Followed by this, the data analysis chapter was presented. In this chapter, the researchers presented the categories and its respective sub-categories that were found after the implementation sessions. Also, there were shown the opinions and perspectives that the participants mentioned about the use of the adapted materials in the mixed classroom.

Finally, in the sixth chapter the conclusions and the major findings of the complete process that was carried out during the research were presented, as well as the implications that were involved when conducting a research emphasized on the students with visual difficulties. Additionally, some ideas were suggested as further research and the limitations faced during the process were also described.

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CHAPTER 1

Justification

“They didn't understand [referring to psychologists at the time] that a handicap is not just an impoverished psychological state, but also a source of wealth, not just a weakness but a strength. They thought that the development of blind child centers on his blindness. The psychology of blindness is essentially the psychology of victory over blindness”. Vygotski (quoted by Santana, 2013)

Vygotski (1993) gave a clear idea that blind people ought to be considered equally as a person who did not present any type of Special Educational Need (SEN). In the educational field, it needed to be understood that these people had the same abilities as their sighted peers and that they could be taught in any field of education. Also, that blind people should not be considered as disabled, however, they should be regarded as a source of inspiration because, even though they had a physical diverse ability, they were able to develop the same cognitive abilities and achieve almost all the goals that they set for themselves, without regard their limitations and sometimes the judgment of the society in which they lived. It was also necessary to take into account that nowadays and globally, the topic of inclusive education was being dealt, therefore governments were including this plan into their policies.

Thence, the importance of this research study resided in the recent development of educational policies and, at the same time, in the evolution of society in terms of education, and the desire of an advanced community in which inclusion and the plan of bilingualism take place.

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In relation to the previous statement, The Ministry of National Education of Colombia (2004) claimed that in inclusive education, it was important to involve and give an equal education for all children, despite their physical and cognitive abilities; it meant that children with special educational needs had the same right to be educated as regular students. Teachers who give classes in mixed classrooms need to have a special training to be able to cope with all the situations that could arise in this kind of classroom but, according to Efstathiou & Polichronopoulou (2015) , only 30% of teachers who teach to blind students had certified knowledge of Braille, therefore children with special educational needs who required an adaptation of the existing materials and activities to their difficulties, did not receive an appropriate teaching way which fulfilled their needs. Thus, the importance of this research resided in the creation of activities and materials that teachers could implement in mixed classrooms without the need to have a special training to teach to this population.

With this project, researchers aimed to contribute to the English language learning of students with visual difficulties by using adapted materials in mixed classrooms at Corporación Universitaria Minuto de Dios. It was possible to notice that blind and visually impaired students had the need and desire of being able to communicate; it meant that they did not need to have a specific focus on grammatical aspects. For that reason, it was necessary to include the Communicative Language Teaching for creating the activities and for designing and adapting the materials that were going to be used by all the students, with the aim of contributing to the English language learning and of allowing blind and visually impaired students to have an easier learning process.

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Statement of the problem

Most of the difficulties that blind and visually impaired students faced at the moment of learning a foreign language occurred because the use of the students' book and workbook seemed to be essential in the English classes. As they presented a visual limitation, it was not possible for them to see and describe the images shown in the book; also, they could not read texts that were presented in this type of materials, so they were not able to do the activities and assignments proposed for the classes in the same way as their classmates.

The mentioned above was said in an interview used as a needs analysis done at the Corporación Universitaria Minuto de Dios to blind students from different programs, in which the students argued that the English courses that they had attended were difficult to understand due to the lack of materials that could help them to comprehend the topics presented in the classes and the lack of activities that involved them in the normal development of the classes taking into account their SEN. Bearing in mind this, it was possible to confirm that students with blindness and visual impairment who attended to classes with regular students, did not receive an appropriate way of teaching because of the lack of materials that could be applied in a mixed classroom by the teacher, with the aim of helping them overcome the problems they faced at the time of learning a foreign language.

It is necessary to mention that Centro de Idiomas Rochereau and DAES (Dirección de Asuntos Estudiantiles), which was the office that assigned and gave tutoring sessions to students with academic difficulties, offered personalized accompaniment to students with Special

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Educational Needs who presented difficulties with the topics studied in English classes; they helped students to understand the topics previously studied in the classes and blind and visually impaired students showed a progress, but the ideal would be that these students made the same progress in the classes by achieving the aims proposed for it. It must be remembered that this tutoring sessions are not mandatory and could only be scheduled if the student wants that support.

Research Question

What are the contributions of using adapted material for teaching English to blind students in mixed classrooms?

General Objective

- Examine the contributions of adapted material for teaching English to blind students in a mixed classroom.

Specific Objectives

- Develop adapted materials for teaching English to blind students in a classroom where there were regular and blind students (mixed classroom).
- Analyze the use of adapted material to blind students in the mixed classroom.
- Evaluate the use of adapted material for teaching English to blind students in the mixed classroom.

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CHAPTER 2

Literature Review

This literature review shows the different approaches, materials and strategies that have been used to teach the L2 to students with blindness in different contexts. At the same time, the following studies contain guidelines to know how to design activities and materials for blind students which were the main focus of the research. This chapter aims to prove that, according to different authors, it is possible to promote meaningful learning for these students through the use of appropriate material.

Morrow's (1999) research, which was entitled "Blind secondary and college students in the foreign language classroom: experiences, problems, and solutions", focused on the types of challenges that blind students faced in their process to learn a foreign language and how their teachers dealt with them in nonspecialized classrooms. Also, the study described the strategies used by blind students, such as memorization of grammatical structures, listening exercises, group interaction activities, use of tape recorded tools (books, guidelines, wordlist) and speaking aloud, to learn a foreign language, to create the possible solutions to be used for teachers with the objective to build an environment where teachers and students could feel the experience of teaching-learning a foreign language in a more interesting way.

Through this case study, it was possible to identify the perceptions of learning a foreign language and the strategies that blind students used to overcome the problems that they face at the moment to learn a foreign language having a Special Educational Need. Using interviews in a

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group of five blind students, and in turn interviewing to their foreign language classroom teachers and the teachers of blind and visually impaired, Morrow (1999) found that “When blind students had access to adaptive technology that was capable of producing accurately-written foreign characters, they were able to communicate with their teachers in a written format independent of assistance. When such technology was not available, however, problems arose” (p.166). This lack of adaptive technology and the dependence of blind students to their sighted peers at the moment of doing any kind of written activity, produced that all of the participants in this research study, wanted to communicate in an oral way showing that one of the most used strategies to learn a foreign language is through the listening ability, using recordings and writing materials modified to be listened; being this strategy to learn a better tool for both, students and teachers. In addition, this strategy produced students’ confidence and it also made them feel more self-sufficient at the moment of learning a foreign language.

At the same time, this study highlighted the importance of the attention that teachers must pay to “adapting existing foreign language learning strategies to meet the needs of the student who is blind.” (Morrow, 1999. p. 190). When the teacher used their knowledge about methodologies of teaching-learning in the English field, they could identify the strategies that fit best to the necessities of blind population and also, in that way, the teacher is going to be able to combine different methods to produce a strategy that helps the learning process of a foreign language in the blind students giving them the possibility to learn it considering their SEN’s.

Bearing in mind the idea to adapt the existing foreign language learning strategies, it was necessary to include the study done by Araluc (2002) called Teaching English as a Foreign

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Language to Blind and Visually Impaired Young Learners: *The Affective Factor*, because it added information about adapted materials for blind students and how it contributed in the students' attitudes towards the foreign language learning. Araluc created an environment in which blind, visually impaired and their sighted peers had the same opportunities at the moment of learning a foreign language and in that case, their mother tongue, too. This was possible through the creation of a set of materials that helped students adapt their SEN to a mixed classroom, those materials involved to blind and visually impaired students in the class giving them the opportunity to participate and at the same time, the materials gave these students bases to comprehend the topic, motivating them to learn the two languages.

The participants of Araluc's qualitative research were ten blind and visually impaired students aged six-eleven attending mainstream schools, that at the beginning of the study, demonstrated poor academic results, due to the lack of appropriate material that produced in them a negative attitude towards the learning of a language. The principal aim of this study was to prove that "Blindness does not hamper second language acquisition" (Araluc, 2002, p.119). Leaving aside the people's thoughts about that a disability produced in a person an inappropriate development of their educational qualities. It was possible to demonstrate that any type of disability did not interrupt the process of acquiring knowledge and, this research study showed it at the moment of teaching the second language to blind students. At the same time, Araluc (2002) demonstrated that using the proper materials and putting into practice a strategy that focused on their sensory difficulties, in that case the affective factor, these students could improve both their academically aspect and their attitude towards learning.

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The materials mentioned below were designed taking into account that blind and visual impaired students learn through the sense of touch. Araluc (2002) using materials like Velcro fabrics, plastic, textured surfaces, and at the same time using different shapes, was able to create a set of tactile activities that everyone could enjoy. The activities that Araluc (2002) designed, consisted in developing in students their creative abilities using instructional material, that they could use as a guideline. One example of this was the use of The Dinosaur set puzzle, in this activity, firstly, the students had to recognize the parts of the dinosaur (long neck, sharp teeth, three horns, soft wings) in a cardboard to understand how it was formed and then the same cardboards were dissembled and mixed up, the students had to reorganize the puzzle taking into account that each part of the dinosaur had a specific texture and shape. In turn, some of those activities were combined with artistic activities related to music and sculpture to create more interest in the students for the class.

In addition to the activity previously mentioned, storytelling and story-inventing took an important part in the Araluc's study, because those two types of activities encouraged students to participate in an oral way showing their creativity abilities, because "they are motivating activities that help develop a positive attitude towards language learning" (Ellis & Brewster, 1991; Wright, 1997 cited by Araluc, 2002, p. 193). When those activities made emphasis on motivation, blind students demonstrated a better attitude to the learning of a foreign language and showing improvement in the process of learning through their oral skills. The application of those activities taking into account the affective factor, theory which made emphasis on

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motivation, self-confidence and anxiety that decide the learning of the second language (Ni, 2012), produced a meaningful increase in the forms of oral expression of blind students.

The results of this study showed that students had a positive attitude towards English classes and the materials mentioned above, they seemed to understand better the topics and feel motivated with the class. Also, all students (visually impaired, blind and their sighted peers) showed a positive attitude towards the fact that they were in a mixed classroom and they expressed they were not uncomfortable with that.

One of the most important results of the research was the big advantage that blind students had in the appropriate use of language regarding their sighted peers. According to an evaluation, blind students obtained a score of 4.5 in the pronunciation of the new language and 3.2 in the proper use of language, winning to their sighted peers with a difference of five points, in a scale of zero to five. Firstly, this demonstrated that blind students could talk in an appropriate form taking advantage of this and, at the same time, making a good use of language. Secondly, it showed how through the use of a methodology that emphasized on their abilities, the listening and the speaking skills, and on encouraging students to participate together with their classmates working in groups to overcome the difficulties that present the blindness, the learning of a foreign language is more successful due to that these students could realize that they were able to participate in the same way that their sighted peers through the use of materials that emphasize in their SEN.

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To conclude, the most important contribution of this study was the way in which the materials for teaching English to blind and visually impaired students were developed. The materials designed by Araluc were developed taking into account the topic of the class and the fabrics that were used for an easy recognition by the blind and visually impaired students, giving to researchers the theoretical bases to develop the materials that were going to be created in this study. The use of those materials was the clue to produce in this population a successful learning of English as Araluc (2002) affirmed:

This material is a highly useful tool for TEFL... as it improves the motivation of these pupils to study languages, it promotes their desire to learn in general and it creates greater opportunities for social interaction between impaired and non-impaired students. (p.225)

In addition, real information obtained from five observations of English classes that the author did about how teachers managed the challenge to teach in a mixed classroom, provided another contribution. It mentioned that some teachers were very enthusiastic towards their students with visual difficulties and devoted too much time preparing and adapting activities. Those activities were taken from activities used with regular students, texts and tests were passed to a listened form, but it was time consuming and in some cases, it did not give the expected result.

Finally, through the study called Beyond the “Handicapped” Label: *Narrating Options to Teach Foreign Languages to Blind and Visually Impaired Students*, Arenas (2012) explained the way that she, after learning Braille, could help her blind students to overcome the difficulties

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presented at the moment of learning a foreign language, in that case, the learning of French. Arenas' main objective was to demonstrate that using adaptable material to blind and visual impaired students, learning a foreign language was possible for this population.

The adapted materials mentioned above consisted in taking the listening activities that regular students used in their foreign language class and on converting them in slow versions, this permitted that blind and visual impaired students could understand what was being said in the recordings. After the use of the slow versions, the students were exposed to the regular activities, like debates, pair work, and group discussions, which were used in a mixed classroom to permit them the possibility to have contact with the real versions of the activities. The purpose of this was to allow those students to study like their classmates did, and at the same time, to integrate blind and visually impaired students in regular academic groups.

After working with the students that motivated her to create strategies and materials to teach a foreign language in the Universidad Industrial de Santander (UIS) , the conclusion of this study was that using the appropriate adapted material, it was possible to improve the communicative abilities in blind and visually impaired students in the process of learning a foreign language and simultaneously, it demonstrated that it was necessary for teachers to adapt materials due to the lack of information concerning the comprehension of the learning process in this population.

All of the research studies made emphasis on the importance to adapt and create materials to teach a foreign language to Blind and Visually Impaired students, because all the

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results of the studies conclude that this population demonstrates a better attitude and performance towards the learning of a foreign language using materials that help them in their learning process. In addition, the research studies previously presented, encourage researchers to create materials taking into account the necessities and abilities this population has.

In turn, the implementation of this type of materials permitted to create a learning environment in which blind, visually impaired and sighted students can participate at the same time and in the same classroom avoiding the discrimination problem inside of it. At the same time, all of the research studies gave a great importance to the listening and speaking abilities because all the results of the studies could conclude that Blind and Visual Impaired students demonstrated a good ability to learn a foreign language through the development of those two skills despite that all the studies worked with different population (children, teenagers, and adults).

