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FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACION  
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**A THESIS SUBMITTED  
FOR THE LICENCIATURA DEGREE**

**TITLE:**  
**“DESIGNING A COMMUNICATIVE AUDIO  
BOOK FOR TEACHING AND LEARNING  
ENGLISH AS A FOREIGN LANGUAGE TO BLIND  
AND VISUALLY IMPAIRED STUDENTS IN  
APRECIA LA PAZ”**

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**LA PAZ - BOLIVIA**  
**2010**

*You are my shield, my strength,  
my portion, deliverer.  
My shelter, strong tower,  
my very present help in time of need.*

**TO YOU MY LORD IS MY THANKFULNESS.**

“They were feared, shunned, pitied, ignored. Some were thought to be blessed with magical powers, others to be accursed for their sins. They were princes and beggars, bards and soothsayers, storytellers and buffoons. Some were killed as infants, others were tolerated in youth but abandoned to die by the roadside or even buried alive when they grew old and infirm. There were those who roamed the countryside in gypsy bands, living by their wits, communicating in a secret jargon. There were others who never in their lives ventured from home and hearthside”.

“They were white, black, brown, yellow, red. They were of every race and every faith, of every class and every station, in every land under every sky”.

“They were the blind uncounted generations of them over the centuries, 15 million or more alive in the world today”

*- from The Unseen Minority*

## ACKNOWLEDGMENTS

Of the many who have had a part in my education and professional formation, there are four to whom I wish to acknowledge my indebtedness:

Hugo Guerra, my father who is always encouraging me to continue in life and abiding me faith in God. He was my mentor in my school time. The things my father impressed upon my young mind while I was under his tutelage have directed the course of my life as few other things have done.

Alex Saavedra, my English teacher at the school, not just because he taught and motivated me to learn the language but also because he gave me the opportunity to experience how to be a teacher helping to my own classmates.

I would also like to sincerely thank all the participants who contributed with data to this study helping me to make possible this thesis.

And finally, my appreciation is also extended to Mgr. Mirka Rodriguez Burgos, my tutor, not only because she guided and helped me in the development of the present investigation but also in my University academic formation. And the most important thing is that she showed me the way and the role that a teacher plays in a classroom.

## **ABSTRACT**

As an effort to provide equal educational rights to all students in Bolivia the main aim of the present study is to develop a communicative English audio book to fulfil somehow the special educational needs that the blind and visually impaired students in Bolivia have for learning English as a foreign language.

Having this aim in mind, the present investigation is divided into three main parts. The first part presents a diagnosis of the situation of teaching and learning English as a foreign language in three institutions for blind and visually impaired students (7 - 13 years old) in Bolivia; "Aprecia" (La Paz), "Manuela Gandarillas" (Cochabamba), and "Maria Antonieta Suarez" (Oruro). This diagnosis was carried out in order to know the special educational needs that the blind and visually impaired students have in relation to learning English.

In the second part, the communicative approach theory is analysed, as well as the special educational needs of the visually impaired population. Based on all this revision the communicative English audio book was developed.

Finally, the third part of the investigation presents the application of the proposed material to our sample, the blind and visually impaired students of "Aprecia" La Paz.

Therefore, in chapter I, we attempt to give a general background description of the research. Thus, in this first chapter the thesis justification, the statement of the problem, delimitation of the research, objectives, hypothesis, and identification of variables are described.

In chapter II, the literature related to the topic of the investigation is reviewed in order to support the research we are endeavoured in this paper.

Chapter III presents the methodology of the investigation, the population that was taken into account as well as the sampling.

In chapter IV, we give a description of the instruments used in the research, we present and interpret the data collected from questionnaires that helped us to know the special educational needs that the blind and visually impaired students had for learning English as a foreign language.

Afterwards, the application of the proposed audio material to the students of Aprecia La Paz. Our chapter V, presents the preliminary results obtained from this application aside from the demonstration of the hypothesis posed in chapter I.

Finally, chapter VI, presents the general conclusions, suggestions and recommendations regarding the present investigation.

It is hoped that the present study will be useful not only for blind and visually impaired students but also for anyone who wants to learn English using the proposed material (audio books) or want to develop listening comprehension in English. Also, we want to encourage teachers to modify and/or design materials that will help them to work more productively when they deal with these groups of students.



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# CHAPTER I

## INTRODUCTION

Education is a right for all the people in the world. It can also be considered an instrument of social improvement, that is to say, it helps to improve life in any society. “The Constitution of the Bolivian Republic” points out that education is one of the functions of any State because it is a right for any country as well as it is considered an instrument of national liberation. The state also has the obligation to support, to direct and to control it with a big scholar system. Therefore, we cannot deny education to anyone, not even to students with special educational needs such as blind and visually impaired students. However, because of this condition, they are often isolated from the school system and from the society.

Thus, as an effort to provide equal educational rights and opportunities to all students specially to the ones who cannot get enough educational services because of some limitations of the traditional education, the present investigation wants to contribute somehow in the education of the blind and visually impaired population by giving this group of the society the opportunity to learn English as a foreign language using a communicative audio book that takes into account their special educational needs.

We understand this group of students need creation and adaptations not only in relation to methods, materials or in the use of technical equipment, but also they require modifications in the classroom and school system environment.

It is true that nowadays it has become compulsory to prepare more authentic educational materials for the students according to the variety of communication means. However, special designed course materials cannot be provided to those blind and visually impaired students who register in the school system because most of the investigations and teaching materials, at least here in Bolivia, are addressed to sighted people avoiding in some way the blind and

visually impaired population. Unfortunately, these students cannot benefit from the books without other people's help while they are studying in and outside of their classrooms. For that reason, this study was conducted to develop some guidelines that were implemented in the proposed Communicative English Audio-book that takes into account the special educational needs the blind and visually impaired students from "Aprecia" (La Paz), "Maria Antonieta Suarez" (Oruro) and "Manuela Gandarillas" (Cochabamba) had for learning English as a foreign language (EFL).

### **1.1. BACKGROUND OF THE STUDY**

Nowadays, it is not an open question whether technology in education is important or not, as this has been established convincingly through successful use of it by students with visual impairments in other countries. Therefore, we believe it can contribute somehow to improve language skills and increase an independent access to information and better prepare Bolivian students with visual impairments for competitive life in the future giving them also the opportunity to use CD players or computers in order to learn different things, English as it is our particular case.

So, the challenge for us now is to provide appropriate access to technology for the students with visual impairments of "Aprecia" La Paz. Therefore, the present study was carried out to find whether a communicative English audio-book (a CD with 12 lessons) will fulfil the special educational needs of this group of students.

In order to carry out this investigation we made interviews and apply questionnaires to the Head teachers, parents and students of three institutions for blind and visually impaired students in Bolivia, naming them; Aprecia (La Paz), Manuela Gandarillas (Cochabamba), and Maria Antonieta Suarez (Oruro).

We believe, the results obtained from this investigation are going to be useful to make some improvements in the education of these students as well as in the process of material development for students with special educational needs, which may help to provide an efficient learning and teaching process in any classroom.

### **1.1.1. English Language Teaching in Bolivia**

English language teaching and learning for children has become specially important in recent years. One of the significant reasons for this importance has been the introduction of primary EFL (English as a Foreign Language) classroom in most of the schools where the English language is taught.

As teachers, we know that sometimes teaching at primary level can cause us, particularly those who have trained to teach adults, a variety of problems and worries as well, this not only regarding the age of the students but also regarding the material available for them. Nevertheless, it is true that nowadays we can find many teachers teaching the English subject in primary levels of the school system even though they have not been trained for teaching them. And even for teachers who have been trained, there is unfortunately a lack of good books and materials that take into account the special educational needs of the students. This situation is worse when we talk about blind and visually impaired students' educational materials for teaching and learning EFL. One of the reasons according to "The Bolivian Institute for the blind" IBC, is the budget limitation for supporting the education of their members having as an ultimate goal the integration of the visually impaired population into the society, teaching them only the basic skills for living and being independent.

According to the Bolivian School Legislation (1994), the teaching of English has been included in the curricula within the Educational System of our country many years ago. However, it has been taught differently according to the school the student attends. For

instance, in private schools the English language is taught from the elementary level. This does not happen in most of the public schools where the English subject is taught from the secondary level onwards. Now if we talk about institutions for visually impaired students, we have to say that for unknown reasons this subject is not taken into consideration as part of the school program.

## **1.2. RESEARCH JUSTIFICATION**

There are many reasons that make this work important. The present research spots from the imperious necessity to find out some alternatives regarding methodologies that can help to improve or support the current development of teaching and learning EFL to blind and visually impaired students.

Far too often, this group of students are barred from full and equal participation in classroom instruction because required instructional material is inaccessible to them. Many blind and visually impaired students who are integrated into the regular schools have to find that, unlike their non-disabled classmates, their texts and other school materials such as Braille or audio recordings are not available for their education. Therefore, and with this view in mind we wanted to develop a Communicative English Audio-book with the purpose of giving this group of students the opportunity to learn English as a foreign language as well as facilitating them to study without other people's help when they are not in their classroom. Communicative English Audio-books are not only a practical but also an easily accessible and inexpensive way of learning EFL. Audio-books provide a way to learn the pattern of language, learning expressions, encourage students to become better listeners and experience the magic of a good book, in our case a communicative one, material that will not be useful only for our population but for anyone who wants to learn the English language using this method, specially those students who need to develop their communicative competence through the

enhancement of speaking and listening skills. The general concern of this research is registered in the Bolivian educational system, but regarding only elementary education.

Therefore, in order to provide equal educational rights to all learners from Bolivia, this investigation was conducted to develop a Communicative Audio-book for teaching and learning English as a foreign language (EFL) to blind and visually impaired students of “Aprecia” in La Paz city. The process to convert traditional English books to Communicative English audio-books will be described in depth later on.

Talking about the social contribution, it is hoped that this investigation will help teachers provide a better learning environment for blind and visually impaired students, which will stimulate an exchange of ideas among language teachers about ways to work more productively with and for students with visual impairments. So it can be a powerful motive to make audio-books more widely available not only at schools but also in libraries.

On the other hand, we want to motivate blind and visually impaired students’ parents to help and encourage their children, so everybody can understand that the students with special educational needs have the same right to learn and be part of the society as anybody else.

We think, it is necessary to mention that some of the students with whom we are working are already integrated into the regular school system where they do not receive special education because most of their teachers are not trained to provide this kind of education.

However, the institutions mentioned before help the students with different subjects, like Maths, Natural Science, etc., but not in the English language because this subject is not part of the special schools’ curriculum; something we could determine in an interview carried out to the head teachers of the three institutions for students with visual impairments in Bolivia.

To conclude we have to say that blind and visually impaired students should have a personalised education, this because the way of teaching and learning is not going to be the

same as that for the sighted students, in other words, our task as teachers is to provide them with significant experiences, so that students can process them easily and have the same opportunity to learn different sort of things, English as it the case of the present study.

### **1.3. STATEMENT OF THE PROBLEM**

At the Bolivian Institute for Blindness (IBC), which is the main institution in La Paz city, we usually see children, young and adult people who are brought in order to get basic rehabilitation skills, so, they can be reinserted into the society, having the possibility to work or to continue their studies. However, blind and visually impaired students have to face some limitations regarding their education, one of the main limitations is that most of the materials and books they use are made for sighted students. Although the system provides them with different educational programs and services, they do not fulfil all their educational needs.

As mentioned before, the development of more authentic educational materials has become compulsory nowadays. However, there are only few people who take into account the importance of designing or adapting them for giving blind and visually impaired students a better education. This limitation was one of the fundamental reasons we had to continue with this investigation, hence, we want to fulfil somehow the need that the blind and visually impaired students had for accessing to a better education, giving them the opportunity to learn a foreign language such as English language that nowadays is considered to be an important one in our world which is growing smaller because of the expanding globalisation.

For what has been mentioned before, the present research poses the following question that we hope is going to be answered throughout this research.

- 1. What are the special educational needs the blind and visually impaired students have for learning English?*

2. *Does the proposed communicative audio-book respond effectively to the special educational needs the blind and visually impaired students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas” have for their teaching and learning process?*

#### **1.4. DELIMITATION AND LIMITATIONS OF THE RESEARCH**

At the time of talking about institutions for blind and visually impaired children in Bolivia we have to mention that the country has five big institutes located in different cities. “Aprecia” and “Cerefe” in La Paz city; “Maria Antonieta Suarez” in Oruro; “Manuela Gandarillas” in Cochabamba and “Aprecia Santa Cruz” in Santa Cruz city. These institutions are in charge of providing special help to all their students.

Because of the fact that, what occurs in schools and families often differs from one region of a country to another, three schools were selected; “Aprecia” (La Paz), “Maria Antonieta Suarez” (Oruro) and “Manuela Gandarillas” (Cochabamba) as our research population.

We also have to mention that the present study is divided into three big parts. The first one has to do with the application of the questionnaires and interviews to the Head teachers and students of the three selected institutions for the blind. The purpose was to determine the special educational needs the students had for learning EFL. Once analysed their special educational needs the second part of the research presents the development of the proposed communicative audio material. And finally the third part of the investigation presents the application of the proposed material only to the students of “Aprecia” La Paz.

Therefore, to complete our first part of the investigation we took a number of 31 blind and visually impaired students aged between 7 to 13 years old, all of them students of the three institutions mentioned before. The reasons why we decided to work with the students

from “Maria Antonieta Suarez” and “Manuela Gandarillas” were that the oldest student in “Aprecia” La Paz was 12 years and the group of students enrolled in it was very reduced. In addition, the reason why we chose this population was because the proposed Communicative English audio-book not only takes into account the listening and speaking skills but also the reading and writing ones, though the last ones in less degree. In other words, the population chosen for the present research was the one who know how to read and write using the Braille system. System, they usually use in their institutions as well as in their regular schools where some of them (four in total) are already integrated. In regard to the application of the proposed audio material and taking into account different aspects like distance between the cities and our budget limitation we decided to apply it only to the blind and visually impaired students of “Aprecia” La Paz.

Unfortunately, we could not include the students of “Cerefe” institute from El Alto, La Paz as part of the investigation. The reason was that most of the students there were considered children with multiple impairments and very young ones as well.

By talking to the students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”, we could realise that most of them want to learn how to speak English as the sighted students do. So, they can have the opportunity to travel to an English speaking country or understand when someone speaks in that language.

## **1.5. OBJECTIVES OF THE INVESTIGATION**

The present investigation states clear and measurable objectives. This is because at the time to achieve them we can make some projections for the future.

### ***1.5.1. General Objective***

- To provide blind and visually impaired students of Aprecia, Maria Antonieta Suarez and Manuela Gandarillas with guidelines for teaching and learning English as a foreign



language taking into account their special educational needs and the communicative approach theory.

#### **1.5.2. Specific Objectives**

- To carry on a learning needs analysis in three institutions for students with visual impairments from Bolivia.
- To analyse and interpret the obtained information about the learning needs analysis.
- To design a communicative audio book for students with visual impairments.
- To find out the activities and techniques the blind and visually impaired population want to use for learning EFL.
- To evaluate the impact of the proposed Audio book in the learning community of “Aprecia” school.

#### **1.6. STATEMENT OF THE HYPOTHESIS**

Based on the question posed on the presentation of the problem we have come out with the following hypothesis (Hi):

*- The proposed communicative audio book responds effectively to the special educational needs that the blind and visually impaired students of Aprecia, Maria Antonieta Suarez and Manuela Gandarillas have for their teaching and learning EFL process.*

#### **1.7. RECOGNITION AND DEFINITION OF VARIABLES**

According to the hypotheses we have suggested before, we have identified the following variables in our research.

- **Variable 1**

- *The proposed communicative audio-book as an **effective response** to the special educational needs of the blind and visually impaired students.*

- **Variable 2**

- *The blind and visually impaired **teaching and learning EFL process**.*

## **1.8. CONCEPTUAL DEFINITION OF VARIABLES**

The present study deals with two variables which are first defined conceptually and then operatively.

### **\* Effective response**

In this research, we consider the effective response as the result that we intended. In other words, the results the proposed communicative audio book had, fulfilling the special educational needs of the blind and visually impaired students.

### **\* Teaching and learning process**

They are aspects of applied linguistics that take into account helping someone get knowledge and the activity of obtaining it, Oxford Dictionary (1993). In the present investigation these terms refer to the process that the students with visual impairments followed when we gave instructions that helped them to gain knowledge regarding their level of communication in the English language using an audio book specially designed for them.

## 1.9. OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSION	INDICATORS	INSTRUMENTS
1. The communicative audio book as an effective response to the special educational needs (SEN) of the blind and visually impaired students.	- The communicative approach.	<ul style="list-style-type: none"> <li>- Analyse the advantages and disadvantages of using this approach for teaching and learning EFL.</li> <li>- Teacher's role</li> <li>- Student's role</li> <li>- Material's role.</li> </ul>	<ul style="list-style-type: none"> <li>- Mc Donough &amp; Shaw, Finochiaro, &amp; Brumfit, Nunan, Canale &amp; Swain, Littlewood and Mora Jill book.</li> </ul>
	- The special educational needs.	<ul style="list-style-type: none"> <li>- The activities and techniques the students need and want to use when learning EFL. (e.g. role plays, games, discussions, etc.) are analysed.</li> <li>- Group and pair work activities in class.</li> <li>- Listening and speaking skills are taken into account.</li> <li>- Reading and writing skills are also taken into account but in less degree.</li> <li>- Students are introduced to the audio books</li> <li>- Students are given the opportunity to learn EFL.</li> </ul>	<ul style="list-style-type: none"> <li>- Head teachers' interviews</li> <li>- Students' questionnaire.</li> <li>- Students' group interview.</li> </ul>
2. The teaching and learning English process.	- First part of the process.	<p><b><u>CONTENTS</u></b></p> <ul style="list-style-type: none"> <li>- Students are introduced to formal English lessons.</li> <li>- learn how to greet people.</li> <li>- use the verb "to be"</li> <li>- ask and answer short questions (e.g. What is your name? address, age, phone number, etc.)</li> <li>- learn the English alphabet.</li> <li>- learn how to count Prom. 0 to 20</li> </ul> <p><b><u>PROCESS</u></b></p> <ul style="list-style-type: none"> <li>- use and audio book material specially designed for them.</li> <li>- play roles in short conversations.</li> <li>- learn how to listen for the gist.</li> <li>- learn how to read and write in English.</li> <li>- practice pronunciation, singing songs.</li> <li>- Participation is taken into account for determining the progress of listening and speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- The first six lessons of the audio book.</li> </ul> <ul style="list-style-type: none"> <li>- First partial exam shows students' progress.</li> </ul>
	- Second part of the process.	<p><b><u>CONTENTS</u></b></p> <ul style="list-style-type: none"> <li>- Students ask and answer questions regarding everyday activities.</li> <li>- talk about jobs and professions.</li> <li>- ask for help</li> <li>- talk about likes and dislikes</li> <li>- talk about food</li> <li>- learn opposite words.</li> </ul> <p><b><u>PROCESS</u></b></p> <ul style="list-style-type: none"> <li>- Students increase the level of listening comprehension.</li> <li>- They participate in longer conversation.</li> </ul>	<ul style="list-style-type: none"> <li>- The last six lessons of the audio book.</li> </ul> <ul style="list-style-type: none"> <li>- Final exam at the end of the course</li> </ul>

		<ul style="list-style-type: none"> <li>- Motivation regarding the language is increased (with gifts, like candies, extra points, small toys, etc).</li> <li>- Students interact better in pair and in group works.</li> <li>- Homework assignments and post task activities help us to determine the progress regarding reading and writing skills.</li> <li>- Students, parents and teachers' final comments regarding the English course is taken into consideration.</li> </ul>	<p>determines the students' English knowledge.</p>
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## **CHAPTER II**

### **THEORETHICAL FRAMEWORK**

Nowadays we can see that many people want to learn different foreign languages such as English, French, German, etc., having many different reasons for doing so. For instance, if we take the learning of the English language in our country, we find reasons like, advancement in life, work, travelling, communicating with foreign people, or just because it is part of the school curriculum. These same reasons are valid if we talk about students with special educational needs, since they also have the right to receive the same quality of education as any other Bolivian child in the Bolivian Educational System.

After setting these general aspects, we proceed basically with the theories and literature review that supports the present investigation. In this purpose, the present chapter reviews aspects like language teaching and learning, student's motivation, the Communicative Approach and its characteristics, benefits and disadvantages of using audio-books and the special educational needs of students with sight limitations are taken into account to broaden our assumptions regarding the topic of the present investigation.

#### **2.1. LANGUAGE TEACHING**

As we are in the twenty first century we have to take into account that the boundaries between countries and cultures are rapidly giving way to a new global community, so children are growing up in this changing world and they will need to be updated in order to have an effective communication in the future not only regarding their mother tongue but also in a foreign language.

As Rivers and Temperley (1978:3-4) state; *“When selecting learning activities, we must always remember that our goal is for the students to be able to interact freely with others or*

*what they want to share with others (whether as a reaction to a communication or as an original contribution to the exchange)”.*

Communication in a foreign language is essential nowadays not only to have access to better opportunities in work but also in order to apply for scholarships abroad, therefore, we want to offer the same kind of opportunities in education to all the students in Bolivia. So, based on the Communicative Approach the ultimate goal of the present research is to enable the students with visual impairments of “Aprecia” La Paz to communicate in English language, at least at a beginner level, using an audio-book. Material that will give them not only the opportunity to learn a foreign language but also it will involve them into the process of developing it because it will take into account their special educational needs.

### **2.1.1. Teaching and learning language processes**

According to Sanchez P. (1990:158), the teaching-learning process is defined as the transmission and reception of knowledge, and the profiles to develop both are:

\* Requirements for the teacher:

- Scientific knowledge of the subject; in this case teaching approaches, knowledge about the language and use of English.

- To program, that is to say, what to teach and by planning lessons carefully.

- To prove if the learner has learned with an evaluation.

\* Requirements for the learner:

- He plays a receptive role but with motivation, he has to open his mind and with some effort he is going to learn what the teacher teaches.

There are many theories on learning EFL. So, the present section develops only the ones that are closely related to our study which is English language teaching and learning to young

students. We want to make it clear that learning in this section refers to second language, L2 learning. So that, the question posed is how do people learn languages? Unfortunately, we can say that none really knows exactly how, the theories of language learning only state how we believe people learn languages. These theories are the best sources of information we have so far for answering the posed question. So, let us mention the most important ones:

#### **2.1.1.1. Language learning based on the behaviourist Theories**

The behaviourist answer to the posed question, proposed by Skinner (1957) is based on Pavlov's idea of conditioning, it is based on the theory that you can train an animal to do anything (within reason) if you follow a certain procedure which has three major stages, stimulus, response and reinforcement. According to him language learning consists of acquiring habits, initially by imitation (like parrots), the good response elicits a reward of some kind. The habit is reinforced by having the stimulus recur so often that the response become automatic. Thus "*...we also learn by imitation, mimicry, constant practice and finally the new language habits become as fixed as those of our mother tongue*" said Bell, 1981 quoted in Skinner (1957:24).

For what we have mentioned, it is clear that language learning and its development for the behaviorists is a matter of conditioning by means of imitation, reinforcement and habituation which form part of the language acquisition.

#### **2.1.1.2. Language learning based on the cognitive theories**

The Cognitive answer to the question: How do people learn a language is based on Chomsky's (1959) theory of Competence and performance. In reaction to the behaviourism. We can summarise Chomsky's theory as follow:

- Children can say things that they have never said before.
- Adults throughout life say things they have never said before.



- A new sentence that a young child produces is certainly not a result of conditioning. Chomsky also mentioned a system resulting from the child's innate capability to acquire language, referred to as language acquisition device (LAD). From the knowledge of these finite number of rules, an infinite number of sentences can be produced.

Therefore, and based on Cognitivism theory we can conclude by saying that the learner acquires competence which enables him to be a creative user of language performance. What is really significant is the ability of the learner to respond to a new situation for which stimulus response habits alone could not possibly have prepared him.

#### 2.1.1.2.1. **Linguistic theories**

Another theory about first language acquisition was the theory of Universal Grammar proposed by Noan Chomsky (1968). He argued that children acquire a first language before they are able to develop simpler tasks. This acquisition is greater than the input received because it is often generated with false starts, slips of the tongue and grammatical errors, still children acquire the language. Due to these, Chomsky (1968) argued that we must have an innate device that is able to do all languages. One of the features of this language device is the claim that there is a critical period for acquiring a first language. For this reason, adolescents and adults would no longer have access to this device to enable them to acquire a second language. Proponents of UG argue that the device is still there, it is simply no longer able to assist in the SLA without interference from the first language.

From what we have surveyed, we believe the teaching and learning of a second or foreign language must be introduced since the primary level of the school system. Not only because we agree with Chomsky's UG theory but also because some scientists state that children may have a heightened ability compared to adults to learn a second language specially if this learning happens in natural processes. Therefore, the purpose of the present research is to

teach EFL to children with visual impairments of “Aprecia” using an audio book material.

### **2.1.1.3. Language Learning based on the Humanistic Theories**

According to Richard and Rodgers (2001:89) it emphasises the importance of the inner world of human being and places the individual’s thoughts, feelings and emotions at the forefront of all human developments. From this point of view language learning should:

- be interpersonal and student-centered
- refers to the integrated or eclectic methodologies

Learners have the natural urge to realise their potential and to function autonomously. The best way to facilitate learning is to establish an interpersonal relationship with the learner who should be respected and appreciated as a human being. The teacher should be perceived merely as a facilitator and should create a less formal learning context in the classroom; it means by creating a friendly environment. We know that learning occurs through life and it is highly individualised process because we all have different learning styles, that is also the case of blind and visually impaired students; despite of the fact they can not see, they learn different sort of things as well as the language from different ways, these ways can be by touching, listening, tasting, smelling, moving, to name the most important ones. Therefore, we can say that teaching should be more focused on providing students with experiential activities by using realia or movements (Total Physical Response) too. So that, and in order to make the language learning process a more motivating experience for the students, we have to put a great deal of thought into the development of the lesson plans from which we are sure we will have obtainable short goals and will maintain students’ interest in the English learning. In addition, we need to create interesting lessons in which the student’s attention is gained. This can sometimes be accomplished using specific teaching strategies, for instance, we have to encourage them to become more active participants in a lesson

reducing the teacher talking time or sometimes assisting them to establish a purpose for improving their communication skills in the target language. Thus this can result in students a sense of accomplishment keeping students' motivation high. It is important for the teachers to help them to understand that, even though they may not see immediate results in becoming proficient in a foreign language, the study of it can enhance their perception as well as an understanding of other cultures. We believe that when the focus is on communication specific error correction should be given a minor role, however, this does not mean errors will never be corrected, it means that we have to do it discretely, so the students will not be discouraged from using language to communicate. Furthermore, the purpose is also giving the students an environment in which they feel comfortable and where their participation is valued.

As acquisition and learning a second or foreign language has become important nowadays, we want to give a brief description of some widely known and well accepted theories which also had a large impact in all areas of second language teaching. So, the next section takes into account to Stephen Krashen who contributed with his theory about second language acquisition and learning and its implications regarding children.

#### **2.1.1.3.1. Monitor theory**

This theory is predominantly a theory for Second Language Acquisition "SLA". Krashen (1982:28-29), discuss the difference between acquisition and learning. This is the base of the monitor theory to acquire a L2, according to this model, the learner needs to focus on messages and meanings. He proposes that there is a "monitor" which functions to help the person to in essence, filter learned knowledge, such as which verb tense to use. Learners make these changes to improve accuracy and the use of the "Monitor" often has this effect. As the language learner progresses on his path of learning, there are different stages which are like the one that a butterfly follows to become a butterfly. Along these stages all of this

learned material is put into use, most of the time being processed through a filter of sorts, which Krashen calls the “Monitor”. This is where the rules are applied and the form is checked. If it is not right, it is corrected to fit the rules.

#### ***2.1.1.4. Affective Filter***

Krashen S. (1982:31) also proposed another component, that is “the affective filter hypothesis” which argues that the student must be motivated to learn the new language. He states, this filter is present in adults but not in children so this can be an obstacle for the process of learning a language. So, Krashen states:

*“It captures the relationship between affective variables and the process of second language acquisition. Those whose are not optimal for second language acquisition will not only tend to seek less input, but also have a high or strong Affective Filter, even if they understand the message, the input will not reach that part of the brain responsible for language acquisition. Those with attitudes more conducive to language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter”.*

Therefore, our pedagogical goal should not only include supplying comprehensible input but also we have to create an environment that helps students to have low filter.

Nevertheless, we have also to take into account that a lack of comprehensible input and meaningful interaction may have negative consequences in the affective domain, specially if we talk about students with special educational needs, affective factors such as feelings of marginalisation and isolation from the classroom community, which may ultimately cause the student to abandon the language classroom altogether.

Krashen’s theory turns to some factors that underlie the affective filter and these are:

#### **2.1.1.4.1. Learning Motivation**

The famous Chinese proverb that says; “*don't give your students fish, but teach them how to fish*” is perhaps true regarding language teaching. However, we have to question ourselves about, how do we go about teaching blind and visually impaired students English language skills so that they become more interested in learning the foreign language? Also, how do we maintain our students' (most of them children) interest in language learning when English is not seen as important for their immediate needs?

Obviously the answer to the former questions is motivating them, since motivation is the central aspect which is often studied as the activation trigger of the learning process. It is seen as the degree of attention the student puts to the input language, and they are able to understand and store information, react by imitation or repetition and act by thinking and creating. If motivation does not exist, we must create it by providing interest and fun activities as well as a sense of achievement. So, teachers have to find practical ways to motivate the students to learn and appreciate the language and at the same time, sustain students' interest in the language learning process. Therefore, motivation cannot be left away because it plays a significant role in the process of learning a language. It is certainly true that if a student who is really motivated will succeed in learning a language while no motivation will result in no learning. This phenomenon happens to all the students, no matter if he or she is a child, young or adult learner either if the student has an impairment such as blind students. The concept of motivation is often overlooked. Many people do not think of it as being important; however, we believe it is a factor that shapes children and helps them to succeed in their lives.

There are two very well known types of motivation, which can influence a child in different ways.

#### **2.1.1.4.2. Intrinsic motivation**

It occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is morally significant for their lives. This happens when students actively engage themselves in learning out of curiosity, interests or enjoyment, these students do not require rewards in order to get them motivated to do an activity or assignment, states; Brewster and Fager, (2000:90).

The advantages of intrinsic motivation are that students often use approaches that require more effort on their behalf, they also use more logical thinking in order to accomplish the goals that they are trying to achieve; in addition, they mentioned the students are able to complete more challenging tasks when compared to those who use extrinsic motivation.

As teacher and as a student at the same time, we know that communication itself is an important factor that can motivate us, we acquire this motivation from the need to express ourselves and from the pleasure that they feel when we achieve this. So, we believe if we provide opportunities for communication, our classes are going to be positively motivated.

#### **2.1.1.4.2.1. Extrinsic motivation**

It comes into play when a student is compelled to do something or act a certain way because of external factors to him, for example, good grades. So that, there are many reasons why teachers use extrinsic motivation, sometimes also called external rewards, that help not only the students but also teachers to have better results in the process of learning in a classroom.

Extrinsic motivation happens when the student is promised a reward if they complete an assignment or task, types of rewards that would be motivating for students would be grades, stickers, candy, etc. (Brewster and Fager, 2000:92).

Even though, these rewards are both successful ways to get students motivated, intrinsic motivation is usually preferred over extrinsic motivation. Extrinsic motivation is a successful

technique when it is used very rarely. We believe, it should be used with caution because we realise when this way is used too much, the students will push any intrinsic motivation away and gradually become motivated for the rewards alone. This becomes a problem because the student is no longer focused on the assignment or any enjoyment from the assignment, but is only concerned about the reward that he will receive after completing the activity.

To sum up we can say; the people who play an ultimate role in motivating students are teachers as well as parents. According to Linda Lumsden, (1994), quoted in Brewster and Fager (2000:94), *“the beliefs teachers themselves have about teaching and learning and the nature of the expectations also exert a powerful influence. The parents’ role as motivator should begin very early in their child’s life and should continue throughout the school years”*.

We could realise the students with visual impairments taken into account for the present research are intrinsically motivated, therefore, we worked reinforcing their extrinsic motivation giving them small presents, extra points or simply giving them self confidence in their learning with positive words like, “your are improving day by day”, “well done”, etc.

#### **2.1.1.4.3. Self confidence**

We recall that Krashen (1982:33) also referred to it as a factor that also affects the Affective Filter. He states that self-confidence as a general characteristic is often linked to family variables. For example, families who display inconsistent discipline or over severe discipline and disapproval of their children produce people who have a low self-image and little confidence in themselves. On the contrary homes where parents are strongly approving on their children, and of their friends, who join in many activities with them produce children who are confident of themselves.

We note that the relationship between success and self-image may not necessarily be all one way. Although there are reasons to believe that children with good self-image may do better

than those who have a poor one. Reason for that, we have to help these students giving them responsibilities for their own learning, so they were encouraged to participate in such decisions as what subjects areas or tasks they wanted to be engaged with when learning. We find that Krashen's theory applies not only in our classroom but to all learning in general. We have to take into consideration that students acquire knowledge in different ways than they do when they are taught specific skills. All of this information is useful, but without assistance and a low effective filter, the student cannot achieve what he is supposed to learn. The idea that this filter is present only in adults but not in children is a mistake. We agree that when people are not motivated, or when they are stressed or worried they will not learn, something that is also applicable for children as well.

#### **2.1.1.4.3.1. Ways to motivate students with visual impairments and develop their self-confidence**

Teachers have to make the classroom suitable for the students learning. Therefore, and in order to allow motivation in our class, we believe that relating activities with real life experiences will allow students to have some power over the assignments.

However, as the group of students we worked with are blind and visually impaired children, we think before starting to teach them English, we have to find out who are they, in other words, we have to have time to know each other (students-teacher, teacher-students). We think this is really important, specially if we work with this group of students, as they cannot see they should be familiarised with the teacher's voice and his way of speaking. We learned when a blind student is out in the sighted world a friendly communication can be vital to start a good relationship between teacher-student and student-teacher a factor that will certainly help to work in a friendly environment. In addition, because students are not always internally motivated, we have to find out the way to change this condition.



Through a group interview to the students of “Aprecia” La Paz, “Maria Antonieta Suarez” and “Manuela Gandarillas”, it has been determined the students are intrinsically motivated; some of the reasons obtained were that they want to understand when an English speaking foreigner speaks, or to understand what the English song they listen to, is about or to have the opportunity to study in an English speaking country. Hence, our main aim was to maintain the students’ initial motivation as well as sustain their curiosity and interest in learning the language, in other words, we engaged the blind and visually impaired students of Aprecia La Paz to different, real and full of fun activities such as role plays, games, discussions, songs and so on, that assisted them in their learning process (See annex N).

## **2.2. THE COMMUNICATIVE APPROACH**

The present section examines the Communicative Approach that was adopted for the development of the proposed English audio-book. Thus, we highlighted the positive and negative points of this approach the focus was specifically on the benefits that not only the teachers can have regarding the implementation of appropriate communicative activities in their lesson plans but also giving the students with visual impairments the opportunity to benefit more from the English lessons they may take in their regular schools.

This approach is based on a principle that states that any language is acquired through communication stimulating the development of the language system itself, using English to learn it and also providing learners with the opportunity to use their English for communicative purposes. The goal of language teaching is to develop communicative competence through which the learner acquires both knowledge and ability for language use. As Brumfit. C.J. (1983:49) states; one of the principal assumptions of the Communicative Approach is that the students are really more motivated to study a foreign language when the classes are full of language interactions and the students feel they are learning because

the teacher gives them the opportunity to express their ideas, to share their opinions, and of course tolerating some errors because we have to understand that making mistakes are part of the process of learning a language. This way of learning a language helps the students to integrate the foreign language with their own personality and they also feel confident in the class, which is one of the main goals in the process of learning a language.

As it has been mentioned previously, the approach taken for the present investigation was the Communicative one, this means that the choice of what kind of topics and activities were based on the special communicative needs of the students with visual impairments of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”; in other words, with the help of this approach we determined what the students needed to know, how they did that and what they learned in the English language. We also looked at techniques of classroom teaching because according to this theory the conception of the teacher’s role within his class nowadays is to be an advisor and facilitator rather than of an instructor; and that it is one of his basic functions to set up communicative situations and activities within a class.

### **2.2.1. Communicative Language Teaching**

The Communicative Approach was originated as an answer to educators and linguists who had grown dissatisfied with the audio lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning realistic enough whole language. They did not know how to communicate using appropriate social language, gestures, or expressions. So, the interest in the development of communicative-style teaching started in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

Savignon (1983:5) mentions that Communicative language teaching began in Britain in the 1960’s as a replacement to earlier structural method, called Situational Language Teaching.

This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories, British functional linguists, such as Firth and Halliday.

Not a great deal has been written about the learning theory behind the Communicative Approach but we can mention some principles that may be inferred:

- Activities that involve real communication promote learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner promotes learning as well.

Communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. Regarding teaching a second or foreign language to blind and visually impaired students is quite an undertaking because most of the materials and classroom activities are designed for the sighted students, and with the sighted students on mind, many times the student with visual impairments feels left out. Even when we, as teachers try to find alternative methods, and to modify the classroom dynamics, it is extremely difficult not to forget that this group of students are not benefiting from our every effort. They are not mentally or learning disabled, and not being able to put together a whole system of images, words and non-verbal cues could be very frustrating for them. So, involving these learners in class discussions, speaking descriptively and acknowledging the students' achievements is perhaps the most effective way to help them feel like they fit in the class.

Therefore, besides using this approach theory, we helped the students with visual impairments using tangible and real objects as well as physical movements (Total Physical Response method) so, they got better understanding of what they are learning in class.