Theoretical Framework

In order to conduct this research study, it was necessary to present the definitions that were going to be taken into account. In the first place, a definition of Special Educational Needs (SEN) was given to make a contextualization about this huge field; within this concept, blindness was explained as this is one of the SEN. In this part, a distinction between blindness and Visual Impairment (VI) had to be made because these two needs are in the group of sensory difficulties and it was necessary to understand clearly the difference between them in order to know if the activities and materials that researchers were going to implement contributed differently,

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depending on their visual difficulty. In the second place, the concept of Mixed Classroom was given due to that was in this type of classroom in which the materials and the activities that were developed by the researchers were applied.

At the same time, the definition of Material Design was included, being this one the most important concepts for this research study, due to it is necessary to know what is considered as the design of materials and at the same time to know which are the principal bases of creation and design of it, for the development of the resources that were used through the instructional design.

Finally, a definition of Communicative Language Teaching (CLT) was given, due to this was a useful approach for teaching a foreign language to students with blindness, considering that its goal was to develop the communicative ability in students and it did not focus on grammar aspects. Besides, this concept (CLT) was included in this study because it was going to be the theoretical basis to design the activities that facilitated the learning of a foreign language in blind students.

Special Educational Needs (SEN).

According to the Department of Education UK (2015), a Special Educational Need refers to a learning difficulty. A child with a SEN may present any of the following characteristics:

- Has a significantly greater difficulty in learning than the majority of others of the same age.

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- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

In this study, the author also claims that students who have some difficulties in understanding a foreign language or a language used in classes different from the one they learned at home, should not be regarded as students with SEN.

Among all the difficulties indicated by the Department of Education UK, there can be found different types of difficulties, as Minati (2013) pointed out “The term *special needs* deals with different aspects: cognitive and learning disabilities; social, emotional and behavioral qualities; communication and interaction; sensory, physical and medical conditions.” (p. 46). This explained that there is a big diversity of areas in SEN, these areas have in turn some other branches that are classified depending on the kind of need that it is. One example of this is that within the group of sensory difficulties, there are many conditions and one of these is the blindness, which is the one that will be described later on. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2011) (Cited by the Organization for Economic Co-Operation and Development, 2012) provides another definition of this concept:

A child is commonly recognized as having special educational needs (SEN) if he or she is not able to benefit from the school education made generally available for children of the same age without additional support or adaptations in the content of studies. Therefore, SEN can cover a range of needs including physical or mental disabilities, and cognition or educational impairments. (p.1)

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In this case a person with a SEN is somebody who has to be supported in his/her process of learning with special materials and activities adapted from the ones used with regular students, moreover, it suggests that schools have to be adapted to populations which have any type of SEN, due to that the resources or methodologies provided and used in classes do not fulfill their needs. According to this, curriculums for students with any kind of physical or cognitive difficulty require being developed. It claims that curriculums designed for students with SEN should be similar to the ones designed for students without any kind of limitation, but those curriculums ought to show different teaching methodologies and strategies student-centered that with its implementation could facilitate the development of these students in their classes.(The United Nations Educational, Scientific and Cultural Organization, 2012, p.83).

This second definition was taken into account in this paper because this research study aims to develop materials and activities using the Communicative Language Teaching (CLT) for students with blindness to make them easier the learning of a foreign language; and this mentions that it is necessary to create different and specialized methodologies for teaching students with SEN.

Blindness: The Active Living Alliance for Canadians with a Disability (2013) claims that “Blindness is the condition of lacking visual perception. ...An individual with zero percent of light perception is considered blind” (p.1). Therefore, a person with a small percentage of vision is still considered blind and he/she cannot correct his/her vision with the use of glasses or surgery. This limitation can be congenital, that is when the person inherits this illness so he/she is

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born with the vision problem. Also, it can be acquired, when people have an accident or a serious illness that causes the loss of vision.

On the other hand, according to Mandal (2013) "...Visual Impairment is the functional limitation of the eye or eyes or the vision system" (p.1). There are many sub categories of this limitation but the common thing among all of them, is that it cannot be corrected with the use of glasses but with the appropriate surgical treatment. Despite of the sensory difficulties that visually impaired people have, they can see and that is what makes them different from blind people who cannot see.

In addition to that, The Center for Disease Control and Prevention (2011) (CDC) makes a distinction between blindness and Visual Impairment (VI) and according to this information, blindness is a severe limitation in which the person's vision cannot be corrected with the use of glasses or surgery, while VI is defined by CDC (2011) "as having 20/40 or worse vision in the better eye even with eyeglasses" (p.1). It means that the person who suffers from VI is able to see but this limitation produces many challenges in his/her life, because his/her vision is reduced to half or more in some cases.

Taking into account the previous explanations, blindness is understood as the limitation that a person has to see that cannot be corrected through the use of glasses or surgery while VI is also a visual limitation but its sufferers' vision can be improved with the use of visual aids such as glasses or magnifiers for reading, or with surgical treatment.

Finally, for this study the definition of blindness is the one that will be taken into account because the chosen participants' vision cannot be corrected. In addition, it has to be stated that

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this population can be found in specialized educational institutions or in a mixed ability classroom. For this reason, it is necessary to explain what was understood as a Mixed Ability Classroom taking into account that it was the type of classroom in which this research study was carried out.

Mixed Ability Classroom

In a broad sense “A mixed ability class... is one in which pupils are taught together in the same class, even though their abilities are different” (Reverso Diccionario, 2016, p. 1). This defined the classroom as an environment in which a teacher has to teach equally to all students despite of the different abilities that could be found there. When people talk about different abilities in the students, they refer to the different learning styles, levels of knowledge and learning problems.

Likewise, Dopitová (2007) reinforced this definition saying that “each class is a heterogeneous place full of individuals with different motivation, intelligence, strengths and weaknesses. There can be said that each teacher teaches in a mixed ability class in fact.” (p.12). Teachers face all the time a mixed ability classroom regardless they have or not students with SEN. The way each student is motivated or their capability to acquire information in a different way that their classmates, is a clear example of a diverse ability, and when those diversities are located in the same classroom, the mixed ability classroom is obtained.

Additionally to motivation, intelligences, strengths and weaknesses as aspects that could be found in a mixed ability classroom, teachers had to bear in mind that the diversity is more

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than this. In this type of classroom, it was necessary to take into account “students from several ethnic races and cultures, students with different ability and readiness levels, special education students and students from different socioeconomic background” (Koutselini , Kyriakides & Valiande. 2011, p.4) All of those characteristics also influenced in the development of the class and in the creation of the environment of a Mixed Ability classroom, because all of them promoted diversity in the students that were going to be managed.

At the same time, it is necessary to explain that the meaning of mixed ability classroom also appears under the term of classroom with diverse learners. In the classroom, "diversity" applies to learning styles, background, educational backgrounds, language, and support at home (Ohl, 2012); according to this, the classroom is a place where the teacher has to use a lot of strategies and methods of instruction to see if all the students are learning independently of the characteristics each of his students has. The main goal that teacher needs to achieve is students' respect, that they accept and do not exclude others because of their diversity. In addition, the concept of Inclusive Classroom gives another important aspect at the moment to talk about Mixed Ability Classrooms, According to Jobe, Rust, & Brissie (1996); Salend (2001); Shade & Stewart (2001) (Cited by Ford, 2013) an inclusive classroom is one in which the general education teacher had the student for the majority of the school day with support provided by the special education teacher as needed. It is clear that the authors gave so much importance to the collaborative work inside and outside the schools; because when you are working with special need's students it is essential that all the people around them help in their learning process.

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Taking into account this, it was necessary to understand that inside the classroom, the students with SEN's are the most important focus that will be found due to that; in addition that they presented any kind of SEN's, they also presented a different way to perceive the world around them so teachers have to take into account that population at the time of dealing with their professional development.

Bearing in mind the concepts previously given about what a mixed ability classroom is considered, for this research study this concept was defined as an environment in which coexisted regular students, defined as students that present different levels of knowledge and learning strategies, and students with SEN's that in this case are blind students, who learn and perceive the world around them with the use of the sense of touch and hearing. At the same time, a mixed ability classroom is the space where the teacher has to deal with these two types of students to break the gap to teach in a different way to each population, creating methodologies and activities that promote the interaction and integration of all the students at the same time and, in the teaching of the same topics in spite of their conditions.

Pointing out that facing this type of classroom represented a hard work on creating an equality at the moment to teach to all students, and it is necessary to create any kind of aids for the development of the class, it was in this moment when the definition of material design needed to be considered in this research study, emphasized on the Blind Students, due to that through the design of materials is possible to create a balance for all of students at the moment to learn, in spite of their different abilities helping to the teacher to face the challenges that

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represented to work in a mixed ability classroom. For this reason, the definition of the following term is going to be explained as Material Design to Blind Students.

Material Design to Blind Students

McDowell (1998) & Seepersad (2004) (cited by Thompson, 2007) expressed that “Material design refers to the tailoring of material properties to meet product performance goals” (p.2). This establishes that since the first moment when somebody wants to start the process of designing material, he/she has to take into account as a first step the objective that he or she wanted to achieve with the creation of those materials, in order to obtain a desired objective. When people talk about the process of designing materials, it is necessary to mention a set of steps that have to be followed for a good development of them, thereby producing effective teaching materials.

Howard & Major (2004) proposed ten guidelines at the moment to design English teaching materials that could be explained in the following way:

1. English teaching materials should be contextualized taking into account the experiences and realities of the learners, involving topic and themes that help them use the target language.
2. Materials should stimulate students’ interaction in real situations to produce in them the knowledge of when and how to give a response outside the classroom. This helped at the same time to students to develop confidence using the second language.

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3. The materials designed should encourage students to develop their own learning strategies, due to that it was too difficult to teach inside the classroom in a short time all the aspects of the language.
4. Materials should allow students to analyze and interpret how the language works focusing on form and function.
5. The design of material should integrate all the abilities of the language used due to that “language teaching materials tend to focus on one particular skill in a somewhat unnatural manner” (p.106).
6. The use of authentic material inside the classroom should encourage students to analyze how the structures taught are used in real contexts. The purpose of doing this is that students could see the natural way in which native speakers communicate between them.
7. The production of materials cannot be isolated blocks, all of the materials designed should have to be linked to each other to create a progression of the learning and the skills.
8. The most important aspect in the process of material design is that the materials should be attractive for the population that was expected to use it. To create an attractive material it was necessary to take into account the physical appearance, durability and the ability to be reproduced.
9. If the materials designed provided a set of instructions, these ones should be clear enough to their comprehension and have to be appropriate for the population.

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10. Materials should be flexible, it talks about the different methodologies, levels, activities, approaches and teaching-learning styles that could be applied with the same material. (Howard & Major, 2004, p.104-107).

These guidelines gave to researchers the idea that Material design is the process in which an educator had to consider all the different aspects that involved the process of teaching English, since the goals of the leaning and the strategies used to achieve it, to the way to create an interest to learn, produce and use the language in a fluently and confident way in the students, all of that through the design and development of materials.

Nevertheless, it was necessary to understand that those were only suggested guidelines because “Not all the guidelines will be relevant or applicable in all materials design scenarios” (Howard & Major, 2004, p.104). Considering that, when a teacher wanted to start this process, it was important to understand which of these variables could be applied according to the context and the population that was going to be taught. At the same time, it was vital to identify the factors that teachers wanted to achieve with the use of those materials, because without a specific purpose, the material design might be a process without sense.

Bearing in mind this, the material design to blind students has to take into account their SEN due to that the way to perceive the world around them is different. Thus, the material design to blind students is a process that involves only specific steps that were developed in the following way:

1. First of all, the design of material should be contextualized to the realities of the students, in this case blind students. For this reason, the first step was the selection of

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- topics to develop since this point the materials with the objective to put to students in real contexts of their life like university context, social life and interests.
2. Howard & Major (2004) affirms that “Language teaching materials should provide situations ...where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom.”(p.105) bearing in mind this, the materials, like audio recordings and stories, offer to students real situations in which they can identify the possible scenarios of when and how to use the learned language. After this, the students have to interact with each other to put into practice in a natural way the language learned using as a guide the material previously presented.
 3. Material design should integrate all the abilities of the language (Howard & Major, 2004) but due to that the material design in this research study was emphasized in the SEN’s of blind students and in the development of the listening and speaking skills, the materials were only designed based on those two aspects. The material design to blind students focused on presenting first of all the language through audio recordings (Listening Skill) and then the students have to interact with their classmates (Speaking sill) to practice the language using the materials like figures in scale and real objects related to the audio recording. At the same time, the design of materials has to be sequential, this means that the materials have to be connected between them to achieve the progression of the skills.

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4. One of the most important aspects at the moment of developing materials is that these have to be attractive, in terms of physical appearance, to the population which will use them. Bearing in mind blind people, those materials have to focus on the sense of touch avoiding the visual materials. Hence, the material design to blind students emphasized on the sense of touch using clear shapes with different textures, the use of different fabrics like Eva Foam, cardboard, shoestrings and straw board, and in the use of everyday objects due to that “learning through touch is essential for students who are blind” (Downing & Chen, 2003, p.56).
5. Finally, the instructions for the use of the materials have to be clear and specific for its appropriate use. Therefore, all the instructions were given in an oral way step by step to blind students to avoid any problem at the moment to use the materials. At the same time, researchers asked if there was any doubt about of the instructions to ensure that the instructions were totally understandable.

Bearing in mind the research study was carried out in a mixed classroom where blind and regular students participated, the material designed for these last ones took into account the same aspects, but instead of making only emphasis on the listening and speaking skills like their Blind partners, they had to complete some worksheets putting into practice the writing skill. Those worksheets followed as main base that the materials should encourage the learner to analyze the language and how it works (Nunan, 1998 cited by Howard & Major, 2004) for that reason, the guidelines presented students the structure and its use in the possible situation in which they

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could use it and then students have to create another possible situations showing how and when to use the language.