### **2.2.2. Communicative Approach Characteristics**

According to Littlewood, W. (1983:5-23), the most important characteristics of the Communicative Approach to language teaching methodology are:

1. Classroom activities give opportunities to use target language in a communicative way.
2. Use of target language as normal medium for classroom management.
3. It is much more student - oriented, because it is dictated by students' needs and interests.
4. Classroom provides opportunities for practising the language that will prepare them for real life situation and real communication.
5. More emphasis on active modes of learning, including pair work and group work.
6. Emphasis on oral and listening skills in the classroom.
7. Correction should be discrete, noted by let them talk and express themselves, form of the language becomes secondary.
8. This approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas.
9. Grammar can still be taught, but less systematically, using traditional ways alongside more innovative approaches.
10. This approach seeks to personalise and localise language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.
11. The use of idiomatic/every day language (even slang words) is helpful.
12. Materials must relate to students' own lives; therefore, they must be real.
13. Language needs to be structured but it should also be spontaneous and incidental.
14. Communicative Approach seeks to use authentic resources. Newspapers, magazines articles, poems, recipes, etc, all can be exploited in a variety of ways.
15. Important not to be restricted to textbooks.

As we have seen, there are obvious advantages for the adoption of the Communicative Approach. We agree with Littlewood when he notes that communicative activities are helpful in providing whole-task practice where various types of activities are structured to suit the learners' level of ability. Consequently, the proposed audio-book material will try to involve the students of "Aprecia" in using the English language for communication and it will certainly create a context which will support their learning.

In order to prepare the students with visual impairments for the communicative demands in the world today and by relying on communicative methods such as pair work, group discussions and role plays the objective of the proposed audio material is to provide many listening as well as oral opportunities for the students to communicate in the English language. In addition, and as this Approach suggests, we corrected our students errors discretely, not only because we did not want to embarrass them in class but also because making mistakes form part of the learning process. On the other hand, as we did not want a weak foundation of the English language grammar, the proposed audio-book presented a section dedicated to this type of activities (See annex N).

The next section give us information about three important aspects that Communicative approach takes into account regarding teaching and learning process.

#### **2.2.2.1. Learner's Roles**

Students come from diverse backgrounds and have diverse needs as well as goals. As teachers we know that young learners in the classroom are curious, that is why they need activities which are exciting, these in order to stimulate their curiosity and help them in the process of learning. We believe the students should be given opportunities to take responsibility for their own learning, so they will develop the language, more effectively, something we want to achieve with the proposed communicative audio material.

Now that we know that young students need constant changes of activities in the classroom and because we did not want to lose the students' motivation the proposed audio-book helped students with sight limitations to be involved in different activities, not only because we did not want them to get bored very quickly but also because they were considered the most important participants in our research. So, we can say their roles' are:

- Active participants in a learning community
- Assist the teacher and provide feedback to him
- Receives feedback from the teacher
- Receives feedback from other learners

#### **2.2.2.2. Teacher's Roles**

Teachers in communicative classrooms found themselves talking less and listening more, becoming active facilitators of their students' learning. The teacher sets up the exercise but because the students' performance is the goal, he must step back and observe, sometimes acting as a referee or monitor. A classroom during a communicative activity is far from quiet; however, the students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete the task. Something that does not happen when working with blind students because there are some variations that we will explain later on.

Below we sum up certain steps teachers have to follow in order to guide their students:

- Encouraging students to discuss concepts they are learning.
- Setting up opportunities for students to demonstrate their work to other people (e.g. other classes in their school, parents, etc.) prompting them to practice the language outside of the classroom.

- Maximizing opportunities for the English language use in and out of the classroom.
- Seeking of feedback
- Giving feedback

At the beginning of an English course in any classroom we may have discovered that there are one or more students in the class who are not learning the subject as the rest in the class, so, we may wonder: How to handle the tasks for helping them to learn the foreign language? We believe the answer to the posed question is knowing them better, therefore, developing strategies as well as materials will really help in this process.

### **2.2.2.3. Material's Roles**

When a teacher begins to teach a language, the first material he thinks about is a textbook. However, sometimes it might be possible he does not choose the right one because he does not take into account his students needs so he tries to fit himself and his students into the demands made by the textbook or by the materials he choose for teaching, having as a result boring and non productive classes.

Materials exist in order to support learning and also teaching, so they should be designed to suit the learners and the process involved. If we talk about the roles that materials have in the process of teaching and learning a foreign language to students with visual impairments, the teacher or the trainer has to be careful at the time of choosing, designing or adapting them because he or she has to take into account not only the students special educational needs but also their age. In addition, all the materials have to be chosen, designed or adapted based on the syllabus goals.

We do believe, the proposed audio book material for teaching blind and visually impaired children helps indeed, not only to this group of students but also to those who cannot read

or who have difficulty reading, or just to those who do not have enough time to sit and read a printed book, audio-books are a good alternative. Additionally, the problem of accessible textbooks for students with sight limitations is not a new one, so today's technology can offer many different ways of teaching and learning, that is the case of the audio-book. Now, if we talk about its characteristics we want to point out that it was designed taking into account the students special educational needs and wants first, as well as we wanted to introduce them to the use of an audio material second. In other words, somehow we wanted to avoid the use of text books and give our students the opportunity to learn a foreign language using an audio material.

### **2.2.3. Characteristics of good materials**

Whenever we talk about educational materials most of the people associate this term with course books not only because that is one of the first educational materials that comes to our minds but also it may probably be one of the first materials we use in our school time. However, the present section focuses on any sort of material which is used by teachers or learners to facilitate the process of language learning English, as it is the case of the present research. We have to make clear that when we say educational materials we can talk about textbooks, cassettes, DVDs, CD-Roms, dictionaries, newspapers, talking machines, computers, to name a few of the major ones.

According to Tomlinson (1998:2), material development refers *“to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake”*. He pointed out aspects to keep in mind when developing a material, the following part will give us a broaden idea of them.



### **2.2.3.1. Have impact**

Materials impact is achieved when the curiosity, interest and attention of the student is attracted. Tomlinson (1998:7-8) states that materials can achieve impact through:

- a) Novelty (e.g. unusual topics, illustrations and activities)
- b) Variety (e.g. the use many different activities)
- c) Attractive presentation and appealing content (e.g. topics of interest, etc.)

As we can see, the mentioned aspects are important to take into account if we want to achieve impact in our students. However, this will not be possible if we do not know the target learners; in other words, we have to know as much as possible about the students the materials are going to be addressed to.

### **2.2.3.2. Help learners to feel at ease**

Tomlinson (1998:8-9) states; materials can help learners to feel at ease in different ways:

- a) Students feel comfortable with materials with lots of space between lines than they do with materials in which lots of different activities are presented in the same page.
- b) Students are at ease with texts and illustrations that they can relate to their own culture.
- c) Students feel more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

Because we want to maintain our students initial motivation the proposed audio book presents different and varied activities which make them feel more relaxed in the classroom not only because the material itself as well as the additional ones we used, were real (e.g. fruits) but also the students had the opportunity to experience the activity (e.g. making phone calls).

### **2.2.3.3. Help learners to develop confidence**

Most material developers try to make feel the learners successful by asking them to use simple language to accomplish tasks easily. Instead, we have to build students confidence

through activities which try to push slightly beyond their existing proficiency by engaging them in tasks which are stimulating their process of learning. The value of engaging the learner's minds and using their existing extra-linguistic skills, such as which involve being imaginative, creative or analytical gives the student more confidence in his own learning, said Tomlinson (1998:9).

#### **2.2.3.4. Expose the learners to language in authentic use**

Krashen (1985) quoted in Ellis (1994:273) makes the strong claim that comprehensible input in the target language is both necessary and sufficient for the acquisition of that language provided that learners are effectively disposed to let in the input to comprehend.

Material can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. In order to facilitate acquisition the input must be comprehensible enough to achieve the purpose for responding to it. Ideally, materials at all levels should provide frequent exposure to authentic input which is rich and varied, it means that the input should vary in style, mode, medium and purpose and should be rich in features which are characteristics of authentic discourse in the target language. The materials should also stimulate learner interaction with the input rather than just passive reception of it. This situation does not necessarily mean that the learners should always produce language in response to the input; but this does mean that they should always do something mentally or physically in response to it.

#### **2.2.3.5. Provide learners with opportunities to use the target language to achieve communicative purposes**

Learners should be given opportunities to use the language for communication rather than just to practice it in situations controlled by the teachers and the materials. In addition,

communicative interaction can provide students many opportunities for picking up new vocabulary as well as opportunities for learner formal or informal output.

Tomlinson (1998:14-15) said that interaction can be achieved through:

- Opinion gap activities which require learners to communicate with each other.
- Post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose.
- Creative writing and speaking.

#### **2.2.3.6. Take into account learners' differences in learning styles**

It is known that not all learners have the same style of learning, for that reason activities should be varied and should cater for all learning styles. Tomlinson (1998:17-18) categorise these styles as follow:

- Visual (learners prefer to see the language written down)
- Auditory (learners prefer to hear the language)
- Kinaesthetic (learners prefer to do something physical)
- Studial (to pay conscious attention to the linguistic features of the language)
- Dependent (the learner prefers to learn from a teacher and from a book)
- Independent (the learner is happy to learn from their own experience of the language and to use autonomous learning strategies)

As it has been seen previously, whenever we design materials for a course, we have to take into consideration aspects like the course teaching and learning objectives, the target group that is going to use the material, where and why it will be used. These aspects are important to consider because it is not the same to develop materials for children than for University students or materials for students who can see or those who cannot see.

Therefore, we have to point out that the process of material development involves a careful

selection of the activities; for instance, if we want to develop material for children, we can work with games. Once the game is selected we have to design activities that will help the students to understand the topic or what we want them to learn through the activity. In addition, it is also very important to be clear and precise at the time of writing the instructions so the students will not have problems to complete the activities.

As the group of students we worked with were children with visual impairments, we proposed an audio material that helped them to learn EFL mainly through listening and speaking activities. The activities presented are addressed to develop the students' listening comprehension abilities with different and authentic dialogues, they also include questions to measure the listening comprehension, through activities that gave students the opportunity to guess, to speculate, to touch, to smell, to taste and to infer about the topic or activity they had to complete, helping this way not only to the development of the students' listening skill but also speaking ability and overcome somehow their visual limitation.

### **2.3. THE IMPACT OF THE COMMUNICATIVE APPROACH**

Because of the increasing dissatisfaction with the results of early methods and approaches this Approach was elaborated with the idea that the learner should be at the centre of our preoccupations, and that the language is not grammar, phonology and vocabulary alone, but a set of communicative tools, which can only be learned within communicative situations.

Therefore, the approach taken in the present research is the Communicative one. This means that the choice of what to teach was based on this theory and on the special educational needs that the blind and visually impaired students of "Aprecia", "Manuela Gandarillas" and "Maria Antonieta Suarez" institutes had for learning EFL. Since, with young children, it is difficult, if not impossible, to predict their future needs, the choice was based on their current needs to learn English using an audio-book.

In order to understand better the role of this approach in a general language program let us mention the following aspects:

- As communicative competence is composed of grammatical, discourse, sociolinguistic, and strategic competencies the main goal of the communicative approach must be to facilitate the integration of these types of knowledge for the learner.
- This approach must be based on and respond to the learner's communication needs.
- Learners must have opportunities to take part in meaningful communicative interaction.
- It would be really important to teach the grammatical code in a more familiar environment such as in social functions like greetings, requests, etc.

Based on these concepts, we believe our proposed audio material is helping somehow in the education of the students with visual impairments, on one hand because it used everyday easily understandable language that were presented in different conversational settings using real life situations like going shopping, asking and giving personal information, meeting or greeting people, etc. The lessons include areas of vocabulary, pronunciation, grammar and other elements of language teaching and learning. Hence, the proposed material gave the students the opportunity to learn the four communicative language skills, increase their vocabulary, practise pronunciation and learn basic English grammar.

#### **2.4. PLANNING A LESSON USING THE COMMUNICATIVE APPROACH IN SECOND LANGUAGE TEACHING**

There are certain steps teachers should follow at the time of planning a communicative lesson, Mora K. Jill (2002:152) mention them:

- a. Presentation of a situation or context through a brief mini – dialogues.
- a. Brainstorming or discussion to establish the vocabulary expressions to be used.

- b. Questions and answers based on the dialogues, wh-questions, yes/no, either/or and open – ended.
- c. Study of the basic communicative expression dialogue of the structures that exemplifies the function, using objects, pictures or dramatization to make the meaning clear.
- d. Oral recognition and interpretative activities.
- e. Reading and/or copying of the dialogues as well as reading/writing practice.
- f. Oral evaluation of learning with guided use of language question/answers.
- g. Homework and extension activities such as learners new dialogues of any situation.
- h. To provide opportunities of using the language in real communicative situations.

From what we have surveyed, we have to say that there are certain steps teachers should follow at the time of planning a communicative lesson and certainly the Communicative Approach provides opportunities for blind and visually impaired students to learn a foreign language, English as is the case of the present investigation. Consequently, and based on Mora Jill's points of view the 12 communicative lessons developed for the English audio-book presents mini-dialogues (pre-listening activity) followed by a vocabulary section, that introduces them into the main and post-activities where the students had different opportunities to practice their listening and oral skills.

We believe not only these but also the rest of activities planned in the communicative audio-book helped students with visual impairments to develop their oral and listening knowledge and skills which also gave them the opportunity to communicate their ideas in English.

Now, talking about homeworks, we considered pertinent to assign one at the end of every lesson thus, the students continue practising the language not only in the classroom but also at their homes (See annex N).

It is known every lesson and class is different, the content depends on what the teacher wants

to achieve in the lesson. However, we can say it is possible to make some generalisations regarding this point because students who are interested in, involved in and enjoy what they are learning tend to make better progress and learn faster. One of the most important aspects when planning a lesson is to identify the aims for the lesson, in other words teachers need to know what it is they want their students to be able to do at the end of the lesson that they could not do before.

In order to broaden these characteristics, the following part reviews the main principles of planning a lesson.

#### **2.4.1. Aims**

It describes in general terms the important understandings which the students will gain during the course. In this particular case the aim of the research is to develop an English communicative competence in blind and visually impaired students of “Aprecia” La Paz. Therefore, we believe it is very significant to take into consideration aspects such as:

- What the student know already? What do they need to know? And How motivated are they?

In order to respond to the former questions a group interview as well as a written questionnaire were applied (See chap. IV). Both instruments helped us to know the special educational needs that the blind and visually impaired students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas” centres had for learning EFL.

#### **2.4.2. Goals**

Goals show the scope of purposes and indicate what students will achieve over the course.

The objective of a course will vary depending on the students’ needs, skill levels, study habits and expectation as well as on materials, equipment and institutional guidelines and expectations. Goals settings will depend on the teaching context, different situations calls for different kinds of goals, for instance if the students of the course are preparing for a test

that determines their opportunity for further education, the goal of the course is clear, help students develop skills they need to pass the exam.

The main goal of the present research is to provide students with visual impairments a communicative audio book that takes into account their special educational needs on one hand and assists them to learn basic English on the other.

### **2.4.3. Structure of the lesson**

The participants of the English course, students of “Aprecia” La Paz, were exposed to a variety of teaching activities. So, they were expected to demonstrate their learned knowledge about the subject in and outside of the classroom, this during 11 weeks that the course last. The next section presents the structure that the lessons of the English course follows.

#### **2.4.3.1. Pre-activity phase**

This phase is also called “presentation”, where the teacher explores the topic with the class, highlights useful words and phrases and helps learners prepare for the task. There may be a brainstorming session on the topic or a pre-activity exercise. In the pre-activity phase students are introduced to new elements that was incorporated or used during the activity phase. In addition, we can say this is the phase where the teacher aims to attract the attention and interest of the students about the lesson and begin to get students involved in the topic.

#### **2.4.3.2. Activity phase**

This first phase is usually subdivided in three parts; first for example if learners perform the task in pairs or groups, this may be in response to a reading, a text or listening to a recording. Teacher monitors what the learners are doing but does not intervene to correct errors, the key thing should be that learners focus on meaning, and use language to exchange meanings for a real purpose employing whatever language they choose or are capable of.

In “planning”, learners prepare to report to the whole class either or in writing, how they



performed the task they decided to work in, how they solve the problem, etc. The idea here is that we tend to use different language depending on the circumstances of communication. Learners focus on organising their material, as well as on clarity, accuracy and fluency of the language. And the last part of the activity phase is the “report”, so students present their reports. *“The choice of the task itself is the main factor effecting performance”*. (Swain cited in Nunan, 1988). Therefore, the teacher should choose activities of appropriate difficulty, they should not be so difficult that excessive mental processing is required to communicate meaning if they are, a reliance on communication strategies can reduce the pedagogic value of the exercise. On the other hand, excessively easy tasks will cause students to be bored

#### **2.4.3.3. Post-activity phase**

It consists of two parts. In “analysis”, the teacher sets language focussed task based on the text students have to read or heard. During “practice”, the teacher uses new word phrases or patterns that occurred in the data analysed, the idea is not that students will gain immediate command of these features but that by noticing them, they will recognise them in other exercises.

This phase highlight the main points on the lesson, as well as a brief summary about the lesson is given to repeat the main points of the it. As the purpose is to consolidate students knowledge, they are assessed by questions and answers, so they are guided to practice what they have learned at home through homework for the next lesson.

#### **2.4.4. Methodology**

While methods should be chosen on the basis of pedagogical soundness, they should also be acceptable to the students. If we talk about EFL setting, this is particularly important as students in class will share a number of common beliefs and customs about language study. It is important for students to learn how to design and carry out their own language learning

plans because this is what they will do when they have formal instructions.

The proposed audio material presents four units recorded in a CD, three lessons each. And because it takes into account mainly listening and speaking skills, care was taken to accommodate writing and reading activities in some lessons as well (See annex N).

Therefore, input was introduced and discussed during the pre-activity stage. Students were explained what they should do when working on the activity phase session. During the post-activity session, tasks were discussed and feedback was given by the teacher. So, the lessons were planned for working in groups and also in pairs (See annex N).

#### **2.4.5. Evaluation**

As evaluation methods have tremendous power to affect positively or negatively the ways the students study we need to make good use of this impact to encourage them to study in productive ways. Because evaluation is an integral component of the teaching learning process it should provide positive and effective feedback for students. If they are to become life-long second language learners, they will need to be able to give a feedback and use it to improve their language development. The feedback can also give us direction to current and future instructional activities in the classroom.

Therefore, and for the present investigation we decided the students' evaluation should be at the end of each lesson. It means daily evaluation, we also took into account homework and participation in class. However, we considered very important not only to take a partial exam after finishing the lesson number six but also a final one at the end of the course, in other words, once we finished lesson number twelve the students' progress regarding the learning of English as a foreign language was assessed so we could determine how much the students have learned from the course.

## **2.5. USING COMMUNICATIVE APPROACH WITH VISUALLY IMPAIRED STUDENTS**

In the absence of cognitive disabilities, there is every reason to believe that blind and visually impaired students like their sighted classmates can do and learn languages through input and social interaction. However, the input that usually they receive in language courses may be less comprehensible to them than to sighted students, specifically, they may miss the non-verbal context (Body language and other non-verbal cues) that can help make oral input understandable. Moreover, these students may make it difficult to receive linguistic input by reading the print material that are traditionally offered in language courses. In addition, because classroom activities are not usually designed with visually impaired students in mind and because instructors and classmates may be unaccustomed to work with this group of students, sometimes they may find themselves left out of classroom activities and those deprived of valuable opportunities to negotiate meaning through interaction with their instructor and classmates. As we do not want to lose our students actual motivation regarding the English learning, we pretend to use some helpful aspects of the Total Physical response (TPR), helping the students this way to understand English through actions. E.g. (comb our hair). Teacher says the commands as she herself performs the action, then the teacher says the command as both (teacher-student) perform the action and finally the teacher says the command but this time only students perform the action. (See annex N).

The use of this method allowed us (teacher-student) for command expansion and of course to produce new and more sentences. We understood that although students who have severe visual impairment may face a number of challenges in second and foreign language classes, much can be done to take into account their needs, perspectives and abilities to learn, EFL in the case of the present investigation.

### **2.5.1. Students with visual impairments**

*“Learners constitutes the heart of any program, and their language needs will help in drawing up a profile to establish coherent objectives and take subsequent decisions...”* Mc Donough (1984:29).

When communication is the primary goal of the present research we must take the learners as active protagonists in this process. Therefore, we have to say our students play the main role in it. Having in mind that the students are blind, we tried to give them more opportunities for direct experiences with material and objects because they do not gain information from pictures as it is the case of sighted students.

### **2.5.2. Special Education Teachers**

They are trained specifically to meet the needs of students (adults and/or children) who require special attention regarding the education. It is common that the majority of special education teachers tend to work with children with mild to moderate disabilities. By modifying the general education curriculum they are able to meet the child's individual needs. However, each scenario will vary as some children cannot cope with the general curriculum or modification of it, such as special education teachers working with mental retardation or autism. For the most part these teachers educate children with basic literacy and life skills.

Regarding teachers of blind and visually impaired students, we could realise that most of them help their students in the development of their auditory and tactile channels. Although, nowadays there are more and new resources for helping them in their education, the access is still a difficult task for countries like Bolivia.

An important part of special education teacher's job is the early identification of a child with special needs, assistance is important when educating children with special needs because as time goes on children who are not coping or who struggle in the general curriculum can be

negative affected. They may be visually impaired but we could realise their other senses are intact, so we helped them to use these other senses when learning EFL.

### **2.5.3. Material for special education**

Nowadays we can find different sort of resources that helps in the education of the students with special educational needs. As teachers, we have to understand it is really necessary to use a variety of teaching aids and equipment to help them to learn.

Even though, most of the visually impaired children in integrated education programmes are assisted by resource teachers in sensory training, orientation and mobility, training in activities of daily living, Braille reading and writing skills, as well as they make use of special materials (if the school provides them), like talking calculators, computers, and so on. We believe, it is not enough, not only because they do not have the opportunity to exploit their skills but also because the education is not resumed in learning the mentioned subjects. So, they should be given the opportunity to learn things that sighted students learn in their regular schools.

We know that instructional materials can be prepared out of almost anything that facilitates learning, they can be any locally available materials such as balls, bags, buttons, empty boxes, leaves, vegetables, fruits to name some of them. In addition, many and different toys and objects used by sighted children may be really useful for helping the blind students to learn. For other experiences, instructional material such as books written in Braille, as well as large print, diagrams, maps in tactile form, geometric shapes and figures, number charts, and so on, may also help. Aspects like these were taken into account for developing our audio material not only because we wanted to provide with an alternative material but also improve somehow the visually impaired students actual education.

## **2.6. SPECIAL EDUCATION IN BOLIVIA**

Educators in all countries may encounter students with mental or physical disabilities

integrated into their classrooms. That may be the case of many teachers in Bolivia, who sometimes may face different and why not to say difficult tasks in educating them.

According to the “Educational Reform” (1994: Law 1565), special education in Bolivia has been included in the educational system since 1995 and with this reform, we could see some changes, for example the one referring to give disabled students the opportunity to form part of regular schools. The “Article 85” of the Curricular Organisation, Chapter XI points out that students who do not present high difficult disabilities should be integrated to regular schools where they have to receive permanent orientation.

The mentioned article divides the student’s education in two groups:

- \* **Regular**, for students who do not have high difficulties.
- \* **Special and integrated**, for students with special difficulties in learning, these students have specialised teachers who help them in their classrooms.

The Ministry of Education now uses "discapacidad" (handicap) and the expression "necesidades educativas especiales" (special educational needs). This type of education is oriented to satisfy the educational needs of children, young and adult learners because they require specialised educational attention.

According to the INE (National Institute of Statistics; Census 2001), the total population of school-aged children is 2,983,768. This includes both elementary and high-school aged children. Of those, 2,197,930, or about 74%, are actually enrolled in school. The number of school aged children with disabilities could range anywhere from approximately 30,000 to near 300,000. Assuming even the lowest number, no more than 26% of children with disabilities are enrolled in the public educational system. Thus, somewhere between 74 to 97% of children with disabilities are excluded from Bolivian schools.

Considering the small number of students with disabilities who are enrolled in the regular school system, special education and school integration programs are provided in all capital cities of the departments countrywide. In addition, four cities have rural special education centres, namely, Santa Cruz, Cochabamba, Tarija and Beni, where more students get special help in their institutions.

Unfortunately, the National Institute of Statistics “INE” could not give us information regarding the blind and visually impaired children population in Bolivia; this because the Census 2001 did not classify people regarding their disabilities but took them as a group of handicapped people. However, by talking with the people in charge of the social work office at the Bolivian Institute for the Blind “IBC” in La Paz, we could get only a general information about this group of the society, having registered a total number of 3.444.- (children and adults) members in all their lists.

### **2.6.1. Special Educational Needs**

The dominant concept that the society had at the beginning of the XX century was disability and its social expression is related to a person physically or mentally impaired. However, there are social attitudes after an evolution that most of the people with disabilities confront because they do not have the opportunity to be well educated in some countries like Bolivia.

We have to understand that most of the special educational students, in this case, students with sight limitations have better or the same capacity to learn as sighted people; in order to do that, they only need special training.

Regarding this kind of education Mr. Diaz Arnal in his book “La Educación Especial, situación actual y expectativas” (1971:18) says:

*“The purpose of special education is to give an adequate educational treatment to all the people with impairments and incorporate them as well as possible not only to the society but also to a working system. Allowing them to have a job and to be useful to the society”.*

According to the Royal National Institute of the Blind “RNIB” (1994), children have Special Educational Needs “SEN” if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- \* have a significantly greater difficulty in learning than the majority of children of the same age.
- \* have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Blind and visually impaired students constitutes one of these groups, as well as part of our investigation. These students are sometimes considered to be as those who are failing within the normal educational system, or as students who perform below the expected average. However, the way of attending their educational needs still remains a controversial one. If children with any kind of special needs continue within the normal school system, they have different advantages, on one hand students can make new friends, use libraries, laboratories facilities, etc. In addition, they have also the possibility of learning the social skills they will need when they become adults. On the other hand, the task of educating children with special educational needs can stimulate teachers to develop more creative and flexible methods. Additionally, the presence of students with special needs in the ordinary school gives staff and other students the opportunity to develop positive attitudes regarding these other students. When we talk about opportunities at school, it should be clear that a child who has any kind of impairment should be given equal opportunities in education along with the rest of the students. This does raise some interesting points of discussion such as:



- If all children are to have an equal opportunity for education, the schools must do different sort of things in order to identify and meet each child's needs.
- Mainstream school must provide all the resources needed to ensure equality of opportunity for all pupils.
- Most of the Bolivian public schools; are not well equipped and trained to help students with special needs, having as a result, problems in the students' present and future education.

### **2.6.2. Special Educational needs for blind and visually impaired students at the school**

According to the Program at British Columbia Children's Hospital (2002:25-26) and for educational purposes a student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities because this impairment interferes with the optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment.

Having this characteristic on mind, we started this investigation by holding a number of informal interviews, so as to learn about teachers in the institutions for blind people and about some of the needs the students with visual impairments have for improving their education, we conclude, that besides the need of a total integration into the regular school system there are also specific learning needs regarding the use of traditional methods, since visually impaired students require a higher amount of oral input, constant spelling and repetition besides further stimulation and development of their other senses such as listening or touch. By talking to some teachers from the three institutions we are working with, we could find out that most of their students learn mainly through the auditory and tactile channels.

This fact constitutes of great importance to us, since these two channels were the ones we took into account in the proposed audio material.

As we know, literacy is a very significant aspect for gaining knowledge and skills, necessary not only for the present but also for the future life of the students with visual impairments.

Therefore, we wanted to help our visually impaired population to reinforce not only their listening and speaking skills but also somehow their writing and reading skills.

The next paragraphs gave us more information about the implications regarding the development of the four language skills for blind and visually impaired students.

#### **2.6.2.1. Skills Development**

Communicative skills have become indispensable for interactive survival in the global setting, oral communicative competence is looked upon as one of the most necessary language skills for developing language proficiency. So, speaking and listening skills require students to participate fully in different activities like discussions, conversations, role plays, that the teacher may plan to be developed in a classwork.

Below we want to point out import aspects of the four language teaching and learning skills.

##### **2.6.2.1.1. Listening**

This skill has to do with paying attention to something we heard and try to understand the meaning of it. As listeners we have to be able to work out what the speakers mean when they speak and not simply understand the words themselves.

Kashdan, S. and Barnes R. (2003:56) state; that listening is the primary mode for students with sight problems, since this group of people rely greatly on auditory information they must become skillful listeners. Listening is their link to their immediate environment and the world beyond because it provides an efficient method of gaining information.

Therefore, there is a need for developing and improving listening skills above all within the language classes. In doing this, blind or visually impaired students may need special consideration regarding the development of listening skill since for example, facial expression, hand gestures and body language may not be seen or may be indistinct for them, misinterpreting or simply be unaware of certain elements in a conversation unless verbal clarification is offered. This consideration is already giving us hints on what to focus on and how to work with this group of students.

Now and in order to help visually impaired students to develop their confidence when learning listening, we believe the teachers should, for example:

- Make sure that each time a listening text is heard, even for the second, third or fourth time, the students have a specific purpose for listening.
- Encourage them not to worry if they do not understand every word, they have to accept that a listening activity can be completed even when they miss some of the words.
- Help them to practice the skill in and outside of the classroom in real conversations.

Despite of the fact that listening is important for developing a language of any student, we do not have to forget about the oral skill for students with visual impairments because this is a skill that allows them to request information needed, convey information effectively to others or show the progress they are making in handling the second language. Therefore, and taking into account these considerations, the purpose of the present research was the development of the listening and speaking skills in the students of “Aprecia” La Paz. In other words, we give this group of students the opportunity to listen to different conversations and different types of texts recorded in the proposed audio material, as well as completing different tasks that imply listening comprehension on one hand.

On the other hand, speaking activities were designed with the purpose to encourage the students of “Aprecia” La Paz to learn EFL in a communicative way.

#### **2.6.2.1.2. Speaking**

As students we often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Therefore, speaking skill seems to be the most handy, immediate and most obvious form of communication. In fact, in our experience teaching the English language we noticed that when students hear the word communication many of them associate it with speaking skill. So, in this section we would like to present a few suggestions as to how not only visual impaired students but also any student may develop their productive skills through the use of the language in different situations.

It is true that language learners who lack confidence in their ability to participate in oral interaction often listen in silence while others do the talking. That is why we have to encourage students to begin to participate helping them to build up a stock of minimal responses that they can use in different types of exchanges, this strategy can really help when working with beginners. For example, some communicative situations are associated with a predictable set of spoken exchanges like for instance greetings, invitations apologies, compliments and other functions that are influenced by social and cultural norms and they often follow some specific patterns or scripts. We can help students develop speaking ability by making them aware of these patterns or scripts for different situations, so that they can predict what they will hear and what they will need to say in response. This is one of the strategies we used when teaching EFL to blind and visually impaired students of “Aprecia” La Paz, so through interactive activities, we gave students practice in managing and varying the language that different patterns or scripts contain.

As mentioned previously, the present research focused mainly in the listening and speaking skills for teaching and learning EFL to students with visual impairments. However, since listening, speaking, reading and writing develop currently and interrelatedly as claimed by the emergent literacy theorist, we considered also important to include some reading and writing activities in our English audio-book, giving the students the opportunity to continue with their practice of using the Braille system. (See annex N).

### **2.6.2.1.3. Reading**

Sighted people are exposed continuously to incidental reading such as: advertisements, notices, signs, labels, and so on. This type of material often provokes thought about language, influence opinions and can help to enrich vocabulary. Unfortunately, these sources of reading are not available to students who are visually impaired, so their general reading experience is likely to be more limited.

Kashdan, S. and Barnes R. (2003:60) state; *“the range of reading material readily available in Braille or large print is only a fraction of that in standard print. As a result, a pupil with sight problems may not have immediate and independent access to a wide range of literacy and non-literacy texts and sometimes it is less likely to be able to enjoy browsing and spontaneous reading”*.

If we talk about the motivation to read, we have to take into account some aspects like time, fatigue and access difficulties which may conspire against a blind and visually impaired student's motivation to read. We realise that the tactual process of reading is more tiring, and greater demands are made in terms of concentration and memory. In addition, some eyes conditions cause restricted fields of vision which can interfere with the process of reading.

Talking about the skills of skimming, scanning and place finding that are fundamental to efficient reading, this certainly requires more time for a student with impaired vision and in some circumstances the help of a sighted person is required.

These are some negative aspects to have in mind when developing reading skill in this group of students. Obviously, we can not deny the importance of learning how to read using the Braille method not only because this is the only way for them to know how to read and write but also because the use of it prepares them for self independence in their future lives.

Consequently, the proposed audio-book includes some reading activities, this in less quantity (See lessons No. 2 and 10), letting this group of students to continue practising their reading and writing skills using Braille. Aside from that, reading was focused from the point of view of developing the oral and listening skill through reading instructions like homework.

#### **2.6.2.1.4. Writing**

Kashdan, S. and Barnes R. (2003:62) state; that the skill of writing is independent as reading. Whereas compositions skills such as vocabulary and sentence construction can be developed through listening, the representation skills of spelling and punctuation are reinforced through reading and since this may be restricted, additional attention to spelling and punctuation may be necessary.

We realise that when reading, blind and partially sighted students may concentrate more on the letters than on observing punctuation which is small and less obvious to the eye or touch. Additionally, we have to mention that the Braille conventions for displaying punctuation differ from those for print. For example; in Braille, the apostrophe is not at “the top” as in print, but at “the bottom” of the line of characters. So the teacher has to be very careful regarding the teaching of writing skill to this group of students.

As writing is considered to be as important as the other three skills mentioned before, and in order to give our students the opportunity to continue with the practice of it, the audio book presents some writing activities. So, apart from making some of their own materials (e.g. I.D. cards) the students had to present an every class homework. (See annex N).

Since we are talking about the writing skill regarding students with visual impairments we cannot forget one of the most important personages in the history of this group of the society; and why not, to say in the history of the world. Consequently, we want to give a brief introduction about Louis Braille and his contribution to the world and specially to the blind and visually impaired population.

#### **2.6.2.1.4.1. The Braille System as part of writing development in visually impaired students**

It was a French army captain, Charles Barbier who invented the Sonography, because it represented words according to sound rather than spelling. Years later Louis Braille started to study the material and soon he had discovered both the potential of the basic idea and the shortcomings in some of Barbier's specific provisions, such as a clumsy 12-dot cell and the phonetic basis. At the age of 15, Louis had developed the system that we know today as Braille, employing a 6-dot cell and based upon normal spelling. However, just after some years this system was recognised, and today in virtually every language throughout the world, it is the standard form of writing and reading used by blind people.

The main characteristics, use and the way to do it are mentioned below.

Braille is the system of six raised dots. It is the only medium through which children with profound or total lost of sight can learn how to read and write. While tape recorders and talking computers are handy and important sources of information for blind people, only this system allows for complete command of written language. Each Braille character or "cell"

is made up of 6 dot positions, arranged in a rectangle comprising 2 columns of 3 dots each. A dot may be raised at any of the 6 positions, or any combination. The size of the Braille cell, it is such that only about 25 lines of about 40 cells each, that is 1000 characters, can fit on a page of the usual size, which is about 11 inches wide by 11 or 12 inches deep. This contrasts with the 3.500 or so characters that will fit on a standard, smaller, typed page. Information retrieved from; [http://www.afb.org/braillebug/louis\\_braille.bio.asp](http://www.afb.org/braillebug/louis_braille.bio.asp) (July 2006)

As mentioned previously, the present research focuses mainly on the development of the listening and speaking skills. However, because we know the Braille system is also important we encouraged the students with sight limitations to continue using it.

## **2.7. CREATING AN EFFECTIVE LEARNING ENVIRONMENT FOR BLIND AND VISUALLY IMPAIRED STUDENTS.**

Providing an effective learning environment includes strategies that teachers use to create a positive classroom experience; in other words, if the teacher knows how to respond appropriately to misbehaviour, manages time wisely, creates an interesting environment and allows the students use their imagination, the results may be positive at the end. So, creating an effective environment will enable students to reach their potential in education. According to the National Curriculum (2000:75-76), the creation of effective learning environments responds to all pupils' diverse needs. They mentioned some principles to ensure learning happens.

### **1. Learners must be motivated in order to learn**

Students are positively motivated if they perceive that the learning is valuable to them, they will look forward to learn many things. It is easy to squelch any initial positive motivation if:

- learners are not give credit for the skills and intelligence they bring with them



- learners have to move too slowly or too quick through the course
- instructional materials are thick, unclear, complex or intimidating
- the instructional environment is boring, rigid, or uncomfortable.

The design of a course and the action as well as the teacher's attitude must build on and enhance whatever positive motivation learners bring with them to class. For that reason, it is really important to take into account the points mentioned above, so the results of the teaching and learning process will be positive.

## **2. Active participation is crucial for learning to occur**

As students we know that learning by doing is an effective strategy, yet many training programs fail to apply this basic principle. Whatever performance teacher wants students to learn must be actively practised in the learning environment. If the teacher practice this in class, students will use not only the skills they need to communicate, but they will get confidence to apply what they have learned in real communicative activities.

## **3. Immediate feedback facilitates learning**

When a learner demonstrates competent performance on the skill being practised, it is important to confirm that they have achieved proficiency to reinforce what they have learned. So, providing feedback immediately prevents the learner from continuing making mistakes, it is true that unlearning something is much harder than learning it right the first time, for that reason the teacher needs to correct the performance carefully this in order to protect the student positive feelings toward the learning.

As students, we understand how productive time management can be. Our workload gets completed as we finish each task, giving us a sense of accomplishment. This is something teachers should be able to experience because it can serve as a motivator for teaching. In

addition, developing an interesting environment for students can be easy if the teacher understands what the students like. If the environment is interesting there will be less negative behavior and less worrying about whether or not children understand what is trying to be taught. In our personal opinion using one's imagination helps develop critical thinking skills, and makes learning fun for students.

In such purpose, the proposed audio material here wants to create an effective environment to teach and learn EFL. So, we dare to say that with an effective lesson planning we will have the basis of effective teaching. We know, we have to be flexible when working with this group of students, not only because we can add but also we can change things that cannot work well in the class, we need also to adapt materials from whatever source is possible. Besides, in order to keep the students engage and interested in the subject, variety of activities in the lesson plans will be an important factor to take into consideration.

### **2.7.1. Listening a good way to teach and to learn English**

There are four skills in learning a language, namely listening, speaking, reading, and writing. All of them related in terms of usage. However, the most desirable skill for communicating is speaking, so at the time to ask what do learners have to do before speaking and what any learner does before learning how to talk is "listening".

Naturally as Skinner (1957) mentions; children begin listening to their parents when they are babies because they are stimulated by them often greeted, spoken without any response expected and as the time passes the children acquire the language automatically.

Regarding the learning of English or any other language we can say that listening is the single most important element in this process. The point of learning English according to the Communicative Approach is to be able to communicate. Certainly, it is important to practice spoken English, but only speaking does not provide the opportunity for learning that listening

provides. If we mention the time when we listen to conversations, we can pick up some vocabulary, grammar structures and pronunciation because everything is presented in a context, giving us the opportunity to improve the language we are learning.

As listening is the communication skill most of us use the most frequently, various studies stress the importance of listening as a communication skill. However, it suffers with the age.

Ralph G. Nichols (1957), professor of rhetoric at the University of Minnesota, said that, *“if we define the good listener as one giving full attention to the speaker, first-grade children are the best listeners of all.”*

Although listening is the first of all skills, it is neither the easiest nor the most meaningless. Therefore, we believe the proposed audio-book really assisted the students from “Aprecia” La Paz to learn English developing not only their listening but also their speaking skill simultaneously.

#### ***2.7.1.1. Listening to songs as an activity in the classroom.***

As the blind and visually impaired population chosen for the present investigation is mainly children under the age of thirteen and because through the students’ special educational needs analysis (group interview) we could determine our blind and visually impaired population want to include songs and games in their English course. Therefore, our audio-book presents a song at the end of every lesson (See annex N).

Whereas, we worked with children we considered appropriate the implementation of nursery rhymes related to the topics we have covered in the course, for instance the song “A,B,C,” was chosen for teaching the English alphabet (lesson No. 2). We believe they helped children to internalise some words and sentences. And because we know children are very demanding and easy to get bored, we considered very significant to present a variety of activities when working with them. As stated by Lo and Fai Li, (1998:8), learning English through songs

provides a non-threatening atmosphere for students who are usually tense when speaking the language in a formal classroom setting. Using songs and music in the classroom can work for all levels and it has a number of benefits in terms of language learning. They also mention three main reasons why teachers should make use of songs in the classroom.

1. First, everyone can recall certain lines of songs that they listened years ago. The reason is that our brains are specially attuned to recall speech in the form of song.
1. Secondly, songs are fun because they can bring an entertaining and lively atmosphere to the classroom and help to relax students and lower their anxiety.
2. Lastly, by varying the presentation format, the teacher can effectively use songs with a multilevel class.

According to Lo and Fai Li, (1998:9) songs offer a change from the routine procedure in the classroom, they are invaluable tools to develop students language abilities in the four skills; listening, speaking, writing and reading and they can also be used to teach different language items such as vocabulary, pronunciation, sentence patterns and so on.

#### ***2.7.1.2. Games for achieving communicative competence in English***

As teachers, we experience different kind of situations in the classroom. Naming games for teaching a language, we could realise there is still a perception that all learning should be serious in nature, and that if one is having fun and there is hilarity and laughter in a classroom, then it is not really learning. We believe, this is a misconception because it is possible to learn a language as well as enjoy oneself at the same time. So, one of the best ways of doing this is through games. If playing and learning could be integrated, English will become an important part of the child's daily reality. The aim of all language games is for students to know the language, English in our case, it means knowing how to communicate in it involving the production of the language in a correct way.

Therefore, the implementation of games as activities in the communicative English audio-book gave as the opportunity to have dynamic class sessions as well as fulfil somehow the need of playing when learning EFL that the students with visual impairments from the institutions in La Paz, Oruro and Cochabamba had.

Through experiences in teaching we can say that the educational value of games is high, as it involves active participation of the students encouraging them to interact and communicate. Jane Willis, (1984) in her book, *Teaching English through English*, explains *“games should provide some light hearted fun and entertainment.”* She also puts emphasis in developing them, taking into account the age, level and size of the class.

We believe the use of games in the classroom do not require much effort and the rewards are plenty not only for the students but also for the teacher.

Moyles, J. (1989:289) states that playing should be viewed as a process. She makes reference to Bruner who wrote: *“...for the main characteristic of play whether of child or adult is not its content but its mode. Play is an approach to action, not a form of activity...”*

She introduced the idea of adults “playing at work” and “working at their play”. If as adults we enjoy our work and it is stimulating, interactive and challenging, it is likely to be fulfilling the same desires and needs as our leisure activities.

Similarly, children can often be seen concentrating hard on what they are doing, with their tongue sticking out as they focus their attention, so they are indeed “working” at their play. The reasons given above and the desire of the blind and visually impaired population for learning EFL using games gave us the guideline to include this kind of activities in the proposed audio-book (See annex N) not only because we want to have dynamic class sessions but also because we want to maintain our students motivation for learning a foreign language.

## **2.8. AUDIO BOOKS**

In 1931, the Library of Congress of America established the talking-book program, "Books for the Adult Blind Project" to address the needs of blind adults. The American Foundation for the Blind produce the first machine in 1933. By 1935, the talking book program was in full operation. After fourteen years the program was expanded and this time they include individuals with other impairments.

According to Benet's Reader's Encyclopedia of American Literature (1991), the original definition for Talking Books was "*the books recorded for the use of the blind*".

More generally the talking or audio-book is a spoken word recording on audiocassette, CD-ROM disc or a download from the internet which includes all genres of fiction, non-fiction, self-help and poetry. The idea of using this type of material is to enable listeners to enjoy books, a traditionally solitary and concentration pastime while developing another activity.

In spite that the different impairments could be focused on, the present investigation takes into account only blind and visually impaired children population from three institutions located in three different cities from Bolivia, "Aprecia", "Maria Antonieta Suarez" and "Manuela Gandarillas", La Paz, Oruro and Cochabamba respectively. Since the main purpose of the present study is to develop a communicative English audio-book for teaching and learning EFL to students with visual impairments, we considered significant to mention the most important characteristics of this sort of material.

### **2.8.1. Unique Characteristics**

Somehow in our world which is busy beyond belief, sitting down in order to read a book has become a lost art. Not only because there are so many communication devices for entertainment such as the internet, but also because sitting and being absorbed within a book means to spend a lot of time in it. Of course there are people who can carry a book with them

but unless there is a time in their daily activities, reading a printed book is impossible for them. Often we are unable to take the time to enjoy a book by reading it. Unfortunately, the type of life style of today leaves little room for pleasures like reading a book for many people. Now, we have to have in mind that the amount of information we can gain from audio books are incredible. Currently users can listen to biographies, fiction, college texts, school grammar books and children's literature. As a matter of fact, audio-books are also expanding in the number of languages in which they are available. This type of books on tape are very important not only for visually impaired people or any other people with physical or learning disabilities but also for everyone who wants to enjoy this way of reading. In addition, audio-books cover not only adults but also children. Even though, audio books began as a service for the blind population, their popularity has widened to include other users as well. Not only because listening to the book on tape is a form of reading but also it allows people to enjoy stories anytime they want to read at any place.

#### **2.8.1.1. Audio-books Vs printed books**

Of course audio-books never replace printed books, but they certainly have their place in the world of literature. For example, driving and reading is impossible to do at the same time, but it is simple and enjoyable to put an audio-book in the tape deck and enjoy a good story. We personally found that most people we know do not have time to read a printed book. We strongly believe this is one of the main reasons why audio-books have become so important in the world, we are able to listen to a story or learn something without causing a major interruption in our daily routine. However, if we do not allow books to become a part of our life, we are losing a great means to educate and improve our knowledge.

If we talk about which one is more beneficial, we have to say that it depends on the person, reading a book would benefit someone who can absorb the material, someone who can take in

what the story is about, someone who can catch the information given by the author and specially someone who likes to read a book. However, not everyone has all these characteristics. When we read a book we have to guess how the characters are talking, what tone they are using, something that is easy to determine in an audio-book. Some people may want to try doing both, because that way they can follow along with the audio as well as read it to themselves. We would say both audio and paper books have their place. If anyone needs to get a book and develop different activities like driving a car, cooking, etc., audio-book is the ideal, but if the person wants to rest sitting in a soft chair and has time, a printed book is the best option. We strongly recommend audio-books as an alternative to printed books for people with limited abilities and for people with visual impairments. Although the students may suffer that physical impairment, feeding their minds is what they need to succeed in their future lives and education. For that reason, we chose this sort of material not only with the purpose to help this group of students, but also because we wanted to introduce an new material for teaching and learning EFL into the Bolivian special education program.

### **2.8.2. Advantages**

In examining the cassette format for audio-books, one can see that they have some distinct advantages over other formats. We sum up them below:

- It is cheaper to provide a single set of books on tape, for the class to share.
- Audio-books are appropriate for all ages, from very small children to adults.
- Early readers can learn the pronunciation of words through listening audio books.
- Audio-book minimises the risk of losing interest in reading.
- Interesting sound effects are also added for additional enjoyment.
- Time saver, allows user to enjoy reading while doing other activities.



- They provide an alternative medium for people who have learning disabilities or are blind and visually impaired in our case.
- Cassette tapes require very little storage space.
- A wide range of books are now available in audio-book format; self-help manuals, bestsellers, biographies, foreign languages, children's literature and comedy books.
- Audio-books help listening, comprehension and concentration in the students.
- Increasing vocabulary, grammatical structures, intonation and accent.
- Learning to "see" a story by using imagination instead of illustrations.

### **2.8.3. Disadvantages**

As numerous as the advantages, there are some apparent disadvantages to this format as well.

- Books versus audio-books: As slow as the libraries accepted genre fiction in their collections, the "reading public" started to accept listening to audio-books.
- Skimming and scanning information is difficult with audio-books.
- Repairs to cassettes are difficult due to size of the tape and the plastic housing
- There is often poor fidelity.

As we have seen, it is good to be aware of these positive and negative aspects of using this sort of material and be prepared when to face the problems when fronted to them.

## **2.9. The context in Bolivia**

Communication is one of the priorities for visually impaired people not only here in Bolivia but also all around the world. Unfortunately the context in Bolivia regarding the help given to this group of the society is quite sad, we could realise there is no enough Braille or audio cassette materials for helping them in their process of learning at their own institutions libraries nor are there any other Braille materials available in National Libraries.

However, by talking with the people in charge of the Bolivian Institute for Blindness (IBC) we have known there is a plan underway and it is to create a National Braille library. Today, Braille texts are only available at IBC library in La Paz, and in special education centres where blind and visually impaired students get special support in different subjects they take at their regular schools. That is why in most of the cases people who are blind and visually impaired must typically resort to having others read books to them.

Having reviewed the most relevant literature that supports the present investigation, the following step is the explanation of the used methodology.

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## **CHAPTER III M E T H O D O L O G Y**

Primary schools in Bolivia are made up of children of all cultures, talents and abilities. Many of them come from a range of ethnic, cultural, linguistic and economic backgrounds to attend schools which now follow a commonly agreed criteria that is education. However, English teachers have to take into account that in every class there will be some students whose individual differences or circumstances mean that they have special educational needs.

The present chapter shows the scenery where this investigation is based on. The research design, participants and sampling are going to be described later on in the following sections.

### **3.1. TYPE OF THE INVESTIGATION**

After having established our theoretical basis in chapter II, we go on to describe the methodological principles developed for the present study. So, we have to say that the methodology is exploratory and descriptive since we are exploring the way to assist blind and visually impaired students for learning EFL and since there are no previous studies on this matter, at least here in Bolivia. Additionally, we dare to say that the existing investigations from different countries are addressed mainly to young and adult students and not children as it is our case.

This study is also considered descriptive because the special educational needs, stages and processes the students with visual impairments followed are specified. In addition, the variables are not going to be manipulated as it is in the case of experimental investigations.

The main purpose of the investigator in this type of researches is to describe situations and events; in other words, to specify naturally occurring phenomena (Hernandez et al, 1991:60).

Therefore, the present research has quantitative and qualitative characteristics regarding the data gathering and the analysis of the presented data. We have to mention that it is quantitative

because we made statistical description regarding the needs analysis questionnaires and the application of the proposed material to the students of “Aprecia” La Paz. All this, with the purpose of compiling a complete picture regarding the development of the proposed audio material as well as the teaching and learning process the students with visual impairments followed.

### **3.2. RESEARCH DESIGN**

Seliger (1990:124) states; “...*descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation*”. Therefore, the design of the present investigation can be characterised with the following terms: descriptive, non-experimental and transectional case study.

In order to accomplish our posed objectives, we used the descriptive method on one hand. On the other hand, due to the characteristics presented in this investigation, we developed a transectional case study. Transectional because we attempted to show the results of the communicative English audio book application on a specific period of time (October-November and part of December 2006) and case study as mentioned before, because, the application was only to the students with visual impairments of Aprecia La Paz.

It is believed that individual performance is more revealing than studying large groups of subjects. Therefore, we worked with a reduced number of 14 students.

Yin, (2003:97) states, that case studies present multi-perspectival analyses. This means that the researcher considers not just the voice and perspective of the actors, but also the relevancy of the groups of actors and the interaction between them.

Therefore, the participation in the present research was not limited to our sample because at the time of collecting the data we included the teachers as well as the parents of the students with sight limitations of “Aprecia” La Paz. So, the information given by them

helped us to have a complete picture of the obtained results regarding the use of the proposed material for teaching and learning EFL.

This research method is also known as a triangulated research strategy. Snow and Anderson (cited in Feagin, Orum, & Sjoberg, 1991:85) asserted that triangulation can occur with data, investigators, theories and even methodologies. The need for triangulation arises from the ethical need to confirm the validity of the process. In case studies, this could be done by using multiple sources of data (Yin, 1984:97). Denzin (cited in Yin, 1984) identified four types of triangulation; Data source triangulation; Investigator triangulation, Methodological triangulation and Theory triangulation. Because the present study takes different points of view the “Data source triangulation” was used following one of the strengths of the case study method which involves using multiple sources and techniques in the data gathering process.

However, the issue of generalisation has appeared in the literature with regularity. It is a frequent criticism that the results of case study research are not widely applicable in real life. In regard to this point, Stake 1988:256 (quoted in Nunan 1992:80) points out that in the case study there may or may not be an ultimate interest in the generalisation, the search is for an understanding of the particular case, in its idiosyncrasy and complexity. In other words, the present case study wants to contribute with some guidelines to the special educational need theories, which we are sure will help to the teachers to work more productively with their students, in this case blind and visually impaired ones.

### **3.3. DETERMINING THE POPULATION OF THE RESEARCH**

Hernandez S. et al (1990:204) claimed that the research population is a group of individuals who share the same characteristics for the investigation and from which the investigator pretends to generalise the obtained results.

The next section give us a wide idea about the blind and visually impaired population in

Bolivia but specially about the three institutions we worked with; “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”, which are considered the unit analysis of this study.

All the subjects taken into account for the present research share the following features:

#### **Students’ profile**

- \* Age: 7 - 13 years old
- \* Sex : 19 boys and 12 girls
- \* Nationality: All the students are Bolivian.

#### **Aspects related to the language**

- \* Language to learn: English as a foreign language (EFL).
- \* Use of the language: Communicative English
- \* Skills to be developed: Mainly listening and speaking
- \* Students’ mother tongue: Spanish - Aymara and Spanish - Quechua

#### **Place where the English language is required.**

- \* Institutions: “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”.
- \* Students’ English Language level in the course: Beginners

#### **Location of the Institution**

- As the students’ cultural background varies from one region to another and because we wanted to know the special educational needs of our population, three cities from Bolivia were chosen to be part of the present investigation:
- “Aprecia” institute, located in La Paz city, its address; No. 363, Los Robles street, Bajo San Antonio neighbourhood.
- “Maria Antonieta Suarez”, located in the north of Oruro city, in front of the “Cancha del Can” square.
- “Manuela Gandarillas” is also located in the north of Cochabamba city, its address is 231 America Avenue.

#### **Educational Organization of the Institute**

- \* “Aprecia”, “Maria Antonieta Suarez”, “Manuela Gandarillas” and all the institutions for people with visual impairments in Bolivia have the same goal and the same Educational Organisation, which are mentioned below:
  - \* To achieve the highest independence level of their members.
  - \* To find out and develop the artistic aptitudes of the students .
  - \* To make possible the rehabilitation of their members.
  - \* To promote and facilitate an integrative participation in the society.



### **The students and the institutions infrastructure**



\* The total number of blind and visually impaired students aged between 2 to 17 years old at the Aprecia institution is 15, Maria Antonieta Suarez school has 28, and “Manuela Gandarillas” has also 28 students (boys and girls).  
Talking about the infrastructure of the Institutions; all of them are new buildings, they have a library, a kitchen, bathrooms, different classrooms, bedrooms and playgrounds.



### **English language at the institutions**



\* This subject is not taken into consideration as part of the curriculum in none of the institutions mentioned before. However, by talking to the students we could realise they really like the idea of learning the subject, as well as experiencing the use of a material specially designed for them.

#### **3.3.1. Institutions of rehabilitation in Bolivia**

For long time, people thought that the best way to teach blind and visually impaired students was to put them all together in special schools or help them in their houses. The schools have equipment such as Braille books, writing machines, maps with raised lines, and most of the teachers were trained to help this group of students. However, nowadays more and more blind and visually impaired students go to their local schools and learn with their sighted friends; this is what we call “integration” into regular schools. Besides being integrated they get support with their education in special institutions, like “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”.

According to SEDEGES (Servicio Departamental de Gestión Social), Bolivia has six big schools for blind and visually impaired students (most of them for young and adult people), “Luis Braille” and “Santa Cecilia” in La Paz city, “Escuela Vocacional para ciegos” and “FAPIZ” in Cochabamba, “Escuela de Ciegos Wenseslao Alba” in Potosi, and “Aprecia” in Santa Cruz; all these schools are dependent of the Bolivian Institute for Blindness (IBC) which is the main institution for visually impaired people in Bolivia.

Now, regarding institutions for children and young students with visual impairments, we can mention; “Aprecia” in La Paz city, “Cerefe” in El Alto-La Paz city, “Maria Antonieta Suarez”, which is located in Oruro city and “Manuela Gandarillas” in Cochabamba.

Those institutions are in charge of supporting and reinforcing the blind and visually impaired students’ education, mainly children. As some of them are already integrated or in the process of integration into the regular schools, they receive special training at their institutions, consolidating their learning in some subjects like Mathematics, Natural Science, Social Science, Spanish language and music.

Integration of this group of students into regular schools is one of the main goals of the educational system. Therefore, in order to give the same opportunity in education to all students no matter if they have a physical impairment, the present study attempts to contribute somehow in the process of educating this group of the society by giving them the possibility to learn English as a foreign language using and audio material that takes into account their special educational needs.

#### **3.4. SAMPLING DESCRIPTION**

In order to determine our unit analysis, we have used a non-probabilistic sampling, since Hernandez S. et al (1991:226) states; *“the characteristics of this kind of sampling are that the element selection does not depend on the probability but they have a close relationship with the established objectives”*. In other words, the sampling has to answer or demonstrate the causes and effects that we want to find out in our investigation.

The first chapter gave the main reasons why we had to work only with students of “Aprecia” La Paz. So, similarly to the other institutions for the blind, the population in it ranges between 3 to 17 years old (girls and boys). However, as the present research takes into account only those students who know how to read and write the total number of participants was 14

students.

In spite of the fact that some of the students have a good command of writing and reading Braille, the integration into the regular schools did not arrive for them yet. This situation happens because they are considered young students and also because some of their parents think their children are not ready to face this sort of change yet. Thus most of the students of “Aprecia” are still in the process of preparation for being integrated into the regular primary school system, where in most of the public schools the English subject forms part of the school curriculum starting only from the 7<sup>th</sup> grade onwards.

SAMPLING	AGE	SEX
14 BLIND AND VISUALLY IMPAIRED STUDENTS.	7 - 13	5 GIRLS/ 9 BOYS

Up to now, we have surveyed all the main aspects of the research methodology, so the following part is dedicated to the results obtained from the instruments mentioned above.

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## **CHAPTER IV DATA COLLECTION**

This chapter presents the description of the instruments used in the investigation, the analysis and the interpretation of the data collection, as well as the graphic percentage representations. In addition, we also present the analysis of the special educational needs of our blind and visually impaired population.

### **4.1. DESCRIPTION OF THE INSTRUMENTS**

This study has a participative and active character because we worked not only with blind and visually impaired students but also with their teachers and parents. They were invited to observe, give opinions, descriptions and support the students and children's work.

#### **4.1.1. Procedures**

The research process was done following the stages mentioned below:

- a) An initial interview to the head teachers of our population was carried out; it was semi-structured and in Spanish. The topics covered were the English subject into the school curriculum, aspects to have in mind when teaching a blind and visually impaired student and some characteristics of their students' learning, (See annex A).
- b) The application of the questionnaire (written in Braille) to the visually impaired population, with its own transcription for sighted people (See annex B). As the students do not know how to write or speak in English we asked them questions regarding the techniques and strategies they wanted to use for their teaching and learning the language. Therefore, the questionnaire was written in Spanish and it had 25 multiple choice answers which helped us to find out the special educational needs (SEN) the students with visual impairments from "Aprecia", "Maria Antonieta Suarez" and "Manuela Gandarillas" schools had for learning EFL using a communicative audio-book. As mentioned

before, the questionnaires had multiple choice answers because the population we worked with was composed by many children, in other words, they were easy to get bored. Another important aspect we took into account was the time, so, multiple choice answers require less time to administer than written responses.

- c) After analysing the SEN of the students and the communicative approach we proceeded to the development of the proposed audio book material.
- d) At this point, the proposed audio material was implemented taking into account only the students of “Aprecia” La Paz, our sample. Therefore, in order to determine the impact of our intervention and that of the materials, we decided to apply the observation technique, consequently, two teachers from “Aprecia” were invited as observers, one in a different class session (lessons No. 2 - 7). They were asked to answer ten open-ended questions regarding the teaching strategies we used in the class aside from the students’ progress in regard to the learning EFL (See annex E).
- e) Finally, in order to determine the real impact of the audio book implementation a “Data triangulation” was taken into consideration. According to Ander-Egg, (2000:80-81) this data collection technique takes into account different sources of information like; time, space and/or people. Therefore, teachers and parents of our sample were asked to respond five open ended questions regarding the English subject and the learners’ progress after 11 weeks of taking the course. (See annexes H-I).

#### ***4.1.2. Reliability of the instrument***

In order to prove the reliability of the instrument (questionnaire) used in the present study, we decided to take into account the “parallel form” method. As Seliger (1989:190) states, “*the investigator uses two or more similar versions of the instrument and they are applied to the same group, taking into account a short period of time between the applications*”. Another

way, by which reliability can be increased is through lengthening the data collection instrument by adding more items and questions, or removing the ones that cause us problems.

As the main purpose of the questionnaire application was to find out the special educational needs the visually impaired population had for learning EFL, we took into account what Paulina Robinson (1991:12) mentions: “...*the needs analysis has more control if the interview method is used...*”

Besides, the interview can get any interesting new line of enquiry while developing it, we have to point out that it can be either “one to one” or “group interview”. In the first case, it is easier, but we know it is also time consuming, while in the group interview we can have different perspectives for one topic and we can not spend a lot of time in it. As the group of students we have interviewed were mostly young learners, 31 in total, we realised they were also easy to get bored, for that reason we chose the second way of interviewing, group interview (See annex B).

#### **4.1.3. Validity**

In general language dictionaries, “validity” refers to the truth and correctness of a statement. In social science textbooks, we can find a narrow and a broad definition of validity. Seliger and Shohamy (1990:188) define it as follows: “*validity came to mean whether a method measures what it is intended to measure*”. While Kerlinger, (1973:457) states: “*The commonest definition of validity is epitomised by the question: Are we measuring what we think we are measuring?*”

Regarding the validity of our instrument, on one hand, the questionnaires were aimed at giving information regarding the SEN the students with visual impairments of “Aprecia” La Paz, “Maria Antonieta Suarez” and “Manuela Gandarillas” had for learning EFL. (See annex B).

On the other hand, we proved the validity of our instrument, piloting it with another group of five blind and visually impaired students (from Louis Braille and Santa Cecilia institutes). By piloting it, we wanted to make sure that the questions did not represent any problem for the students, not only because it was written in Braille but also we wanted to know if the questions were clear and easy to understand. After revising and evaluating it, the last version of the questionnaire was edited and applied to our population, blind and visually impaired students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”.

#### **4.2. NEEDS ANALYSIS**

In order to effectively choose the teaching method or methods and help students to learn, we must first know something about who we are teaching to, just as we would not teach to a ten year old child and a thirty year old woman in the same way, we have to understand that our students come from very different backgrounds and have various learning needs. Hence, needs analysis is the assessment of the needs for which a learner may require to learn something, English in our particular case.

However, we have to explain that the present investigation is not considered an ESP program (English for specific purposes) because ESP meets the needs of (mostly) adult learners who need to learn a foreign language for using it in their specific field of work or study, such as medicine, engineering, etc. Needs analysis involves *compiling information both on the individuals or groups of individuals who are to learn a language and on the use which they are expected to make of it when they have learned it.*” Richterich (1983:2)

For the present research, needs analysis in the form of a questionnaire taken to the blind and visually impaired students of “Aprecia” La Paz, “Maria Antonieta Suarez” and “Manuela Gandarillas” helped us to establish priorities and varieties of topics and activities for the content of English course. (See annex B).



From what we have surveyed, we know that it is in fact very important to take into account the students' special educational needs. In our case, for example, the analysis of the information obtained from the questionnaire gave us the guidelines to develop the audio-book material, and as a matter of fact, it helped us to develop a suitable process of teaching and learning EFL to the students of "Aprecia" La Paz.

#### **4.2.1. Needs analysis questionnaire**

The questionnaire is divided into three main sections. The first one, questions 1, 2, 3, 4 and 5 were related to the students profile. The purpose of this group of questions was to know more about our visually impaired population. (See annex B)

The aim of the second section questions 6 to 10 was to obtain a better perspective on the issue by determining the students' knowledge and attitude towards the English language.

Our third and last section (questions 11 to 25) wanted to know what the students with sight limitations needed to do in order to learn EFL, in other words, the methods, techniques they wanted to use when learning English as a foreign language. We wanted to determine our population wants, expectations and lacks regarding their process of learning English.

In addition, we were also interested in the role that Braille had within their teaching and learning process so, the objective of questions 19 and 24 were to know if the students wanted to continue using this system when learning English. The results obtained from the questionnaire application will be show later on

#### **4.3. ANALYSIS AND INTERPRETATION OF THE RESULTS**

A. Wray et al (1998:255) justifies the use of statistics in Linguistic investigation by saying:

*"A basic knowledge of statistics is an essential part of the toolbox of the well rounded linguist. Although it is only "scientific" studies that will formulate and check hypotheses in a*

*rigorous way, simple descriptive statistics (graphs, averages, frequency, range and so on) can be useful in a much wider range of linguistic studies”.*

Therefore, as it has been previously described, in order to determine the students’ learning needs, we applied a questionnaire with 25 multiple choice questions (See annexe B) as well as an interview group. This exploration revealed that some students, specially the ones who are at the age of thirteen from Oruro and Cochabamba institutes have some English knowledge, for instance the letters of the alphabet and numbers from 1 to 10. The reason is that some of them, four in total, are already integrated into regular schools where they take the subject once a week. Unfortunately they do not have any kind of support with the subject at their institutions for the blind not only because their teachers are not trained for this purpose but also because there are not special materials to support their teaching and learning process having as a result poor English knowledge and demotivation to the foreign language learning. Therefore, and in order to fill this gap, the present study aims to investigate the ways in which teachers might be helped to device classroom techniques and activities to enable them to teach EFL to this group of visually impaired students.

The following section gave us more detailed information regarding the preliminary results.

#### **4.4. HEAD TEACHERS’ INTERVIEW**

As explained in the description of instruments section, the interview taken to the head teachers was semi-structured and with three specific questions (See annex A).

The first question posed to each head teacher had to do with the reasons why the English language is not taken into consideration in the curriculum of the especial schools.

Therefore, we arrive to the following conclusions:

- We could realise the responses to this question were not really convincing, this because unfortunately they do not know the real reasons why the Ministerial

authorities are taking away the opportunity to their students to learn a foreign language as important as English.

The second question was related to the aspects to have in mind when teaching a blind and visually impaired students, so the Head teachers agreed:

- They are students as any other student, they want, they can learn and they should have to have the opportunity to improve their education. We have to understand their visual impairment does not mean they are not capable of learning, so they should be treated equally and get help from their teachers as well as from the society.

Our last question wanted to know the main characteristics of the blind and visually impaired students at the school. So, the head teacher explained:

- All the students are ready and eager to learn different sort of things, they believe the main goal is the improvement in life and in education as any other student, so they have to be treated equally.

The present study deals with methodological suggestions for English teachers to help them modify and design materials that can be useful at the time to work with students with sight limitations. Therefore, we started this study by holding a number of informal interviews regarding the students' needs in an EFL classroom. From this preliminary exploration, we conclude that besides the need of motivation there are also various learning needs like changes of the traditionally methods, since blind and visually impaired students require a higher amount of oral input, constant spelling and repetition. In addition, we also have to stimulate and help them to develop their other senses like smelling, tasting, and so on.

#### 4.5. RESULTS AND GRAPHIC PERCENTAGE REPRESENTATION OF THE STUDENTS' QUESTIONNAIRES

The students' questionnaire as mentioned before was designed in order to get information about the special educational needs that the blind and visually impaired students of "Aprecia", "Maria Antonieta Suarez" and "Manuela Gandarillas" had for learning EFL (See annex B).

This section presents the results as well as the graphic percentage representation of the data obtained from the applied questionnaire.

Questions 1, 2, and 3 are represented in the following chart. This group of questions was related to the students' profile. The responses to the questionnaire are presented in the following section.

#### INSTITUTIONS AND LIST OF STUDENTS WITH VISUAL IMPAIRMENT IN BOLIVIA

1. APRECIA (LA PAZ)			
No.	NAMES	SEX	AGE
1.	DJ	Male	11
2.	AS	Male	9
3.	JJ	Male	10
4.	WR	Male	7
5.	RR	Male	8
6.	SM	Male	12
7.	WA	Male	12
8.	RG	Male	11
9.	RT	Male	11
10.	ER	Female	9
11.	DV	Female	8
12.	AF	Female	9
13.	AP	Female	7
14.	MO	Female	10

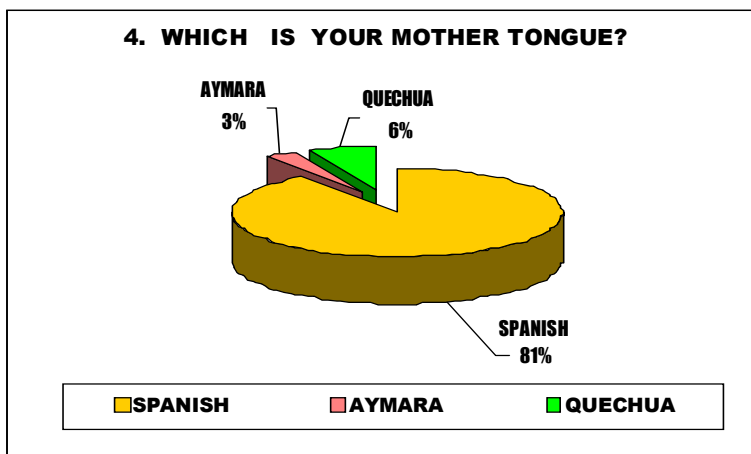
## 2. MARIA ANTONIETA SUAREZ (ORURO)

15.	GC	Male	12
16.	CV	Male	13
17.	CQ	Male	12
18.	FM	Male	11
19.	RA	Female	13
20.	LP	Female	12

## 3. MANUELA GANDARILLAS (COCHABAMBA)

21.	FC	Male	13
22.	HZ	Male	13
23.	JD	Male	11
24.	PP	Male	12
25.	CA	Male	8
26.	IM	Male	12
27.	MC	Female	13
28.	CD	Female	12
29.	MP	Female	10
30.	JL	Female	12
31.	RA	Female	11

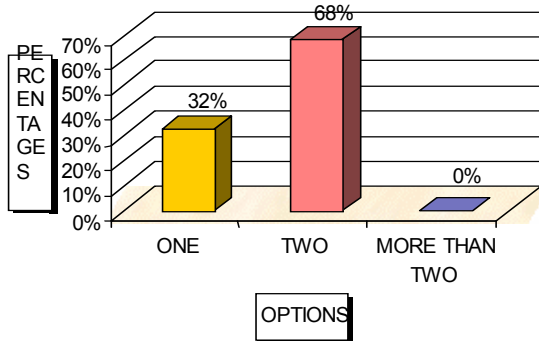
GRAPH # 1



### QUESTION No. 4

The objective of the posed question was to know the percentage of Spanish, Aymara and Quechua native speakers we were working with when teaching and learning EFL. So, in response to this question 81% of the students chose the option a. "Spanish". While 6% of them speak Quechua and only 3% chose the option b. "Aymara". In other words, we can conclude that most of the students with visual impairments from the three institutions have Spanish as mother tongue. We show this in the graph No.1.

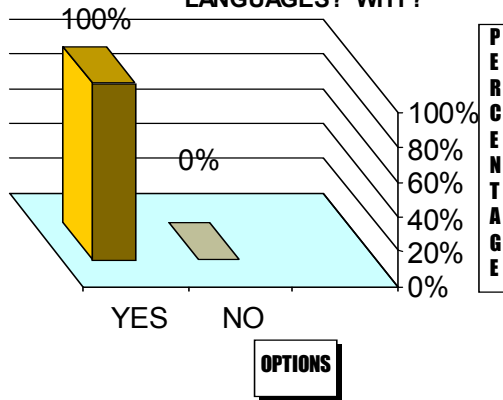
**5. HOW MANY LANGUAGES DO YOU SPEAK?**



**QUESTION No. 5**

The objective of the second question was to know the percentage of bilingual students we had in our visual impairments population. So, through the analysis of the responses we could determine that the majority of the students are bilingual, in other words 68% answered they know how to speak Spanish-Aymara or Spanish- Quechua. While only 32% of them are monolingual or speak just one language. However none of the answers were for the option c. “More than two”.

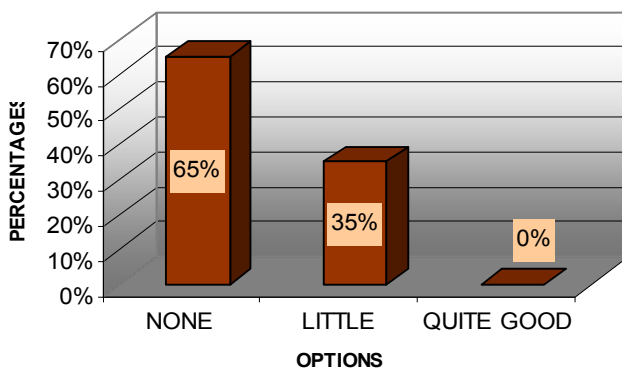
**6. DO YOU THINK IT IS IMPORTANT TO LEARN LANGUAGES? WHY?**



**QUESTION No. 6**

The objective of this question was to know if the students with visual impairments think it is important to learn other languages and give reason. So, in regard to this question all the blind and visually impaired students or 100% of them agreed with the answer to this question. The main reason was that they wanted to improve their knowledge as well as their education, so they think knowing how to communicate in different languages will give them more opportunities in their future lives.

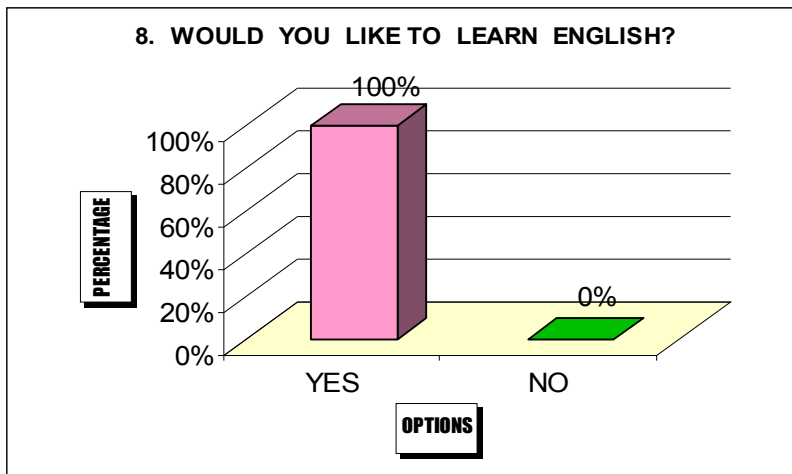
**7. HOW IS YOUR ENGLISH KNOWLEDGE?**



**QUESTION No. 7**

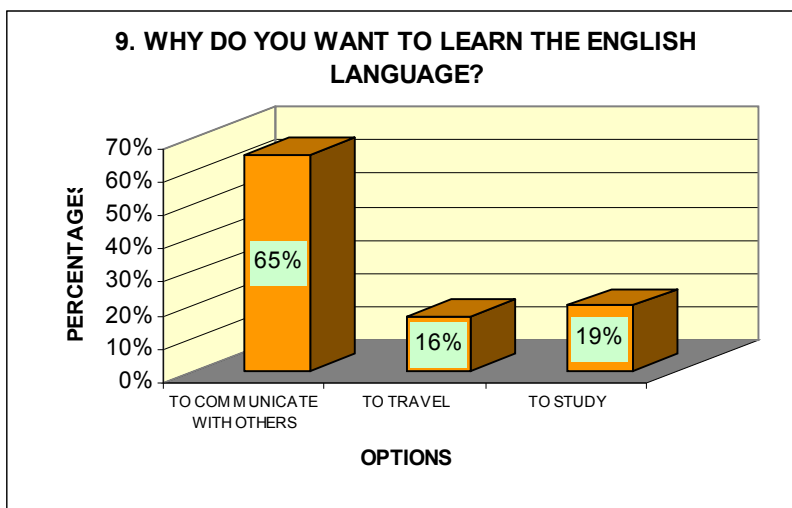
As the objective of this question was to know about the students with visual impairments’ English knowledge, we could determine that most of them do not know anything about it. So, by looking at the graph we can see that option c. “None”, got 65% of the blind and visually impaired students answers. While 35% think they have little English knowledge. This is because some of the students, specially the ones who are 13 years old, are taking this subject in their regular

schools. Therefore we can say that most of them are considered true beginners.