Beside this, material design involved “a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources”(Pardo & Tellez, 2009, p.175). Bearing in mind this, the process of Material Design To Blind Students was not only a process to identify topic, themes, and structures to be taught; simultaneously, it had to involve imagination to create materials that stimulate students to participate and to promote in them an interest by the foreign language learning, being this one the most important objective of the material design.

Therefore, as it was mentioned by the previous authors, the material design was a process that involved a consideration of all the aspects related to the student, his abilities, experiences with the target language, learning style, and difficulties to create materials to cover all those specifications, helping students achieve the specific purpose of learning a foreign language since the moment they start learning it. Using that material, the students might be able to overload all the possible difficulties that could appear in the process of learning and in turn, the material creates confidence in them at the time of putting into practice what they learned.

Finally, material design to blind students was considered as a reflective process in this research, due to that researchers had to analyze the abilities and difficulties that blind students had for creating appropriate materials that helped them to overcome the problems that they faced with that SEN at the moment to learn a foreign language, in this case the learning of English. At the same time, the design of materials for this population has to be a creative process, because

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that involves the ability to create materials with the use of fabrics of easy access and daily life objects, it implies to find implements that create an interests by the learning to Blind Students encouraged them to learn and to put into practice English as a foreign language.

Communicative Language Teaching (CLT).

Richards (2006) pointed out that CLT “can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom... Communicative language teaching sets as its goal the teaching of communicative competence”. (p. 2). So it is understood as a compound of different aspects at the time of teaching a foreign language, such as the aims of the learning process, the way it is taught and learned by students, and the strategies and techniques that make easier and better the teaching-learning process. All of those steps were developed in order to strengthen the communicative competence, which is defined by the NCLRC (The National Capital Language Resource Center) (2003) as “the ability to use the language correctly and appropriately to accomplish communication goals”(p.1). Bearing in mind that the communication can be given through an oral or a written way, and the SENs that the population in this study have are blindness and visual impairment, it was decided to develop the communicative competence through the oral way, due to its effectiveness to overcome the problem that students with visual difficulties deal at the moment of writing.

This is a technique to teach English as a foreign language like Total Physical Response or the audio lingual method, among others, but its difference with those ones is that it aims to help students develop their communicative competence, that is the capacity to express their ideas

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through the use of a foreign language. This approach not only focused on the role that the teacher has to play in the classroom as the ‘unique entity with knowledge’; it needed to be known that the learning process is given when both parts (speaker-listener/teacher-student) interact in order to achieve a communicative purpose.

Moreover, in the Crowd Sourced Guide of Learning (2015), it was mentioned that “We learn by holding conversations with other people who can bring different but related perspectives. Having interesting discussions, either spoken or in writing, allows us to connect and understand at all levels - of facts, ideas and experiences” (p. 8). This fleshes out the idea that for learning, it is necessary to interact with other, it gives a wider perspective of reality and let people be open-minded towards new knowledge.

The concept that Richards (2006) provided was vital for this research because it mentioned clearly the way in which the CLT was understood, and for this research study’s purposes that was to develop a communicative competence in students with blindness, it was completely appropriate. For supporting the mentioned before, Richards (2006) also claimed that “People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself”. (p. 28)

It meant that, if the language was used to acquire information about the context and the world around us, the learning was going to be meaningful and even more in blind people. Thanks to the fact that this population learns through the experiences and the information they obtain from their listening ability, it was possible to infer that they would learn more from the context and environment because of their well developed listening skill. Additionally, if the content

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presented to students in the activities shows their needs and interests, the development of the class emphasized on this specific situations and, at the same time, the student took part in his/her teaching process.

Furthermore, Berns (1990, cited by Savignon, 1997) gives the main postulate to take into account at the moment of using the CLT "Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose" (p.6). This idea of language was considered as a tool of communication that took value in blind people, because their only way to communicate to other people is using the oral way, the verbal communication is produced to a specific purpose and to transmit a specific idea, which is the main aspect of the CLT. If this key factor is taken into account at the moment of teaching a foreign language to these students, the result would be meaningful and there will be an easy way to comprehend and acquire new structures of language used to transmit ideas in specific contexts.

That was the purpose of using the Communicative language teaching in blind people, to create meaningful learning and at the same time, to generate in this population a new tool of communication in a foreign language through real situations and content encouraging them to practice it.

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CHAPTER 3

RESEARCH DESIGN

In this chapter there were displayed the research paradigm and approach used in this study. Also, the participants and the setting were described, as well as the data collection instruments that were used to collect the information. Finally, it was presented the ethics part in which it was explained how the information of participants was managed and kept.

Research Paradigm

The concept of qualitative research was clearly defined by Holloway and Wheeler (2002). They mentioned that “Qualitative researchers claim that the experiences of people are essentially context-bound, that is, they cannot be free from time and location or the mind of the human actor” (p. 8). It made reference to the importance of variables that indicated the perception that people had of the different events in which they were involved. In this type of study it was not important to focus on numerical or systematic results, the objective was to know the participants’ perspectives and experiences in order to understand the way in which they face different phenomenon.

Moreover, they also mentioned that values were a vital aspect when conducting a research project because they were inherent to participants, as well as researchers. (p. 8) Therefore, it was appropriate to bear in mind the values that both participants and researchers had, in addition to their behaviors, thoughts and opinions that cannot be classified with a number or with a general law.

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In addition to that perspective, Hancock, Ockleford & Windridge (2009) explained that a qualitative research “focuses on reports of experience or on data which cannot be adequately expressed numerically”. (p.9) This means that the point of view of the participants make part at the moment of analyzing data because this gives important information to researchers about the behaviors, thoughts and experiences that students had about the use of the adapted materials for teaching English to blind students in a mixed classroom. These thoughts give the researchers the possibility to identify other variables that cannot be anticipated, as well as variables that cannot have a numerical value.

Additionally, the authors reinforced the idea to use behaviors, thoughts and experiences of the students as a tool to obtain valuable information that contributes to understand in detail the research process, because the main objective of a qualitative research emphasizes on understanding the way participants develop their behaviors in a natural setting (Hancock et al., 2009).

To conclude, this research was conducted using the qualitative paradigm, because as the objective of this research study was to examine the contributions of adapted material for teaching English to blind students in a mixed classroom, researchers decided to leave out the numerical proportions, since it was necessary to take into account and analyze the students’ opinions and thoughts about the process in which they were taught, as well as their perspectives towards the usefulness of using those materials in the mixed classroom.

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Research Approach

Action research was selected given that it allowed researchers to have a more complete research process. As Burns (2010) claimed, action research is used when teachers-researchers identify a problematic situation in the classroom or in their educational context and have the desire of making an intervention in order to find a possible solution to that problem.

This way of research consists in some stages that went from an observation part to the reflection, it could vary depending on the authors that have talked about this topic but it was mainly the same. The stages that Burns (2010) pointed out were four: planning, acting, observing and reflecting. Below, there was presented the way in which each of the steps was developed for this research study.

Stage	Development
Planning	<p>* Researchers noticed that the English courses were not very appropriate for students who had any kind of visual difficulty.</p> <p>*Researchers thought of implementing activities for both regular students and the ones with visual difficulties to learn the language and interact not only by</p>

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	following the book.
Action	<p>* Researchers planned six interventions in which they implemented different activities related to the topic that had to be taught in the English course.</p> <p>*For each of the activities, researchers designed adapted materials that could be used for all the students and allowed them to understand the topics.</p>
Observation	<p>* Researchers used different instruments such as interviews, field notes and a focus group for collecting the data about how the implementation of the activities using the adapted materials seemed to make a contribution to the learning of the second language in the mixed classroom.</p> <p>*This information was collected from the students who were in the classes and used the materials.</p>

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Reflection	* Researchers reflected on and evaluated the implementation that was carried out in order to find out whether those activities and the adapted materials contributed to the second language learning in the mixed classroom or not.
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Chart 1. *Stages of action research*

To conclude, action research was the most appropriate approach for this study, because it allowed researchers to implement the activities using the adapted materials to contribute to the English language teaching in the mixed classroom. Also, it led researchers to reflect on their intervention in order to analyze whether the use of adapted materials in the mixed classroom contributed to the foreign language learning.

Setting

Minuto de Dios University was the place where this research study was carried out. Located in the northwest of the city in the Engativa Location, this university was founded in 1990 with the objective to promote an integral education of the human being. Bearing in mind this, the educative model in this university contains three fundamental foundations which are the human development, professional skills and social responsibility; these bases create the praxeological educational model which is focused on the integral formation of the student.

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The university accounts with seventeen degrees in different areas, each one of the students of these programs have to take three levels of English, in the first three semesters as requirement to obtain as a final achievement a B1 level. These courses are called “English 1”, “English 2” and “English 3” where students learn about the fundamental basis of the English and how to use it properly. The class in which this study was carried out was the class of “English 2” in which it is expected that students obtain a level A2 or A2+ in the proficiency level of English. This class was given 3 times per week with a duration of one hour and half each class. During the sessions a student’s book “*Life*” was used, this contains the topics of the class and some activities related to the global culture.

As the population chosen for the research study were students with visual difficulties, the kind of classroom in which the project was executed was in a mixed one. That kind of classroom was made up by regular students (students with all their physical, cognitive and sensorial abilities in a perfect state) and students who had a Special Educational Need.

Participants

The population selected for this research study were thirty-five students from the programs of Industrial engineering, Social communication, Bachelor degree in children's pedagogy, and Systems engineering who were in an average age of eighteen to twenty-six years old. These students were between second and third semester of their careers. The majority of the students demonstrated a good attitude towards learning English eventhough they evidenced some problems for learning it.

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The blind and visually impaired students studied the Bachelor degree in children's pedagogy. On one hand, the blind student is twenty-two years old and she has been studying for two years. She is blind due to a complication during gestation. She presented a good attitude towards learning English and she has a great memory with regard to her classmates. On the other hand, the visually impaired student counts with a great listening ability that helps her to identify easily the topic. She is twenty-two years old and before starting to study in a university she had never received a special teaching that takes into account her SEN.

Data Collection Instruments

For gathering the information three data collection instruments were used: interviews, focus group and field notes. The definitions of the mentioned instruments were presented below as well as their purpose.

Interview:

An interview was defined by Harrel & Bradley (2009) as “discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics” (p.6) the collection of this information emphasized on obtaining accurate information from the point to view of the interviewee. This information is of great value because in this way it was easier to comprehend what happened in the process of the research and, at the same time, it permits an interaction between the subjects implicated (interviewer and interviewee) to create a natural environment that facilitates the development of ideas and the expression of experiences that with another type of instrument could not be expressed.

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For this research project it was used the semi structured interview. Semi-structured interviews were the ones that instead of having a structured list of questions for asking to the interviewee, they had a list with some prompts which contained important aspects of interest for the interviewer (Hancock et al., 2009). The main purpose of using semi-structured interview was to identify the way in which students perceived the use of the adapted materials, its usefulness and contributions to the English language learning for both students with visual difficulties and the regular ones.

Those semi-structured interviews were applied to six students, one blind and one visually impaired student, and four regular ones. Those interviews were conducted at the end of the fourth implementation because at this point, students had participated in four sessions and had enough information and perspectives about the use of the adapted materials in the mixed classroom.

Two different interviews were carried out, the first one was developed to the regular students in which were asked sixteen questions about the perceptions of the class, the use of the materials, and improvements and comments of those materials (See Appendix 1). The second one was designed to the blind and visually impaired students with a total of twenty one questions, like the previous ones. It contained questions about the use of the materials and the development of the class but, at the same time, included questions about the way they felt in this type of classroom and about the inclusion (See Appendix 2).

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Field notes:

This instrument for collecting data was defined by Johnson & Christensen (2014) as “notes written down by the observer during and after making observations” (p. 239). They pointed out that it was very important to write the field notes at the time of doing the observation because it allowed researchers to have a more complete and detailed information. For this research study, the observations and field notes were done by an observer as participant, because this allowed students to interact in a natural way without feeling observed allowing better data collection. The observer was inside the classroom taking notes about the way in which students with visual difficulties and the regular ones developed the activities with the use of the materials but, when necessary, he interacted and assumed the participant’s position.

Researchers did a field note per each session for a total of five field notes at the end of the implementation. They tried to describe in a very detailed way every single aspect (See Appendix 3) that they could observe in the classroom at the time of doing the implementations. The features that were taken into account were the attitudes that all students had during the classes, the way in which they developed the activities and used the adapted materials, their interaction and participation in the classes and the comprehension of the topics they had with the help of the materials. The main focus was the blind and visually impaired students so, researchers tried to observe and describe in a more detailed way their response to the activities and the adapted materials that were designed especially for them.

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Focus Group

It was decided to use focus group because as it was pointed out by Hancock et al. (2009), “it... explores the ways in which the participants interact with each other and influence each other’s expressed ideas” (p.17). The purpose of using focus group was to get more complete information from the participants, because they could help the others remember things that they might have forgotten to mention in the interview. That created an environment in which participants could express their ideas freely, giving to the researchers the possibility to identify the perspectives, comments, ideas of improvement, that the students had about the implementation of the activities and adapted materials for learning English in a mixed classroom and at the same time about inclusion inside of the classroom (See Appendix 4).

This data collection instrument was used at the end of the implementations and was made in Spanish to give the students the possibility to express exactly what they wanted to say, giving also the opportunity to the researchers to identify recurrent opinions, perspectives and suggestions about the research study. In the focus group the thirty-five students that were part of the course participated, the interventions that the students did were managed by the researcher.

Ethics

In order to have the approval for working with the population described before, researchers sent a letter to the Centro de Idiomas Rochereau’s principal asking for the permission to work with them. In the letter, there was described the project, the proposal for the

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implementation sessions and the time that was expected for conducting the intervention.

Additionally, it requested the approval for carrying it out (See Appendix 5).

As the population was going to be part of the research study, researchers needed to have their permission for using their information and had to inform the participants what the research study was about. In order to do that, researchers created an informed consent (See Appendix 6) in which the project was explained in a detailed way, it mentioned that the participants' information was going to be strictly used with research purposes and that it was going to be confidential. It included a section in which the participants had to fill their information in and mention whether they agreed or not to participate in the research study.

Finally, in order to protect the students' identities and keep their information confidential, there were used numbers assigned to each of the participants but, then they were replaced by pseudonym names. Those names were very common ones and did not have a relation with the participants' real names.

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CHAPTER 4 INSTRUCTIONAL DESIGN

Based on the goal of the Communicative language Teaching (CLT) defined as “that the primary function of language use is communication” (Brandl, 2007, p.5), there was designed a series of activities in which the students had to develop the communicative competence. To achieve this competence, during all these this activities there were implemented materials taking into account that the classes were carried out in a mixed classroom. Some of the materials were created for the use of Blind Students (BS) so we used real objects, with the aim of developing activities showing a connection between the topic and the materials.

The materials were used by the teacher at the beginning of the classes to explain the topic of the day and then, to complete the communicative activities planned for the class. The materials given to the blind students were made using fabrics of easy access like Eva Foam, cardboard, shoestrings and straw board, then with those fabrics the materials were carefully designed, they had prominent edges and clear shapes for BS to recognize and relate the material to the topic and the activities easily.

Each one of the materials designed was produced taking into account the topic of the class instead of the grammar aspect. In this sense, the design of the materials were intended to bring to the student’s mind past experiences of their daily lives and previous knowledge that they could relate to the topic of the class. At the same time, during the instructional design there were used audio recordings in some of the activities proposed for the classes which were recorded by the researchers paying attention to intonation, diverse voices, and so on.

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During six classes the instructional design was developed in a mixed classroom. The topics used during that time were taken from the curriculum that the English 2 class managed at Universidad Minuto de Dios which were:

Topic	Grammar Aspect	Vocabulary	Materials
Daily Routines	Simple Present.	Wake Up, Take a shower, Get dressed, Have breakfast, Drive the car, Have lunch, Read a book, Go to sleep.	Real Objects and it's corresponding images, Story and worksheet of <i>The routine of an university teacher,</i> Interview with a swimmer Recording
Student Life	Simple Present frequency adverbs	Study for the exams, Go to tutoring sessions, Check your notes, Do you ask...?, Do you use the internet/ labs/	<i>Student's life</i> Worksheet, packs of beans, Images of beans, images of percentages,

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		book/English dictionary?,	Audio recording of frequency adverbs, <i>The Student life of Josh</i> audio recording and Worksheet.
Interests and free time activities	Like and Love + Verbs with <i>-ING</i>	Like, love, play, go, do, karate, basketball, yoga, dancing, judo, tai-chi, golf.	Figures of triangle, arrow & hand and its corresponding images, Small objects, Box with figures, <i>Free time activities</i> Worksheet, Figures and images of a hand & heart and its corresponding

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			images.
Interests and free time activities.	Frequency expressions	Once, twice, every day, three times.	Big and Small charts of the week, chart printed, Pieces of foam and audio recording about <i>schedule my activities</i> , Figures of foam.
Wild Animals	Can & Can't	Camel, elephant, Lion, Gorilla, zebra, walk, run, fast, eat, jump, live,	Animals in Scale and its corresponding images, Circles of <i>can & cant</i> and it's corresponding images, <i>Animals abilities</i> audio recording

Chart 2. Topics worked in class.

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For each class it was taught a different topic presented with a grammar aspect that involved the students to participate and, at the same time, to use the materials. Taking into account this, the first aspect at the moment to develop the classes was the selection of the topic. The selection of those was based on the student's life, this with the objective to create a connection between the topics and the activities they usually do in their daily life due to the importance that making a relation had to enable the learning. When that connection was established, the learning of the topics is going to be meaningful and the students will be able to apply it in their life.

After the selection of the topics, the classes were designed taking into account three stages in each class, the first one was the warm up in which the teacher involved students in the topic and, at the same time, encouraged them to bring back previous experiences and knowledge about of the topic related to their life then, the teacher gave each student the material to start to explain and practice the grammatical aspect that contains the topic through some activities being this one the second stage. Finally, the third stage, after the guided practice, the students started to produce by themselves the topic learned by means of the materials as a support and activities that required the communication between them showing the good comprehension and acquisition of the topics and also how the students used the materials for the development of those activities.

The materials used were relevant through all the implementation to reach the research aim which is to examine the contributions of adapted material for teaching English to blind students in a mixed classroom. Below, there are the six planning formats for each of the sessions in which the project was implemented.

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Session and Date	Learning Objectives	Pedagogical Activities	Kind of data to be collected
<p data-bbox="172 443 375 487">Session one</p> <p data-bbox="172 544 375 587">25/04/2016</p> <p data-bbox="172 738 375 782">Topic</p> <p data-bbox="172 839 375 883">Daily Routines</p> <p data-bbox="172 1115 375 1159">Grammar</p> <p data-bbox="172 1187 375 1230">Focus</p> <p data-bbox="172 1287 375 1331">Simple</p>	<p data-bbox="380 443 726 487"><i>Learning objective</i></p> <p data-bbox="380 514 726 558"><i>Students will be able to recognize some verbs.</i></p> <p data-bbox="380 660 726 704"><i>Students will be able to talk about their routine.</i></p>	<p data-bbox="730 443 1356 487">Activity</p> <p data-bbox="730 544 1356 868">One teacher gives to the Blind Students (BSs) real objects (See Appendix 7) one by one while the other teacher sticks images (See Appendix 8) of an action on the board saying aloud the verbs corresponding to those objects/images.</p> <p data-bbox="730 909 1356 1015">Regular Students (RSs) and BSs have some seconds to relate the image/object to the verb.</p> <p data-bbox="730 1055 1356 1307">Teacher puts the objects used previously on a desk to be organized by BSs according to the <i>Carlos Routine</i> reading (See Appendix 9) that the other teacher will do aloud. RSs will do the</p>	<p data-bbox="1360 443 1921 487">Field notes</p> <p data-bbox="1360 514 1921 839">Teachers take notes about how students used the materials given in the class to talk about their daily routines after making the relation between the objects and the verbs that it represents.</p>

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Present.		<p>same with a worksheet (See Appendix 10) with images in disorder.</p> <p>Teacher asks questions to the BSs and RSs about the order of the story to check if the students understood it, and if they could organize them in the correct order.</p> <p>Teachers play an audio recording (See Appendix 11) about a swimmer daily routine.</p> <p>Teacher stops the audio to ask students to mention the actions of the swimmer. BSs prepare an explanation of their daily routines using the materials used before and RSs have to do the same.</p> <p>Teacher makes groups in which BSs and RSs participate and share their routines. Finally,</p>	
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		one member of the group is selected to talk about his/her classmate's routines.	
Session Two	Learning Objective	Activity	Field Notes
02/05/2016	<i>Students will be able to recognize frequency adverbs and how to use them.</i>	Teacher asks student about activities they do at university 1. Study Habits 2. Schedule 3. Resources	Teachers take notes about how students use the materials given in the class to talk about routines related to the university after making the relation between the objects and the verbs that it represents.
Topic	<i>Students will be able to talk about the frequency with which they do different activities related to student life</i>	Teacher asks students to make groups of four people to give them a questionnaire (See Appendix 12) which includes some questions and a chart that has to be completed with the information of all the students of the group One of the students will have to ask the	Teacher takes notes about how the students use the beans as a guide to understand the use of frequency adverbs and how it is useful for the learning of the topic.
Student Life			
Grammar			
Focus			
Simple			

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<p>Present frequency adverbs</p>		<p>questions to the others and complete de chart.</p> <p>While students answer the questions Teacher gives to each student package of 10 beans (See Appendix 13).</p> <p>When the students finish completing the chart Teacher asks the results using “<i>How many Students...</i>” then, teacher writes on the board “<i>How often...</i>” and then asks to students about how often they do the activities mentioned in the questionnaire.</p> <p>Teacher writes on the board the answers using the frequency adverbs and sticks an image with the corresponding amount of beans (See Appendix 14) depending on the frequency adverb and its percentage in front of the adverb</p>	
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		<p>Teacher plays a recording (See Appendix 15) with the frequency adverbs and students listen and repeat it. Then they have to select the corresponding amount of beans for each of the adverbs and teacher checks that they do it correctly.</p> <p>Teacher plays a recording (See Appendix 16) in which a student talks about his/her life at university. BSs will have to select the amount of beans according to what they hear in the recording and Teacher checks that they do it correctly. Meanwhile, RSs receive a sheet (See Appendix 17) in which they will have to write the corresponding adverbs of frequency for each of the activities he/she does and they</p>	
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		<p>draw the amount of beans for each of the adverbs.</p> <p>Teacher plays the recording twice, the first time is for students to get familiar with it and in the second time they do the activity mentioned before.</p> <p>Teacher will ask students about adverbs and the amount of beans that correspond to each of the activities</p> <p>Teacher asks students to create 5 questions using the structure taught before. (<i>Ex: How often do you use the internet? / How often do you go to tutoring sessions? </i>) BSs will be recorded to have the guide to ask those questions to their partners and RSs write the</p>	
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		<p>sentences on the sheet given before.</p> <p>In the same groups they were working before, all students ask questions to their partners and they can use the beans to answer.</p> <p>Teacher passes by each of the groups checking that students understood the instructions and are doing the activity correctly.</p>	
<p>Session</p> <p>Three</p> <p>05/05/2016</p> <p>Topic</p> <p>Interests and</p>	<p><i>Learning objective</i></p> <p><i>Students will be able to talk about their likes and interests.</i></p> <p><i>Students will be able to recognize the different collocations with go, do and play for talking</i></p>	<p>Activity</p> <p>Teacher gives to BSs 3 boxes with figures, then, teacher sticks on the board the same figures (See Appendix 18 & 19) and tells students that each of them is going to represent one of the verbs that the teacher explained before (<i>triangle for play, arrow for go and a hand for do</i>). Teacher asks students about</p>	<p>Field notes</p> <p>Teachers take notes about how students use the materials given in the class to talk about their likes and interests.</p> <p>Teacher takes notes about how the students use the figures and objects as a guide to talk about the things/activities they like/love doing.</p>

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<p>free time activities</p> <p>Grammar</p> <p>Focus</p> <p>Like and loves + Verbs with <i>-ING</i></p>	<p><i>about free time</i> <i>activities.</i></p>	<p>which words go together with each of the verbs <i>(ex: play -the guitar, -the piano, -basketball)</i></p> <p>Teacher gives to BSs a set of objects (See Appendix 20) (a chess, a ball, a horse, so on) which they match with its corresponding box.</p> <p>Meanwhile, teacher gives to RSs a worksheet (See Appendix 21) in which they match the words with the corresponding verb.</p> <p>After some minutes, teacher checks the words that students matched to each of the verbs.</p> <p>Teacher gives two figures to all students, a hand with the thumb up and a heart, also teacher sticks on the board the same two figures (See Appendix 22 & 23), as the topic is like and love, teacher tells students that the</p>	<p>Interview</p> <p>Teachers ask the BSs and 4 RSs to answer some questions related to the use of the material in the class and their perceptions towards it.</p>
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		<p>hand represents the verb like and that the heart represents the verb love. Then teacher asks to all students about of their interests and free time activities using “<i>Do you love...? / Do you like...?</i>” to use those answers as an example for the students, then, teacher says how we talk about our likes and interests using those verbs and the vocabulary learned before.</p> <p>BSs organize in their seats, the objects in the place that they have each of the figures according to their interests and preferences and they prepare some short sentences about it.</p> <p>Meanwhile, Teacher asks RSs to stick both figures in the back of the sheet given before and they organize the learned activities in the</p>	
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		<p>corresponding column according to their own information (<i>Ex: if they like playing soccer, they will have to write it in the column in which they stuck the hand. If they love going to the park, they will have to write it in the heart's column</i>).</p> <p>Students make groups of 4 people and share their likes and interests based on the information they wrote in their sheets and using the structure learned before.</p> <p>Teacher asks someone in each of the groups to share something about his/her interests and the ones from the students in his/her group.</p>	
Session Four	<i>Learning objective</i>	Activity	Field notes:
12 / 05 / 2016	<i>Students will be able to</i>	Teacher draws on the board a chart with 5	Teachers take notes about how students