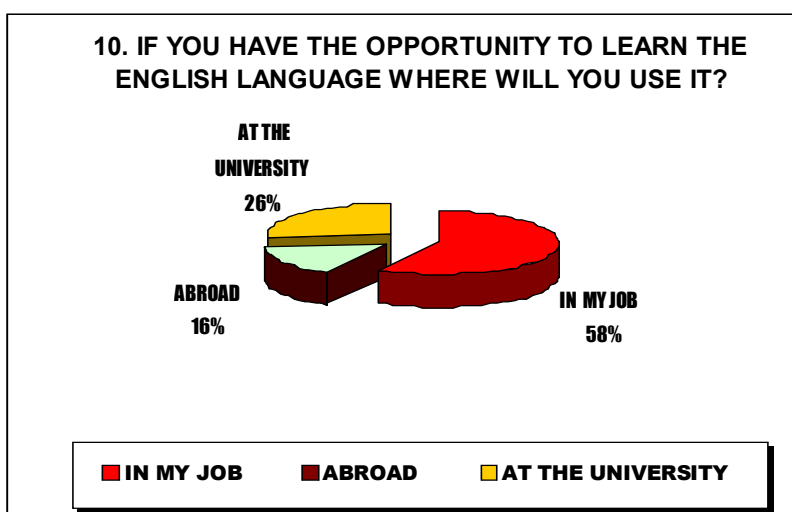
**QUESTION No. 8**

The purpose of asking this question was to know if the students with visual impairments were or not interested in learning English as a foreign language. Therefore, in response to this question the total number of the students 100% chose the option a. “yes”. In other words, all of them would like to learn English as a foreign language. This affirmation is already supported in the needs analysis part, as well as it is showed in the graph No. 5



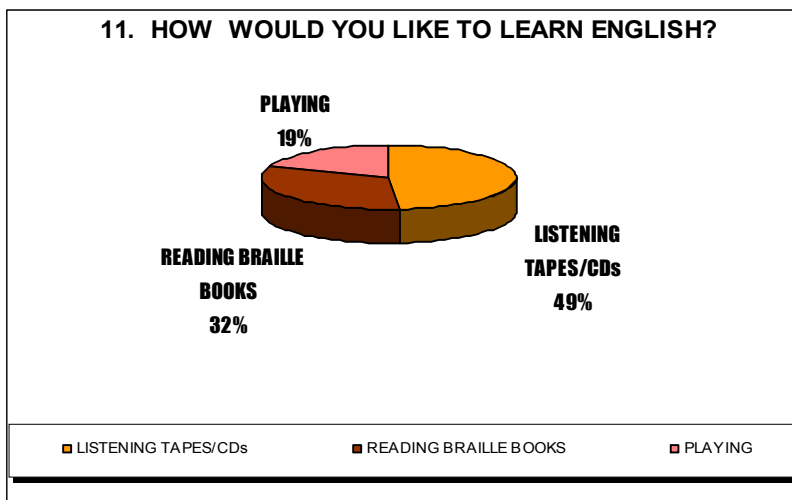
**QUESTION No. 9**

The objective to ask this question was to know the reasons why the blind and visually impaired students wanted to learn EFL. Consequently, 65% of them chose the option a. “to communicate with others”, so they want to speak English with people who know how to speak it. On the other hand, only 16% chose the option b. “to travel”. While 19% of the students want to learn English because they want to continue with their studies at the University or in an English speaking country.



**QUESTION No. 10**

This question had the objective of determining where the blind and visually impaired students would use English in the future. Therefore, 58% of the students chose the option a. “in my job”. While 26% of them think they will use the English language at the place they will study in the future, probably the University. However only 16% of them think they will use it abroad. So this means that the students with visual impairments are aware they will need English for occupational purposes in their future lives.

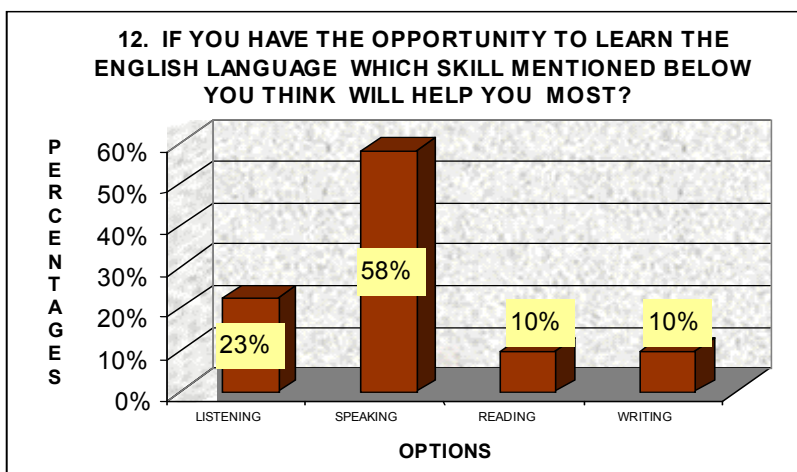


**QUESTION No. 11**

We have posed this question in order to know how the students with visual impairments would like to learn English. So, in response to this question 49% of the students answered that they want to learn English “listening to CDs or tapes”. While only 32% of the students with visual impairments chose the option b. “reading Braille books”, And just 19% want “to play” when learning EFL. we show this in graph No. 8.

In other words, the skill that students with visual impairments

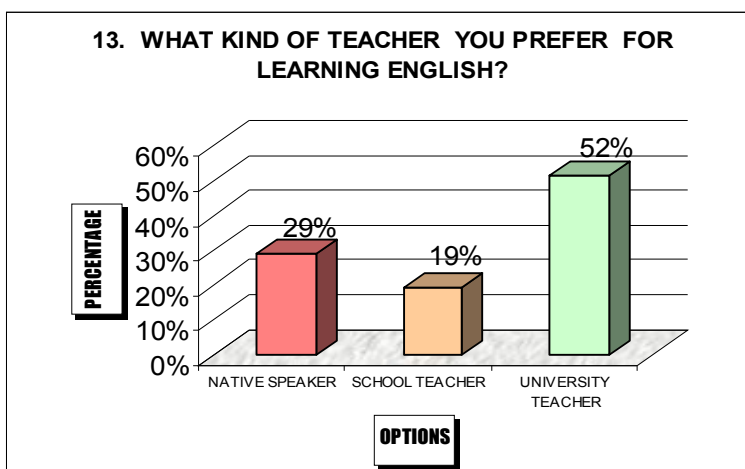
most favour is listening; therefore, the relevance of our proposal is supported.



**QUESTION No. 12**

The objective here was to know which of the four skills (listening, speaking, reading or writing) our population think will help them most in their future lives. Therefore, 58% of our students think “speaking skill” will help them. While 23% of them chose “listening”. However just 10% of the blind and visually impaired students think that “reading and writing” skills will help them in their future. Again, blind and visually impaired students are orienting

their responses to a communicative competence development.

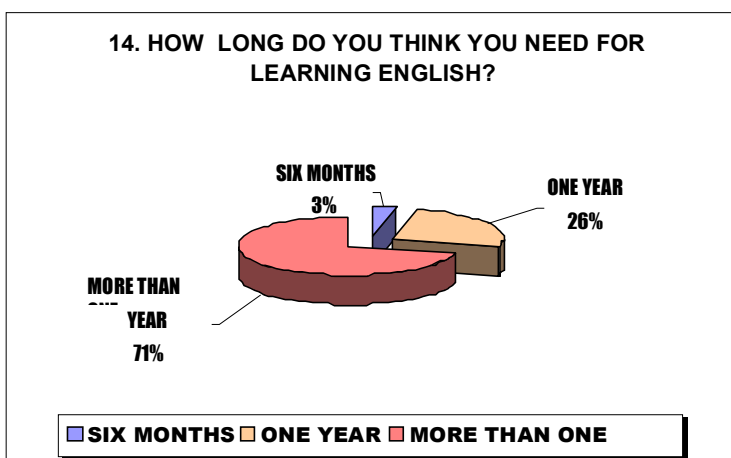


**QUESTION No. 13**

As we wanted to know the sort of teacher the students with visual impairments wanted to have for learning EFL, three options were posed. So, we could determine that 52% of the students prefer to have a “University teacher or Licenciado”. While 29% of the answers were for the option a. ”A native speaker” and only 19% of them prefer a school teacher. One of the significant reasons the students had for choosing the option “c” was that they



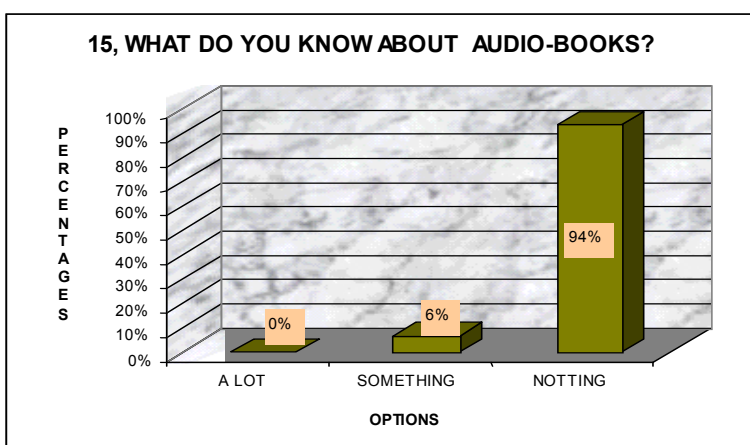
think the University teachers are well trained for this purpose.



**QUESTION No. 14**

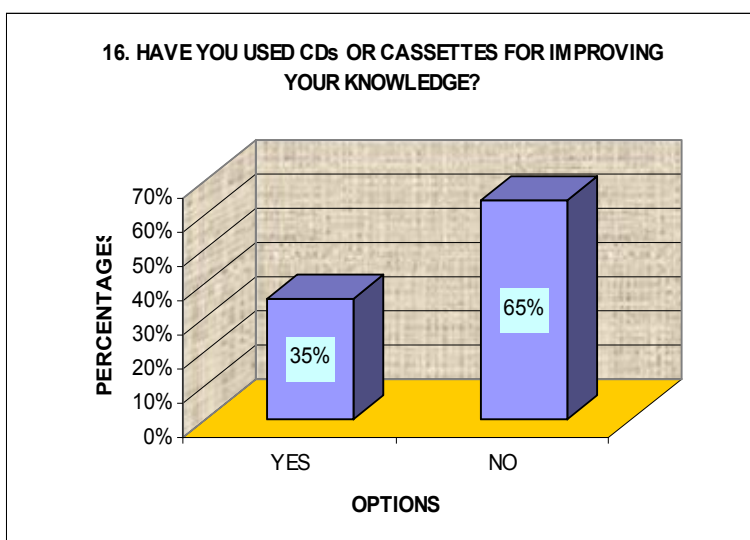
The objective of this question was to know how long do the blind and visually impaired students think they need for learning EFL. So, in response to this question 71% of our students think they need more than a year for learning English. While 26% of them think they need only a year for achieving this purpose. However we could realise that one of our students (3%) thought that six months are enough for learning English. The student's answer was supported by the reason that it is possible if someone takes the subject everyday. We show

this in the graph No. 11



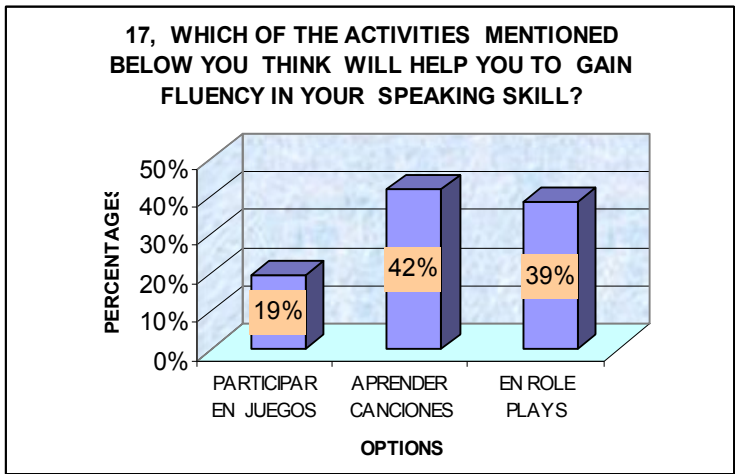
**QUESTION No. 15**

This question was posed in order to know if the students with sight loss knew something about audio-books. Therefore, the option c. "Nothing", had 94% of the answers. While some of the students 6% responded that they know something about Audio-books. However, none of the blind and visually impaired students chose the first option "a lot". We show this in graph 12.



**QUESTION No. 16**

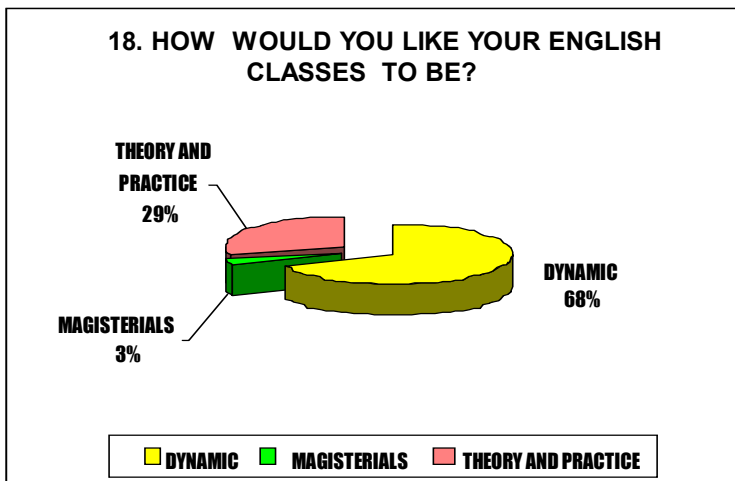
Objective: to know if the students with sight limitations have used CDs or cassettes for improving their knowledge at their regular schools. So, the option "Yes" got 35% of the responses; in other words, the students agreed with the question specially the ones who are integrated into the regular schools system, they said they are used to record some of their lessons for studying them carefully at home. However, the rest (65%) of the students answered they never used this sort of material in order to improve their knowledge.



instructions for the activity and learn the lesson properly.

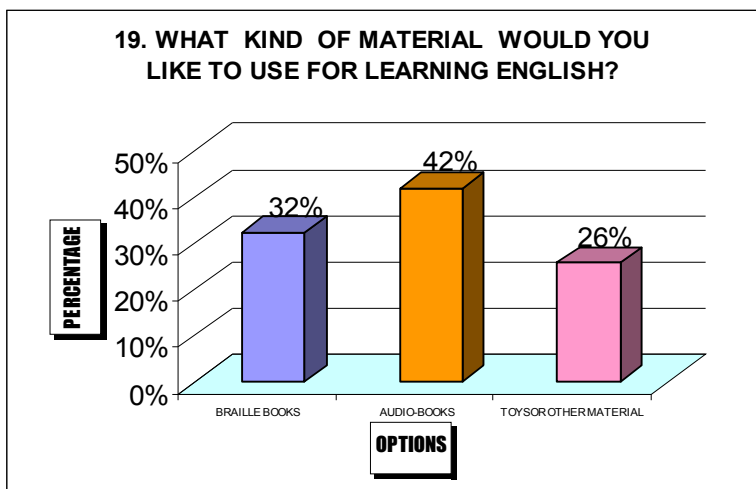
**QUESTION No. 17**

As we wanted to know the sort of activities the students with visual impairments think will help them to gain fluency regarding the speaking skill, three options were posed. So, 42% of them want to learn English “singing songs”. While 39% of them want to take part in “role plays”, 19% of them want to learn the foreign language “playing”, this answer is consisted with the answer they gave in question 11. One of the reasons, of such a low percentage was that the students make a lot of noise when playing, so sometimes it is not possible for them to hear and understand the



**QUESTION No. 18**

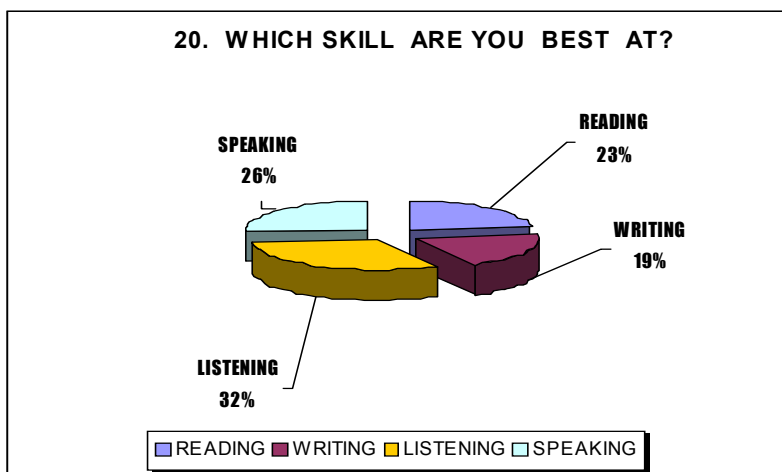
We posed this question in order to know what sort of English classes the students with visual impairments would like to have when learning EFL. As most of our students are young learners, they want to have a variety of activities in their process of learning English, so option “a. dynamic”, had 68% of the responses. While “theory and practice”, option “c” got only 29% of the students’ answers. However, just 3% of them chose the option b. “magisterials”. In other words, the students want to have dynamic and communicative class sessions when learning EFL.



**QUESTION No. 19**

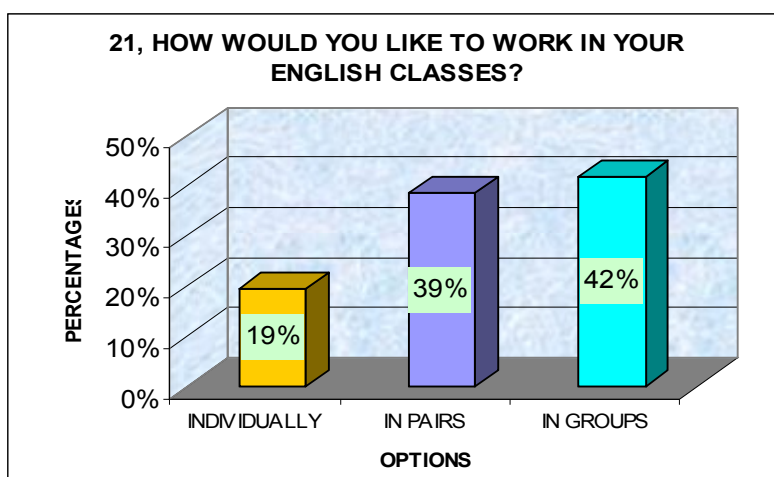
We posed this question in order to know the sort of material the students wanted to use for learning EFL. Therefore, 42% of the answers were for the option b. “Audio-books”. While 32% of the students chose the first option “Braille books”. The latter answer was supported because they think this is the only way for them to learn how to write and read and continue with their education, not only because this material was created specially for them but also because not all the institutions for the blind in Bolivia are well equipped with updated

material. The third option “toys or other material”, only 26% think it is a good idea to use toys or other material for learning EFL. So, most of them want to experience the use of an audio-book.



**QUESTION No. 20**

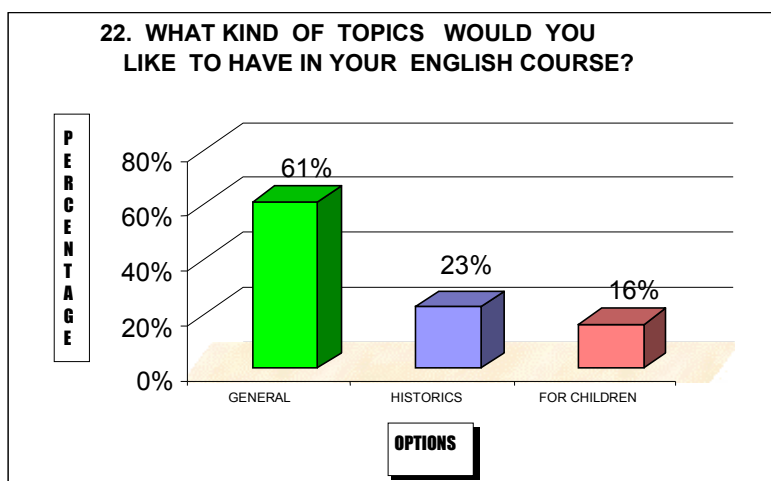
The objective of question No. 20 was to determine which of the four skills the students with visual impairments were best at. Therefore, “reading” got 23% of the answers, 26% of the students chose “Speaking”, and 33% of the students thought they are good at “Listening”. While 19% think they are good at “writing”. Again, we can determine that listening and speaking are the skills students favour the most.



**QUESTION No. 21**

This questions wanted to determine how the students with visual impairments would like to work in their English classes, 42% of them answered they want to work in groups when learning EFL. While 39% of them wanted to work in pairs. However, only 23% of them chose the option a. ”Individually”. Therefore, through the analysis of the results presented in the graphic we can conclude that the students of “Aprecia”, “Maria Antonieta Suarez”, and “Manuela Gandarillas”, want to work in

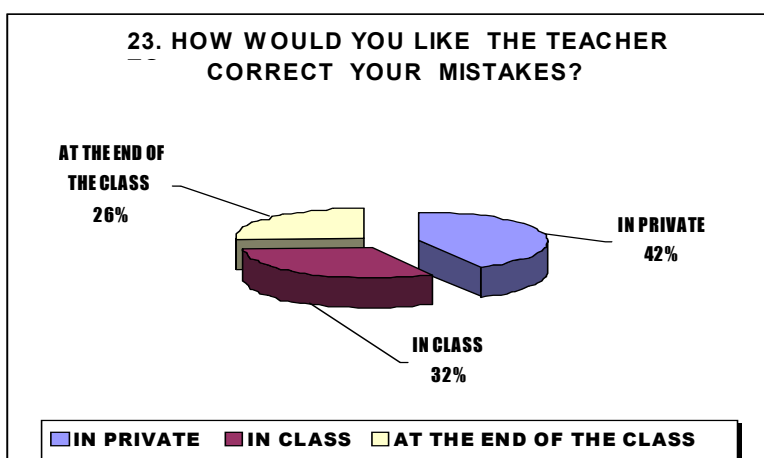
groups as well as in pairs when learning EFL.



**QUESTION No. 22**

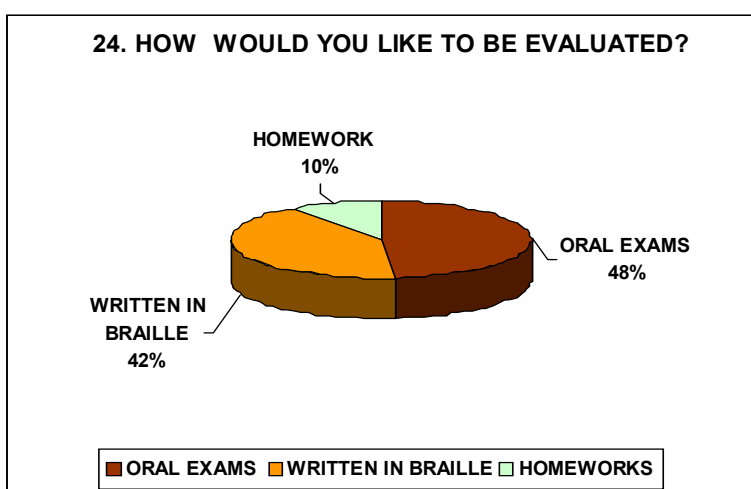
The objective of the presented question was to know the sort of topics the blind and visually impaired students wanted to cover in their English course. Therefore, we could determine that 61% of the chosen answers were for the option a. “General”. While the option b. “Historics” got 23% of the answers. However just 16% of the blind and visually impaired students wanted to cover lessons “For children”. The main reason for choosing the first option was

because they want to learn different sort of things regarding the English language.



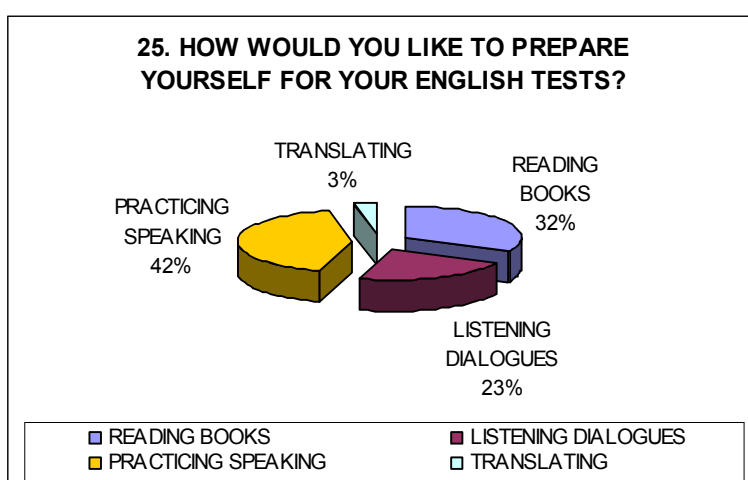
**QUESTION No. 23**

In order to determine how the blind and visually impaired students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas” wanted to be corrected when making mistakes in class, 42% of the students prefer to be corrected in private. While 32% of the blind and visually impaired students chose the option “in class” and just 26% of them chose option c. “at the end of the class”. So, we can conclude that most of the students with visually impairments want to be corrected in private.



**QUESTION No. 24**

Question No 24 wanted to know how the students with visual impairments wanted to be evaluated. Consequently, 48% of them want to be evaluated through “oral exams”. While 42% of them want to take “written exams in Braille”. And just 10% of the answers were for the option “c”, through “Homework”. In other words, they want to continue with the practice of the Braille system when learning EFL. As well as they want to take oral exams.



**QUESTION No. 25**

As we wanted to know the way students with visual impairments wanted to prepare themselves for their English tests, four options were presented. From their answers, we could determine that most of our students (42%) want to prepare themselves for the exams practising the speaking skills (e.g. role plays, conversations, games); while 32% of the students want to “read books” and 23% want to listen to different dialogues; only 3% chose the last option “translating”. In other words we can say that most of the blind

and visually impaired students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas” want to develop their speaking skill at the same time they prepare themselves for the exams. We show this in the graph above.

#### **4.6. BLIND AND VISUALLY IMPAIRED STUDENTS’ INTERVIEW**

The interview was done to 31 students aged between 7 to 13 years old. The objective of this interview was to reinforce the answers we got in the questionnaire. Because children are easy to get bored, we decided to use the group interview technique. The interview was in Spanish, so that we did not spend a lot of time in it. (See annex C).

From this application, we got interesting responses that helped us to support the information we got from the questionnaire.

The information we got is summed up below:

- ❖ The students with visual impairments are really happy with the idea of learning English as a foreign language.
- ❖ They want to use the language in their future lives, they believe that learning it will give them more opportunities in life.
- ❖ They want to work in call centres, as tour guides or as interpreters.
- ❖ They want to improve their education.

After the application of the questionnaire and interviews we could determine that not only sighted students but also visually impaired ones understand that in this age of globalisation people who do not speak a second or foreign language, English in this case, are at a serious disadvantages regarding the study and job market and why not to say in their private lives. In consequence, the guidelines we present in this research want to contribute in the teaching and learning process the blind and visually impaired students want and need to follow. We also try to survey the teaching strategies and methods that prove to be useful in helping these students successfully learn English.

#### **4.7. ANALYSIS OF BLIND AND VISUALLY IMPAIRED STUDENTS' LEARNING NEEDS**

The following chart shows aspects we consider important to mention about the special educational needs that the blind and visually impaired students of “Aprecia, La Paz”, “Maria Antonieta Suarez” and “Manuela Gandarillas” institutions had for learning EFL.

As we analysed the necessities of our population, we believe, it was also necessary to take into account their lacks. Hutchinson and Waters (1987:55-58) state:

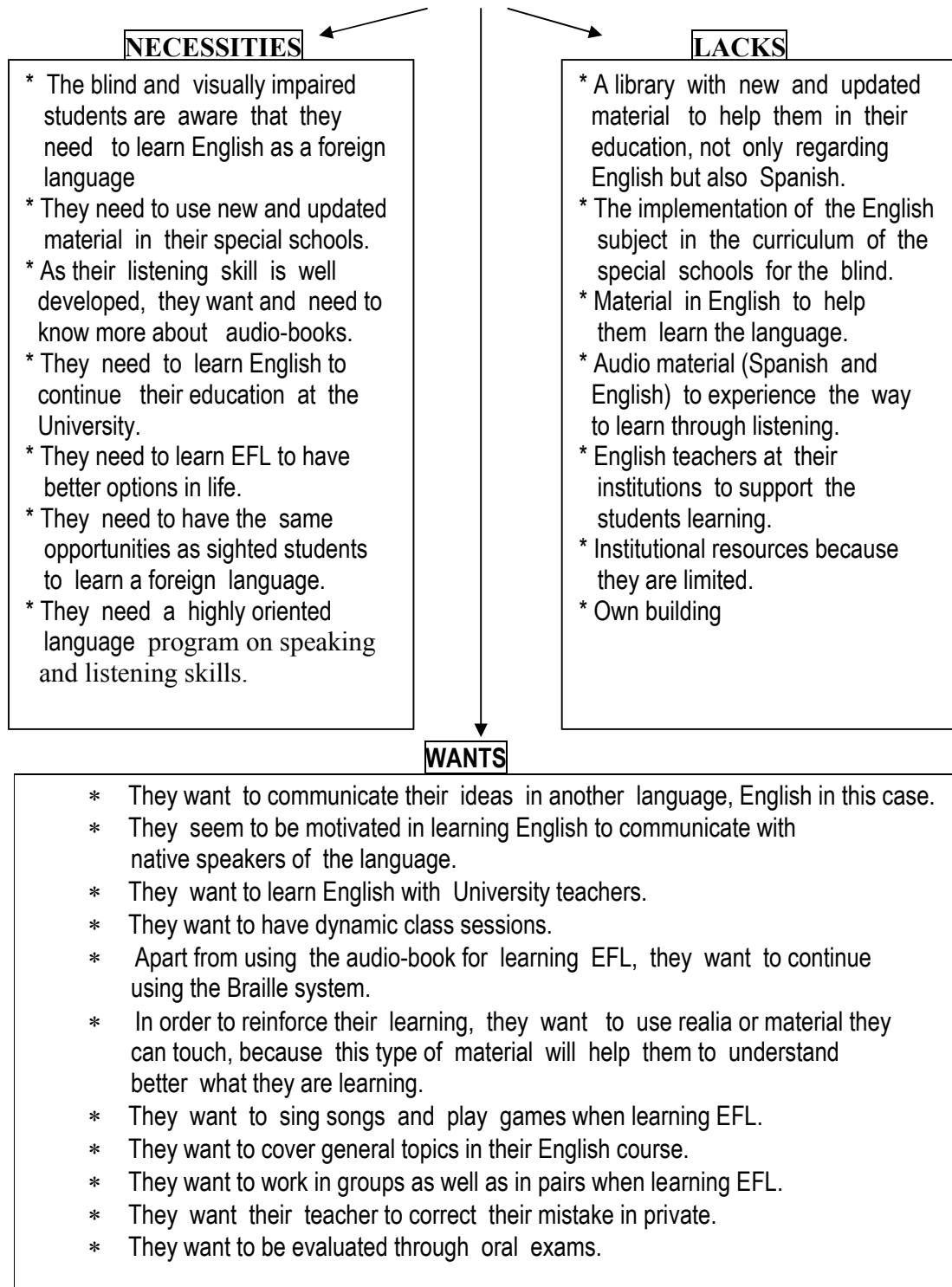
*“to identify necessities alone is not enough...You also need to know what the learner knows already, so you can then decide which of the necessities the learner lacks...the target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learners' lacks.”*

So far, as mentioned in the previous chapter the population of the present research is considered true beginners, not only because most of them are children under the age of 13 but also because they are integrated in the primary level of the regular school (most of them under the 6<sup>th</sup> grade) where the English subject is not part of the curriculum. Consequently, the lacks we took into account were related to the institutional resources, educational materials and the implementation of the English subject into the curriculum of the special schools like the ones we chose for the present research.

Besides the lack of this subject within the curriculum, our students lack an appropriate training in their own language (Spanish), not only because they do not have updated materials but also because they do not have a “proper” library at their own institutions; and, why not to say, because they do not have enough financial support from the Government.

The chart below gives us a synthesis of the blind and visually impaired students learning needs

**SYNTHESIS**  
**ANALYSIS OF BLIND VISUALLY IMPAIRED STUDENTS LEARNING**  
**NEEDS**



*Necessities, lacks and wants; extracted from Hutchinson and Waters (1987: 58)*

The purpose of this chapter has been to summarise the most outstanding features of the results obtained regarding the blind and visually impaired students needs analysis which is also presented in the concluding chapter. These conclusions may offer tentative suggestions about ways in which we may gain a better understanding of the process of dealing with students with sight limitations.

Having identified the special educational needs of our population in regard to the process of teaching and learning EFL, as well as analysing the Communicative Approach theories, the next task was to develop the proposed audio book material, (see annex N) and implement it with the students of “Aprecia” La Paz, the sample of the present research.



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## **CHAPTER V**

### **COMMUNICATIVE ENGLISH AUDIO-BOOK APPLICATION AND HYPOTHESIS DEMONSTRATION**

As mentioned in previous chapters, this study falls in the category of quantitative and qualitative research at the same time. Therefore, and once the application of the audio material to the blind and visually impaired students of “Aprecia” La Paz was carried out, we followed to the interpretation of the data collection. In other words, the present case study gathered data primarily from three sources we mention below:

- Observations (of the teaching and learning EFL process in classroom) made by two teachers of “Aprecia” La Paz (See annex E).
- A personal journal of the teaching and learning procedures carried out in the English course (See annex K).
- First and final exam results (See annex F-G).

Through the analysis of the mentioned sources we could arrive to following preliminary conclusions:

#### **5.1. RESULTS OF THE COMMUNICATIVE ENGLISH AUDIO BOOK APPLICATION**

We began this research with the hope to fulfil the special educational needs that students with visual impairments had for learning English as a foreign language, so through the application of the proposed audio material we proved our students were greatly assisted by it.

We also realise they found the course very motivating, reason for what they are eager to continue with the English classes.

The major steps involved in the present case study were to gather detailed background information; data from all the process of teaching and learning EFL using the proposed

communicative English audio-book, as well as the analysis and synthesis of the day to day class sessions, which lasted 11 weeks. Consequently, and in order to analyse all the information we got from our case study, as explained in the research design section (Chapter IV), the data source triangulation method was taken into account.

In this purpose and as a first step we used the observation technique; therefore, two teachers from “Aprecia” school were invited to form part of this data collection technique, our first observer was present in the classroom when we taught lesson number 2 and the second observer was invited to be present during the development of lesson number 7.

On the other hand, in order to evaluate the teaching and learning EFL process, we kept a personal journal with our own insights (twelve lessons).

Consequently, in order to analyse the results of the implementation of the audio book we took into consideration the following sources:

- Observations (of the teaching and learning EFL process in classroom) two teachers of “Aprecia” La Paz formed part of this technique. (See annex E).
- A personal journal of the teaching and learning procedures carried out in the English course (See annex K).
- First and final exam results (See annex F-G).

For the first part, **the analysis of the diary** (the first six lessons), **the observation by the first teacher** and **the students’ first partial test**.

Whence, the analysis of these three sources gave us the following results:

- First, we understood an important part of the child’s life is to know when to do things by himself and when to ask for help. The additional assistance we often gave our blind students taught them dependency. This situation was against the child’s confidence and the

opportunity for him to develop problem solving abilities. The student with visual impairment will probably need additional hands-on directions to do many things, but this situation should not be a problem for the teacher. For example, finger play and motion response to songs, dances and exercises with sighted students are normally learned by watching the teacher demonstrate them. However, such activities were easily demonstrated with visually impaired students by allowing them to feel by touching and to follow our movements while we were developing the activity. This way, we could help them to make the meaning clear.

It is better if the teacher demonstrates the actions before asking the students to develop them. Students who can see and hear learn easily since they are motivated to do things by seeing those around them model all types of actions and activities. However, when a student is unable to see actions being performed, he has no concept of what is possible; for that reason, models must be provided in a thoughtful way. We suggest to let the child with sight limitations feel as we do things or invite him to observe closely if he has usable vision.