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<p>Topic</p> <p>Interests and free time activities.</p> <p>Grammar</p> <p>Focus</p> <p>Frequency expressions</p>	<p><i>talk about the frequency with which they do different activities related to the activities they like doing or usually do.</i></p>	<p>spaces, then, teacher gives to BSs a little chart with 5 spaces with prominent divisions and they receive some small pieces of foam (See Appendix 24 & 25), meanwhile, RSs receive the same chart but printed, after that, teacher tells students that it is the schedule of a week.</p> <p>Teacher tells to students that they are going to hear an audio recording (See Appendix 26) of man talking about the things he likes doing and how often he does those things in the week.</p> <p>Teacher tells students that they have to listen carefully to the recording to put a tick on the days of the week that the man does the action and they have to write the activity that he does each day. BSs do the same but instead of</p>	<p>use the materials given in the class to talk about their likes and interests.</p> <p>Teacher takes notes about how the students use the figures and objects as a guide to talk about the frequency with which they usually do specific things or free time activities.</p>
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		<p>putting a tick, they put the corresponding pieces of foam in the corresponding space.</p> <p>Students listen to the recording twice and the teacher checks with the entire group by asking them <i>“Which activities does he do? -How many times a week does he do....?”</i></p> <p>Teacher writes those answers in the chart stuck previously and then, teacher will explain how and when to use Frequency expressions according to that information. Teacher writes sentences using frequency expressions as an example for students.</p> <p>Then, teacher tells students to think about the activities they like doing and how often they do those activities, they are asked to use the</p>	
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		<p>chart to organize those activities according to the times and the days when they do those things. BSs receive some small pieces of foam with different figures (See Appendix 27) and they assign a meaning to each of the figures and then place them on their charts according to the days and the time when they do those activities</p> <p>Teacher asks students to get in groups of 4 people and then, they will have to share with their partners the days and the times when they do the different activities.</p> <p>Teacher will pass by the groups checking that students understood the activity and solving their doubts.</p>	
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Session Five	<i>Learning objective</i>	Activity	Field notes
16/ 05/ 2016	<i>Students will be able to recognize the use of Can & Can't.</i>	Teacher gives to BSs four animals in scale and then teacher is going to put on the board the images of those animals (See Appendix 28 &	Teachers take notes about how students use the materials given in the class to learn the use of <i>Can & Cant</i> and at the
Topic Wild Animals	<i>Students will be able to express abilities using Can & Can't. .</i>	29). Teacher asks students which are the abilities to those animals to do a little brainstorming on the board.	same time take notes about the participation of the BSs in the class.
Grammar		Teacher gives students two shapes. Teacher explains that one figure represents Can (a	Teacher takes notes about how students use the materials as a guide at the
Focus Can & Can't		circle) and the other is going to represent Can't (a circle with a line in the middle). Teacher	moment to talk about their abilities.
		puts on the board the same two figures (See Appendix 30 & 31).	
		Teacher writes below of the first figure one sentence using CAN, taking into account the	

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		<p>brainstorming and then is going to do the same with the other figure. Teacher explains that each one of this figures represent Can & Can't respectively.</p> <p>Teacher asks to one BS and to one RS that say one example using the figure of Can and teacher writes it on the board, then teacher is going to correct with all students. Teacher does the same with CAN'T.</p> <p>Teacher plays twice an audio about animal's abilities (See Appendix 32). The first time students listen to know about what they CAN or CAN'T do. The second time teacher is going to pause when the narrator say one of the animal's abilities and students use the figures</p>	
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		<p>(the circle and the circle with a line in the middle) to say what the animals Can or Can't do.</p> <p>Teacher asks students to say their abilities.</p> <p>Teacher selects randomly some students to express their abilities and involve at BSs to do the same activity.</p>	
<p>Session Six</p> <p>19 / 05 / 2016</p> <p>Focus Group</p>	<p><i>Session Objective</i></p> <p><i>Teachers will ask questions to students about the sessions and the use of the material through the classes, so</i></p>	<p>Activity</p> <p>Teacher asks students to make a circle in the classroom and then the teacher will explain at students that they are going to do a focus group.</p> <p>Teachers explain that they are going to ask a set of questions about the activities that were</p>	<p>Focus Group</p> <p>Teachers interact with students to motivate them to participate and at the same time to encourage them to give opinions and thoughts about the use of the materials. The answers given by the</p>

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	<p><i>they expresses and give their opinions about the class.</i></p>	<p>carry out in the class and about the materials given to them to practice the topic. At the same time, teachers explain that they will be recorded during the focus group to analyze the information recollected.</p> <p>Teachers explain that for each question the students that want to participate have to say first his name and then answer the question.</p>	<p>students will be video recorded and then those answers are going to be transcribed.</p>
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CHAPTER 5

DATA ANALYSIS

In order to do the data analysis, there was developed a series of processes in which the information which was collected was thoroughly examined, to know the contributions that adapted materials made for teaching English to blind students in a mixed classroom.

First of all, the interviews that were conducted in the fourth session and the focus group of the last session were recorded and then transcribed. Both instruments asked students with visual difficulties, as well the regular ones, about their perspectives and feelings towards the use of the materials for learning English. All the collected information was analyzed by the researchers and the common patterns were highlighted with different colors because, as it was stated by the Center of Evaluation and Research (2012) “Codes serve as a way to label, compile and organize your data” (p. 1). That process allowed researchers to organize the similar information in different groups in order to create the categories.

Then, the relevant information that was found was grouped according to its similarities in a chart; then researchers made comments about each piece of evidence. After that, the information from each of the instruments in each of the categories was compared with the aim of having different perspectives for a similar point of view and the most relevant pieces of data were used in order to support the categories and subcategories.

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Finally, the approach used to code all the gathered data was grounded theory because it aims to create theory from the data systematically obtained throughout the research (Glaser & Strauss, 1999. p.2). For this reason, the pieces of evidence and the comments made by researchers were compared and contrasted with different authors and it made possible the findings of new information and new theories which emerged from the data that was collected.

After those processes, two categories and two subcategories emerged. The first category was called “Materials: the clue for the English language learning”; the subcategories were “Shapes and Colors, the path to the accurate materials” and “Clarifying and developing activities throughout adapted materials”. The second category was “Materials as consciousness transformers”; the subcategories were “Creating inclusion awareness in the English language classroom” and “Materials as interest makers for the English language learning”.

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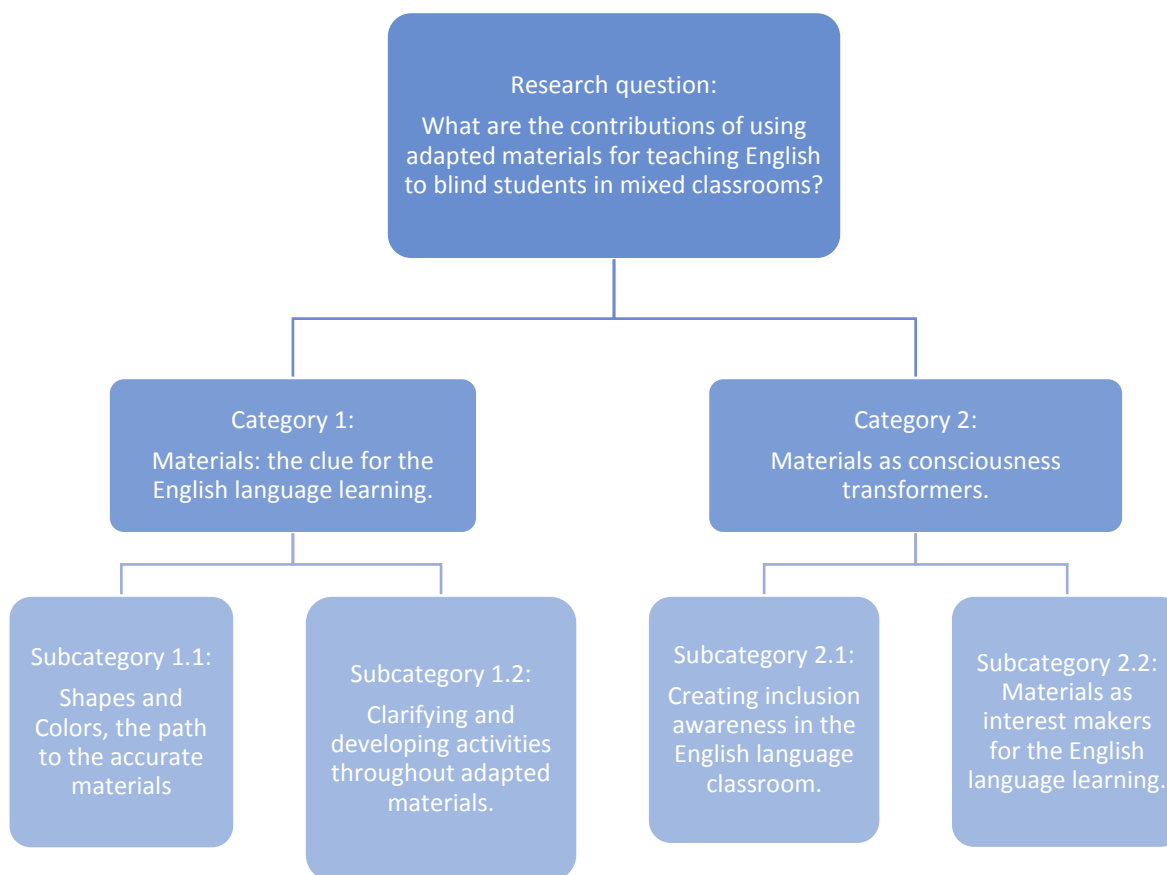


Figure 1: categories of the study

Category 1: Materials: the clue for English language learning.

This first category was the main one considering that it was possible to observe that for all students in the mixed classroom, materials played a very important role in the English learning process and helped them to develop easily the activities proposed for the classes. Also, the materials were really useful for clarifying the topics, because sometimes for the teacher it was hard to cover all the aspects in the class and to pay attention to the

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blind and regular students at the same time, so materials were a support for making the topics clearer.

Materials were considered as a facilitator tool for English language learning, because it was demonstrated during the implementation that materials gave to the students the opportunity to have a guide for learning and reinforcing the topics that they had already studied. In addition, students felt more comfortable developing the activities making use of the materials, since they provided them a support to understand better and remember the topics easily.

Bearing in mind the mentioned before, this category was divided into two subcategories: 1.1 Shapes and Colors, the path to the accurate materials and 1.2 Clarifying and developing activities throughout adapted materials. Those subcategories were described thoroughly below, in order to show that one of the main contributions of using the adapted material was that it provided students a tool which enabled their learning process and made for them easier the development of activities proposed for the class. That contribution was mentioned not only by the blind students who were the population for whom the material had been designed, but also by the regular students who were part of the activities and enjoyed the process showing improvements and a good attitude towards English language learning.

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Shapes and Colors, the path to the accurate materials.

The materials used during the implementation was carefully selected, in order to show to students the existing relation between the topic, the material and their real lives. It was extremely important because, as Navarro (2015) claimed, “material design should consider and try to harmonize situated possibilities with learners’ needs and wants.” (p.123) It means that not only the grammatical aspects were important at the time of designing a teaching material, it was necessary to bear in mind that all the contents, structures and English functions had a useful application for their lives and it was very important to highlight it when teaching English for students to relate it better to their lives.

Furthermore, materials were easy to understand and to handle, so students could manipulate them easily and the activities were not complicated to carry out with the use of the materials. It was mentioned in the interview by Andrea, a student with visual impairment who used the materials for developing the activities proposed for the sessions. She said:

“...por las formas y su color entonces pude entenderlos muy fácilmente, además las texturas me ayudaron bastante.”

(Interview, Andrea. May 13th, 2016)

Also Maria, a blind student who participated and did use of the materials, claimed in the interview:

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“...todas las figuras estaban bien definidas y las formas eran muy fáciles de entender, eso me ayudó a entender las actividades.”

(Interview, Maria. May 13th, 2016)

The statements mentioned before allowed researchers to notice that the material design was clear, successful and helped in the development of the activities. All of this, thanks to the clear shapes of those materials being this one the clue to the design of material for this population. The prominent shapes allowed that students could touch and identify the figures for the easy comprehension of topics while gave ideas concerning what the class was about. Bearing in mind this, it is possible to say that at the moment to design material for blind visually impaired students, shapes have to be as clear as possible, due to that this aspect take great importance in the recognition of the materials and how ideas will be transmitted to those students for the comprehension of the topics.

Additionally, shapes made the materials not only an extra tool for learning a structure or content, but also a useful guide which made students remind the teacher's explanations about the topic. It was shown in different occasions, for example in an interview, Camila, one of the regular students said:

“El material siempre fue una guía y un apoyo para que yo pudiera comprender lo que la profesora había dicho anteriormente”

(Interview, Camila. May 13th, 2016)

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It was also stated by the researchers in the field note of the fifth implementation in which the grammar focus “Can and Can’t” was studied, the materials for this class were some toys with shapes of animals which helped students relate the animal with its ability. It was mentioned in the field note:

"The material was used as a tool to remember previous experiences and as a guide to put in practice the topics."

(Field Note 5. Researchers. May 23rd, 2016)

Those pieces of evidence showed clearly that students felt the materials as a guide that helped them to learn the topics easily and to put them into practice showing their understanding of the foreign language.

Moreover, in the focus group conducted in the last session, Maria, the blind student, pointed out

"sentí que los materiales fueron como una guía y eso me ayudó a interactuar con mis compañeros."

(Focus Group. Maria. May 26th, 2016)

It showed that the materials additionally from being a guide were a tool that gave to blind students the opportunity to participate and interact with their partners studying and training what they had learned in a real context.

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All that information agreed with Ranjit's (2003) perspective. He claimed that in the process of production and development of learning materials, there were important aspects that needed to be considered at the time of creating the materials, because learning was a complex process which occurred in all the different stages of life and in all settings and situations in which human beings were immersed. He pointed out that "learning materials become an important tool in facilitating learning" (p. 1). This perspective was very important and fitted perfectly within this subcategory, because as it was shown in the evidence; materials facilitated the learning process for students and gave them opportunities to practice what they had learned in a real context making materials a completely useful tool.

To conclude, the implementation of materials in a mixed classroom was very useful, because blind students could understand better the topics explained in the classes and they were able to remember previous knowledge and experiences that they could relate to the new content they were learning. Also, blind and regular students used the materials as a guide for learning the foreign language because they could see a relation between the topics and the materials so it was easier for them to learn the topics. Moreover, the materials were a useful and appropriate tool in the mixed classroom thanks to their shapes because, as it was stated by the blind and visually impaired students, they were clear and allowed them to recognize the forms of the figures that were being represented, giving them more than a clue to understand better the topics and a tool for interacting and participating in the class avoiding the feeling of being excluded.

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Clarifying and developing activities throughout adapted materials.