□ Second, we could realise that in the class blind children require little outside the standard pre-school material and equipment. Often well meaning attempts to create specialised materials result in meaningless activities. For example, we could determine that plastic models of animals are usually confusing and meaningless for them. As often as possible, we suggest to use a real item to teach concepts. Without concrete teaching, a blind student may possess the vocabulary but lack the concept. For that reason, the development of concepts is a shared adventure, one in which the teacher and the students who are blind or visually impaired can learn from each other and explore the world together. Concepts are dynamic and continually developing. We may never think about the way that rain is like our tears, about the unique texture of a wall and how it feels like stone. A sight loss student can show us new concepts like these and new ways of experiencing the world. We can help them

to understand that they can be real participants in an enjoyable social world. It is through shared experiences that concepts grow. And together (teacher- student) learn more and more about the world around.

□ Third, we strongly recommend to use games to develop concepts when working with students with visual impairments, because this sort of activities gave them the opportunity to experiment and to express ideas freely. They may need encouragement to play at the beginning, so, we have to help them to understand that learning when playing is helpful and fun. That was the case of our sample, they became more active not only when we used real materials like telephone machines, clocks, fruits, etc., but also when we used dolls, dollhouses, cars and other symbolic toys for them to learn when playing. We understood that good conversational interaction is playful when working with young students.

□ Finally, never underestimate blind and visually impaired children's abilities for learning. They may face some problems in learning the English language at the beginning but we have to understand that they still have the same interests and aspirations as any other child of their age. Therefore, keeping them interested was one of our goals, consequently, we did so, by providing stimulating content and meaningful activities in the lessons of the communicative audio-book. In addition, making positive comments about the students' work and efforts helped positively giving self-confidence in their process of learning. Therefore, we have to let them "see" that we value their work and reward them with different things if it is possible.

All the things mentioned before were revealed in the students significant progress of the first partial exam (See graphs below).

For our second step, we decided to analyse **the rest of our journal** (lessons 7 to 12), **the second teacher's observation** and **the students final exam**. The analysis of these data

sources gave us the following results:

□ First, because of the importance of learning foreign languages nowadays, teachers have to learn to adapt their teaching strategies to cater for all their students learning needs. Therefore, through the application of our proposed material we wanted to point at to what works well to support foreign language learners with special educational needs (SEN); in our case, students of “Aprecia” La Paz. As mentioned in previous chapters, the proposed audio-book presents different activities that helped the students with sight limitations to learn EFL. In other words, we proved there are many advantages of using games, role plays and songs in a blind and visually impaired students’ classroom not only because these activities were a welcome break from the usual routine of our language class but also because we all enjoyed the teaching and the learning process. In addition, we found out that through this sort of activities the students had the opportunity to practice various skills such as; speaking, listening, writing and reading.

□ Second, making tactile and close-up experience were really helpful when working with this group of students. Many concepts were easily learned specially those with reference to the child’s own body that involved touching. For instance, opposite words “Big” and “little” were learned by comparing our (adult) hands and feet with those of a child or using the same object but of different sizes. “On “ and “off” were learned by getting on and off a swing. In order for objects to be meaningful, most of the students needed to actually touch and explore them. They needed to be given opportunities to feel animals, walk around rooms, and develop activities in the playground, this way they could learn different words and increase their vocabulary.

□ Third, the seating arrangement used for different activities helped us to control everyone in the classroom, so the most common ones were the pair work, group work and

horseshoe. Through the last one we could establish contact with all the students asking everyone to participate in class, it was incredible for us to see how the students were increasing their English knowledge day by day and how they were eager to participate in class raising their hands to respond different questions. Talking about the pair and group work activities of our English audio-book we could realise that all the participants enjoyed exchanging personal ideas and stories because it enabled all of them to become great friends despite the differences in age from some of the students and social background. It was really touching to see how everybody was eager to participate in class.

□ Finally, the results of the evaluation at the end of each class session and the oral presentation at the end of the course (students final exam) proved that all participants succeeded in improving their language and communication skills. What we particularly found encouraging though, was the fact that everybody liked the idea of learning a language using songs and games. It was surprising to see just how much English they could learn whilst having fun at the same time.

Because we wanted to get a feedback from all the participants involved in the present study and once the application of the proposed audio book material was carried out, the third step of analysing data had to do with **a last students' interview and the responses to the questionnaire taken to teachers and parents of the students from Aprecia La Paz**, all this in regard of the learners' progress during the English course. (See annexes H-I-J)

Through the analysis of the mentioned sources we could arrive to the following conclusions:

□ After analysing the transcriptions of the interviews and the questionnaires, (Students, teachers and parents of "Aprecia"), there are sufficient similarities among the responses of our three main sources of information to constitute reliable descriptions of positive results regarding the use of the communicative English audio-book for teaching and learning EFL to

students of “Aprecia” La Paz.

- As mentioned before this research tried to survey different teaching strategies (learning by listening, the total physical response, realia, etc.) that proved to be useful in helping this group of students successfully learn basic English.
- Finally, it has been shown how a focus on whole language tasks and authentic communication in a learner centered environment can increase students motivation to learn. We personally feel that we have greatly benefited from this experience of teaching this group of students. We have learned to be very patient, innovative as well as organised. And the most important thing, we believe that learning one or several languages are not only appropriate but desirable and possible for visually impaired students. Opinion that is strongly supported by the teachers and the parents of our sample (See annex H-I)

#### **5.1.1. Learning difficulties**

As we mentioned the positive things regarding the blind and visually impaired students in their teaching and learning process, it is also important to name what did not go quite well.

- As mentioned previously the development of reading and writing using the Braille system is slower than developing reading and writing with sighted students. Since our students were used to learn many things through the Braille, the introduction of the communicative audio-book as a new method of learning by listening was quite demanding at the beginning but luckily little by little the students got used to the new material.
- In the first session of the English course, we faced some problems regarding the use of some phrases such as; “see you tomorrow” and “as you can see”; we believe this was because we have never experienced working with this group of students before. Nevertheless, in the next sessions we were very careful using the language when talking to them. We understood that as teachers, we can help these students by avoiding phrases such as “Look at



this” and “Examine that”. It is better to use descriptive language and repeat aloud what is written in the textbook if you are using one.

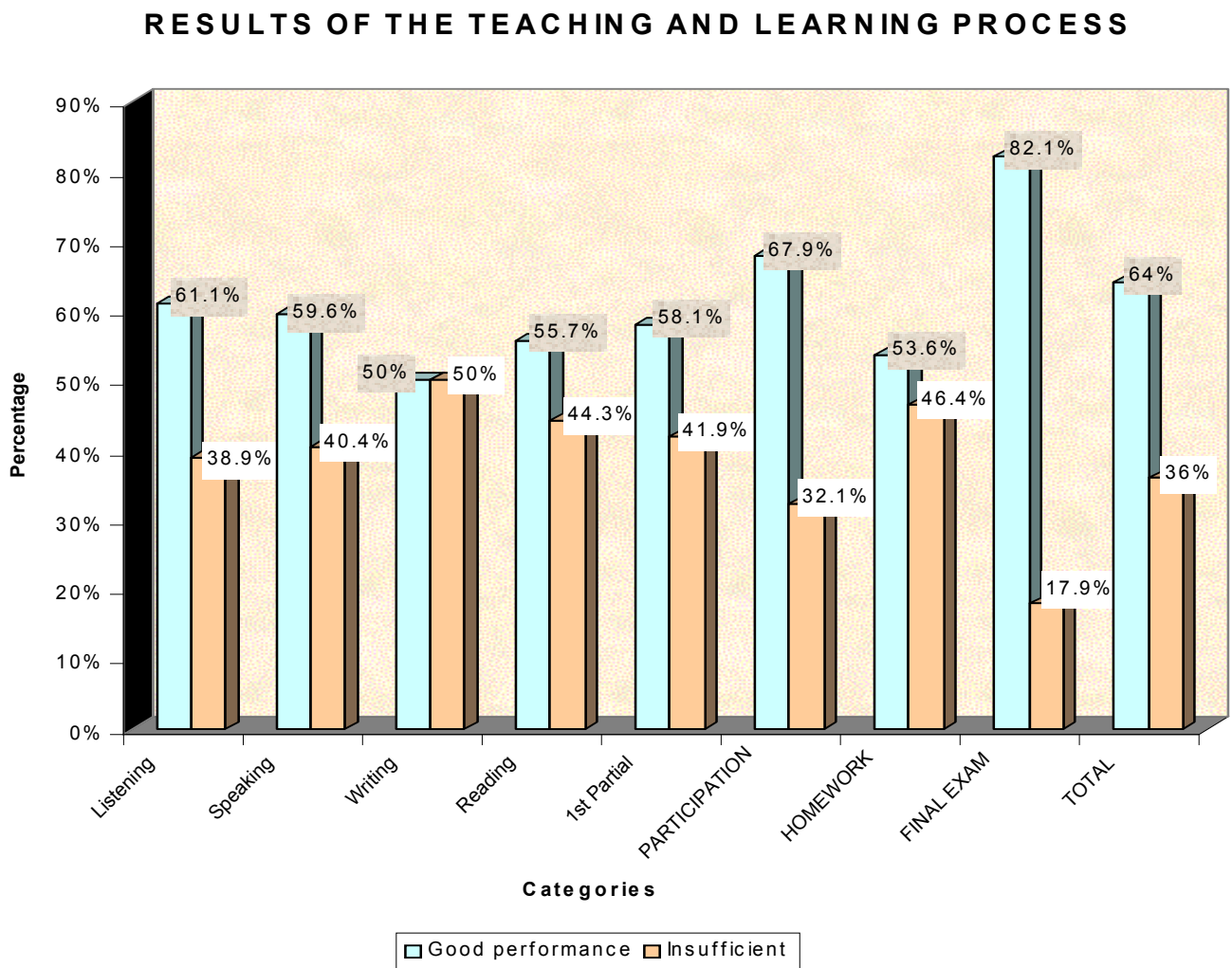
- Also, the irregular participation as well as school attendance of some students at the beginning of the course meant a problem with regards the end of the final presentation, where some of them did not feel confident to give personal information to the rest of the class.

- If we talk about the teaching and learning of grammar, we have to point out that even sometimes it is hard for the teacher to explain and for sighted students to understand it. We tried to make this part of the lessons easy to understand not only because we could not make use of the blackboard to show the different grammatical constructions but also because our group of students were easy to get bored with theoretical activities. However, the use of many examples as well as homework exercises helped us to go through this hindrance.

- Finally, we have to say that although the Communicative Approach has become the mainstream in language teaching, nowadays, learners are still very passive recipients of knowledge and play only a minimal role in the selection of learning material and teaching methodology. Such under involvement constitutes an obstacle to successful language learning. Therefore, in order to enhance learner commitment, we believe blind and visually impaired learners should take part in developing materials for themselves since they enjoy being involved in their process of learning. We could determine they really enjoy preparing their own material for learning, that was the case when they were asked to make their own ID cards (lesson No. 2) for developing the post activity of the lesson. With these things in mind, we have to say that it is in fact very important to know the students needs, so the process of teaching and learning will have better results at the end.

### 5.1.2. Graphic Percentage Presentation and Interpretation

This section presents the graphic percentage representation of the data obtained from the application of the communicative English audio material to the students with visual impairments of “Aprecia” La Paz.



\* By analysing the graph above, we can determine the students of “Aprecia” La Paz are good listeners, obtaining 61.1% of positive performance while the negative percentage is only 38.9%.

\* On the other hand, in regard to the speaking skill, we can see the students have obtained

59.6% of good performance, and 40.4% of the insufficient one.

\* Talking about writing skill, we could determine the results are equal 50% showing and giving us the guideline to continue in the reinforcement of this skill.

\* From what can be seen regarding the reading skill, we can conclude that; the students with visual impairments are good (Braille) English readers, obtaining 55.7% of good performance, while the insufficient percentage was 44.3%

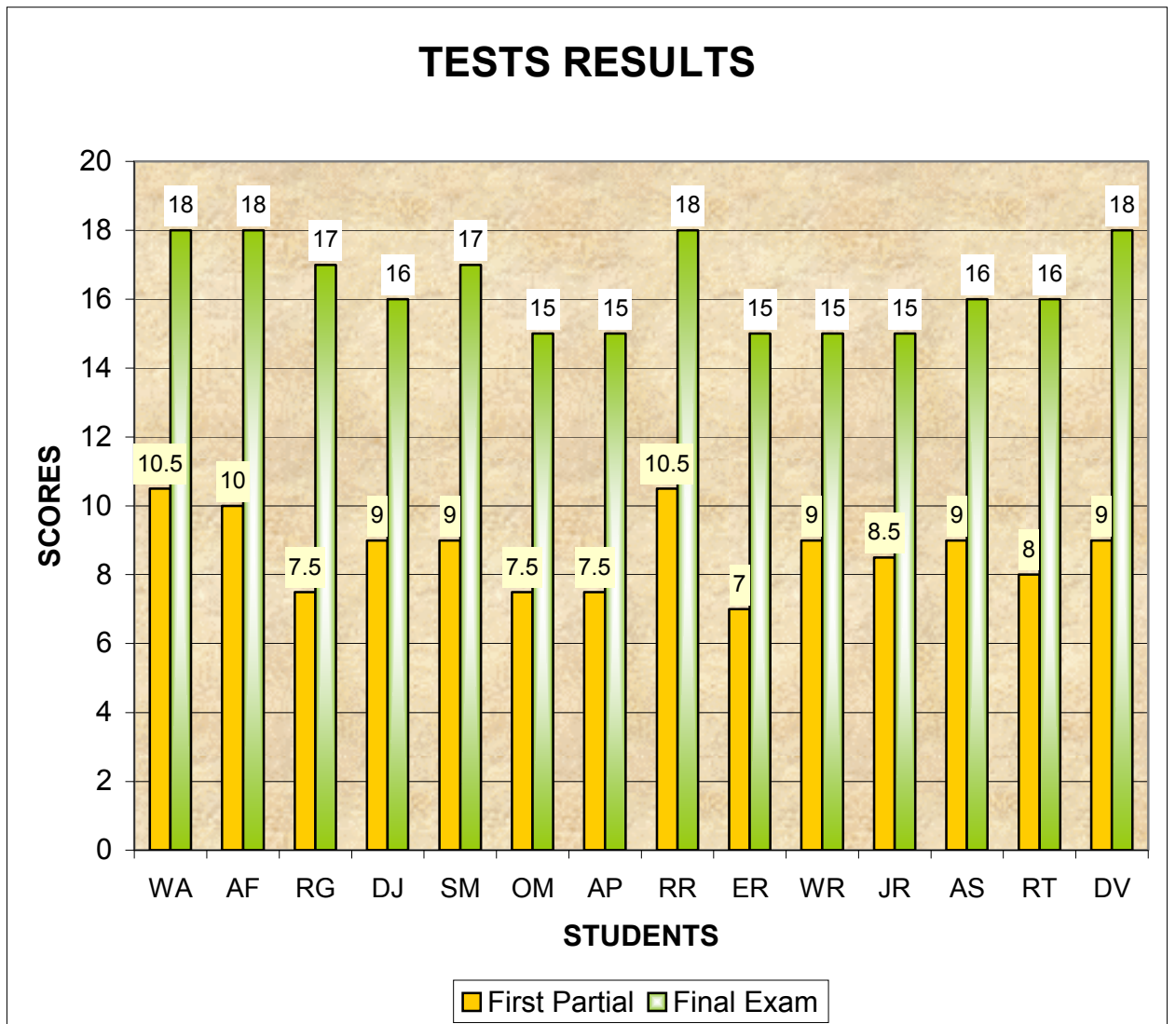
\* If we talk about the first partial exam, the results showed that there was a good progress indeed (58.1%). However, the negative percentage is still high 41.9%. So, we understood that we needed to continue working in the process of helping them to learn EFL.

\* The students with visual impairments of “Aprecia” La Paz began the English course highly motivated, so the level of participation in class was also high (67.9%). However, we dare to say that the 32% of lack of participation was due to the non attendance of some students to some class session.

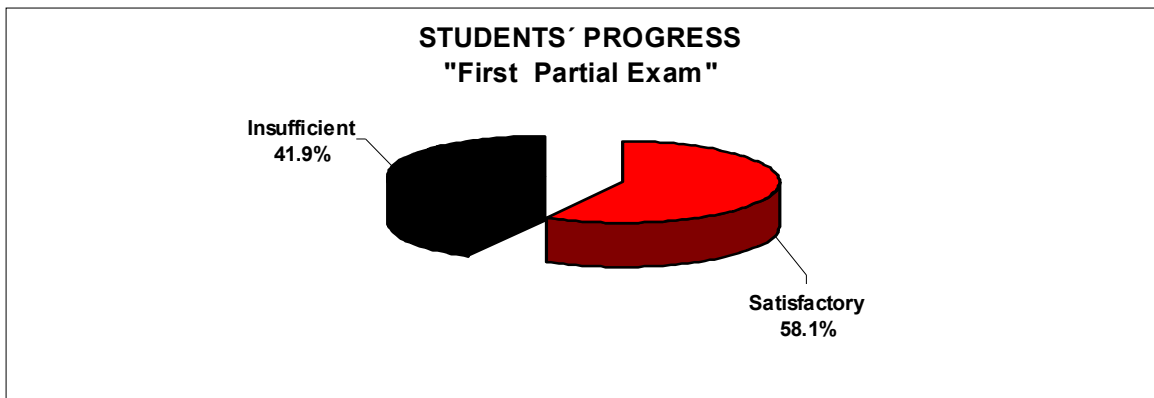
\* In regard to the homework assignment, we can see 53.6% of good performance while only 46.4% of the insufficient one. We can say that the negative result was because some of the students did not have the specific material, like braille boards or English dictionaries for doing their homework.

\* As we have already seen, the results of the final exam gave us the guideline the students of “Aprecia” La Paz had a positive learning regarding the English language (82.1%). Obtaining only 17.9% of the negative one.

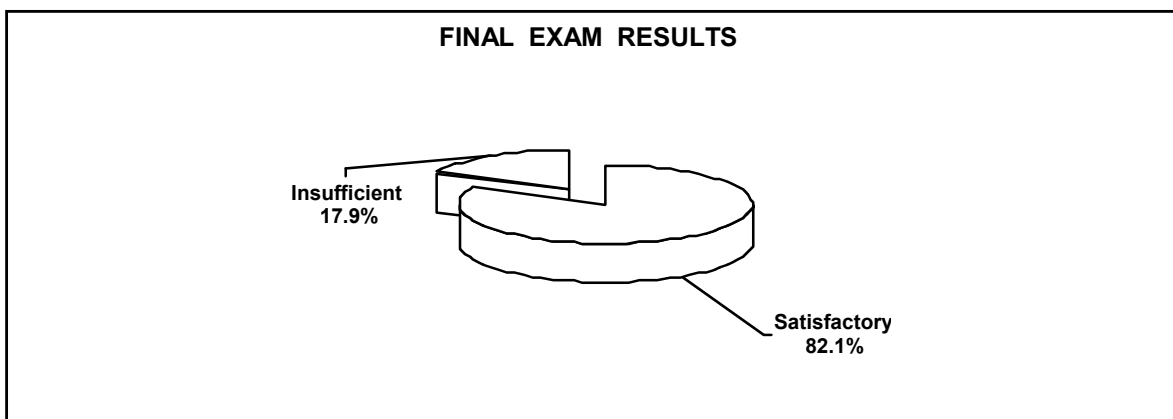
From what we have analyzed above and having the total results, we can conclude that the our students’ English knowledge had really increased (64%). Therefore, we proved the proposed English audio book assists effectively in the English teaching and learning process of the students with visual impairments.



\* The second graph takes into account the individual results regarding the first and the final exams. And after comparing the results of the first and the final exams obtained by the blind and visually impaired students of “Aprecia” La Paz, we can conclude that the obtained results are good ones indeed. The graph that shows their knowledge regarding the English language has definitely increased.

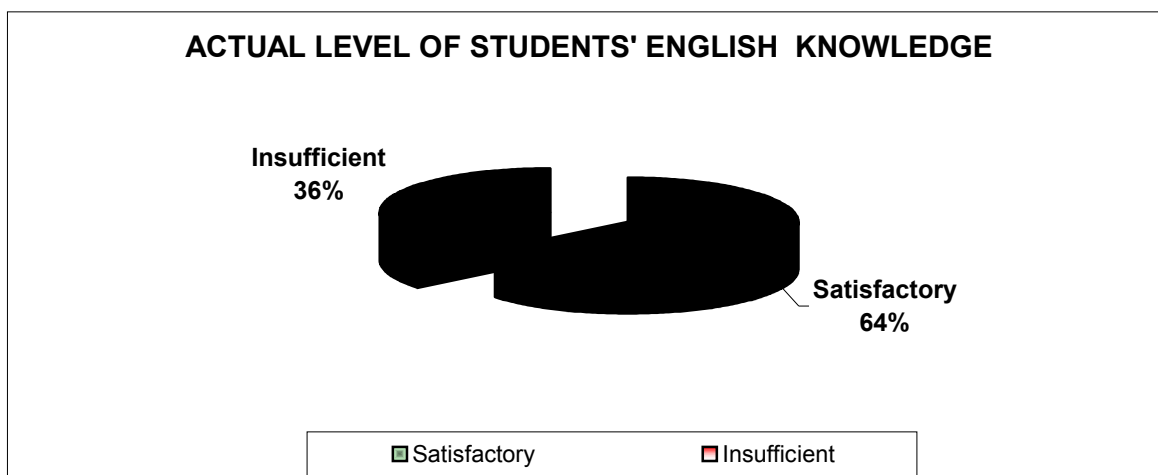


The graph above, shows the results obtained from the first partial exam the students with visual impairments of "Aprecia" have taken. Thus, we can see that the "satisfactory progress" got a percentage of 58.1. On the other hand, the "insufficient progress" the students have obtained, gave us a percentage of 41.9. Therefore, through the analysis of the presented results we can conclude that the students of "Aprecia" La Paz are in a gradual improvement regarding the learning of English as a foreign language.



The present graph shows the results of the final exam taken to the blind and visually impaired students of "Aprecia" La Paz. Whence, the results of this exam gave us an 82.1% of satisfactory progress regarding the EFL learning. The insufficient progress shows only

17.9%; proving with this fact, the blind and visually impaired students' English knowledge have improved in relation to the first partial exam. In other words, we dare to say the group of students we worked with have a good command of the English language.



Through the analysis of the learning EFL process using the communicative audio book, we can determine the students of "Aprecia" La Paz have really improved their English knowledge showing a high 64% of satisfactory learning. However, by looking at the percentage of the "insufficient" learning, we see a 36%. Therefore, we can determine there is still work to be done regarding the teaching and learning process to students with sight limitations.

After the implementation of the proposed communicative audio book material we can conclude saying that our blind and visually impaired students of Aprecia La Paz have succeed in their process of English learning. So, with the help of the students' needs analysis as well as with the Communicative Approach theories we could design a suitable material that fulfilled somehow our students needs regarding the teaching and learning of a foreign language, English in this particular case.

We explain all the processes and detailed results in chapter VI.

## 5.2. DEMONSTRATION OF THE HYPOTHESIS

Through the present investigation we could determine the students of “Aprecia” La Paz have learned how to communicate in English. In other words, the analysis of the special educational needs of our population (Aprecia, Maria Antonieta Suarez and Manuela Gandarillas) as well as the analysis of the communicative approach theory contributed to determine the nature, objectives and kind of activities as well as priority of languages skills for developing the communicative English audio-book that gave our sample, students of “Aprecia” the opportunity to learn English as a foreign language.

The following part gives the main reasons we have for demonstrating our posed hypothesis:

***“The proposed communicative audio book responds effectively to the special educational needs that the blind and visually impaired students of Aprecia La Paz, Maria Antonieta Suarez and Manuela Gandarillas had for the teaching and learning EFL process.***

The hypothesis we have tentatively stated has been demonstrated quite satisfactorily because after the implementation of the proposed Audio-book we could determine it greatly assists to our students in the English teaching and learning process. This affirmation is supported not only by data collection and application of the proposed material in audio but also by the responses to the last questionnaire taken to the blind and visually impaired students’, teachers and parents, regarding the students’ progress of English learning (See Annexes H-I).

However, in spite of the perceived success and effectiveness of audio-book, we are conscious that constant improvement needs to be done in future investigations.

We believe learning EFL gave the students of “Aprecia” more than a choice and we dare to say that they will have more opportunities in their future education not only because they are still motivated to learn more about the language but also because they proved they can learn the subject as any other students of their age.

## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

At this point having analysed the data obtained, the following section presents the most important conclusions we have come to. The findings may be sufficiently convincing to be considered as explanations; others may serve primarily as a fruitful source of hypothesis and suggestions for future investigations.

#### **6.1. RESEARCH CONCLUSIONS**

We began the research with the purpose of providing blind and visually impaired students of Aprecia, Maria Antonieta Suarez and Manuela Gandarillas a communicative audio book that took into account their special educational needs for learning EFL.

Once analysed their SEN's and the communicative approach, the application of the proposed material was carried out in Aprecia, La Paz, proving the students have learned many basic things about the language, such as introducing themselves, greeting people, asking for directions, expressing likes and dislikes, etc.

The following sections give us more details about the results obtained from the application of the proposed audio material.

- First, basically a blind and a visually impaired student is a student and a person who has the same rights as everybody else. One of the main points we would like to get over in this research is that a child who has SEN's (special educational needs) is an individual, she is Alizon, he is Rodrigo, or any other student who needs help regarding his/her education. It is important to get it right when we talk about children who have SEN. The way we talk about children reveals our attitude to them. And attitude, decides how we interact, how we value and how we educate them.
- This investigation has discussed the implementation of the Communicative approach



to the development of an English audio-book for teaching and learning EFL to blind and visually impaired students from three institutions of Bolivia, namely “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas”. Therefore, it has presented a case study based on the application of the proposed audio material only to the students of “Aprecia”. As a result, we can say it has been quite successful in achieving its goals.

However, we cannot deny that teaching a foreign language to visually impaired students was quite an undertaking because most of the materials and classroom activities are designed for the sighted students and with the sighted students in mind. We could realise that many times the students with sight limitations felt left out because of these sort of things. Even when we as teachers try to find alternative methods, and modify the classroom dynamics, it is difficult but not impossible to help them with their education. So, the encouragement to the teachers is to work hard in order to help this group of students that are not mentally or learning disabled, but they just need the opportunity to prove they can learn different things as any other student.

- On the other hand, nowadays with the introduction of foreign languages for all students teachers have to learn to adapt their teaching strategies to cater for the learning needs of all pupils including those with special educational needs and those at the lower end of the ability range. So, through this investigation we wanted to point at to what works well to support foreign language learners with special educational needs (SEN); in this case, blind and visually impaired students of “Aprecia” La Paz. Therefore, the proposed English audio-book suggests some strategies that range from how to set suitable objectives and provide activities leading to success to how to develop linguistics skills and assess progress regarding the teaching and the learning of English as a foreign language. We proved there are many advantages in using this approach for developing an audio material for students

with visual impairments not only because the sort of activities this approach suggests like, for example, using pair and group work, role plays, as well as discussions, which resulted helpful to develop the students communicative competence. Furthermore, the use of games and songs in the classroom were welcome break from the usual routine that the students with visual impairments were used to at their school, not only because these kind of activities helped us to motivate and challenge the students to language learning but also because we all enjoyed the teaching and learning process. And the most important aspect is that through this sort of activities the students had the opportunity to practice various skills such as speaking, listening, writing and reading.

- Clearly, the lack of vision significantly affects in the process of this group of students learning. They need an educational system that meets the individual needs of all of them. Everybody knows that vision is fundamental to the learning process and it is the primary basis upon most traditional education strategies are based. However, strategies must be modified to help students with special educational needs. Consequently, the following part summarises some of the educational needs that the students with sight loss from Aprecia had when learning English as a foreign language.

- They must often learn English through the use of different material, using their other senses (touching, smelling, tasting, hearing).

- They often require individualised instruction since group instruction may not be provided in a meaningful manner.

- They need specialised material and equipment for learning through alternate modes, like for instance, radios, CD players, computers, talking machines, etc.

- Focus teaching on real life situations, total physical activities, games that are accessible by touch and other material they can manipulate when learning EFL. These materials are

really helpful to reinforce learning and make the meaning clear.

- We tried to help the students in different ways, so, taking into account that many of them were considered true beginners we provided many examples, giving them multiple choice answers and asked them to complete sentences that really helped them to understand the lesson. In addition, we also used the translation technique whenever it was necessary.

For all the aspects we mentioned previously, we believe, the teaching and learning of foreign languages, should be introduced in the primary level of all Bolivian schools. It is important to give the opportunity to young students to learn different languages not only because it is well known that they learn their mother tongue purely through saturation, but also because they do not have formal lessons on how to communicate their wants and needs. This, as well as a small child's penchant for mimicking and copying, helps them learn language structure quickly. They may not know exactly what they are saying, but we think the important thing is that they can say it, so then starts the process of teaching and learning.

#### **6.1.1. Regarding the objectives of the investigation**

The learning needs analysis carried out in three schools for the blind and the interpretation of the obtained information gave us the following guidelines:

- The students with visual impairments (from. "Aprecia", "Maria Antonieta Suarez" and "Manuela Gandarillas") were aware they needed to learn EFL. For that reason, we introduced to them an audio material that was designed taking into account their special educational needs as well as the communicative approach theory which assisted the students of Aprecia, our research sample, to learn English.
- The twelve lesson plans we designed for our proposed audio book had created an environment to provide, inform, teach and learn English developing independent learning skills as well as improving the students' communicative competence. We have to say that

English can be a very pleasant subject for pupils to study if appropriate resources are made available. So, somehow the dynamic class sessions we have designed, the group and pair work, the oral exams as well as the classroom aids we used, assisted us in the process of teaching EFL to blind and visually impaired students of Aprecia, La Paz.

- We also proved the incorporation of simple nursery rhymes and songs in our audio book encouraged our students' awareness of the rhymes and melody of language as well as the playfulness of some words of the songs which rhyme or follow a melody. Consequently, we can say that the use of songs helped us greatly in our teaching and learning EFL process.

- Finally, we strongly believe affective factors were important aspects in our students' learning process. We point out this because we understood the importance of having the students feel comfortable in the classroom, not only with their classmates but also with their teacher. The more our students were able to relax in the class, the easier it was for them to understand what we were saying. This definitely was reflected in the good results we obtained by the end of the course they took (See the chart of tests results pag. 112).

In regard to the purpose to find out the activities and techniques the students with sight limitations wanted to use for learning EFL, we can say:

- Looking back to the original communicative needs identified for this group of students we could determine the Communicative Approach responds to them all. In other words, we can say that this approach taken into account for the development of the communicative English audio-book enables the students of "Aprecia" La Paz, to learn by doing, developing through real communication the skills and strategies they need to produce meaningful utterances. In addition, through a student centered class, with students taking part in content selection and working in pairs as well as in groups to complete communicative tasks are

really productive strategies because it deals with the need for students to take a more active role in class and make them more responsible for their own learning. We have also seen, how this theory helped our students with visual impairments to develop fluency at the same time as they developed accuracy in using English for communicative purposes.

- If we talk about the development of the students' listening skill. The activity proved to be time consuming. It is noteworthy that our learners at first needed longer pauses after a brief listening, but gradually learners developed an ability to process longer passages without any pauses and they got the information right. In addition, we could realise that, as with any other skill, the improvement of listening required learner self awareness, so we understood that students should be given the opportunity to analyse their own strengths and weaknesses as listeners; therefore, our role as teacher was to make an effort to provide activities that could assist them. We understood they learn not only by hearing, but also by smelling, tasting and touching. We also found out that a good way of making meaning clear was by associating the activities when they were listening to them in our audio-book.

- Now the issue for developing speaking skill in the blind and visually impaired students of "Aprecia" La Paz, was quite good. The main reason is that oral skills and listening skills are interrelated. The good listening comprehension, the good speaking skill, and the use of the proposed audio material gave the students the opportunity to practice those skills simultaneously. Our efforts were directed towards encouraging learners to speak in the foreign language as well as accepting that making mistakes is a natural process of learning. With this concept in mind the blind and visually impaired students were eager to participate and develop their speaking skill which became a goal they wanted to achieve when learning EFL.

- Finally, in exploring the world and its objects we know that the sighted students

often focus on the shape of the objects whereas the blind or visually impaired students focus more on the objects' composition. The sighted students see the shape of the object, whereas the blind students explore the object step by step and it is in this process that the composition or the structure of the object is more focused. This difference in approach to the exploration of the world between the sighted and blind students should give us a guideline to prepare, adapt or create more English language teaching materials for this group of students. A blind student needs to recognise that the feature, which he cannot visually experience is associated with a concrete object or a concrete situation that will help him to understand better.

In order to answer to one of our posed objectives that has to do with **evaluating the impact of the proposed material in the learning community of “Aprecia”**, we can say:

- Blind and visually impaired students are constantly challenged by classroom instructional strategies, although they can easily hear the explanation of the lessons, it can be difficult for them to access to the class syllabus, textbooks, the board, maps, exams, library material, etc. Unfortunately a large part of traditional learning is visual. So, there are not many opportunities for this group of students to improve their education at least here in Bolivia.

Therefore, the Communicative English audio book proved it is quite different from other educational material that can be found nowadays in the local market, this not only because it was designed taking into account the special educational needs of our population but also because we focused mainly in listening and speaking skills avoiding somehow the common use of a textbook. In spite of that, we did not forget about the reading and writing skills that gave us the guideline to determine that reading by listening and reading by touching are the most popular methods of reading for this group of students. Unfortunately, these are slower than the reading methods used for sighted people. However, the proposed material as well as the tangible materials used in the process of teaching and learning EFL proved they

were really helpful in this purpose. The reading by listening demands that the blind student focus on the use of the listening mode to read and the reading by touching focuses on the use of the tactile mode to read. Because our students were used to learn many things using the Braille system, to transfer from one modality to another in order to achieve reading was difficult for our sample. Nevertheless, little by little they got used to the new material and to the way of learning using an audio-book.

- If we talk about the development of the language skill, we can say that they do it like sighted children. It is particularly important, however, that simple accurate language be consistently paired with the real object or experience. We could determine that imitations (such as plastic or miniatures) should be avoided, since the students with visual impairments lack many of the important meaningful characteristics. So, for example, in order to understand what is an apple, the student needs to feel its smooth skin, smell it, bite into it, cut it and perhaps if it is possible chop it into a salad. All these activities are impossible with a plastic or wooden representation of the fruit, it may have the same size or shape, but it has no other meaningful characteristics. Therefore, the use of real objects and tangible symbols in the classroom provided our students with real life referents for many words and this has proven to be an extremely valuable input strategy for them.

- We have to say that working with this group of students has been really interesting because we have learned from them some very basic lessons of life about not quitting and fighting through to achieve goals even when there are many obstacles on the way.

### **6.1.2. Answers to the questions of the problem statement**

*1. What are the special educational needs the blind and visually impaired students have for learning English?*

*2. Does the proposed communicative audio book respond effectively to the special*

*educational needs the blind and visually impaired students of “Aprecia”, “Maria Antonieta Suarez” and “Manuela Gandarillas“ had for their teaching and learning process?*

- In this age of globalization knowing two or more languages is a very important fact. Blind and visually impaired students are disadvantaged because there are not specialized material for assisting to them at least here in Bolivia. Unfortunately, many teachers are not in a position to cope with the special needs of this group of students because they frequently lack the knowledge about the learning disabilities and also about the effective strategies which can help their students to overcome the difficulties that language learning poses for them. Reason for what the present study has analysed and determined the special educational needs of our blind and visually impaired population, and this helped us to design a suitable material which we have to say responded effectively to their special needs benefiting them also to have the same access to the curriculum as their fully sighted peers.

## **6.2. SUGGESTIONS AND RECOMMENDATIONS**

After finishing the study we can give the following suggestions and recommendations:

- First of all, an important things we have to do as teachers is to accept when working with students with sight limitations, we have to accept they are students and not different cases of visual impairments. Once you put the child before the medical condition we can concentrate on what they “can” do and not on what “we” think they are unable to cope with.
- If you are a classroom teacher who for the first time is about to have a student who is blind or has low vision, you have to have in mind that as well as you, he is likely to be excited and anxious, the initial response to this challenge has to be directed to help the student and make him feel good, to be challenged to take risks and grow, to be include in discussion and asked questions, to have appropriate learning resources and technology made available.



- It is quite normal for children to take some time before they actually start producing much language, as they will need time to familiarise themselves with the teacher and assimilate the language they are learning before they feel ready and confident enough to produce any sentence. We suggest to be patient and do not be afraid of repeating things again and again, children need and enjoy lots of opportunities to hear the English language.
- Talking about motivation, we know that some students seem naturally enthusiastic about learning but many need or expect their instructors to inspire, challenge, and stimulate them, so, we have to motivate them with their self-confidence. We have to take into account when the students are under stress or feel anxious they get a mental block which is known in as the affective filter. Our work is to low down this filter and increase their motivation in learning.
- From a Vygotskian point of view, a child with special needs who is integrated into a regular class would be able to develop their knowledge language and thinking. Therefore, we encourage the parents of the blind and visually impaired students to integrate their children into the regular school system where they will really learn to be self-independents.
- Finally, the Government and specially the Minister of Education should pay more attention to the primary level of the Bolivian schools system, this promoting the teaching and the learning of foreign languages like English into the curriculum of all public schools, not only because according to some theories we revised in the present research children are very good learning different languages but also because they should have the opportunity to learn them at their schools.

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# ANNEXES

## \* LITERAL TRANSCRIPTION OF THE HEAD TEACHERS RESPONSES TO THE INTERVIEW

**(Questions)**

1. ¿Por qué cree Ud. que la materia de Inglés no está tomada en cuenta en el currículum de las escuelas especiales? ¿Podría darme algunas razones por favor?
2. ¿Qué aspectos importantes debemos los profesores tomar en cuenta al momento de enseñar a estudiantes ciegos o deficientes visuales?
3. Mencione por favor las características principales de un estudiante ciego y/o deficiente visual.