This subcategory emerged because it was possible to observe during the implementation that materials were not only used as a guide by the blind and visually impaired students, but also as a tool that helped them to clarify the doubts they had about the topics that were taught by their English teacher. In addition, materials enabled the students with visual difficulties to develop the activities that were proposed for the classes.

Bajah (1982), cited by Umaru (2011) pointed out that one of the reasons for using materials was that “A teaching aid can simplify and clarify what is complex and difficult to express in words” (p. 41). It demonstrated that it was important to include the use of materials when teaching because it made easier the understanding of the topics. Therefore, it was even more important to use those aids in a mixed classroom, because blind students needed a tool which allowed them to comprehend more what they were learning in the class.

Additionally to that statement, the perspective that materials were tools which facilitated English language learning could also be supported by some of the comments that participants made, where they stated that materials were useful for them and provided a tool that allowed them to develop the activities and to understand better the topics. For example, Andrea, the visually impaired student, and Maria, the blind student claimed in the interview:

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"los materiales me gustaron porque me ayudaban a entender mejor lo que estaban enseñando... podía entender mucho más fácil con los materiales".

(Interview, Andrea. May 13th, 2016)

"Me gustó mucho el material porque gracias a ellos pude entender cuando usar y también cuando aplicar los temas que me enseñaron".

(Interview, Maria. May 13th, 2016)

It demonstrated that materials were very helpful since they helped both students with visual difficulties for a better understanding of the English language. Also, it reflected that materials were valuable because with their use students could understand how and when to use the topics that were taught in the classes showing improvements in the English language learning.

Researchers could also notice this contribution because in the field note of the fifth session they wrote:

"the majority of the class feel comfortable to use the material because they use it to clear doubts and as a form to interact to their classmates."

(Field Note 5. Researchers. May 23rd, 2016)

It proved that the use of material in a mixed classroom was a quite effective tool, since it was an aid which clarified the doubts that students had about the different topics and helped them to interact with their partners, putting into practice what they had learned.

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It was useful not only for the students with visual difficulties but also for their regular classmates.

To conclude, it was possible to affirm that the implementation of activities different from the ones of the book and the use of adapted materials in a mixed classroom, played a vital role because all students and, even more the ones with visual difficulties, needed a tool which facilitated them the learning of the foreign language because as Bose, cited by Dharma and Selvi (2011) claimed “(...) learning a second language requires conscious efforts to learn it and the exposure to the second language in most cases is limited” (2007, p. 40). Hence, the learning of the foreign language was a complex process which demanded efforts to ensure its learning and a constant exposure was required.

However, in this context it was thought to offer students those conditions, so the implementation of the activities and adapted materials mentioned before became an essential aspect in the English class considering that they facilitated the English language learning by offering students a guide for learning and a tool which allowed them to clarify their doubts and to develop the activities and tasks proposed for the classes as it was expected.

Category 2: Materials as consciousness transformers.

This second category emerged after analyzing the collected data and noticing that materials not only helped students to learn the language, but also they created a difference

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in the mixed classroom, because regular students became more aware about their own conditions and their peers' who had a visual difficulty.

In addition, it was possible to observe that all students felt more motivated towards the learning of the foreign language, especially the ones with visual difficulties, because they participated actively in the classes thanks to the implementation of the activities and the use of the materials.

This category was divided into two subcategories: 2.1 Creating inclusion awareness in the English language classroom and, 2.2 Materials as interest makers for the English language learning. These two subcategories were described in a very detailed way below, with the aim of showing how materials and the activities proposed for the classes contributed to change the environment of a mixed class where students with a visual difficulty and regular ones were learning English together.

Creating inclusion awareness in the English language classroom.

It was possible to observe and notice during the implementation sessions that the project caused a progressive improvement in different aspects of the class, such as the participation of both students with a visual difficulty and the regular ones, a higher interaction among all of them, the way that most of the regular students put themselves in the others' shoes to understand their condition and the interest they showed towards the English language learning.

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The inclusion awareness was understood as the consciousness that students acquired about the different abilities that their partners had since they had a SEN. According to Castellano (2006), a good way for promoting the acceptance, respect and understanding of the blind and visually impaired students' condition was by showing that condition to the regular students and therefore, developing inclusion awareness.

Moreover, as Castellano (2006) claimed, the importance of developing inclusion awareness in a mixed classroom was that "the session can help students realize that their blind and visually impaired classmate is a student just like them who will be learning the same subjects and doing the same assignments but who might be using different tools to get the work done" (p. 1). It could create a different perspective in the mixed classroom and then, the interaction among students was higher and regular students could appreciate the efforts that their blind and visually impaired partners did for learning the foreign language.

Additionally, the role that the activities and the adapted materials played was quite important, because those were the aids that allowed regular students to create that inclusion awareness which was a vital aspect for developing an environment of cooperation for the language learning. It was noticeable in the interview in which Andrea claimed:

"Me sentí muy incluida con los compañeros, fue bueno sentir eso gracias a los materiales".

(Interview, Andrea. May 13th, 2016)

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It showed that thanks to the implementation of the adapted materials she could have a good feeling because it made her feel part of the class and then she was able to interact with her partners.

Also, María pointed out in the interview:

"Pues es muy chevere poder interactuar con los compañeros porque ellos se dan cuenta de que por el hecho de que tú seas invidente no puedas incluirte y hacer las mismas actividades que ellos".

(Interview, Maria. May 13th, 2016)

This piece of evidence showed that it was good for the students with blindness and visual impairment to have that tool in the class because being able to participate and interact in the class produced a good feeling in them. Moreover, they could realize that they had the same abilities as their sighted peers so they could perform the same activities as them.

The implementation of those materials was not only useful for the students with visual difficulties but also for the regular ones, because for example, in the focus group of the last session, Sebastián who was one of the regular students stated:

El material si ayuda porque es un grupo mixto en donde debemos ver a otros compañeros, digamos ahí si como dicen 'colocarse en los zapatos del otro', entonces por mi parte yo tomaba conciencia y me ponía a reflexionar frente a eso

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como a cerrar los ojos y hacer, o sea tener la misma actividad pero con los ojos vendados o cerrados y sentir lo que ellas sienten al tener esa experiencia.

(Focus group, Sebastian. May 26th, 2016)

It was possible to infer that the material designed for blind and visually impaired students encouraged the regular ones to have a different perspective towards their partners with a visual difficulty because they became more conscious about the way in which students with visual difficulties faced the English language learning without one of their senses. Bearing in mind what Sebastian mentioned, it was possible to claim that materials also made that regular students became conscious about the inclusion in the classroom and therefore, found a way to support their partners' learning process.

To complement those pieces of evidence, in the field note of the first implementation in which the topic of daily routines was studied, researchers claimed

"Blind Ss felt motivated and engaged to participate in the lesson and they didn't feel they were apart from the group because with the help of the materials they could participate and do the same activities as their peers."

(Field Note 1. Researchers. May 6th, 2016)

As the previous piece of evidence, it showed that it was possible for all students to participate and do all the activities proposed for the classes because materials allowed all

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students to have access to the same kind of information and therefore, all of them were in the same condition.

Finally, the activities and the use of the adapted materials was a really significant contribution from the research study because they allowed all students to participate and interact in the class. That interaction was presented since the blind and visually impaired students could work with their sighted peers making use of the adapted materials. Moreover, the materials allowed all the students in the classroom to feel confident to talk and express their ideas in English with their partners. Additionally, the materials promoted inclusion awareness in the mixed classroom since they showed students that any student with a different ability could perform the same tasks as them, it was only necessary to take into account that they needed an aid which made for them possible the development of those tasks.

Materials as interest makers for English language learning.

This second subcategory referred to the importance of using adapted materials for promoting motivation in the mixed classroom for learning English. For researchers, motivation was an extrinsic aspect that encouraged someone to develop something. In addition to that, Dörnyei (1998) claimed, “Researchers seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction” (p. 117). It demonstrated that motivation more than encouraging someone to develop something, was an aspect which gave a direction to a molded behavior.

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According to Dörnyei (1998), it was currently considered in the foreign language teaching field that motivation had a great importance in the learning process, because it gave students the incentive to start learning a foreign language and the strength to continue learning it. He also stated that regardless the skills that a student might have for learning a foreign language, if he or she did not have motivation for learning it, he or she would not be proficient and therefore, he or she would not achieve the goal of learning it.

In addition to that, Umaru (2011) pointed out that instructional materials were quite useful for teaching, one of the reasons that he claimed was that “Instructional materials have motivational value for them to develop the interest of the student.” (p. 41). It demonstrated that the use of materials created the motivation that students needed when learning a foreign language.

The contribution mentioned before could be evidenced in the information collected in the interview. For instance, María, who was the blind student, stated:

"Me sentí muy motivada a continuar aprendiendo inglés porque pude participar gracias a la ayuda del material y de esa manera se me hace más fácil entender".

(Interview, Maria. May 13th, 2016)

With that statement, it was possible to notice that materials could motivate students towards the learning of the language by making them feel comfortable at the time of participating and sharing their ideas, regardless they were right or wrong. It also facilitated the learning because the students with visual difficulties could feel that the material helped

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them to understand the topics in a better way and therefore, they could learn in an easier way, since the materials were not designed exclusively for one activity but they could be used for the whole class.

Moreover, in the focus group Felipe mentioned something similar to the statement laid out by María, he pointed out:

"estos materiales motivan a las personas que están empezando en esta materia del inglés a perder un poco el miedo ... entonces ya no nos da miedo de pronto interactuar con los otros compañeros o dar una respuesta".

(Focus group, Felipe. May 26th, 2016)

With this piece of evidence, it could be supported the fact that the motivation that materials produced in students allowed them to feel more comfortable to participate in the classes and share their answers about specific tasks proposed for the classes.

Additionally, researchers could also notice that contribution because in the field note of the fifth session, they stated:

"Most students were comfortable using the material because they demonstrate good attitude using it."

(Field Note 5. Researchers. May 23rd, 2016)

It allowed researchers to infer that materials helped by changing the perspective that most of them had towards the class. Simultaneously, both blind and visually impaired

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students showed more interest in the class, because they were using the materials to participate in the class and interact with their partners breaking the exclusion barrier that existed in the classroom. Also, they felt that they had the same possibilities for learning a foreign language as their sighted peers.

Finally, it was considered important to mention that at the beginning of the implementation, it was possible to notice that some of the students were reluctant to participate in the class and to do the activities with the use of materials (Field Note 2. Researchers. May 2nd, 2016). However, that attitude changed in a progressive way, because researchers stated in the last session that students showed a better attitude towards the use of the adapted materials and towards the use of them for the development of the activities. Therefore, their attitude about learning a foreign language also changed in a positive way.

To conclude this chapter, researchers could say that the contributions of using adapted materials were essential for teaching English in a mixed classroom. As it was mentioned before, materials were the tools that blind and visually impaired students needed, because they facilitated their learning of the foreign language and allowed them to develop the activities in the expected way. In turn, those materials helped to change the regular students' perceptions about the condition that their partners with a visual difficulty had creating a better environment for English learning.

Additionally, materials permitted a better and clearer understanding of the topics considering that they provided a guide for students to learn in an easier way and, as

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materials were closely related to the topics, students could see a relation between all the topics studied in the classes and the corresponding adapted material and then, it was easier for them to remember and use the topics.

Moreover, with the use of the materials in the mixed classroom, regular students became conscious about the different abilities that their partners had so there was more cooperation and interaction in the class among all of them. Also, the blind and visually impaired students felt that with the use of the materials, they had the opportunity to participate and interact with their partners, because they could understand the topics and the activities and, as they had the materials, they could perform the tasks as well as their sighted peers.

Finally, researches could state that the implementation of adapted materials for teaching English in a mixed classroom promoted motivation in the students which led them to be more attentive in the classes and to seem more willing to participate and do the activities proposed for the lessons. In addition, materials encouraged all students to interact with their partners and share their ideas regardless those were correct or wrong.

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CHAPTER 6

CONCLUSIONS

The following chapter presents the conclusions, implications and limitations that this study could have in future studies. It also shows how the materials and activities designed for blind and visually impaired students that had classes in mixed classrooms might help future teachers to comprehend this population and therefore, help students with visual difficulties to feel comfortable at the moment of learning English as a foreign language.

Relevant Findings

The purpose of this research study was to examine the contributions that adapted materials had to teach English to blind students in mixed classrooms at Minuto de Dios University. Six sessions were designed and developed in an English class in which there were used the materials designed by researchers in order to observe the student's reactions to those aids and the way in which those materials worked as a help for learning English.

After doing the data analysis and living the experiences in the mixed classroom in which the research was carried out, it was found that the blind and visually impaired students demonstrated a better attitude towards the English language learning, due to the usefulness of the material that was designed for the classes. It was discovered because the materials helped those students understand easily the topic and put into practice the language learned in each of the sessions showing that those materials were a useful tool to

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be used. At the same time, researchers found that those materials not only helped blind and visually impaired students, but also the regular ones to understand the class and pay more attention to the development of it because those materials called their attention.

Beside this, it was observed that regular students became aware about the condition that their blind and visually impaired classmates had and how they faced the possible difficulties that could appear in their learning process. Also, regular students became conscious about the inclusion and the way they could help their classmates that presented any type of SEN creating a good environment for everyone to learn the foreign language.

Research question answer

After doing the data analysis, it was possible to conclude that the contributions of using adapted materials for teaching English to blind students in mixed classrooms were that materials provided to blind and visually impaired students a tool which allowed them to comprehend the topics taught in the classes in a better and easier way. Also, they were able to participate and interact in the classes because they felt that materials worked as a guide which led their learning process of the foreign language by a clearer path.

Additionally, materials promoted in the mixed classroom inclusion awareness which led students to have a good environment for learning the foreign language. The motivation for English language learning was another of the contributions because with the use of the materials, students felt engaged with the activities and the content of the class so they were more interested in participating with the entire group.