**(Responses)****A. "APRECIA", LA PAZ (Prof. Olga Arzabe)**

1. Ya, eh...yo creo que una de las principales...eh...una de las razones es que en educación especial se le da la prioridad a la rehabilitación ¿No? Y... eh...en nuestro campo tenemos las áreas de OIM, actividades de la vida diaria, integración escolar, entonces no tenemos eh...personal, además no nos han especializado para dar lo que es el Inglés. Ahora creo que las autoridades eh...sólo están velando por la rehabilitación inmediata y no por la recreación, creo que el Inglés podría tomarse como parte de una recreación para estos niños.

2. Yo creo que en el aprendizaje tanto como las personas videntes eh...no hay mucha diferencia ¿No? eh...en todos los ejemplos que se les vaya a dar a las personas no videntes tienen que hacerlo objetivamente, con mayor especificidad lo que se les esta dando eh... tratar de que en la demostración de las palabras que se les esta dando sean más objetivas y puedan ellos desarrollar mas el tacto o puedan eh... tener material en alto relieve para que puedan ellos asociar prácticamente la materia, el lenguaje nuevo que están aprendiendo con el objeto que están tocando.

3. Ya...uno...eh...él no puede percibir los objetos a él se... a él se le tiene que dar eh... objetivamente los objetos o hacer una representación más objetiva de estos eh...tratar de desarrollar más su tacto, desarrollar la parte auditiva en ellos, eh...si lo va hacer algo escrito tratar de adaptar el Inglés en Braille para que él pueda leer también y conocer que el Inglés se podría escribir en Braille.

Yo creo que el aprender en una persona abre muchos aspectos cognitivos, entonces al aprender el Inglés o otro idioma también ayuda a que su ah...eh...su percepción, su asimilación de las cosas sean mayores, les ayuda en el desarrollo de su inteligencia.

**B. "MARIA ANTONIETA SUAREZ", URURO. (Prof. Susana Ruiz)**

1. Porque...yo creo que mas que todo estas escuelas están tomando ¿No? Eh... están tomando en cuenta dentro de su currícula la rehabilitación ¿No? Tomando cuatro áreas que son eh...el sistema Braille, orientación y movilidad, actividades de la vida diaria ¿No? O sea tres áreas serian ¿No? Que están tomando en cuenta para poder rehabilitar a la persona, poderlas reinsertar a la sociedad y fuentes laborales también en educación en nivel superior o colegios y también nuestra Ley del 22 de Enero también toma en cuenta siempre la rehabilitación, ¿No? En los centros solo hablan de la rehabilitación ¿No? Pero seria interesante de que podamos también en los centros de rehabilitación se de Ingles, ahora que estamos, que tenemos acceso a la informática, para eso necesitamos el Ingles porque hay algunas palabras que son en Ingles y por eso nos facilitaría mucho.

2. Pues, eh.. tendrían que aprovechar las facultades que tenga esta persona ciega ¿No? Y tener talvez un trato igual que a los demás y talvez exigir mas de estas personas ciegas porque son igual de inteligentes que cualquier otra persona, si.

3. No podemos ser dependientes en todo sentido dependemos siempre de algunas cosas, esto hace siempre de que nos sintamos impotentes ¿No? También la persona ciega es muy sensible puede talvez que también sea malo en algún sentido pero las personas ciegas somos muy receptoras más que todo hacen trabajar la mente trabaja mucho la mente. Tenemos el tacto más desarrollado, podemos darnos cuenta incluso con los pies, si la calle es empedrada, solo necesitamos la oportunidad de aprender diferentes cosas tenemos algunos ejemplos de esas personas que les gusta aprender esos idiomas y hasta tenemos un catedrático que ha estudiado lingüística y que esta como catedrático en la Universidad de UPEA.

**C. "MANUELA GANDARILLAS", COCHABAMBA (Prof. Juan Veizaga)**

1. Como no. Considero que si no se ha tomado en cuenta es por falta de recursos...esa es la razón, porque si tuviéramos nosotros ítems disponibles, con mucho gusto lógicamente daríamos la instrucción.

2. Tendríamos nosotros que hacer un pequeño diagnostico a la persona, su grado de instrucción, su procedencia, de donde, el área rural, área urbana y luego ponerse al nivel del alumno para poder entenderlo porque la ceguera provoca diferentes reacciones, al perder la vista se siente inútil, el profesos debe saber sus problemas, este trato que se debe dar es al principio. En primer lugar se debe, se tiene que tratar psicológicamente y luego ya se les da un trato como una persona normal.

3. Ya... las características principales yo creo que como si la ceguera de la persona es congénita es un obstáculo para su vida. Sin embargo esto no significa que estos niños no puedan aprender muchas cosas, lo único, que, que ellos necesitan es oportunidades de la sociedad y del Gobierno también.

CUESTIONARIO

1. Nombre.
2. Sexo.
3. Edad.

\* Escoge una opción para cada una de las preguntas.

4. ¿Cuál es tu lengua materna?

- a) Castellano      b) Aymará      c) Quechua      d) Otros

5. ¿Cuántos idiomas hablas?

- a) Uno      b) Dos      c) Más de dos

6. ¿Crees que es importante aprender otras lenguas?

- a) Si      b) No      ¿Por que?...

7. ¿Qué conocimiento tienes del Inglés?

- a) Mucho      b) Poco      c) Nada

8. ¿Te gustaría aprender a comunicarte en Inglés?

- a) Si      b) No

9. ¿Por qué quieres aprender el Inglés?

- a) Para comunicarme      b) Para viajar      c) Por mis estudios

10. Si tuvieras la oportunidad de aprender Inglés. ¿Dónde esperas usarlo en el futuro?

- a) En mi trabajo      b) En el extranjero      c) Donde estudie

11. ¿Cómo quieres aprender el Inglés?

- a) Escuchando cassettes o CDs      b) Leyendo libros en Braille      c) Jugando

12. Si tuvieras la oportunidad de aprender el Inglés que habilidad lingüística crees te serviría más?

- a) Escuchar      b) Hablar      c) Leer      d) Escribir

13. ¿Con qué tipo de profesor te gustaría aprender Inglés?

- a) con un hablante nativo      b) con profesor normalista      c) con un Lic. en Inglés

14. ¿Cuánto tiempo crees que necesitas para aprender el Inglés?

- a) Seis meses      b) Un año      c) Más de un año

15. ¿Qué sabes acerca de los libros en audio?



- a) Mucho                      b) Poco                      c) Nada
16. ¿Usaste alguna vez CDs o cassettes para mejorar tus conocimientos?
- a) Si                              b) No
17. ¿Cuál de las actividades mencionadas abajo crees te ayudaría para ganar fluidez en la expresión oral?
- a) Participar en juegos                      b) Aprender canciones                      c) Actuando
18. ¿Cómo te gustaría que sean tus clases de Inglés?
- a) Dinámicas                      b) Magistrales                      c) Teórico/ prácticas
19. ¿Qué tipo de materiales te gustaría utilizar para aprender el Inglés?
- a) Libros en Braille                      b) Libros en audio                      c) Otros materiales.
20. ¿Cuál de las habilidades mencionadas abajo crees te es más útil en tu aprendizaje?
- a) Leer                      b) Escribir                      c) Escuchar                      d) Hablar
21. ¿Cómo te gustaría trabajar en tus clases de Inglés?
- a) Individualmente                      b) En pares                      c) En grupos
22. ¿Qué temas te gustaría que tu curso de Inglés tenga?
- a) Generales                      b) Históricos                      c) Infantiles
23. ¿Cómo te gustaría que te corrijan en el aprendizaje del Inglés?
- a) En privado                      b) En clase                      c) Al final de la clase
24. ¿Cómo deseas ser evaluado?
- a) Exámenes orales                      b) Escritos en Braille                      c) Trabajos prácticos
25. ¿Cómo te gustaría prepararte para tus exámenes de Inglés?
- a) Estudiando libros                      b) Escuchando diálogos                      c) Conversando

Gracias por tu colaboración

**BLIND AND VISUALLY IMPAIRED STUDENTS  
GROUP INTERVIEW**

*\* Por favor respondan con toda honestidad a las siguientes preguntas.*

1. ¿Cuán importante es para Uds. aprender Inglés?
2. ¿Creen Uds. que hoy en día es necesario aprender el Inglés?
3. ¿Si tuvieran la oportunidad de aprender Inglés que es lo que esperan aprender en el curso?
4. ¿Qué piensan de aprender Inglés jugando y cantando?
5. ¿Escucharon alguna vez acerca de los libros que hablan?
6. ¿Cuán importante es el uso de materiales en audio en sus clases normales en la escuela?
7. ¿Piensan que es más fácil aprender algo usando materiales en audio que usando libros en Braille?
8. ¿Piensan que el uso de libros en audio ayudaría en su aprendizaje?
9. ¿Cuán importante es el uso de libros escritos en Braille para su aprendizaje?
10. ¿Qué piensan del material que usan hoy en día en sus escuelas?

**LOUIS BRAILLE AND HIS METHOD**

**THESIS:** "A COMMUNICATIVE ENGLISH AUDIO BOOK FOR TEACHING AND LEARNING ENGLISH TO BLIND AND VISUAL IMPAIRED STUDENTS OF APRECIA LA PAZ."

**ESCUELA:** APRECIA LA PAZ

**ESTUDIANTES:** 7 A 12 AÑOS

**PROF.:** Viky Guerra

**Fecha:** 13 - 10 y 03 - 11 - 06

**CUESTIONARIO PARA PROFESORES**  
**(Observación en clase)**

Por favor responda con sinceridad a las preguntas que le presentamos a continuación.

1. ¿Qué le gusto de la clase de hoy?
2. ¿Qué no le gusto de la clase de hoy?
3. ¿Pudieron los estudiantes completar todas las actividades que se les pidió sin dificultad?
4. ¿Observo la participación de los estudiantes durante la clase?
5. ¿Piensa que las instrucciones dadas por la maestra fueron claras para los estudiantes?
6. ¿Hubo variedad de actividades en la clase de hoy?
7. ¿Piensa que la interacción profesor-estudiante, estudiante-profesor fue positiva?
8. ¿Piensa que los estudiantes están motivados en el aprendizaje del Inglés?
9. ¿Qué opinión tiene acerca de la disposición de los asientos para los alumnos en clase?
10. ¿Qué piensa que se debería cambiar o mejorar en cuanto al método de enseñanza que la maestra esta usando?

Gracias por su colaboración.

## Annex F

THESIS: "A COMMUNICATIVE ENGLISH AUDIO BOOK FOR TEACHING AND LEARNING EFL TO BLIND AND VISUALLY IMPAIRED STUDENTS OF APRECIA LA PAZ"  
PROF.: Viky Guerra H.

ESCUELA: APRECIA LA PAZ  
ESTUDIANTES: 7 A 13 AÑOS  
FECHA: 30 - 11 - 06

### FIRST ORAL AND WRITTEN PARTIAL TEST

\* **LEVEL.** Beginners

\* **TIME:** 30 minutes

\* **AIMS.**

Students will prove what they have learned after the first six English lessons they cover. So this test is aimed to verify whether students are able to:

- Give personal information, regarding their names, addresses, telephone numbers, ages and nationalities.
- listen for specific information regarding the conversation in the audio-book.
- Listening for making inferences.
- To write the answer to the questions after the listening part.

\* **MATERIALS.**

- Tape recorder
- The communicative audio book
- Paper and Braille board

#### **I. PRE-LISTENING ACTIVITY**

##### Speaking (10 min.)

- Students from a box have to take three letters.
- Students recognize the letters and think about three sentences taking into account the meaning of each letter they chose, A = age, a = address, N = nationality, n = name, T = telephone number, O = occupation.
- Student have to give information about themselves using the letters they chose previously.

#### **II. LISTENING ACTIVITY**

- Listen to the conversation and answer the questions. (10 min.)

##### SCRIPT

Ricardo and Adriana are students at San Francisco school. Ricardo is from Bolivia and Adriana is from Perú. Ricardo is 10 years old and Adriana is 9 years old. Ricardo lives in Sopocachi, his address is 68 Ecuador street. Adriana lives in Bajo San Antonio, her address is 46 Robles Street.

They always go to the school at 8:30 in the morning and after having their break at 11:00 they take English lessons with their teacher Rosario. And at 1:00 in the afternoon they go back home.

#### **I. TRUE/FALSE QUESTIONS**

- |  |   |
|--|---|
| 1. The children are from Bolivia.                  | F |
| 2. The children go to secondary school             | F |
| 3. Children have classes for less than four hours. | F |
| 4. They can play at 11:00                          | F |

#### **II. ANSWER THE QUESTIONS.**

- |  |                   |
|--|-------------------|
| 5. What are the names of the children? | Ricardo/Adriana   |
| 6. Where is Ricardo from?              | Bolivia           |
| 7. Where is Adriana from?              | Perú              |
| 8. How old is Adriana?                 | 9                 |
| 9. How old is Ricardo?                 | 10                |
| 10. What is Ricardo's address?         | 68 Ecuador street |

#### **III. POST-LISTENING ACTIVITY**

##### Speaking.

- In pairs, students compare their answers. (3 min.)
- Students and the teacher check the answers (2 min.)
- Feedback, ask for volunteers to answer the previous questions. (5)

## FINAL EXAMINATION

\* **TIME.** 45 minutes

\* **OBJECTIVES.**

### **I. PRE-LISTENING ACTIVITY**

#### Speaking (15 min.)

Describe a normal school day in the life of a student in your institution, including hours, meals, activities, etc.

### **II. LISTENING ACTIVITY**

- Listen the conversation and choose the answer. (20 min.)

**Interviewer:** Hello. Today I am interviewing Diego a Bolivian student on his experience going to a Canadian school. Now Diego. What time do you go to school?

**Diego:** Eight O'clock

**Interviewer:** Eight o'clock. And do you go by yourself or on a school bus?

**Diego:** I go to the school by bus.

**Interviewer:** And what kind of things do you take to the school?

**Diego:** I take my backpack, and my books.

**Interviewer:** Okay and what is the first thing you do when you get to school?

**Diego:** We do different kind of things, for example, on Mondays, we have piano classes, Tuesdays, we have classes of "kung Fu" and Fridays we learn how to cook.

**Interviewer:** Very interesting.

**Diego:** Yes, I know.

**Interviewer:** Where do you eat your lunch?

**Diego:** At the school lunchroom.

**Interviewer:** Good, the last question. What time you finish the school?

**Diego:** I finish at three O'clock

**Interviewer:** Thanks for your time Diego

**Diego:** Your welcome.

- a. How does Diego go to school in Canada?
  1. He takes a school bus \*
  2. He walks to the school
  3. He takes the train at 8:00 am
- b. What kind of things Diego take with him to the school?
  1. His school uniform
  2. His backpack and books \*
  3. His books
- c. Where does Diego eats his lunch?
  1. In the school's lunchroom \*
  2. In his house
  3. In a restaurant
- d. What time Diego finish his classes at school?
  1. At 11:00 am
  2. At 2:00 pm
  3. At 3:00 pm \*

- Feedback, asking for volunteers to answer the questions.

### **III. POST-LISTENING ACTIVITY. Oral Presentation (30 min.).**

- Song "Bingo"
- Students introduce themselves and answer different questions the teacher will ask.

#### **Example**

- **What do you like to eat?**
- **What is your address, telephone number, etc?**

**Annex H**

**THESIS:** “A COMMUNICATIVE ENGLISH AUDIO BOOK FOR TEACHING AND LEARNING ENGLISH TO BLIND AND VISUAL IMPAIRED STUDENTS OF APRECIA LA PAZ.”

**ESCUELA:** APRECIA LA PAZ

**ESTUDIANTES:** 7 A 13 AÑOS

**PROF.:** Viky Guerra H.

**FECHA:** 12 - 12 - 06

**CUESTIONARIO PARA PROFESORES**

*\* Lea detenidamente las siguientes preguntas y responda con sinceridad.*

1. ¿Qué piensa del aprovechamiento de los niños en cuanto a su aprendizaje del Inglés?
2. ¿En un promedio del 1 al 10, cuánto cree que los niños aprendieron en el curso de Inglés que tomaron?
3. ¿Qué pautas tiene para saber que los niños aprendieron en el curso de Inglés?
4. ¿Piensa usted que niños están motivados para continuar con el aprendizaje del Inglés?
5. ¿Piensa usted que la materia de Inglés debería formar parte del programa curricular de las escuelas especiales tales como “Aprecia La Paz”? ¿Por qué?

Gracias por su colaboración.

## **Annex I**

**THESIS:** "A COMMUNICATIVE ENGLISH AUDIO BOOK FOR TEACHING AND LEARNING ENGLISH TO BLIND AND VISUAL IMPAIRED STUDENTS OF APRECIA LA PAZ."

**ESCUELA:** APRECIA LA PAZ

**ESTUDIANTES:** 7 A 13 AÑOS

**PROF.:** Viky Guerra H.

**FECHA:** 12 - 12 - 06

### **CUESTIONARIO PARA PADRES DE FAMILIA**

\* Lea detenidamente las siguientes preguntas y responda con sinceridad.

1. ¿Cree usted que el curso de Inglés fue productivo para su hijo (a)? ¿Por qué lo cree así? Justifique su respuesta, por favor.
2. ¿En un promedio del 1 al 10, cuánto cree que su hijo (a) aprendió en el curso de Inglés?
3. ¿Cómo sabe usted que su hijo (a) aprendió a comunicarse en Inglés?
4. ¿Piensa usted que su hijo (a) está motivado (a) para continuar con el aprendizaje del Inglés? ¿Por qué?
5. ¿Piensa usted que la materia de Inglés debería formar parte del programa curricular de las escuelas especiales tales como "Aprecia La Paz"? ¿Por qué?

Gracias por su colaboración.



**Annex J**

**THESIS:** "A COMMUNICATIVE ENGLISH AUDIO BOOK FOR TEACHING AND LEARNING ENGLISH TO BLIND AND VISUAL IMPAIRED STUDENTS OF APRECIA LA PAZ."

**ESCUELA:** APRECIA LA PAZ

**ESTUDIANTES:** 7 A 13 AÑOS

**PROF.:** Viky Guerra H.

**FECHA:** 14 - 12 - 06

**CUESTIONARIO PARA ESTUDIANTES**

\* Responde con sinceridad a las siguientes preguntas.

1. ¿Crees que el curso de Inglés fue productivo para ti? ¿Por qué ?
2. ¿Qué es lo que más te gusto del curso de Inglés?
3. ¿Qué es lo que menos te gusto del curso de Inglés?
4. En un promedio del 1 al 10 ¿Cuánto crees que has aprendido del curso de Inglés?
5. ¿Qué pautas tienes para saber que aprendiste a comunicarte en el curso de Inglés?
6. ¿Crees estar motivado (a) para continuar con el aprendizaje del Inglés? ¿Por qué?
7. ¿Piensas que la materia de Inglés debería formar parte del programa curricular de las escuelas especiales como "Aprecia La Paz"? ¿Por qué?

Gracias por su colaboración.

**DIARY REGARDING THE PROCESS OF TEACHING AND LEARNING EFL TO  
STUDENTS WITH VISUAL IMPAIRMENTS IN APRECIA LA PAZ  
(LESSON No. 1)**

1. What the students learned today?  
A. They have learned how to greet people, introduce themselves and the letters of the alphabet.
2. Which of the activities helped the students to learn it?  
A. The examples provided by the teacher and by the audio-book material as well as the realia used for them to associate the object (plastic letters) with what they were learning.
3. Was the lesson presented step by step?  
A. Yes, it was. We tried to follow the lesson plan as it was planned.
4. Were the instructions given to the students clear to understand?  
A. As it was the first time for most of the students with visual impairments from "Aprecia" La Paz to take the English subject and as it was our first session we decided to give some of the instructions in Spanish, so every time we realise they did not understand the instructions we proceed to explain it in Spanish.
5. Which of the activities presented in the lesson was difficult for the students to understand?  
A. We had some problems teaching the grammar part, not only because we could not use the blackboard to show them the construction of the verb "to be". However the use of our mother tongue (Spanish) as well as the several examples given in the class helped us to go through this difficulty. Regarding the proposed audio book material, we found it was difficult for them to understand the recorded conversations at the beginning, so we had to play them five or six times.
6. Did the material used in the class helped us to achieve the posed aims?  
A. Most of the material used in class helped us to clarify the meaning of what we were teaching, so they could respond to the daily evaluation questions presented at the end of every lesson.
7. Did we enjoy today's lesson?  
A. Yes, we did. We realise the students are really motivated, they really liked the idea to learn English using nursery rhymes not only because they were lively but also because it was related to the topic we covered in class.

**APRECIA INSTITUTE**  
(LA PAZ CITY)

**MARIA ANTONIETA SUAREZ INSTITUTE**  
(ORURO CITY)

**MANUELA GANDARILLAS INSTITUTE**  
(COCHABAMBA CITY)

# **THE COMMUNICATIVE AUDIO-BOOK FOR TEACHING AND LEARNING EFL TO BLIND AND VISUALLY IMPAIRED STUDENTS IN APRECIA LA PAZ**

## **1. Introduction**

It is a fact that traditional methods and approaches regularly used in the English classroom have an important visual component and that specific methodological information related to the teaching and learning EFL to visually impaired people is hardly available.

Since, as we could realise in the visually impaired student's development, there is a continuous evolution in different aspects like intellectual aptitudes, communication, attitudes and interests in learning a second language like English. So, based on the Communicative Approach theory, we took the responsibility to design and adapt interesting and fun lesson plans for the Communicative English audio-book which we think is going to be a challenge.

### **1.1. Teaching English with a Communicative Audio-book**

In the present study, English language is taken as our primary means of communication. We know that competence in all areas of English; speaking, listening, reading and writing provides a foundation for the maturing understanding of students in all curricular subjects and ensures that students operate effectively in a range of communicative situations.

We believe it is essential that students with sight limitations from an early age should be given every opportunity and support to maximise their potential in this area, since there are many situations in which they are even more dependent on the effective use of language than sighted people.

For that reason, we decided to develop an audio book material that have special and practical advantages regarding the teaching a foreign language to blind and visually impaired students.

We summarised some of them below:

- Help students practice listening skills.

- Make teaching more personal.
- Encourage and motivate students.
- Let students hear the right pronunciation.
- Bring ideas into life presented in the classroom.

## **1.2. Learning English with a Communicative Audio-book**

Audio books are not so widespread but inexpensive, in spite of the fact of that, we believe, it is a potential material for people who want to learn foreign languages even though they are through listening to it. When talking about students with visual impairments, we have to take into account this skill so that the use of this type of material is a very important educational medium in this process.

Among the characteristics of the English audio book we can mention the following:

- It is easy to use.
- It is an inexpensive material.
- Increases language skills and literacy.
- Turning the page is not necessary.
- It helps to use the imagination.
- Everybody has access to CDs or cassettes
- It is user's friendly

## **2. Aims**

The aims of the present investigation describes in very general terms, the important understandings which the students of "Aprecia" gained during the English course.

### **2.1. General aim**

The general aim of this research is to develop a Communicative English audio-book for teaching-learning EFL to students with visual impairment from "Aprecia" La Paz.

## 2.2. Specific aims

- ▶ To adjust materials in ELT for blind and visually impaired students so that they learn oral English language in a learning environment (classroom) where the communicative competence is enhanced.
- ▶ To develop and reinforce listening and speaking skills.
- ▶ To provide necessary language and functions for class interaction
- ▶ To motivate and involve students to study English inside and outside the classroom.
- ▶ To practice reading and writing skills.

## 3. Goals

Goals show the scope of purposes and indicate what students will achieve over the course. The aim can be achieved through meeting the goals.

The goals of the present investigation are divided into three parts:

**3.1. Attitudinal goals.-** The Communicative English audio-book enables students with visual impairments to develop a positive attitude towards the language as well as an understanding of the English culture.

**3.2. Linguistic goals.-** The Audio-book enables students to increase within realistic limits, their ability to communicate effectively in English. It also enables them to gain a better understanding of the language and language learning in general.

**3.3. Educational goals.-** These type of goals describe accurately what learners should have learned and be able to do with language at the end of the lesson. Thus, the communicative goals for this package of materials are for example:

By the end of the lesson, students will be able to:

- To exchange personal information such as; age, addresses, telephone numbers.

- To use the present simple accurately regarding the verbs: “to be”, “To like” and “To need”.
- To express likes and dislikes regarding food and hobbies.
- To talk about jobs and occupations

#### **4. Schedule**

We had to arrange a time in the institution (Aprecia La Paz) for the 12 English lessons (four units). However, it was estimated that an average lesson may take 2 weekly sessions, 90 minutes each to cover a lesson fully. Having 10 weeks (October and November and part of December) approximately for teaching and learning EFL, determining therefore, to have 3 class session weekly. In addition, as we considered significant to assess the students' progress, a partial exam (after finishing the lesson number six) and a final exam (at the end of the course), were taken into account, making a total of 11 weeks for teaching and learning EFL to the students of “Aprecia” La Paz.

As our sample was considered true beginners not just because they belong to the primary level of the school system where English is not taught until the 6<sup>th</sup> grade (at least in public schools) but also because they never took the subject before, we believed 45 minutes for each session was a considerable time to spend for teaching English to this group of students.

#### **5. Planning**

The lessons recorded in our audio-book are graded in terms of the topic, the age and level of the students' (beginners) language mastery, the difficulty of the tasks and the suitability of each lesson to the students' contexts. We have designed our lessons and activities to methodologically simulate the communicative events that the students may encounter in real situations allowing them to practice developing communicative competence. Since Communicative English audio-books are educational tools to support blind and visually impaired learning, we believe it is necessary to mention that each activity integrates mainly



listening and speaking skills. However, grammar, vocabulary, writing and reading skills are also taken into account but in less quantity.

The proposed audio book presents “raw sounds” for learners to experience; these sounds may be natural, (the sound of a car, people, etc). It also presents different conversations for the students to analyse (between teacher and student, etc.).

## **6. Teaching strategies and techniques used when working with blind and visually impaired students of “Aprecia” La Paz**

Because they can not benefit from the use of visual material, such as pictures, printed book or even gestures and because they can not always obtain the required services for helping in their education at their own institutions we wanted to give beginning English students with visual impairments the opportunity to develop some basic skills in a new language, English as is the case of the present research, so, in order to insure that they will gain benefits from the proposed English audio-book we wanted to explain some of the strategies and techniques we used for teaching EFL to this group of students.

This section also considers the helpful and necessary parts of the Total Physical Response method for teaching English. Therefore, we have to state that we use this method because it is closely related to the way this group of students learn in their classrooms and we are sure it can help carrying out the present investigation.

### **6.1. Mother tongue**

We understand that not all EFL teachers agree with the idea of using L1 in a foreign L2 classroom. As the students who we are working with are considered true beginners we believe the use of the mother tongue is considered appropriate to contextualise and support students learning, so blind and visually impaired students can relate something new to something familiar for them and thereby develop a sense of security providing clear, meaningful and

concrete contexts in their process of learning. As teachers and as students at the same time, we consider important that almost the majority of the students learning a foreign language need some explanations in their mother tongue, this in order to avoid misunderstandings of the subject; however, it is important the students should know that this will not help them learn the L2 in the appropriate way.

Consequently, a limited use of the L1 was taken into consideration. The use of this technique gave us the opportunity to help the students of Aprecia to understand and associate their L1 with the English language (L2).

## **6.2. Realia**

We also agreed with the idea that learners who are blind or visually impaired must be taught to use touch just as sighted students are taught to use vision. However, since opportunities for using this sort of learning are limited, they must be consciously provided and encouraged not only by their teachers but also by their parents to develop this sense. Without such encouragement and opportunities, students with visual impairments often becomes passive receivers having as a result students with poor developed sense of touch. The use of realia is very well known by teachers. Therefore, we wanted to suggest different ways of using this technique. By thinking creatively, we can find new teaching uses for the everyday objects that surround us. The use of realia helped our students of “Aprecia” to learn English because this technique added interest and relates language to the real world.

## **6.3. Total Physical Response (TPR) method**

Asher, J. (2000:9-13) defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinaesthetic sensory system. According to the author, this combination of skills allows the students to assimilate information and skills at a rapid rate and as a result of this success leads to a high degree

of motivation. He points out the following aspects:

- Understanding the spoken language before developing the skills of speaking.
- Imperatives are the main structures or communicate information.

As this method is also known as “the comprehension approach” because of the importance it gives to the listening comprehension. We are sure it helped in the process of teaching and learning EFL to the students of “Aprecia”. The idea of focusing on listening comprehension during the class session assisted the students to learn one part of the English language by moving their bodies. In other words, students with visual impairments understood what we were trying to explain before speaking it, this through developing the action.

E.g. “I like to eat bananas”. (teacher eats a banana)

As we focused the teaching on real life situations, we believe Total physical response activities are useful not only for the students with visual impairments but for any student. Therefore, we decided to use TPR for teaching English vocabulary, grammar and with songs that are accessible by touch and otherwise manipulating concrete objects.

To sum up this section, we have to say that the main purpose was to help the students with visual impairments to learn EFL using different techniques and strategies. So they can communicate their ideas in a foreign language, English in this case.

## **7. Structure of a lesson**

We know that tasks should provide a reasonable degree of effort or challenge within the linguistics and the cognitive abilities of the students. Therefore, and in order to design them we have to be able to judge the level and the sort of demands of the students.

Based on Nunan D. (1993) “task-based syllabus design”, we decided to develop 12 lesson plans for the English course. Each lesson is divided in three main parts, the

introductory, the main phase and the reflection phase, where the students have the opportunity to use a range of different communicative language skills when learning EFL.

First of all, and in the introductory phase (pre-activity), the teacher activates any knowledge that the students may have about the topic to be covered. The students pool their knowledge and explore their attitudes in this area. Some English vocabulary may be reviewed or explained at this point; however, it is not the purpose of the pre-activity phase to formally teach a pre-determined list of vocabulary. This phase stimulates interest in the topic and provides the impetus for further discussion and activity.

In the main phase (activity), the students acquire new input and perform a number of tasks and activities in order to develop language skills, knowledge and attitudes in the field of experience. At this point, the students spend time developing their language skills in a meaningful context.

The post or reflection phase (post-activity), allows the teacher and students to step back and reflect on what they have learned and how they learned it. It includes the use of the English vocabulary and structures and new information about the topic. It is also a time to reflect on how the experience may have affected their attitudes and behaviours and how they may transfer what they have learned to new situations.

### **8. Participants in the development of a Communicative English audio book**

To develop a Communicative English-audio book for visually impaired students requires teamwork; for that reason, the people mentioned below will form part of this team:

- a. Producer (the investigator)
- b. Thesis tutor
- c. Narrators
- d. A person in charge of duplication



**4. Second Listening: At this part of the activity the students listen to for specific information**

- Similar to scanning when reading
- The recorded text can be listened more than two times
- Enable students to retrieve more from the listening task than the main idea.
- Teacher may consider replaying the tape in segments rather than all at once.

**5. Grammar**

- The students will practice basic English grammar.

**6. Discussion activity**

- Speaking activity that centers around the content material, (e.g. Role plays, games, etc.)
- Relate content material to students' personal experience.

**7. Singing a song**

- The students sing a song related to the topic they have covered.

**8. Evaluation**

- Checking students' comprehension
  - True/false questions, multiple choice answers, and open ended.

**9. Homework**

- Give students a homework in order to practice their writing skill and what they have learned in the class (one after every lesson).

**10. Methodology**

The methodology we will apply is described below:

*10.1. Creative approach to language learning.-* We believe however, that if we want students to develop the ability to express what they wish to say in English we need to provide them with different tasks that encourage them to use the language creatively and

not simply reproductively. This means that classroom tasks need to provide opportunities for the students to contribute with their own ideas, share experiences, give personal opinions or ideas, write short texts and so on.

**10.2. Personalization.-** We mean the students self-involvement in any given situation; therefore, to produce language that they have learned. For example, role plays, personal experiences, and so on.

**10.3. Learning centredness.-** The tasks in the course centre on learning rather than teaching. For example: students have to listen to something, read something or share ideas with a classmate before being called to produce language to the whole class.

## **11. Evaluation**

P. Robinson (1991:65-66) states: “evaluation is the discovery of the value of something for some purpose”. In addition, she makes the difference between two types of evaluation:

- Formative evaluation: it is carried out during the life of a course
- Summative evaluation: it is carried out at the end of the course.

As mentioned before, evaluation is an integral component of the teaching learning process, it should also provide positive and effective feedback for students. In the case of the present research and because the group of students we worked with are true beginners as well as they are blind and visually impaired children we considered pertinent the application of listening and oral assessments, this not only because as mentioned previously, the present research focuses mainly in these two skills but also because written exams take longer time in its application. On the other hand, as the students evaluation was at the end of each lesson students had to pay extra attention of all what they are going to learn in class. In addition, we took into consideration homework assignments at the end of every lesson, this with the purpose of consolidating students learning about the covered topic.

A student can not participate if one does not attend class, therefore, attendance was highly recommended because we expected participation in class sessions. We consider students the most important participants in the present research because without their participation we can not prove or reject the effectiveness of the proposed audio material.

We can conclude by saying, that both formative and summative evaluation helped us in the process of teaching and learning EFL to students of Aprecia La Paz.

### **11.1.Grading Criteria**

We realise a vision loss results in students taking longer to complete assignments than their sighted classmates. For that reason, and in order to assess them we took few written works on tests, making use of more listening and oral tests exercises instead.

On the other hand, because we wanted to encourage students to be active protagonist in the classroom, and because they are expected to take and active role in discussions, pair work, group activities, and attendance were highly recommended, we also took into account homework assignments so they help us at the time to evaluate students progress.

The following part explains the grading criteria used for the proposed English course.

- Four skills

- Listening	20 p
- Speaking	20 p
- Reading	5 p
- Writing	5 p
- Participation	10 p
- Homework	5 p
- First partial exam	15 p
- Final exam	20 p

**TOTAL**

-----  
**100 P**

After setting the most important aspects for developing the proposed communicative audio book, the next section will introduce us to the 12 proposed lessons of our audio material.



## **INTRODUCTION**

### **What is the Communicative English audio-book?**

It is a beginner English course for blind and visually impaired students or for anyone who wants to learn English as a foreign language (EFL) through listening and speaking.

The course is divided into four units, consisting in 90 minutes lesson each, covering:

- situations students might find themselves when speaking with foreigners or when holding different English conversations.
- Basic vocabulary development
- Improving students' listening skill
- Improving students' speaking skill
- Reading and writing exercises will be included in order to help students to continue practising the Braille system.
- Listen and repeat the words.
- Basic grammar revision to help students to use English accurately.
- Sing a song.

### **How is the Communicative English audio-book organised?**

Each Unit focuses on a different topic. Within each Unit there are 3 lessons. Many of the activities in the presented lesson plans were planned taking into account the students special educational needs, so the students will work in pairs as well as in groups, in other words we tried to design more student centred activities for giving the blind and visually impaired students the opportunity to learn English as a foreign language.

As this course is written to help visually impaired students to learn English as a foreign language and with students with visual impairments in mind, what we really hope is to attract not only this group of students but also different ones, so that anyone who will read or use the communicative English audio-book will enjoy and will learn English as a foreign language as well as they will have the opportunity to learn something else about visually impaired students education.

### **Warning**

The presented version of the communicative English audio-book has been corrected, so based on the application of this material to the blind and visually impaired students of "Aprecia" La Paz we present the improved version.

### **Identification**

For avoiding confusions as well as for practical reasons the present version of the communicative English audio-book will identify to the teacher as "SHE" and to the student as "HE".

**COMMUNICATIVE ENGLISH AUDIO BOOK**  
**CONTENT**

<b>UNIT</b>	<b>LESSON</b>	<b>COMMUNICATION AIMS</b>	<b>LINGUISTIC AIMS</b>
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## 1. MY FIRST DAY AT SCHOOL

- \* **TIME:** 90 minutes
- \* **LEVEL:** Beginners
- \* **AIMS:** Students will be able to:

### **COMMUNICATION AIMS**

- Greet and introduce each other on the first day of school.
- Understand and use phrases such as; “Good morning/afternoon/evening/night”.
- Use words like; hello, name, surname, spelling.
- Pronounce letters of the alphabet.

### **LINGUISTIC AIMS**

- Uses of the verb “to be”.

### \* **MATERIALS:**

- \* Tape recorder
- \* Communicative English Audio book
- \* Letters of the alphabet (made of plastic or other material)

### 1. **PRE - LISTENING ACTIVITY**

#### **Speaking. (What is your name?)**

1. The Head teacher makes a short introduction of the English subject in the program of “Aprecia” school.
2. English teacher enters to the classroom saying “Good afternoon” and starts to shake the hand of all the students repeating the phrase and inviting them to repeat the way of greeting. In order to make the meaning clear the teacher explains the students (in Spanish) that when they get up from bed and before they eat lunch it is “morning”. After their lunch and until the end of their classes in “Aprecia” institute (6:30pm), it is considered “afternoon.” Once they are at home from 7:00 pm and on it is considered evening. She also explains that when we want to go to bed we have to use the phrase “Good night”
3. The teacher introduces herself “My name is.....” focusing on the name and repeating the phrase several times.
1. Teacher approaches a student, introduces herself and asks his name. “**What is your name?**” If student does not respond, the teacher has to introduce herself again.

Example:

- Hello
- My name is Viky Guerra
- What is your name?

5. After giving that model the teacher approaches another student, introduces herself and asks his name.
6. Whole class, half class, and individual repetition of the phrases:
  - \* Good morning/afternoon/evening
  - \* My name is...
  - \* What is your name?
7. In groups the students introduce themselves and get to know each other.
8. Feedback, asking for volunteers to greet themselves.