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Implications

After reflecting, it was determined the importance of including in the curriculum design of the English programs the development of material design with the aim of overcoming the problems that blind and visually impaired students face in their learning process.

At the same time, teachers and the educational community have to take into account this population inside the classroom, helping them in their learning process and creating environments in which these students feel comfortable and that they are considered as regular students that are able to do all the activities.

During the research, it was noticed that teachers could feel lost when teaching to blind students, due to the lack of knowledge that they had about how to deal with their SEN, being this one a huge barrier in the teaching-learning process. For that reason, this research study gives teachers, that have to face a mixed classroom with blind students, some tools and guidelines that might help them to teach to that population and, at the same time, give them ideas about the adaptation of materials to improve their teaching performance.

Finally, this study might give to future researchers the bases to start their research process by providing them with ideas of material design or about the way to structure the process of teaching to blind students and, in turn, might give researchers a preview about what was involved when working with blind and visually impaired people.

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Limitations

The principal limitation for this research study was the lack of collaboration by the blind population and by organizations that worked with them. The first problem was presented because the group of students did not feel comfortable participating in a study or research that used them as a population to be studied, they argued that they felt uncomfortable at the moment of participating in research studies, because they were treated as handicapped at the time of doing some things when they were able to do the same things as the sighted students making them feel unable to learn or to participate in the class.

The second problem was that some organizations and institutions which worked with this population that were contacted by the researchers demanded some requirements to work with their students; one of those requirements was a previous research with clear results about what researchers wanted to do with the students, being this an impossible requirement since the research was in process.

Finally, another of the challenges faced during the research process was that the design of the materials was considerably time consuming and difficult, because it was necessary to make sure that the fabrics and materials used were completely clear for both blind and visually impaired students and appropriate for the teaching of the topics.

Further Research

The following ideas might be taken into account by researchers who are concerned with this population because those were the contributions suggested by the participants of

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the research study for teaching English to blind students. At the same time, these ideas appeared after the analysis of the collected data and all the obtained results and seemed to be an important aspect to bear in mind when working with students with visual difficulties.

- To develop an investigation to establish how the blind students reacted to the implementation of group activities in which one of them had to put into practice the language learned with the regular students through dialogues.
- To analyze how the regular students reacted to the presence of a blind student in their class bearing in mind aspects like behaviors, interaction, collaboration and how it affected the learning process of both.
- To include different materials or fabrics in the design of the teaching aids for the blind and visually impaired students such as play dough, wool, and prominent surfaces, among others.
- To promote the strengthening of the abilities that students already have through adapted listening exercises and interaction activities.

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APPENDIX 1



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés.



Entrevista

Nombre:

Edad:

Programa:

Nivel De inglés:

**Teniendo en cuenta que el material fue diseñado para los estudiantes con
dificultades visuales responde:**

1. ¿Cómo percibiste la clase?
2. ¿Fue difícil para ti hacer las actividades?
3. ¿Sentiste que el material usado ayudó al desarrollo de las actividades?
4. ¿Qué piensas acerca de los materiales usados para la enseñanza del inglés?
5. ¿Cuál material te gustó y por qué?
6. ¿Cuál material no te pareció útil para el aprendizaje de las temáticas?
7. ¿Pudiste interactuar con tus compañeros haciendo uso de los materiales?
8. ¿En qué aspectos del aprendizaje del inglés te ayudó el material?
9. ¿El material te motivó a aprender inglés?
10. ¿Cuál fue el mayor reto que se presentó al usar este material o al hacer las actividades?
11. ¿Qué impacto generó en ti el uso del material?
12. ¿Qué sugerencias puede hacer hacia las actividades y los materiales?
13. ¿Permitió el material que comprendieras las temáticas de la clase?
14. ¿Consideras necesario modificar los materiales y/o actividades?
15. ¿Consideras importante el uso del material para comprender las temáticas en este tipo de salones?
16. ¿Sentiste que la clase solamente fue dirigida a los estudiantes ciegos?

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APPENDIX 2



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés.



Entrevista

Nombre:

Edad:

Programa:

Nivel De inglés:

1. ¿Cómo percibiste la clase?
2. ¿Fue difícil para ti hacer las actividades?
3. ¿Sentiste que el material usado ayudó al desarrollo de las actividades?
4. ¿Qué piensas acerca de los materiales usados para la enseñanza del inglés?
5. ¿Cuál material te gustó y por qué?
6. ¿Cuál material no te pareció útil para el aprendizaje de las temáticas?
7. ¿Sentiste que pudiste participar en clase?
8. ¿Pudiste interactuar con tus compañeros haciendo uso de los materiales?
9. ¿Cómo te sentiste al usar los materiales en la clase?
10. ¿En qué aspectos del aprendizaje del inglés te ayudó el material?
11. ¿El material te motivó a aprender inglés?
12. ¿Cuál material fue el que más te llamo la atención y cuál no?
13. ¿Fueron los materiales fáciles de entender?
14. ¿Cuál fue el mayor reto que se presentó al usar este material o al hacer las actividades?
15. ¿Qué impacto generó en ti el uso del material?
16. ¿Qué sugerencias puede hacer sobre los materiales utilizados durante la clase?
17. ¿Permitió el material que comprendieras las temáticas de la clase?
18. ¿Crees que es necesario modificar los materiales y/o las actividades para comprender mejor los temas?
19. ¿Consideras importante el uso de este material para comprender mejor las temáticas?
20. ¿Sentiste que la clase fue inclusiva?
21. ¿Anteriormente habían diseñado materiales especialmente para ti?

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 3



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Title of project:

Objectives:

Place:

Field Note:

Date:

Researcher:

Material Itself	
Observation	Comments
How did the students use the material?	
Was the material attractive/ meaningful?	
Was the real material appropriate for the activity?	

Page ____ of ____

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY IMPAIRED STUDENTS



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Title of project:

Objectives:

Place:

Field Note:

Date:

Researcher:



Students Perceptions	
Observation	Comments
How did the students use the material?	
How did the Blind <u>Ss</u> relate the material to their life?	
Did the regular <u>Ss</u> accept the material?	

Page ____ of ____

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY IMPAIRED STUDENTS



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Did the <u>Ss</u> feel comfortable with the material?	
How did <u>Ss</u> react to the material?	



Page ____ of ____

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY IMPAIRED STUDENTS

APPENDIX 4

	Corporación Universitaria Múnito de Dios Licenciatura en Idioma Extranjero – Inglés.	
Grupo Focal		
Nombre:	Edad:	
Programa:	Nivel De inglés:	
<ol style="list-style-type: none"> 1. ¿Cómo fue la experiencia de estar en una clase con estudiantes invidentes? 2. ¿Sintieron alguna diferencia entre el antes y el después del uso de los materiales? 3. ¿Consideran importante el uso de materiales como los que se usaron durante las clases? 4. ¿Consideran que el material les ayudo a entender mejor la clase? 5. ¿Sintieron que de alguna manera los materiales y las actividades los motivaron a participar en la clase y a aprender inglés? 6. ¿Sintieron que las actividades fueron repetitivas? 7. ¿Consideran que el material ayudó a entender y poner en práctica las temáticas? 8. ¿Consideran ustedes que son necesarios el uso de actividades usando material adaptado para el desarrollo de una clase de inglés mixta? 9. ¿Consideran ustedes que fue una clase inclusiva? 10. ¿Consideran que el uso del material fomenta una clase inclusiva? 11. ¿Cuáles serían los beneficios de usar esos materiales y actividades a la hora de enseñar inglés en un salón mixto? 12. ¿Les ayudo el material a tener conciencia acerca de la importancia de la inclusión en la clase? 13. ¿Sintieron algún tipo de exclusión? 14. ¿Alguna sugerencia o comentario acerca de los materiales o las actividades? 		
<small>adino, S.A. & UNIMINUTO, S.C. (2016) bachelor degree in foreign language english. Corporación Universitaria Múnito de Dios, Bogotá, Colombia.</small>		

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 5



Bogotá, Abril 4 de 2016

Estimado Coordinador,

Por medio de la presente nosotros, Danny Andrey Ladino Guzmán y Yury Carolina Vesga Barbosa, estudiantes de la Licenciatura en Idioma Extranjero Inglés de la Corporación Universitaria Minuto de Dios, solicitamos a usted autorización para implementar nuestro proyecto de investigación llamado “Adapted materials for teaching English to Blind and Visually Impaired students” (Materiales adaptados para la enseñanza del inglés a estudiantes ciegos y con problemas de visión.), el cual se llevará a cabo entre los meses Abril y Mayo del año 2016.

Durante las sesiones de encuentro con los estudiantes se realizará la implementación de los materiales adaptados utilizándolos en actividades concretas con el fin último de estimular el aprendizaje del idioma extranjero inglés en los estudiantes invidentes y con problemas de visión. Para la recolección de datos se harán una serie de entrevistas a los estudiantes a lo largo de todo el proceso de implementación.

Para el diseño apropiado de dichas actividades, se llevará a cabo una primera entrevista que buscará identificar los aspectos de mayor interés para los estudiantes para que así mismo las actividades sean de su agrado y participen de forma activa. Al final de cada una de las sesiones, se les hará una entrevista a los estudiantes para conocer sus puntos de vista acerca de cada una de las actividades que hacen durante las clases y también para verificar si ellos consideran que los

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY IMPAIRED STUDENTS

materiales que se usaron durante las clases ayudan al fortalecimiento de las habilidades mencionadas anteriormente.

Además de lo mencionado anteriormente los investigadores llevarán unas notas de campo en el cual se registraran las actitudes de los estudiantes con respecto al manejo de los materiales y como estos influyen el desarrollo del aprendizaje. Para complementar la información recolectada con las entrevistas, en la última sesión, a manera de cierre se hará un grupo focal en el que todos compartan sus perspectivas y se concluya que tan efectivo fue el proceso de la aplicación de las actividades, además de eso se les pedirá que propongan sugerencias acerca de cómo se puede mejorar la enseñanza de la segunda lengua a la población invidente.

El tiempo estimado para cada una de las sesiones es de una hora, el día y hora en que se llevarían a cabo sería de común acuerdo con los estudiantes ya que puede que no todos puedan asistir en el mismo horario. Se pretenden hacer 6 implementaciones, si es posible 2 semanales para la culminación de este proceso en 5 semanas.

Solicitamos entonces su colaboración para poder implementar nuestro proyecto con el espacio y los estudiantes, ya que son de vital importancia para verificar si los materiales adaptados contribuyen al aprendizaje del inglés en la población anteriormente mencionada.

Agradecemos la atención prestada y solicitamos su autorización como consentimiento para nuestra intervención.

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

Catalina Herrera Mateus

Asesora de proyecto

Danny Andrey Ladino Guzmán

Investigador

Yury Carolina Vesga Barbosa

Investigador

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY IMPAIRED STUDENTS

APPENDIX 6



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Bogotá, Mayo 2 de 2016

Estimado Estudiante

Nosotros, Danny Andrey Ladino Guzman y Yury Carolina Vesga Barbosa, estudiantes de la licenciatura en Idioma Extranjero Inglés de noveno semestre, le invitamos a participar voluntariamente en nuestro proyecto de investigación llamado "Adapted material for EFL to blind students in a mixed classroom" el cual tiene como objetivo principal examinar las contribuciones que hace la adaptación de materiales para estudiantes invidentes en una clase de Inglés realizada en un salón mixto.

Al participar en el proyecto, se le pedirá amablemente hacer algunas entrevistas y participar al final de las sesiones en un grupo focal en los cuales se harán preguntas acerca del uso de los materiales en la clase, la interacción y participación de los estudiantes regulares con los invidentes en las actividades propuestas para las sesiones y, las perspectivas, comentarios y sugerencias acerca del uso de dicho tipo de material en la clase de Inglés.

La información que se recolecte durante las sesiones de implementación será usada únicamente por los investigadores y con fines investigativos, los nombres serán cambiados para proteger la identidad del participante.

Usted recibirá copia de este documento para hacer constancia de la confidencialidad con que será usada su información. Cualquier duda puede contactarse con los investigadores del proyecto al número celular 313 818 6775 o a los correos electrónicos dladino3@uniminuto.edu.co o yvesgaba@uniminuto.edu.co

Cordialmente

Danny Andrey ladino Guzman

Yury Carolina Vesga Barbosa

Yo _____ Identificado con cedula de ciudadanía número _____, deseo participar en el proyecto investigativo llamado "Adapted material for EFL to blind students in a mixed classroom". Acepto que conozco los fines de la investigación y que mi información será usada confidencialmente.

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS



Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés



Bogotá, Mayo 2 de 2016

Estimado Estudiante

Nosotros, Danny Andrey Ladino Guzman y Yury Carolina Vesga Barbosa, estudiantes de la licenciatura en Idioma Extranjero Inglés de noveno semestre, le invitamos a participar voluntariamente en nuestro proyecto de investigación llamado "*Adapted material for EFL to blind students in a mixed classroom*" el cual tiene como objetivo principal examinar las contribuciones que hace la adaptación de materiales para estudiantes invidentes en una clase de Inglés realizada en un salón mixto.

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ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 7



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 8



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 9


Carlos Routine Reading

Carlos wakes up at 7:00 am then, he has breakfast at 8:00, he eats eggs, milk and some pieces of bread when he finish, he takes a shower and then he gets dressed, he used a t-shirt, pants and a shoes. When he finish he drives his car to the work.


At 12:30 o'clock he has a lunch. In the afternoon, he comes back to his house and reads a book then, at 9:00 o'clock, he goes to sleep.

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 10


 **UNIMINUTO**
Corporación Universitaria Minuto de Dios


Corporación Universitaria Minuto de Dios





THE ROUTINE OF AN UNIVERSITARY TEACHER


Listen and organize.




















ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 11

Interview with a swimmer

Interviewer: Hello, Dan.

Dan: Hi.

Interviewer: Can you tell me about a typical day in your life for the school magazine?