### 2. **VOCABULARY AND PRONUNCIATION**

1. Teacher (using the translation technique) explains the use and the meaning of some words the students will listen to in the following activity that will be the listening itself.

- Eg. - Hello                      - name                      - spelling  
      - Hi                            - surname                      - alphabet

The alphabet.

2. Teacher divides the class in groups and gives each group realia (letters of alphabet for touching).
3. Students practice the pronunciation of the alphabet simultaneously with the audio-book. Every time they will listen to name the letter from the audio-book, she gives the named letter to the students.

4. Students associate the letter they will listen to with what they will touch.  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

5. In pairs students practice the spelling of their names for that they use the realia (plastic letters).

6. Feedback, asking for volunteers to spell their names.

### 3. ACTIVITY PHASE

#### FIRST LISTENING (getting the main idea)

1. In order to introduce this part of the lesson the teacher asks the students to listen the number of names they will listen in the conversations of the audio-book.

2. Feedback, to check answers with volunteers.

3. Students listen to the text recorded in the audio book (getting to know each other).

4. Teacher asks the students to focus on the way to introduce oneself and the way to spell a surname using the English alphabet.

#### SCRIPT

a. Hi, my name is Tomas Martinez

b. Hello, I am Elizabeth Ruiz

a. Nice to meet you Elizabeth

b. Nice to meet you too.

a. How do you spell your surname Tomas?

b. It is M – A – R – T – I – N – E – Z

a. And yours?

b. It is R- U- I- Z.

2.

a. Hi, my name is Charles Davis

a. Hello, I am Victoria Cruise

a. Nice to meet you Victoria

b. Nice to meet you too.

a. How do you spell your surname Victoria?

b. It is C – R – U – I – S – E

a. And yours?

b. It is D- A- V- I – S.

3.

a. Hi, my name is Sam Tyler

b. Hello, I am Rodrigo Mendez

a. Nice to meet you Rodrigo

b. Nice to meet you too.

a. How do you spell your surname Rodrigo?

b. It is M – E – N – D – E – Z

a. And yours?

b. It is T- Y- L- E – R.

#### 4. SECOND LISTENING:

1. To introduce this part of the activity teacher asks the following question:

- What is the name of your English teacher?

a. Olga

b. Rosario

c. Luis

d. Viky

2. Teacher asks for volunteers to answer the question.

3. At this part of the activity the students listen to the recorded text for specific information.

a. What is the name of Mr. Martinez? (Tomas)

b. How do you spell Victoria's surname? (CRUISE)

c. What are the names of the two persons in the last conversation? (Sam/Rodrigo)

d. How do you spell them? (S-A-M / R-O-D-R-I-G-O)

4. In pairs the students compare their answers.

5. Feedback, to check answers with volunteers.

## 5. GRAMMAR

**Warning:** To teach and learn this part of the lesson was quite difficult not only because we could not make use of materials to show the difference between the personal pronouns but also because it had to be personalised and we spent a lot of time explaining it student by student. In addition, the use of the L1 was necessary to help the students to understand better.

1. Teacher introduces this part of the activity explaining her occupation in “Aprecia” school as well as the students’ role in the classroom using the verb “To be”. Students work in groups and the teacher explains the meaning and the uses of the verb “to be”.

Eg. Hello, I am an English teacher (repeating the sentence twice)  
You are students (touching or saying the names of each students in the group)

2. After a brief introduction of the meaning and uses of the verb “To be” (in Spanish), students learn the uses of the verb “To be” (in English).

*The verb “to be” means: “ser o estar”.*

I - am  
You - are  
He/she/it - is  
We/you/they - are

E.g.: *I am a student.*  
*Melissa is a little girl (touching Melissa and asking her to say hello)*  
*Samuel is an intelligent boy (touching Samuel)*  
We **are** Bolivian (touching the students of the group and myself)  
Olga, Luis and Rosario **are** teachers of “Aprecia”

3. In pairs, students practice the use of the verb “To be”. Using the previous examples.  
4. Finally as feedback, ask each student to say something about the classmate beside him.

## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

1. In pairs students introduce themselves using the phrases they have already learned in the pre-listening and in the listening stages.  
2. Feedback, to ask for volunteers.

### 7. Singing a song

1. Teacher introduces this part of the lesson asking the students to tell the class the way to greet people in the morning.  
2. Feedback, volunteers are asked to answer the question.  
3. Students listen to a song.

### GOOD MORNING

(By Julian Dakin )

*Good morning, good morning,  
Good morning to you  
Good morning, good morning,  
Hello how are you?*

*Good morning, good morning,  
Good morning to you*

*Good morning, good morning,  
Hello how are you?*

*Good morning, good morning,  
Good morning to you  
Good morning, good morning,  
Hello how are you?*

4. In pairs the students perform and sing the song, every time they hear the words “good morning” they shake their hands.

### **8. EVALUATION**

1. At the end of the lesson the teacher asks “true/false” questions about the lesson they covered.  
Eg.

- My name is Carmen. (F)
- I am a student of “Aprecia” La Paz (F)
- A B C D E are the letters of the alphabet (T)

2. Feedback

### **9. HOMEWORK**

1. Teacher gives each student a card with some letters of the alphabet (written in Braille).
2. Students have to recognize the missing letters and write them in another card or paper.

a   b   \_   d   e   \_   g   h   \_   j   k   l   \_   n   \_   p  
q   \_   r   \_   t   \_   v   w   \_   y   z .

## 2. MAKING FRIENDS

- \* **TIME:** 90 minutes
- \* **LEVEL:** Beginners
- \* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Give personal information.
- Learn new expressions like "Let's go!", "Sure", etc.
- Increase and use new vocabulary like square, together, institute.
- Review spelling.

### **LINGUISTIC AIMS**

- Using the present continuous of the verb "to be".

### \* **MATERIALS:**

- \* Tape recorder
- \* Communicative English Audio book
- \* Letters of the alphabet (made of plastic or other material)
- \* Plastic squares
- \* Cards (for students ID's)
- \* Braille Boards and a graver

### 1. PRE - LISTENING ACTIVITY

#### Speaking.

1. In groups, the teacher asks students to introduce themselves to each other.
2. Feedback, asking for volunteers.
3. Teacher asks the students to answer the following question:
  - What is Michael's surname?
4. Students listen to the audio-book asking the students to focus on Michael's surname.

#### SCRIPT.

Hello. My name is Michael Mendez. I am a student. I am from Bolivia

5. In pairs students compare their answers.
6. In groups the students introduce themselves using the previous example.
7. Feedback asking for volunteers.

### 2. VOCABULARY AND PRONUNCIATION

1. Students are asked to give the class some examples of sentences we usually use when we meet people (in Spanish if it is necessary).

E.g.. Hello, How are you, what is your name?, etc.

2. Feedback, teacher asks for volunteers.

3. Teacher (using the translation technique, TPR and realia) explains the use and the meaning of some words and expressions the students will listen in the following activity that will be the listening itself.

- Let's go! (taking by the hands to two students and leaving the classroom)
- Oh really! (asking the time and expressing surprise)
- Sure! (giving a candy to a student and asking if he likes it)
- Nice to meet you! (shaking the hand of a student)
- Thank you (asking someone to do something and say thank you after)
- square (give each students a square to recognise it by touching it)

4. In pairs the students in sentences use the expressions they have already learned.

5. Feedback, teacher asks for volunteers.

### 3. ACTIVITY PHASE

#### **FIRST LISTENING (getting the main idea)**

1. For introducing this part of the lesson the teacher asks the students the following question:
  - Do you have a favourite place to visit in the city?
2. Feedback.

3. Teacher asks the students to listen to a conversation and tell the class the names of people they have listened to in it. (Tom's first trip to La Paz - Bolivia)

**SCRIPT**

**Mary:** Hi my name is Mary

**Tom:** Hi, I am Tom

**Mary:** Nice to meet you Tom.

**Tom:** Nice to meet you too Mary.

**Mary:** Where are you going?

**Tom:** I am going to Murillo square.

**Mary:** Oh really! I am going to Murillo square too.

**Tom:** We can walk together if you want.

**Mary:** Sure.

**Tom:** Let's go then.

4. Feedback, asking the students to tell the class the names they have listened to in the conversation. (Mary, Murillo and Tom)

**4. SECOND LISTENING:**

1. At this part of the activity the students listen to the recorded text for specific information.

- Where is Mary going? (Murillo square)

- What is the name of the other person? (Tom)

2. Feedback, teacher asks for volunteers to answer the questions above.

**5. GRAMMAR**

1. In order to introduce the grammar part teacher asks the students what are the activities they are developing in the class at that moment.

Example: I am talking (asking the ss' to touch their mouths)

You are listening to me (asking the ss' to touch their ears)

We are dancing (play a song and invite the ss' to dance)

2. Teacher explains the uses and the construction of the Present continuous of the verb "TO BE" (in Spanish).

3. Use the Present continuous with continuous verbs to express the idea that something is happening now, at this very moment.

**AM / IS / ARE + VERB + ing**

Eg. I am going to Murillo square  
Alison is walking on the street  
You are listening to me

4. In groups the students practice the uses of the present continuous of the verb "To be".

5. Feedback, volunteers are asked to give same examples.

**6. POST - ACTIVITY PHASE (Discussion activity)**

**Role Play** (*Identity Card control*)

1. In order to introduce this part of the role play the teacher introduces herself giving more information about her.

Eg. \* Hello, my name is Viky Guerra, I am 28 years old. I am from Bolivia.

2. Revise phrases they have already learned in the previous lesson. Eg. What is your name? How are you? What is your surname? How do you spell it?, etc. And learn some others in order to give more personal information.

Ex. Where are you from? How old are you?

3. Teacher gives each student a Card. Students have to design their own ID card, so, they have to write in it (using the Braille system) their names, nationalities and ages.

4. Once the students finish to write the information in their cards, teacher acts as the identity card control officer and introduces herself (as model).



Eg. Good afternoon, my name is Monica Perez. I am from Bolivia. I am 28 years old.

5. Teacher explains (using the translation technique) the way to ask someone's name, age and nationality.

- Eg.:
- What is your name?
  - Where are you from?
  - How old are you?

6. In pairs students practice the exercise.

7. Feedback, asking for volunteers to develop the exercise.

### 7. Singing a song

1. In order to introduce this part of the topic the teacher gives each student two letters of the alphabet. After giving them a minute to recognise the letters by touching them, the teacher asks the students to raise up the letters they will listen to mention in the song.

2. In order to make the instructions clear the teacher acts as a model first.

3. Students listen to a song.

#### ABC

(By Julian Dakin)

ABCDEFGH

IJKLMNOP

QRS

TUV

WXY and Z

Now I now my ABC

Next time want you to think with me

ABCDEFGH

IJKLMNOP

QRS

TUV

WXY and Z

Now I now my ABCs

Tell me what you think of me

4. Teacher asks the students to mention the letters they have listened to in the song.

5. Feedback, volunteers are asked to participate.

6. Students sing the song along with the audio book.

### 8. EVALUATION

1. At the end of the lesson the teacher asks "true/false" questions about the lesson they have covered.

Eg.

- a. Rodrigo is from Japan. (F)
- b. Alizon is flying. (F)
- c. Your name is Samuel (asking to Samuel) (T)

2. Feedback

### 9. HOMEWORK

1. Students have to practice the spelling of their complete names, so the next session they will spell them. In front of the class.

### 3. WHAT IS YOUR ADDRESS?

- \* **TIME:** 90 minutes
- \* **LEVEL:** Beginners

\* **AIMS:** Students will:

#### **COMMUNICATION AIMS**

- Ask and answer for addresses
- Use vocabulary for giving address: street, avenue etc.
- Review numbers

#### **LINGUISTIC AIMS**

- Use of possessive adjectives.

#### \* **MATERIALS:**

- Tape recorder
- Communicative English Audio book
- Any school item (books, braille boards, backpacks, etc.) for teaching students possessive adjectives
- Some toys: buses, taxis, horns, bells and dolls in order to perform a song and complete some activities.

#### **1. PRE - LISTENING ACTIVITY**

##### Speaking.

1. Teacher introduces the topic asking a student his address (in Spanish).
2. Teacher says the student address in English.
3. Teacher tells the students her address in English
4. She asks the class to answer the following question: "What is my address?"
5. Teacher prompts the class to answer by repeating the student's answer in English
6. Teacher asks for volunteers to give their addresses in English.
7. In order to check understanding of the activity, teacher asks the students (in English):
  - What is the address of "Aprecia" school?
8. Students answer with the help of the teacher if it is necessary.
9. In groups, students ask and answer their addresses.
10. Volunteers are asked to tell their addresses.
11. Teacher tells students they will listen to Patrick telling his address, and she asks them to answer the question: "What is Patrick's address?".
12. Play the tape and have students listen and find out Patrick's address.

##### SCRIPT

- a. Hi my name is Patrick. I live in La Paz city. My address is 69 Boquerón street, San Pedro. What is your address ????
13. Get feedback asking the students to answer Patrick's address.
  14. In order to clarify the previous conversation the teacher introduces herself to the class in the same way Patrick did:
    - Hi my name is ...I live in la Paz city. My address is...
  15. In groups, students practice the exercise using the previous example.
  16. Get feedback.

#### **2. VOCABULARY AND PRONUNCIATION**

1. To introduce this part of the lesson, asks the students to give names of streets they know in the city.
2. To model the activity, teacher gives some names of very well known streets.
  - E.g.
    - Robles Street
    - Sagarnaga Street
    - Max Paredes Street, etc.
3. Teacher asks for volunteers to tell more names of streets.
4. Teacher explains (in Spanish) the use and the meaning of the words the students will listen in the following activity.

- address
- street
- avenue
- city

5. To check understanding, teacher asks the students to give examples of streets and avenues in La Paz, of cities in Bolivia and addresses of their classmates.

**Writing and reading**

6. Teacher asks the class to write (using the Braille system) the words address, street, avenue and city.

7. To practice pronunciation students read the words after the teacher.

8. Students are asked to read the words for the class.

9. Teacher prompts the class to read the word again.

**Game.**

10. Teacher divides the class in three groups, each group has 10 seconds to mention names of streets, Avenues and cities from Bolivia. So the first group should give names of streets, the second one names of Avenues and the last one should give names of cities. The group with more correct names will be the winner.

E.g. Mariscal Santa Cruz Avenue, etc.

**3. ACTIVITY PHASE**

**FIRST LISTENING (getting the main idea)**

1. In order to introduce this part of the lesson, teacher reminds students how to provide their addresses.

2. In pairs, students introduce themselves and say their addresses.

3. Teacher asks the students to listen how to ask to find out where someone lives.

4. Students listen to the audio book and answer the question.

**SCRIPT**

- A. - What is your address Peter?  
- It is two Victoria street
- B. - What is your address Adam?  
- It is six Lara street.
- C. - What is your address Mary?  
- It is ten Comercio street
- D. - What is your address Liz?  
- It is four Mexico Avenue.
- E. - What is your address Tom?  
- It is seven two Rodriguez street.

5. Teacher asks the students to tell what the question for the answer “My address is 69 Boqueron street” is?. (What is your address?)

**4. SECOND LISTENING:**

1. At this part of the activity the students listen to the audio-book to find out specific information. So they have to answer the questions below:

- What is Peter’s address? (2 Victoria Street)
- What is Adam’s address? (6 Lara Street)
- What is Liz’s address? (4 Mexico Avenue)
- What is Tom’s address? (72 Rodriguez Street)

2. Feedback, with volunteers.

**5. GRAMMAR**

1. Students work in pairs, they are asked to take out from their backpacks some of the things they brought from their houses to school.

2. Teacher as a model takes her handbag and explains each students the meaning of her possessions in English.

3. To clarify meaning even further, teacher lets the students touch the things in the handbag and has students repeat after her to know and practice pronunciation of the words in English.

4. In groups and using the same objects the teacher explains the use of the possessive adjectives: my, your, his, her, its, our, and their.

E.g.: This is my handbag (letting each student to touch her handbag)

This is your book, etc (approaching the students and taking any object they have on the table and having them touch the selected object one by one).

4. In order to consolidate this part of the lesson, teacher gives the class the definition of the possessive adjectives.

**Definition:** A possessive adjective is used before a noun (or less commonly, pronoun) to indicate possession, ownership or close relationship. In English these are the possessive adjectives:

my	}	address is 6 Arce Avenue
your		
his		
her		
its		
our		
their		

E.g.: My book is big (letting the students to touch my book)

Your name is Alex (touching Alex)

The name of our school is Aprecia

5. To practice pronunciation, students repeat the possessive adjective after the teacher.

6. In pairs and using different objects like Braille boards, notebooks, etc., the students practice the uses of the possessive adjectives.

7. Feedback, each student gives an example using a possessive adjective.

## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

1. Teacher asks a student his name and address.

2. In pairs, teacher asks students to make a conversation using the phrases they have already learned in the listening activities by giving personal information.

a. Hi. What is your name?

b. Hi, my name is ...

c. What is your address

d. My address is 367 Boquerón street

3. Feedback.

### 7. Singing a song

1. Teacher introduces this part of the lesson asking the students the address of "Aprecia" school and the way they come to the school. Eg: by bus, by walking, by taxi, etc.

2. Get feedback.

3. In order to make clear the activity teacher introduces some words by using some toys: a doll, a bus and a taxi.

4. Acting out, teacher explains the actions; by walking (she walks from the one side to the other in the classroom), by bus, or by taxi (she uses the toy bus and taxi to explain the actions, this letting the students to touch the toys).

2. Teacher has the students stand in lines and passes a wiper to the first student in line.

3. The first student in the line catches the wiper and passes it to the second student by saying the name "wiper" again. Do the same for explaining the words horns and bells.

7. In order to explain the word wheels, teacher asks the students to touch

8. Teacher divides the class in groups, each group gets a toy bus, a wiper, a horn and a bell.

9. Teacher plays the song and let the students perform the sounds using the buses, the horns, wipers and bells they got.

10. Students sing the song using the provided materials for making sounds when singing.

## WHEELS ON THE BUS

(by Nick Cartledge)

*The wheels on the bus go round and round,  
Round and round, round and round,  
The wheels on the bus go round and round,  
All day long.*

*The wipers on the bus go swish, swish, swish.  
Swish, swish, swish, swish, swish, swish,  
The wipers on the bus go swish, swish, swish,  
All day long.*

*The horn on the bus goes beep, beep, beep,  
Beep, beep, beep, beep, beep, beep,  
The horn on the bus goes beep, beep, beep,  
All the long*

*The bell on the bus goes ding, ding, ding,  
Ding, ding, ding, ding, ding, ding,  
The bell on the bus goes ding, ding, ding,  
All they long.*

*The wheels on the bus go round and round,  
Round and round, round and round,  
The wheels on the bus go round and round,  
All they long.*

### **8. EVALUATION**

1. At the end of the lesson the teacher asks the students to work in pairs so they can answer some open questions about the lesson they have covered. And because they shared with each other some personal information the teacher asks them about their partner.

E.g.:

- What is the name of your partner, Samuel? (asking Dayana to say something in English)
- How old is Samuel, Dayana? (he is 12 years old)

2. Teacher evaluates the class asking them some questions about the topics they have already covered.

### **9. HOMEWORK**

1. Students have to write two addresses from two companies from La Paz, E.g. Entel, Electropaz, etc.

## 4. LET'S TALK ABOUT NUMBERS

\* **TIME:** 90 minutes

\* **LEVEL:** Beginners

\* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Use words like numbers, addition, subtraction.
- Count from 0 to 20
- Practice addition and subtraction.

### **LINGUISTIC AIMS**

- learn how to ask questions using "interrogative pronouns" or question words.
- use numbers

\* **MATERIALS:**

- \* Tape recorder
- \* Communicative English Audio book
- \* Numbers and interrogative signs (for the students to touch)

### **1. PRE-LISTENING ACTIVITY**

#### Speaking.

1. Teacher introduces the topic asking the age of any student. (in Spanish)

- E.g.:
- a. ¿Cuántos años tienes tú?
  - b. Yo tengo.....años y tú?
  - c. Yo tengo...

2. Teacher explains the students the way to ask and say his age (in English).

- E.g.:
- a. How old are you ?
  - b. I am 12 years old and you?
  - a. I am 10 years old.

3. In pairs the students practice how to ask and tell their age.

4. Feedback, to ask for volunteers.

### **2. VOCABULARY AND PRONUNCIATION**

1. To teach this part of the lesson the teacher divides the class in groups, each group gets material for touching, numbers made of plastic from 0 to 20.

2. Using the material for touching and associating them with what they will listen to in the audio-book, the students practice the pronunciation of the numbers in English.

**0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20**

3. In their same groups the students continue working with numbers. Therefore, the first group counts from 0 to 7, the second group from 8 to 14 and the last one from 15 to 20. Then change the groups so that all the groups have counted all the numbers in turns.

4. Feedback, ask for volunteers to count numbers from 0 to 10.

### **3. ACTIVITY PHASE**

#### **FIRST LISTENING: (Getting the main idea)**

1. For introducing this part of the lesson the teacher asks the students what sort of information they are asked to give when they are enrolled into the school.

- a) name
- b) favourite flower
- c) age
- d) address
- e) favourite film

3. In groups students compare answers.

4. Feedback, to ask for volunteers to answer the question.

5. Students listen to the text recorded in the audio book (filling some forms) and they are asked to write down the numbers they will listen to from every conversation.

#### **SCRIPT**

1.

- a. Hi, I am the school head teacher. What is your name?
- b. My name is Adam. Mendez
- a. How old are you Adam?
- b. I am 12 years old

- a. What is your address?
- b. It is 352 Mexico street.
- a. Thank you very much.
- b. You are welcome.

2.

- a. Good morning, Sir
- b. Good morning. Take a sit please.
- a. Thanks.
- b. Well. What is your name?
- a. I am Erick Zapata
- b. What is your address Mr. Zapata?
- a. It is 701 Comercio Street
- b. Thank you.

3.

- a. What is the number of your identification card?
- b. It is 4329867 and my name is Mary Lopez
- a. How old are you Mary?
- b. I am 25 years old
- a. Where are you from?
- b. I am from Bolivia
- a. What is your address?
- b. It is 12 Victoria street.
- a. Ok, that is it.
- b. Thanks.

5. Feedback, ask volunteers to answer.

#### 4. SECOND LISTENING:

1. At this part of the activity the students listen to the recorded text for specific information.

E.g. How old is Adam Mendez? (12)

Where is Erick Zapata's address? (701 Comercio Street)

How old is Mary? (25)

2. In pairs students compare the answers.

3. Feedback, to ask for volunteers.

#### 5. GRAMMAR

1. To introduce the grammar part the teacher gives each student an interrogative sign (made by plastic) and asks students the following questions:

- What is your name?
- Where do you live?

2. After getting the answers the teacher asks the students to give reasons why these questions are asked for.

a) to get information about them    b) to play with them    c) to sing a song

3. Feedback, asking for volunteers to answer the question.

4. Teacher explains the meaning and the use of the interrogative pronouns.

**The interrogative pronouns.** In English the interrogative words in common use are "who", "what", "where", "when", "why" and "how". (They also can be used in non-interrogative ways.)

Example

- What is your name? (touching Wilmer and asking the question)
- Where do you live? (touching Dayana)
- How old are you? (touching Bladimir)
- Who are you? (touching Ricardo)

5. In groups students practice the use of the interrogative pronouns using the questions above.

6. Feedback, to ask for volunteers.

#### 6. POST - ACTIVITY PHASE (Discussion activity)

- a. What is your address?
- b. It is 352 Mexico street.
- a. Thank you very much.
- b. You're welcome.

2.

- a. Good morning, Sir
- b. Good morning. Take a sit please.
- a. Thanks.
- b. Well. What is your name?
- a. I am Erick Zapata
- b. What is your address Mr. Zapata?
- a. It is 701 Comercio Street
- b. Thank you.

3.

- a. What is the number of your identification card?
- b. It is 4329867 and my name is Mary Lopez
- a. How old are you Mary?
- b. I am 25 years old
- a. Where are you from?
- b. I am from Bolivia
- a. What is your address?
- b. It is 12 Victoria street.
- a. Ok, that is it.
- b. Thanks.

5. Feedback, ask volunteers to answer.

#### 4. SECOND LISTENING:

1. At this part of the activity the students listen to the recorded text for specific information.

- E.g. How old is Adam Mendez? (12)  
 Where is Erick Zapata's address? (701 Comercio Street)  
 How old is Mary? (25)

4. In pairs students compare the answers.

5. Feedback, to ask for volunteers.

#### 5. GRAMMAR

1. To introduce the grammar part the teacher gives each student an interrogative sign (made by plastic) and asks students the following questions:

- What is your name?
- Where do you live?

2. After getting the answers the teacher asks the students to give reasons why these questions are asked for.

a) to get information about them    b) to play with them    c) to sing a song

3. Feedback, asking for volunteers to answer the question.

4. Teacher explains the meaning and the use of the interrogative pronouns.

**The interrogative pronouns.** In English the interrogative words in common use are "who", "what", "where", "when", "why" and "how". (They also can be used in non-interrogative ways.)

Example

- What is your name? (touching Wilmer and asking the question)
- Where do you live? (touching Dayana)
- How old are you? (touching Bladimir)
- Who are you? (touching Ricardo)

5. In groups students practice the use of the interrogative pronouns using the questions above.

6. Feedback, to ask for volunteers.



## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

1. Teacher divides the class in groups, and taking different items from the table (like Braille boards, plastic numbers, etc) she explains addition.

2. She uses the same or other items for teaching subtraction.

E.g. ADDITION - Two Braille boards plus one Braille board is equal to...(3)

SUBTRACTION - Three backpacks minus two backpacks are equal to...(1)

3. Teacher teaches students to make some additions and subtractions of numbers.

E.g.

a. Alizon, how much is 2 plus 3?

b. It is 5

a. Very good.

4. Teacher approaches a student and asks him to subtract 2 minus 1.

5. In pairs the students practice how to make subtractions and additions.

\* **Game.** Give me the answer!

1. Divide the class into two groups.

2. Teacher gives each group of students different numbers for them to touch and recognise.

3. Students have one minute to recognise the numbers they chose.

4. Students from one group solve an addition. And the other one a subtraction. Then change the exercise, the first group does the subtraction and the second the addition.

5. The group with more correct answers will be the winner.

### 7. Singing a song

1. Teacher introduces this part of the lesson asking the students how many fingers do they have in their hands and prompting students to count their fingers with her.

2. Teacher gives each student a plastic number (from 1 to 10) and asks the students to recognise the number and to stand up every time they will listen to the number in the song they will sing.

#### **ONE, TWO, THREE, FOUR, FIVE**

*(by Nick Cartledge)*

One, two, three, four, five,

Once I caught a fish alive.

Six, seven, eight, nine, ten,

Then I let it go again.

*Why did you let it go?*

*Because it bit my finger so.*

*Which finger did it bite?*

*This little finger on my right*

3. Once the students will finish to sing the song, teacher asks them to tell which were the numbers the singer mentioned in the song.

4. Feedback.

### 8. EVALUATION

1. At the end of the lesson the teacher asks some true/false questions about the lesson they covered in the class.

E.g.

- I am 5 years old (F)

- 10 plus 2 is 12 (T)

- Rodrigo is 20 years old (F)

2. Feedback.

### 9. HOMEWORK

1. Teacher gives students a page with some additions written in Braille they have to solve as homework.

a. 2 + 1 =

b. 4 + 2 =

c. 3 + 0 =

d. 8 + 3 =

## 5. WHAT IS YOUR TELEPHONE NUMBER?

- \* **TIME:** 90 minutes
- \* **LEVEL:** Beginners
- \* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Ask and say telephone numbers.
- Listen for specific information.
- Use words like telephone, machine, operator, person, institution, and so on.
- Review number

### **LINGUISTIC AIMS**

- Students will use the verb "need".

### \* **MATERIALS:**

- \* Tape recorder
- \* Communicative English Audio book
- \* Two telephone machines with numbers written in Braille
- \* Fruit or something to eat.

### **1. PRE - LISTENING ACTIVITY**

#### Speaking.

1. Teacher asks the student what they do when they do not know the telephone number of a person or institution (use the translation if it is necessary).
2. Feedback, ask for volunteers to answer.
  3. Teacher tells the students that they will listen to some people talking and that they should answer a question.
  4. Students listen to the conversation from the audio-book.
    - What are the people talking about?
      - a) Patrick's age
      - b) Patrick's telephone number
      - c) Patrick's address

#### SCRIPT

- a. Excuse me. Do you know Patrick Castillo's telephone number?
- b. Yes, it is 22978521
- a. Thank you very much.
- b. You're welcome.

5. Feedback, volunteers are asked to answer the question.

### **2. VOCABULARY AND PRONUNCIATION.**

1. In order to help the students to understand better the teacher gives each student different objects like; a telephone machine, telephone directory, etc.

2. Using the objects given to the students the teacher explains the use and the meaning of some words the students will listen in the following activity.

- telephone
- machine
- operator
- person
- institution
- office

3. Students are asked to make a sentence using the vocabulary above.

E.g. My mother works in an office

4. Feedback, get answers from the students.

### **3. ACTIVITY PHASE**

#### **FIRST LISTENING (getting the main idea)**

1. In order to introduce this part of the activity the students call 104 (information office) and ask (in Spanish) the telephone number of a company, Institution or Bank.
2. Students practice the exercise but this time in English.
  - Good morning Sir (madam)
  - I need the telephone number of "Aprecia" La Paz, please.
  - Thank you very much.
3. Students listen to the text recorded in the audio book (asking for telephone numbers from the operator).
4. Students focus on the way to ask a telephone number.

## SCRIPT

1.

**Operator:** Good morning, may I help you?

**Tom:** Yes, please. What is the telephone number of Cotel?

**Operator:** Take note please, it is 2236541.

**Tom:** Thank you very much.

**Operator:** You're welcome.

2.

**Operator:** Good afternoon, may I help you?

**Mary:** Yes, please. I need to know the telephone number of the City Hospital..

**Operator:** It is 22486717 or 22483092

**Mary:** Thanks

**Operator:** You're welcome.

3.

**Operator:** Good afternoon, may I help you?

**Charles:** Yes, please. I need to know the telephone number of Mr. Peter Montes.

**Operator:** Wait a minute please.

**Charles:** Thanks

**Operator:** Take note, it is 2231564

**Charles:** Thanks

**Operator:** You're welcome.

5. Feedback, getting answers from the students.

### 4. SECOND LISTENING:

1. At this part of the activity, students listen to the recorded text to get specific information.

- What is Cotel's telephone number? (2236541)
- What is the City Hospital's phone number? (22486717 or 22483092)
- What is Mr. Peter Montes' telephone number? (2231564)

2. In pairs, students compare their answers

3. Feedback, ask for volunteers to answer the questions.

### 5. GRAMMAR

1. In order to teach this part of the lesson the teacher gives a real situation that may happen at school, to help the students to understand she acts out the example.

E.g. After one hour of drinking a lot of milk (Fito) starts to jump, cry and move his legs.

What does he need?

- a) go to the toilet      b) drink more milk      d) dance in class

2. Get feedback by asking volunteers.

3. Teacher explains the uses and the meaning of the verb "**TO NEED**". In groups and using a fruit or something to eat, teacher acts out as a model and explains it.

- E.g.
- (yawning) - I need to eat an apple.
  - (giving a piece of apple to Rodrigo) - Rodrigo needs to eat an apple.
  - (giving some other pieces of apple to the rest of the group) - You need to eat an apple.

4. Using different fruits or things to eat, practice the same exercise with the rest of the groups in the class.

5. In order to make the explanation clear the teacher gives other examples using the verb "to need". This time she uses a telephone machine to help the students understand.

\* **Meaning:** A condition or situation in which something is required or wanted.

I/you	}	need
He/she/it		need + to make a phone call
We/you/they		need

E.g. I need the telephone number of the City Hospital.

She needs to speak by telephone

We need to listen to the audio-book carefully.

6. In pairs, students practice the uses of the verb "to need".

7. Get feedback by asking volunteers.

## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

1. Teacher teaches the students the way of asking and saying their telephone number.

- Ex.
- a. What is your telephone number?
  - b. My telephone number is 2492234
  - a. Thanks.

2. Teacher approaches a student and asks his phone number.

3. In pairs the students practice asking and saying their phone numbers.

4. Feedback, ask to get the answers.

### \* Role Play

- In pairs the students play a role. One of them asks to the operator for a telephone number.

- a. Good morning/afternoon this is the information office. Can I help you?
- b. Yes please, I need the telephone number of the City Hospital.
- a. It is 22313092 or 22318759
- b. Thank you.
- a. You are welcome.

5. Feedback, get the answers from the class.

## 7. Singing a song

1. Teacher introduces the song asking what their parents do when they or their relatives are ill and they need to visit a doctor.

a) they call to the police      b) they call to the hospital      c) they call to the school

2. Feedback, teacher asks for volunteers to answer.

3. Students work in groups of six, each group gets 5 little toy monkeys and a telephone machine.

Teacher carries out the actions from the song, helping them to understand it. Then, she asks the students to perform the actions from the song using the toys and the telephone machine.

### **FIVE LITTLE MONKEYS**

(By Julian Dakin)

*Five little monkeys jumping on the bed  
One fell down and bump his head  
Mama call the doctor and the doctor said  
Tuuu, no more monkeys jumping on the bed*

*Four little monkeys jumping on the bed  
One fell down and bump his head  
Mama call the doctor and the doctor said  
Tuuu, no more monkeys jumping on the bed*

*Three little monkeys jumping on the bed  
One fell down and bump his head  
Mama call the doctor and the doctor said  
Tuuu, no more monkeys jumping on the bed*

*Two little monkeys jumping on the bed  
One fell down and bump his head  
Mama call the doctor and the doctor said  
Tuuuuu, no more monkeys jumping on the bed*

*One little monkeys jumping on the bed  
He fell down and bump his head  
Mama call the doctor and the doctor said  
Tuuu, no more monkeys jumping on the bed*

4. Students sing the song by performing the actions.

## 8. EVALUATION

1. At the end of the lesson the teacher asks the students some true/false questions about the lesson they covered.

- E.g.
- Adriana's telephone number is 110 (F)
  - Aprecia's telephone number is 2234510 (T)
  - 104 is the telephone information office (T)

2. Feedback.

## 9. HOMEWORK

1. Students have to find out and write down the telephone numbers of the police station, General Hospital and the fire station office from La Paz city.

## 6. WHAT TIME IS IT?

\* **TIME:** 90 minutes

\* **LEVEL:** Beginners

\* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Be able to tell the time.
- Use words regarding time; half, a quarter to, past, o'clock..
- Use the new vocabulary like; time, airport, bookstore, police station, etc.
- Review numbers.

### **LINGUISTIC AIMS**

- Students will use prepositions of place like: IN, AT, ON.

### \* **MATERIALS:**

- \* Tape recorder
- \* Communicative English Audio book
- \* A clock with the numbers written in Braille
- \* Any school material

## 1. PRE - LISTENING ACTIVITY

### Speaking.

1. Teacher approaches to any student who is wearing a watch and asks him the time. (she touches the student watch, so he will have an idea of what the question is about)

- a. Excuse me. What time is it?
- b. It is three O'clock.
- a. Thanks

2. Using the previous model teacher explains the students how to ask and tell the time.

3. In pairs, students practice the exercise.

4. Get feedback by asking volunteers.

## 2. VOCABULARY AND PRONUNCIATION.

1. To introduce the activity, teacher asks the students what are the different ways to tell the time in Spanish.

E.g.: Tres y cuarto, tres y quince, etc.

2. Get feedback from the students.

3. Teacher divides the class in groups and using clocks with the numbers written in Braille she explains the use and the meaning of some words the students will listen in the following activity.

- Time
- Watch and clock (they make the difference by touching them)
- O'clock
- quarter to
- quarter past

### Game

1. In the same groups and using the vocabulary above as well as the same clock students are asked to put the right time in it. The group with more points will be the winner.

- a. It is six o'clock
- b. It is ten thirty
- c. It is ten to five
- d. It is fifteen minutes after eleven
- e. It is nine o'clock

2. Check the points and give rewards to the winners.

### 3. ACTIVITY PHASE

#### FIRST LISTENING (getting the main idea)

1. In order to introduce this part of the lesson plan, teacher asks the students to guess what is the time at that moment.  
- What time do you think is it now?
2. Feedback, to get the answers.
3. Students listen to the audio book, they are asked to focus on, "What are the people talking about in the conversations?"  
a) teachers                      b) school classes                      c) time

#### SCRIPT

1.
  - a. Excuse me Sir. What time is it?
  - b. It's 2:00 p.m.
  - a. Do you know what time the bookstore opens?
  - b. It opens at two O'clock
  - a. Two O'clock?
  - b. Yes, that is right
  - a. Thank you very much.
  - b. You're welcome.
2.
  - a. Excuse me Madam. What time is it?
  - b. It is five thirty p.m.
  - a. Do you know the telephone number of the police station?
  - b. Yes, it is 110
  - a. Thank you.
  - b. You're welcome.
3.
  - a. What time is it, Mary?
  - b. It is 1:30 p.m.
  - a. Oh! I have to get to the airport to pick up my friend Adriana.
  - b. Where is she coming from?
  - a. She is coming from Spain.
  - b. Ok, see you soon.
  - a. Good-bye.
4. Asking for volunteers to answer the previous question. (c. TIME )

#### 4. SECOND LISTENING:

1. At this part of the activity the students listen to the recorded text for specific information.
  - a. What time does the bookstore open? (2:00 pm)
  - b. What time is it in the second conversation? (5:30)
  - c. Where is Adriana coming from? (Spain)
2. Get feedback by asking volunteers.