Dan: Yeah, sure.

Interviewer: So, what time do you get up?

Dan: Oh, I get up very early. I get up every day at 5 o'clock and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

Interviewer: You get up at 5 o'clock? Wow, that's early!

Dan: Yeah. Then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: cereals, toast, bacon and eggs and orange juice.

Interviewer: What do you do after breakfast?

Dan: At 11 o'clock I go to university. I'm studying sports science and I have classes from 11 o'clock to 4 o'clock.

Interviewer: When do you have lunch?

Dan: I have lunch at about 2 o'clock at the university.

Interviewer: What do you do after classes?

Dan: Sometimes I go to the gym and sometimes I meet my friends at a café.

Interviewer: What time do you have dinner?

Dan: I have dinner at 7 o'clock, then I watch TV or go online and I usually go to bed at 10 o'clock.

Interviewer: Thanks, Dan. That's a busy day!

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APPENDIX 12



Corporación Universitaria Minuto de Dios
Licenciatura En idioma Extranjero Ingles



Student's life

Student Name				
Questions				
Do you study for the exams?				
Do you check Your notes before the exam?				
Co you takes notes of photos in class?				
Do you ask when you don't understand?				
Do you have class every day?				
Do you study in the morning?				
Do you use a book for English class?				
Do you use the internet?				
Do you use the labs?				
Do you go the library?				
Do you go to tutoring sessions				
Do you use the English dictionary?				

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APPENDIX 13



APPENDIX 14
IMAGES OF BEANS



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 15

AUDIO OF ADVERBS

Always

Usually

Normally

Often

Sometimes

Occasionally

Hardly ever

Never

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 16

AUDIO RECORDING STUDENT LIFE UNIVERSITY

Hi my name is Josh

I study at university and I have a busy life

Usually I get up at 5 am and then go to classes

I always go to university by Transmilenio but I don't like it

I sometimes eat a sandwich but I hardly ever eat a fruit because it is difficult to buy it in the
university

I often do my homework at four pm and I go to sleep early

I occasionally have lunch in the university because I have classes in the afternoon

I never go to the library because I prefer doing my homework at home

I always get up good grades and I'm a very good student

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 17



Corporación Universitaria Minuto de Dios



Josh Routine

Listen and write the corresponding frequency Adverb for each question |

1. How often does Josh get up at 5 am?
2. How often does Josh travel by transmilenio?
3. How often does Josh eat a sandwich?
4. How often does Josh eat a fruit?
5. Does Josh do his homework at 4 pm?
6. How often does Josh have lunch in the university?
7. Does Josh go to the library?
8. How often does Josh get good grades?

1

2

3

4

8

5

7

6

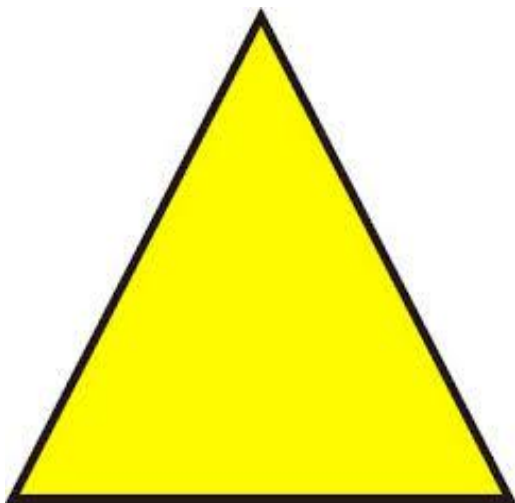
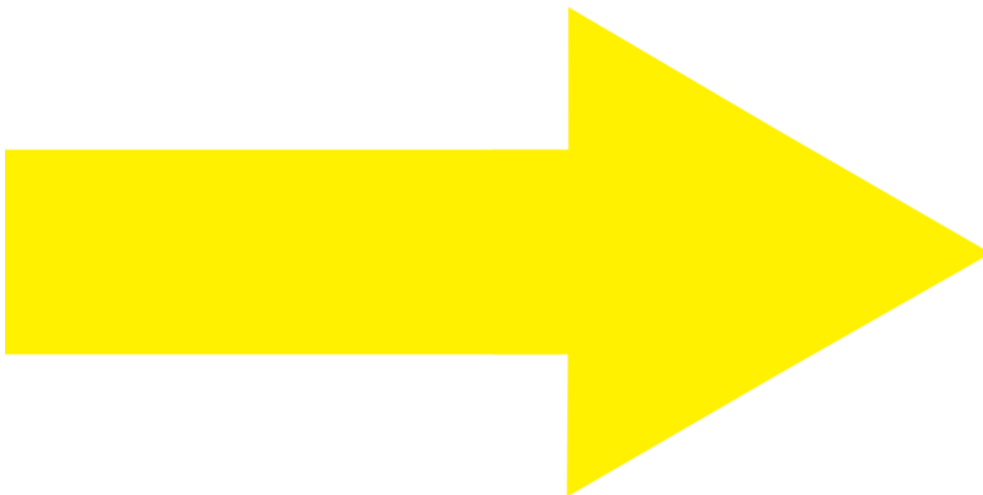
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APPENDIX 18

BOX (TRIANGLE FOR PLAY, ARROW FOR GO AND A HAND FOR DO).



APPENDIX 19




ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 20




ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 21



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Licenciatura en Idioma Extranjero – Inglés.



Free Time Activities

1. Match the word with the corresponding verb.

Play

Go

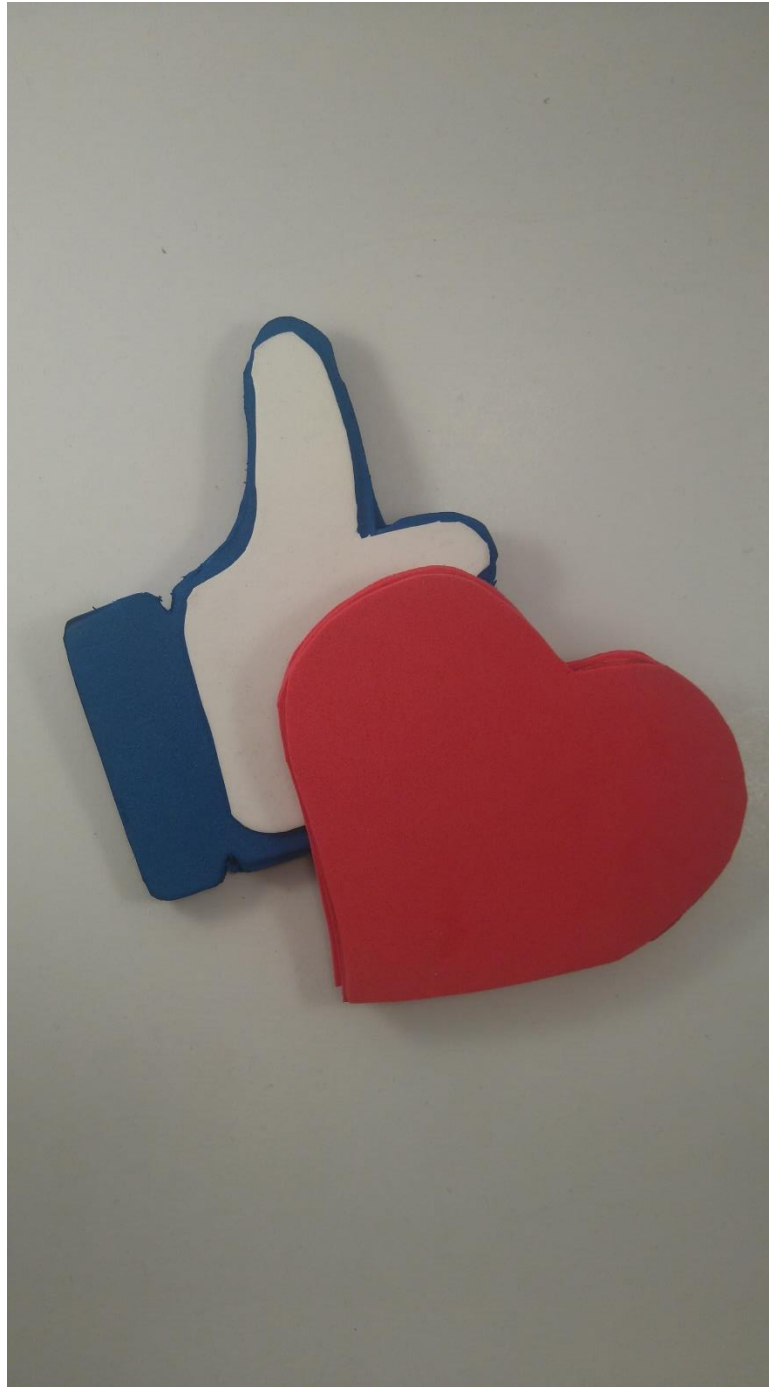
Do

Karate, Basketball, Yoga, Cycling , skating, exercise, chess, kung-fu, swimming, puzzle, aerobics, running, football, ballet, dancing, volleyball, a crossword, skating, board games, fishing, rugby, taekwondo, wrestling, archery, golf, snowboarding, judo, tennis, athletics, bowling, tai-chi, windsurfing, cricket, hockey, horse-riding.

radino, S.A. s 19804...T.C. (2016) bachelor degree in foreign language english. Corporacion
 Universitaria minuto de Dios, Bogota, Colombia.

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 22



APPENDIX 23



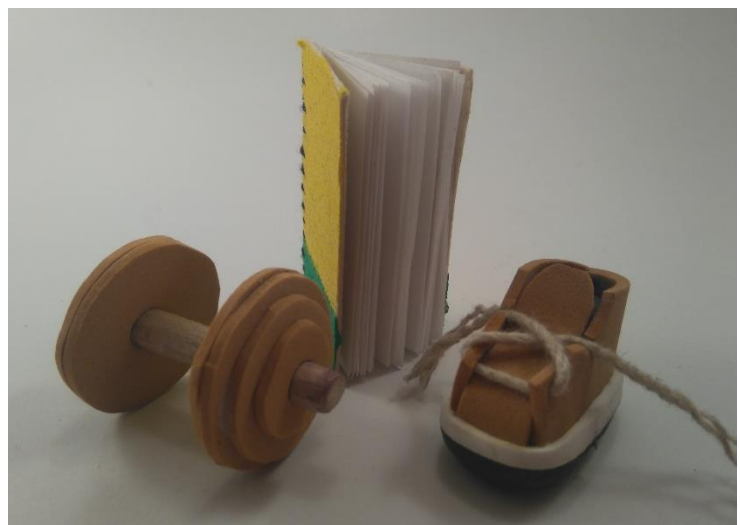
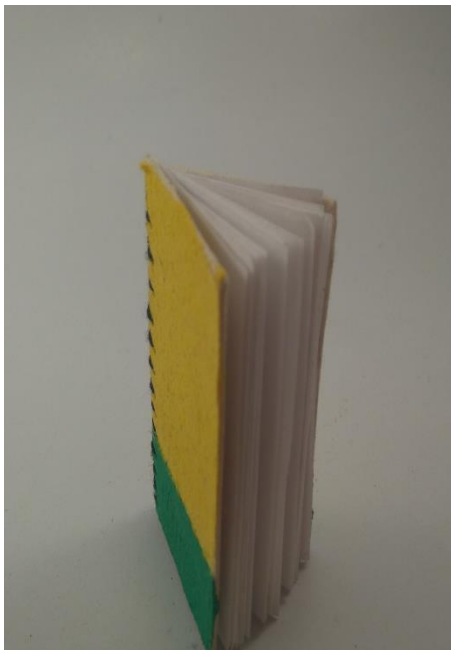
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APPENDIX 24



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 25



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 26

I like to do a lot of things in my free time but

The most special thing that I like to do is do exercise. I go to the gym 4 times a week. I like to read and read at least 2 times a week.

I like to eat Mexican food but due to my diet I cannot do it frequently for this reason I only eat once a week

My favorite hobby is run, I like run because I feel alive and with a lot of energy. I run every single day but I cannot do it I feel bad.

ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 27



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 28



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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APPENDIX 29



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
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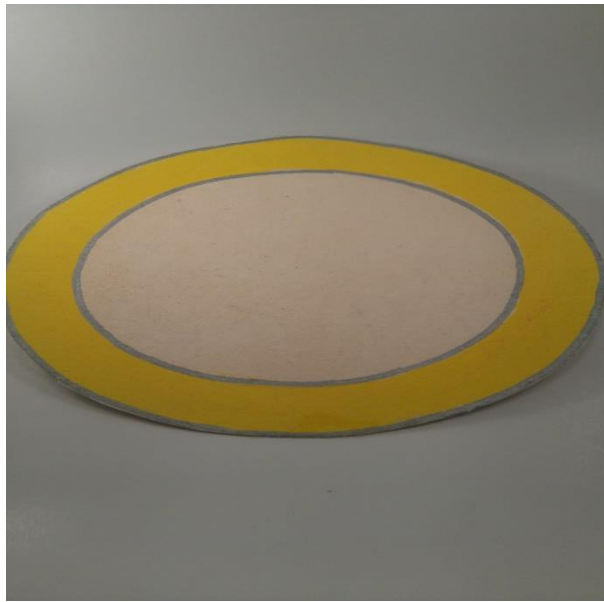
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APPENDIX 30



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 31



ADAPTED MATERIALS FOR TEACHING ENGLISH TO BLIND AND VISUALLY
IMPAIRED STUDENTS

APPENDIX 32

This is the story of a famous zoo in the city

The name of the zoo is Zooland

There are many animals in the zoo and all of them have different abilities

These six are the most interesting

The elephant can walk very long distances but cannot run in a fast way

The lion can run very fast and can eat a lot

The kangaroo can jump very, very high

The gorilla can hit as strong as a ten men

The zebra can live in groups, in big, big groups

The camel can stay many days without drinking water