#### 5. GRAMMAR

1. To introduce this part of the activity the teacher asks the students different questions regarding the use of prepositions and prompting them to touch and stay in places we mention in the examples below.

- E.g.:
- Where do you take English classes? (in the classroom, touching the tables, chairs, walls, etc.)
  - Where do you play in the break? (going to the garden, touching the grass, and things in the playground).
  - Where do you wait for the school bus? (going to the bus stop)
  - Where are your Braille boards? (on the table)

Prepositions: (in/at/on are prepositions of place)

<b>IN</b>	Use "in " with spaces.	Example:	
	- in a building	- in a garden	- in a room
<b>AT</b>	Use "at" with places:		
	- at the bus stop	- at the door	
	Use "at" in groups of people:		
	- at the back of the class	- at the front of the class	
<b>ON</b>	Use "on" with surfaces:		
	- on the ceiling	- on the wall	- on the floor/table
	Use "on" with directions:		
	- on the left	- on the right	

- To make this part of the lesson clear the teacher divides the class in groups. Every group gets a box with an object in it (e.g. A book).
- With the help of the book, she explains the use and the meaning of prepositions of place IN, ON, UNDER, NEXT TO.  
E.g. (placing the book under the box) The book is under the box, etc.
- In pairs and using different objects the students practice the exercise.
- Get feedback by asking volunteers.

## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

- In pairs, students make 2 sentences using the vocabulary they already learned in the pre-listening and in the listening stages.
- Feedback, ask to get the sentences.

### \* Game. What time is it?

- Divide the classroom into two groups.
- Teacher gives each group of students a clock (with the numbers written in Braille). When they listen to the time, the students have to put the right one. If the time is correct, another student from the same group continues with the game, if it is wrong they lose a point and another student from the same group continue with the game.
- The group with more correct answers will be the winner.

### 7. Singing a song

- Teacher introduces the song asking the students What is the name of the object we use for knowing the time?

a) a book                      b) a table                      c) a clock

- Get feedback by asking volunteers to answer.
- In pairs, students get 5 plastic numbers (1,2,3,4,5). According to the strikes of the clock the they will listen to in the song they will have to put the numbers in the order they think is the right one.
- Students listen to the song and put the numbers in order.

## HICKORY, DICKORY, DOCK

(By Nick Cartledge)

*Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down.  
Hickory, dickory, dock,  
Tick-tock, tick-tock, tick-tock.*

*Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck two,  
The mouse said "boo!"  
Hickory, dickory, dock,  
Tick-tock, tick-tock, tick-tock.*

*Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck three,*

*The mouse went "Whee!"  
Hickory, dickory, dock,  
Tick-tock, tick-tock, tick-tock.*

*Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck four,  
The mouse said "No more!"  
Hickory, dickory, dock,  
Tick-tock, tick-tock, tick-tock.*

4. Students sing the song along with the teacher.

## **8. EVALUATION**

1. At the end of the lesson the teacher asks the students some true/false questions about the classes they have had.

**E.g.**

- a. We have English classes at 3:00 in the morning. (F)
  - b. Our English classroom is in the bookstore. (F)
  - c. Today we learned how to say and tell the time. (T)
  - c. The song we sang was about cooking. (F)
2. In pairs students compare answers.
  3. Feedback, asking for volunteers to answer the questions.

## **9. HOMEWORK**

**How long does it take you to...?**

1. Students have to measure the time they take to count until 20 in English. So the next session the teacher will practice the exercise with them.



## **7. WHAT DO YOU DO EVERYDAY?**

- \* **TIME:** 90 minutes
- \* **LEVEL:** Beginners
- \* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Be able to mention the things they do everyday.
- Give personal information.
- Review the time.
- Use words such as: get up, take a shower, etc.

### **LINGUISTIC AIMS**

- learn the meaning and the uses of the frequency adverbs.

### \* **MATERIALS:**

- Tape recorder
- A guitar
- A mat, different plastic numbers, cards with activities written in Braille
- Different items like: tooth brush, comb, blanket, towel, etc
- Communicative English Audio book

### **1. PRE - LISTENING ACTIVITY**

#### **Speaking.**

1. Teacher acts out the action and asks the students what they usually do every morning.
  - a. eat their lunch (giving the students something to eat, like a piece of sandwich)
  - b. Dance Rock and Roll (play a song and dance)
  - c. Go to the school (students listen to the sound that students make at the school)
  - d. Play a guitar (playing a guitar)
2. Feedback
3. Students listen to the audio-book and answer the following question.
  - What time does Barbara get up every morning?

#### **SCRIPT**

\* Hi, my name is Samuel. I get up at seven O'clock every morning. After taking a bath and having my breakfast I go the school.

4. Teacher mentions all the activities she develops everyday.

\* Hi my name is... I take a shower at...I eat my breakfast at...

5. Teacher asks a student what he does at 1:00 pm in the afternoon.
6. Feedback, ask volunteers to answer the question.

### **2. VOCABULARY AND PRONUNCIATION.**

1. To introduce this part of the activity the teacher gives each student different items.

Eg. a tooth brush, a comb, a blanket, something to drink (milk), etc. And asks them to guess what kind of activities they can develop using the items they got from the teacher.

2. Getting feedback from the class.

3. Using the items they got from the teacher, students in groups learn the meaning of some sentences they will listen to in the following activity.

- To get up (use the blanket)
- To brush your teeth (use the tooth brush)
- To take a shower (use a shower towel)
- To wash my face (use water and a towel)
- To clean my shoes (use a shoe brush)
- To com my hair (use a comb)
- To have my breakfast (to have something to eat)

4. To help everyone to understand teacher carries out the actions and explain them to all the groups.

#### **Game. (How many times?)**

1. Have the students sit down in a circle. Place a mat on the floor with numbers and in a bag some cards with different activities we do everyday (written in Braille). Taking turns, each student takes one

card and a number. He must call out that activity the same number of times as the number indicates. In order to make clear the meaning of the activities the students have to mimic each the activities they will choose.

E.g. 4 "get up", then "get up, get up, get up, get up!" and the student gets the equal points (4). 2. The student with the most points wins and gets a reward.

### 3. ACTIVITY PHASE

#### FIRST LISTENING (getting the main idea)

1 Students listen to a conversations from the audio-book. (Everyday activities). So they will answer the following question:

\* What are the people talking about?

- a) things to eat                      b) cloths                      c) everyday activities

#### SCRIPT

- a. Hi Liz, how are you?  
b. I am fine thanks. And you?  
a. I am fine too. Tell me please, What do you do everyday?  
b. Well, I usually get up at 7:30 in the morning, at 8:00 I take a shower. At 8:30 I eat my breakfast and at 9:30 I start to clean my bedroom.  
a. That is good and What time do you go to school?  
b. I go to the school at 2:00 in the afternoon.  
a. At Two O'clock in the afternoon?  
b. Yeah. What about you?  
a. Well, sometimes I get up at 8:00 in the morning, but generally I get up at 8:30 At 9:00 I take a shower after 20 minutes I get dressed and at 10:00 I eat my Breakfast. Finally I do my school homework.  
b. Good.

2. Get feedback by asking volunteers.

#### 4. SECOND LISTENING:

1. At this part of the activity the students listen to the recorded text for specific information.  
a. What time does Liz get up in the morning? (7:30 am)  
b. What time does she go to the school? (2:00pm)  
c. What time does Liz' friend take a shower? (8:50 am)  
2. Feedback, ask the students to answer the questions..

#### 12. GRAMMAR

1. Teacher approaches a student and asks him:  
\* What time does the English class starts everyday?  
a. 8:00 am                      b. 4:30 pm                      c. At midnight  
\* We **always** start the English class at 4:30 pm  
2. Feedback, asking for volunteers.  
3. The teacher explains the use of frequency adverbs by giving examples (in English).

When we want to say how often something happens, it is common to use <b>frequency adverbs</b> . It is possible to use them when referring to the past, present or future. ALWAYS                      USUALLY                      FREQUENTLY SOMETIMES                      SELDOM                      NEVER
--

- Eg. I **always** brush my teeth before I go to bed. (means every night)  
I **usually** have toast for breakfast. (means happens most days)  
I **frequently** watch the news before dinner. (means it is common)  
I **seldom** have a chance to go to the theatre. (means almost never)  
I **never** work on the weekend. (means not at any time or not on any occasion)

4. In order to help the students to understand this part of the lesson the teacher divides the class in groups, she gives each group a tooth brush and asks the following question:

- When do we have to use a tooth brush.  
a) when having classes?                      b) before going to bed?                      c) when playing in the garden?

5. Feedback, teacher asks for volunteers to answer the question.
6. In pairs, students make a sentence using a frequency adverb.
7. Feedback, teacher asks for volunteers to give examples.

## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

1. In pairs students talk about the activities they used to develop at the school. Thus, they have to use the phrases they have already learned in the pre-listening and in the listening stages.  
E.g. We always have a break at 4:00 pm.
2. Feedback, ask volunteers to answer the question.

## 7. Singing a song

1. Teacher introduces the song asking the students to act out any activity they used to carry out at home.  
E.g.: This is the way I sing a song (lalalalalala)
2. Feedback, teacher asks for more examples to the class.
3. Students listen to a song and speculate about it.

### THIS IS THE WAY

*(By Nick Cartledge)*

This is the way we clap our hand, clap our hands, clap our hands.  
This is the way we clap our hands so early on Sunday morning

This we the way we stomp our feet, stamp our feet, stamp our feet  
This is the way we stomp our feet, so early on Sunday morning

This is the way we swine our arm, swine our arms, swine our arms  
This is the way we swine our arms, so early on Sunday morning.

This is the way we like to bent our knees, bent our knees, bent our knees  
This is the way we bent our knees, so early on Sunday morning.  
This is the way we like to jump, like to jump, like to jump,  
This is the way we like to jump, so early on Sunday morning.

This the way we sing and dance, sing our dance, sing and dance  
This is the way we sing and dance, so on Sunday morning.

4. Get feedback by asking the students.
5. After explaining the students by carrying out the actions of the song, the teacher asks the students to perform it.

## 8. EVALUATION

1. Students answers three True/false questions regarding the lesson they have covered.
  - The Head teacher usually comes to Aprecia school in the mornings. (F)
  - The teacher often gets up at 7:00 am (T)
  - You rarely take French classes at Aprecia school. (F)
2. Feedback, asking for volunteers to answer the questions.

## 9. HOMEWORK

1. Students write two activities they do everyday at home.

## 8. WHAT IS THEIR OCCUPATION?

\* **TIME:** 90 minutes

\* **LEVEL:** Beginners

\* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Talk about jobs and professions.
- Talk about future
- Use vocabulary regarding professions.
- Listen for the gist.

### **LINGUISTIC AIMS**

- learn the uses and of the definite article "a/an".

### \* **MATERIALS:**

- Tape recorder
- A bag and different tools or work instruments (a harmer, a painting brush, a hair dresser, an apple, etc)
- Communicative English Audio book

### **1. PRE - LISTENING ACTIVITY**

1. Teacher asks a student what his father/mother's occupation. In order to make the question clear She gives an example:

\* I am a teacher, I work at the school

- What does your father/mother do? Where does he/she work?

2. Get feedback by asking the students to answer the question.

3. Teacher explains the students about people's different occupations, so they listen to the audio - book.

\* Hi, my name is Peter. I am an electrician. I love my job.

4. In pairs students give three examples of occupations or professions.

5. Feedback.

### **2. VOCABULARY AND PRONUNCIATION.**

1. To teach this part of the lesson the students will get a different tool or work instrument.

2. After recognising the items, they have to relate it with the person who works using the object or tell what is the profession. E.g.: a harmer = a carpenter

3. Feedback, ask the students to answer the questions.

4. Students listen to some recorded sounds regarding job and professions, such as; lawyer. cook, farmer, telephonist, etc. So they will be able to guess who is the person that carries out the job or profession.

5. Students in groups make sentences about occupations they want to carry out in the future.

6. Feedback, asking the class to give some examples.

### **3. ACTIVITY PHASE**

#### **FIRST LISTENING (getting the main idea)**

1 Students listen to different conversations, people asking for specific information.

#### **SCRIPT**

1. I work in a hotel. I am a telephonist
2. Peter works in a restaurant. He is a cook.
3. Fred is a farmer. He grows vegetables.
4. I work for a newspaper. I am a reporter.
5. I help people understand the law. I am a lawyer.
6. I paint houses. I am a painter.
7. I sell medicine in the drug store. I am a pharmacist.

### **4. SECOND LISTENING:**

1. At this part of the activity the students listen to the recorded text for specific information.
  - a. Who works in a restaurant? (Peter)

- b. Who is the person that grows vegetables? (Fred)
  - c. Who is the person that sells in a drugstore? (I am)
2. Feedback, teacher asks for volunteers to answer the questions.

## 5. GRAMMAR

1. In groups of three, students get a bag with different items (e.g. a Braille board, a pencil, a book, etc.) each student has to take one item and tell their partners the names of it.

E.g.: - A cell phone - an apple

2. Students learn the uses and the meaning of the “Indefinite article **A, An**”

- a = (not a specific object, one of a number of the same object) with consonants.  
E.g.

- She has a dog.  
- I work in a factory.

- \* an = (not a specific object, one of the number of the same objects) with vowels (a,e,i,o,u)

Can I have an apple?  
She is an English teacher.

3. Using the indefinite articles a volunteer from each group should have to tell the names of the objects they have in their bags.

4. Get feedback from each group of students.

## 6. POST - ACTIVITY PHASE (Discussion activity)

### Speaking.

1. Divide the classroom in two groups.
2. Students think about a profession they want to carry out in the future.  
E.g. a) Wilmer wants to be an engineer.  
b) Alison want to be an actress.

3. Feedback, ask the students to give examples.

\* **Role Play** What do you want to be in the future?

- E.g. A. What do you want to study in the future?  
B. I want to study tourism. What about you?  
C. I want to be a teacher.

4. Feedback.

## 7. Singing a song

1. Teacher introduces the song asking the students if they have a pet, they also have to mention the things these animals are used to do when they are at home.

a) Play with them b) look after the house c) clean the house

2. Get feedback by asking the students to answer the question.

3. Students listen to a song.

### **BINGO**

(By Pete Seeger)

*There was a farmer had a dog and BINGO was his name oh  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O  
and Bingo was his name oh!*

*There was a farmer had a dog and BINGO was his name oh  
(clap) I-N-G-O, (clap) I-N-G-O, (clap) I-N-G-O  
and Bingo was his name oh!*

*There was a farmer had a dog and BINGO was his name oh  
(clap, clap) N-G-O, (clap, clap) N-G-O, (clap, clap) N-G-O  
and Bingo was his name oh!*

*There was a farmer had a dog and BINGO was his name oh  
(3 clap) G-O, (3 clap) G-O, (3 clap) G-O  
and Bingo was his name oh!*

*There was a farmer had a dog and BINGO was his name oh  
(4 clap) O, (4 clap) O, (4 clap) O  
and Bingo was his name oh!*

*There was a farmer had a dog and BINGO was his name oh*

*(clap, clap, clap, clap, clap)*

*And Bingo was his name.*

4. Teacher asks the students to speculate about the song they have listened to previously.
  - a. This song is about a cow (making the sound of a cow)
  - b. This song is about a horse (making the sound of a horse)
  - c. This is a song about a dog (making a sound of a dog) \*
5. Feedback, get the answer from the class.
6. Students sing the song along with the teacher, clapping and avoiding some letters when singing.

#### **8. EVALUATION**

1. Students answer some true/false questions.
  - A lawyer works in a drug store. (F)
  - A reporter works in a restaurant.(F)
  - The name of the dog in the song was Bobby. (F)
  - A doctor works in a hospital (T)
2. Feedback.

#### **9. HOMEWORK**

1. Students has to write five different occupations or professions.

## 9. I NEED SOME HELP!

\* **TIME:** 90 minutes

\* **LEVEL:** Beginners

\* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Ask for help.
- Review jobs and professions.
- Use vocabulary, like toothache, headache, mechanic, etc.

### **LINGUISTIC AIMS**

- learn how to use impersonal verb there is/ are.

### \* **MATERIALS:**

- Tape recorder
- A telephone machine, a picture for the wall, some pencils, some books, three hats, bags and dolls.
- Communicative English Audio book

### 1. PRE - LISTENING ACTIVITY

#### Speaking.

1. The teacher asks the student what they do when they can not, for example, make their own breakfast.
  - a) they do not eat it
  - b) they ask their mother
  - c) they start to cry
2. Feedback, ask the students to answer the question.
3. Students listen to the audio book and answer the question:
  - \* What happen with Paul's house?

#### SCRIPT

- a. What is the matter Paul?
  - b. After the party last night, my house is a complete mess. I need help to clean it
  - a. I will help you.
  - b. Thanks!
4. Get feedback by asking to the students to answer the posed question.

### 2. VOCABULARY AND PRONUNCIATION.

1. Teacher asks the students to give her some advises to solve some of her problems.  
E.g.: \* I have a toothache, what can I do?  
\* There is fire in the building, what can I do?
2. Feedback, asking for volunteers to give advises.
3. Teacher acting out the action explains the use and the meaning of some words the students will listen in the following activity that will be the listening itself.
  - Toothache
  - Stomach ache
  - Headache
  - dentist
  - mechanic
  - plumber
4. In groups the students talk about the problems they may have at home and what or to whom they can call for help.
5. Feedback, ask volunteers to give examples.

### 3. ACTIVITY PHASE

#### **FIRST LISTENING (getting the idea)**

- 1 The students listen to different conversation. And answer the question below:
    - What are the people talking about?
- a) Children at school
  - b) problems they have
  - c) flower in the garden

#### SCRIPT

1.
  - a. Hi Tom.
  - b. Mike. What is the matter?

- a. I have a toothache
  - b. You have to call a dentist
  - a. I know.
- 2.
- a. What is the matter John?
  - b. There is a problem with my car
  - a. You have to call a mechanic
  - b. Do you have the phone number of a mechanic?
  - a. Yeah, 2745623
  - b. Thank you.
  - a. Your welcome.
- 3.
- a. There is a problem with the hot water in my bathroom.
  - b. You have to call a plumber
  - a. Do you know someone?
  - b. Yes, Mr. Zapata
  - a. Let's call him
  - b. Ok, see you soon.
  - a. Okay
2. Get feedback from the class by answering the question.

#### 4. SECOND LISTENING:

1. At this part of the activity the students listen the recorded text for specific information.
  - a. What is problem in the first conversation? (a toothache)
  - b. What is the telephone number of the mechanic? (2745623)
  - c. What is the name of the plumber? (Mr. Zapata)
2. Students in pairs check answers.
3. Feedback.

#### 5. GRAMMAR

##### The impersonal verb "there is/are"

1. In order to introduce this activity the students have to mention the things they can find in a classroom. E.g. a radio, chairs, etc.
2. Feedback, ask the students to give more examples.
3. Students learn the uses and the meaning of "there is and there are".

- \* Use there IS for singular nouns (one item).
- \* Use there IS for non-count items (group nouns).
- \* Use there ARE for many items (plural nouns).

Example:

- There is a picture on the wall (letting students to touch it)
- There is a pencil on the floor (asking a student to take it)
- There are books on my desk. (asking the students to count them)

3. In pairs the students practice the exercise.
4. Feedback, volunteers are asked to give more examples.

##### \* Game There is/there are

##### Reading

1. Give each student a question (written in Braille).
2. Divide the class in two groups, the first group asks a question, the other one answers it. Each group has two opportunities.
  - E.g. - How many students are there in the classroom now?
  - How many teachers are there in the classroom now?
3. The group with more right answers will be the winner.

#### 6. POST - ACTIVITY PHASE (Discussion activity)



### Speaking.

1. In pairs students are asked to make a sentence using the examples they already learned in the pre-listening and in the listening stages.

2. Feedback, ask volunteers to give examples.

\* **Role play** What is the matter?

3. Divide the classroom in groups.

4. Each student has to think about a problem he has and their partners should try to sort the problem out giving him an advice.

E.g. a. I worked a lot.  
b. You have to take a rest

5. Feedback.

### **7. Singing a song**

1. Teacher introduces the song asking the students where or to whom they can call when they are ill.

a) To a mechanic      b) To a doctor      c) to a teacher

2. Feedback, ask the students to answer the question.

3. Students listen to a song and speculate about it.

### **MISS POLLY**

**(By Nick Cartledge)**

*Miss Polly had a dolly, who was sick, sick, sick, sick  
So she called for a doctor to come quick, quick, quick.  
The doctor came with his bag and his hat,  
And he knocked on the door with a rat-a-ta-tat.*

*He look at the dolly and he shook his head,  
He said "Miss Polly put her straight to bed."  
He wrote on a paper for a pill, pill, pill,  
"I'll be back in the morning, yes I will, will, will."*

### **Role Play.**

4. In order to understand better, students work in pairs. One of the students should act out as a parent (holding a doll) and the other one has to act out as a doctor (wearing a hat and bringing a bag). The parent has to call the doctor because his/her kid is ill and he/she need to be checked. In order to call the doctor they use a real telephone machines and make the phone call.

5. Students sing the song by performing the actions along with the teacher.

### **8. EVALUATION**

1. Students answers some true/false questions.

- There are six doctors studying in Aprecia School. (F)
- There is a tape recorder in our English classroom. (T)
- A electrician paints walls. (F)

2. Get feedback by asking the students to answer the questions above.

### **9. HOMEWORK**

1. Students write a paragraph describing the things they have in their bedrooms.

## 10. WHAT DO YOU LIKE AND WHAT YOU DON'T LIKE?

\* **TIME:** 90 minutes

\* **LEVEL:** Beginners

\* **AIMS:** Students will:

### **COMMUNICATION AIMS**

- Use vocabulary regarding food.
- Express likes and dislikes
- Give opinions

### **LINGUISTIC AIMS**

- learn the uses and the construction of the verb "to like".

### \* **MATERIALS:**

- \* Tape recorder
- \* Communicative English Audio book
- \* Real fruit, a chocolate cake and a green/red pepper
- \* A guitar
- \* A plastic spider, water spout and some water.

### 1. **PRE-LISTENING ACTIVITY**

#### Speaking

1. Teacher gives the students different fruits, like; bananas, oranges, papayas, etc. And asks them to smell each of the fruit they will get. If they can not guess the name of the fruit at the first try, they can taste them and tell the class the name of it.
2. Teacher teaches the way to ask and answer a question regarding our favourite fruit.
  - a. What is your favourite fruit?
  - b. I like bananas. And you?
  - a. I like oranges.
3. In pairs the students practice the previous exercise.
4. Feedback, ask the students to give examples to the class.

### 2. **VOCABULARY AND PRONUNCIATION.**

1. Students are asked to tell the class what they like to do when they do not have homework assignments.
2. Feedback
3. Teacher explains the use, the meaning and the pronunciation of some words the students will listen in the following activity that will be the listening itself.
  - free time (time in the break)      - guitar (letting them to touch it)
  - mystery books (Harry Potter)      - music (playing a song for them to listen to)
  - things (letting the students to touch different objects)
4. Students write a sentence using the vocabulary above.
5. Feedback, asking volunteers to read the sentences they wrote.

### 3. **ACTIVITY PHASE**

#### **FIRST LISTENING: Getting the main idea**

1. Students listen to the recorded text in the audio book (people talking about hobbies). They should write the names of the two musical instruments they will listen to in the conversations. (Guitar, piano).
2. In pairs, students check the answers.

#### SCRIPT

1.
  - a. Hi Mark.
  - b. Hello Paula.
  - a. Tell me Mark. What do you like to do in your free time?
  - b. I like to listen to music.
  - a. Really? What sort of music do you like to listen?
  - b. I like to listen classical music.
  - a. What about you Paula?
  - b. Well, I like to play the guitar.

- a. Great.
- 2.
  - a. Hi Mary
  - b. Hello Alison
  - a. Tell me Alison. What do you like to do in your free time?
  - b. I like to read books
  - a. Really! What sort of books do you like?
  - b. I like mystery books.
  - a. What about you Mary?
  - b. I really like to play the piano
  - a. Good!!

3. Feedback, ask volunteers to say the names of the two instruments.

**4. SECOND LISTENING:**

- 1. At this part of the activity the students listen the recorded text for specific information.
  - a. What is the instrument Paul likes to play? (guitar)
  - b. What are the activities the girls in the second conversation like to do?  
(read books and play the piano)

2. Feedback.

**5. GRAMMAR**

- 1. In order to introduce this part of the activity the teacher give each student a piece of chocolate cake and a piece of pepper. Each student should taste them and tell the class which piece they liked and which one they did not like.
- 2. Feedback.
- 3. Students learn the uses and the construction of the verb "to like".

"**TO LIKE**", Like as a verb is used mainly to talk- about enjoyment, preferences and habits. It is perhaps not quite as strong in emotional terms as love.

**E.g.** I like to play soccer.  
*She does not like to eat onions.*  
*They like to eat chicken*

I/you he/she we/you/they	}	like likes to eat chocolate cake like
--------------------------------	---	---

- 4. In pairs, students practice the use of the verb "to like".
- 5. Get feedback by asking volunteers to give some examples.

**6. POST ACTIVITY PHASE: (Discussion activity)**

**Speaking.**

1. In groups, students express their likes and their dislikes.

E.g.:

- a. What you like and do not like to do at school?
- b. I do not like to ...
- a. And you?

2. Feedback

**Listening**

1. Listen to the following sentences, people expressing feelings: love, like, hate, want.

- 1. I love my family and my best friend
- 2. I like my job.
- 3. I do not like horror movies
- 4. I hate traffic jams
- 5. I prefer coffee to tea
- 6. I want a new car
- 7. I want to buy a new car

8. I want my father to buy a new car.
2. Teacher checks for understanding asking true or false questions.  
E.g.: The person number 2 likes his job. (T)

### 7. Singing a song

1. The students listen to a song and speculate about it.

#### INCY WINCY SPIDER

*(by Nick Cartledge)*

Incy Wincy Spider,  
Climbed up the water spout.  
Down came the rain,  
And washed the spider out.

Out came the sunshine,  
And dried up all the rain.  
So Incy Wincy spider,  
Climbed up the spout again.

2. Feedback, ask the students to give their opinions.
4. In order to make the meaning clear, teacher divides the class in groups of three and give each group a plastic spider, a piece of water spout and some water. After explaining and modelling, the teacher asks the students to sing the song and perform the actions.

### 8. EVALUATION

1. Students answer some open ended questions.
  - Do you like your English classes?
  - Do you like to sing songs?
2. Feedback.

### 9. HOMEWORK

1. Write two sentences; things you like and things you dislike to do at home.

## 11. LET'S EAT!

\* **LEVEL.** Beginners

\* **TIME.** 90 minutes

\* **AIMS.** Students will:

### **COMMUNICATION AIMS**

- talk about food.
- Use vocabulary regarding the days of the week.

### **LINGUISTIC AIMS**

- give affirmative sentences in the present
- talk about future activities using the construction "will" and "going to"

\* **MATERIALS.**

- Tape recorder
- The communicative audio book
- Some fruits, caddies, chocolate cake, coffee, bread and fruit.

### **1. PRE-LISTENING ACTIVITY PHASE.**

#### **Speaking**

1. Teacher introduces the topic telling the class the things she likes to eat for her breakfast. In order to make the meaning clear, she lets the students to smell and taste the mentioned things.

- I like to eat fruits, bread and drink coffee.

2. Teacher asks a student, what does he like to eat for his breakfast.

a. What do you like to eat for your breakfast?

b. I like to eat bread and cheese.

a. And you??????????????

3. In pairs, the students ask and answer the question presented previously.

4. Feedback, ask for volunteers to answer the question.

### **2. VOCABULARY AND PRONUNCIATION.**

1. To introduce this part of the activity, teacher name the students using the days of the week. Students are asked to think about a different activity they carry out the day they got from the teacher. E.g.

- Hello, my name is Sunday. I like to play football

2. Feedback, get more examples from volunteers.

3. Teacher explains the meaning, use and pronunciation of the days of the week, they will listen to in the following activity.

- Sunday            - Tuesday            - Thursday            - Saturday
- Monday            - Wednesday            - Friday

4. In pairs, the students make a sentence using a day of the week.

5. Feedback.

### **3. ACTIVITY PHASE**

#### **FIRST LISTENING: (Getting the main idea).**

1. The students listen to the audio book (a conversation between friends talking about future activities). And answer the question below.

- What are the people talking about?

a) Working everyday            b) Playing basketball            c) Future Activities

#### **SCRIPT**

- a. Hello Mary.
- b. Hi David. How are you?
- a. I am fine thank you. What about you?
- b. I am fine too. Where are you going on Friday night?
  - a. Mmm. I am going to the cinema.
  - b. What about Saturday?
- a. I am free. Why?
- b. Well, it is because I have a party and I don't want to go alone.
- a. Ohh. Okay I will go with you.

- b. Great! I am going to pick you up at 7:00 pm
- a. Sure, I will wait for you.
- b. See you on Saturday then.
- a. Bye.

2. Get feedback asking for volunteers to answer the question.

#### 4. SECOND LISTENING

1. At this part of the activity the students listen the recorded text for specific information.
  - a. What are the names of the persons in the conversation? (Mary-David)
  - b. What will happen on Friday? (David is going to the cinema)
  - c. What time will Mary pick David up? (07:00pm)

#### 5. GRAMMAR

1. Teacher approaches a student and asks him what are their plans for tomorrow.
2. Feedback.
3. Students learn the **Simple Future** "will" and "going to".

FORM WILL	(WILL) + (VERB)
	<b>EXAMPLE: I will help you later.</b>
FORM BE GOING TO	(AM/IS/ARE) + (GOING TO) + (VERB)
	<b>EXAMPLE: He is going to meet Jane tonight.</b>

4. The students practice the uses of the Simple Future.
5. Feedback, ask the students to give examples.

#### 6. POST-ACTIVITY PHASE: Discussion activity

##### Speaking

1. In groups of three, the students act out a conversation. Asking and answering the following questions:

- a. What do you like to eat on Sunday mornings?
- b. On Sundays mornings I like to eat salteñas.
- a. What about you?
- b. I like to eat Fricase.

2. Feedback.

##### \* GAME

1. Divide the class in three groups. Each group is going to get something to eat (a fruit, a candy, a piece of chocolate, etc) from a box, the student has to guess what is the item he or she chose. Therefore, they have to use their sense of testing. The group that has more right answers will be the winner.

#### 7. Singing a song

2. Students listen the song and speculate about it.

##### **TONGUE**

(by Kaleidoscope)

*Tongue, tongue taste the way  
Tongue, tongue, tells me more  
Slippery, lippery tongue in my jaw  
Telling me stories and tasting it all*

*Wiggly, squiggly, slippery one  
How I love my only tongue  
Lerolerolero, lerolerole*

*Tongue, tongue taste the way  
Tongue, tongue, tells me more  
Slippery, lippery tongue in my jaw  
Telling me stories and testing it all*

*Talking and tasting are good to do  
One goes out and one goes in  
words give life and food does too*

*words are the food my brain like to chew  
food is the stuff my jaw likes to  
tongue in the middle showing me the way*

*Wiggly, squiggly, slippery one  
How I love my only tongue  
Lerolerolero, lerolerole*

3. Get feedback by asking volunteers.
4. The students sing the song along with the teacher.

#### **8. EVALUATION**

1. Students answer three true/false questions.
  - a. We usually have our breakfast at 1:00 pm in the afternoon. (F)
  - b. The English teacher will teaches us Math tomorrow. (F)
  - c. We will have a party at the end of the course. (T)
2. Feedback.

#### **9. HOMEWORK**

1. Write two sentences mentioning the things you will eat tomorrow (breakfast).

## **12. GOING SHOPPING**

\* **LEVEL.** Beginners

\* **TIME.** 90 minutes

\* **AIMS.** Students will:

#### **COMMUNICATION AIMS**

- Increase their vocabulary regarding shopping
- Review numbers
- Express needs and desires
- Be able to work cooperatively in small groups

#### **LINGUISTIC AIMS**

- use opposite words
- review the verb "to be".

#### \* **MATERIALS**

- \* A tape recorder
- \* Communicative audio book
- \* Different items (for practising the opposite words)

#### **1. PRE-LISTENING ACTIVITY**

##### **Speaking**

1. Teacher introduces the topic letting the students to touch two opposite objects (a soft one and a solid one). And they are asked to speculate about the topic.
2. Get feedback by asking volunteers.
3. In pairs, students give more examples regarding opposite words.  
Eg. Samuel is tall, Alison is short, etc.
4. Feedback ask for more examples to the class.

#### **2. VOCABULARY AND PRONUNCIATION.**

1. Each student gets two opposite items (a big car-a small car).
2. Teacher asks the students to recognise the objects and speculate about the activity.
  - a. tall - short
  - b. thin - fat
  - c. hard - soft
  - d. young - old
3. Teacher gives examples of the opposite words in context. For that reason the students in

groups read a story (written in Braille and with some items to touch) regarding opposite things.

### **CHOOSY FITO**

Fito is choosy. He likes to choose his clothes, food and different things. Sometimes he even likes to choose things for his family. So, when Fito's mother needed a small button to sew on her skirt, Fito chose a big button for her.

One day when his sister wanted to buy a short comb, Fito chose a long one for her.

That night after a day of choosing things for his family Fito fell asleep, choosing some dreams.

4. After reading the story, they are asked to name the opposite words they could find in the reading.

5. Feedback, asking for volunteers.

### **3. ACTIVITY PHASE**

#### **FIRST LISTENING: (Getting the main idea).**

1. Teacher asks the students: Where do you buy things for cooking at home?

a) In the Market            b) In the Hospital            c) In the school

2. Feedback.

3. Students listen to the audio book (people buying things)

### **SCRIPT**

1.

a. Hello, may I help you?

b. Yes, I would like a big chocolate ice cream cone, please.

a. We haven't got chocolate ice cream but we have vanilla ice cream.

b. That is okay, I like vanilla too. How much is it?

a. It is 10 bolivianos

b. I want one please

a. Here you are.

b. Thanks

a. Your welcome.

2.

a. Excuse me Sir, may I help you?

b. Yes, I need a big bottle of milk, please.

a. Here you are.

b. How much is it?

a. It is 6 bolivianos.

b. Thank you

a. Your welcome.

3.

a. Excuse me Madam, may I help you?

b. Yes, I need a kilo of sugar, please.

a. Okay, here you are. Something else madam?

b. Yes, I also need a bag of bread please

a. Alright

b. How much is it in total?

a. The kilo of sugar is 4 bolivianos and the bag of bread is 3 bolivianos, in total 7 Bs. Madam

b. Thank you

a. Your welcome.

### **4. SECOND LISTENING**

1. At this part of the activity the students listen the recorded text for specific information.

a. What kind of ice cream the first person wants? (a big chocolate cone)

b. How much costs the big bottle of milk? ( 6 bolivianos)

c. What are the items the third person needs? (sugar and a bag of bread)

2. Feedback, ask volunteers to get the answers.

### **5. GRAMMAR**



### **Speaking**

1. Teacher introduces the section giving the students two opposites objects (a big and a small one). She asks the students to speculate about the activity.
2. Feedback
3. Students learn how to use the opposite words.

**Opposite or Antonym.-** A word having a meaning opposite to that of another word.

- E.g.;**
- The antonym to the word "good" is "bad"
  - The word wet is an antonym of the word dry.

4. Students practice the exercise.

5. Feedback.

### **6. POST-ACTIVITY PHASE: (Discussion activity)**

**Listening.** Listen to the following useful phrases

- a. Can I help you?
- b. How much does this cost?
- c. Can I pay by check?
- d. Can I try it on?
- e. Do you have a bigger size?
- f. Would you like a shopping bag?

### **Role Play**

1. Students make groups of three; two customers and a seller. Teacher give the seller an item (e.g. fruits) to sell.

Ex.

Seller: Bananas, delicious bananas!  
Customer 1: How much is it?  
Seller: Three per 1 boliviano.  
Customer 2: I want 6 bananas, please  
Seller: Here you have.  
Customer 2: Thank you.

2. Students act out the conversation using different fruits.

#### **\* Game. How much is...?**

1. Divide the classroom in two groups.
2. Teacher invites a student to take from a box 2 numbers, he has to recognise them and solve an addition and a subtraction. If the operations are correct another student from the same group continues with the game, if they are incorrect a student from the other group will continue with the game.
3. The group with more correct answers will be the winner.

### **7. Singing a song**

1. Teacher gives every student and opposite object for them to touch and recognise.
2. Students listen to a song.

#### **OPPOSITES**

(By Debbie and friends)

Different now is night and day  
Far apart like work and play  
Sometimes we need  
a special word to show the way

These are words like short and long  
In and out or week and strong  
fast and slow, come and go,  
they all belong

They are opposites, that's what they are  
Like hot and cold or near and far  
yes opposites, the perfect match  
Like black and white or through and catch

We just began, there is more in store,  
Like large and small or rich and poor  
Old and young let's have some fun,  
not less but more

What about hello good bye,  
light and dark or wet and dry,  
open close and here and gone  
Laugh and cry

All opposites, yes everyone  
Like up and down or daughter son  
They are opposites, there is no doubt  
Difference is what they are about

So now you can play your on game  
Pick up words with opposite names  
Just keep in mind to overcome  
They are not the same

They are opposites, that's what they are  
Like hot or cold or near and far  
yes opposites, there is no doubt  
Difference is what they are about

3. Students speculate about the song they have listened.
4. Feedback.

### 7. EVALUATION

1. Students answer true/false questions.
  - a. The opposite of young is old. (T)
  - b. Boliviano is the name of the money in Bolivia. (T)
  - c. You usually buy medicine in the drugstore. (T)
2. Feedback, volunteers are asked to answer the questions.

### 8. HOMEWORK

1. Students write the opposite of the following words.
  - a. **expensive** =
  - b. **white** =
  - c. **cry** =
  - d. **ugly** =
  - e. **hello** =