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Material designing for english language learners with ASD, visual impairments and muteness

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ABSTRACT

This project is conducted to provide more information regarding students with Autism (ASD), Visual impairments and Muteness. This information will help professors in order to know how to implement activities in the target language that include the conditions of each impairment. It is always important to count with good materials and activities for the development of the class; however, nowadays thanks to inclusiveness in the regular classrooms, those materials and activities must respond appropriate to the specific characteristics of all the students. This paper includes different philosophies, approaches, and principles for teachers in order to consider when planning activities that benefit the acquisition language process, no matter the condition students have. There are seven activities created and shared in this paper; two activities for ASD students, two activities for visual impairment students, and one activity for deaf hearing students with the purpose of providing examples of activities for teachers to implement in regular classroom settings.

Keywords:

autism: brain condition that affects the development of social and communication skills and that makes someone have different behaviors and interest.

visual impairment: it refers to problems someone has to observe or to watch.

muteness: lacking the power of speech.

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Diseño de materiales para estudiantes de inglés con TEA, discapacidad visual y mutismo

RESUMEN

Este proyecto se lleva a cabo para brindar más información sobre los estudiantes con autismo (ASD), impedimentos visuales y sordera auditiva. Esta información ayudará a los profesores a saber cómo implementar actividades en el idioma estudiado que incluyan las condiciones de cada discapacidad. Siempre es importante contar con buenos materiales y actividades para el desarrollo de la clase, sin embargo, hoy en día gracias a la inclusión en las aulas regulares, esos materiales y actividades deben responder de manera adecuada a las características específicas de todos los estudiantes. Este artículo incluye diferentes filosofías, enfoques y principios para que los docentes los consideren al momento de planificar actividades que beneficien el proceso de adquisición del lenguaje, sin importar la condición que tengan los estudiantes. Siete actividades fueron creadas y compartidas en este documento; dos actividades para estudiantes ASD, dos actividades para estudiantes con discapacidad visual y una actividad para estudiantes sordos auditivos con el propósito de proporcionar ejemplos de actividades para que los maestros implementen en entornos de aula regular.

Palabras clave:

autismo: condición cerebral que afecta el desarrollo de habilidades sociales y de comunicación y que hace que alguien tenga comportamientos e intereses diferentes.

discapacidad visual: se refiere a los problemas que alguien tiene para observar o vigilar.

mudez: falta del poder del habla.

INTRODUCTION

The use of materials in the classroom has always played a key role in the learning process since they have been used as part of the classroom in order to make classes much more appealing and interactive. Materials bring a fresh, fun, and active concept to the language classroom and let students have fun while learning and develop their kinesthetics skills. Materials are of great importance when teaching since they are used as a bridge between the teacher and students to achieve the different goals that the former has set for the materials in specific.

Exactly because of the dependent nature of teaching materials, when a (student) teacher is assigned to design them, a number of contextual decisions have to be made and these have a great potential to raise designers' reflection about what and how to teach (who/where the learners are; what they are learning the language for; how much time is available; available resources, among others). Generally speaking, material design should consider and try to harmonize situated possibilities with learners' needs and wants. (Augusto-Navarro, 2015, p.123)

It is very important to remember that materials cannot be created without a clear objective in mind. There needs to be a clear north where students need to move towards to. For this to happen, there are several factors that should be taken into account in the designing process of the materials. Due to this, teachers need to consider both the needs of the students as well as the curricula and the different contexts in which these materials are to be out into practice. At the same time, as pointed out by Harwood quoting Allwright (1981): "(...) no pre-prepared teaching materials can meet the needs of any given class precisely; some level of adaptation will be necessary". (Augusto-Navarro, 2015, p.4). Without these factors, materials will not be very useful, and their purposes would no longer be achievable. However, this might represent a bigger challenge for teachers since more time, planning, and even some adaptation will be needed.

In Costa Rica, many universities still have the course called *Material Designing* in the curricula since they consider it is important for teachers to be able to develop their own authentic materials. Even though technology is playing an important role in the EFL language classroom, there are still many places in Costa Rica in which there is a lack of

technological resources. For this reason, materials are highly needed, and through their use, many students will be provided with fun, interactive and creative activities during their lessons.

JUSTIFICATION

Aiming to provide new insights in the designing and implementation of materials in the EFL language classroom for learners with an impairment, this study explores the main factors that are involved in the designing process of the material as well as their uses. During these past years, technology has made its way towards the top list of activities used in the classroom; however, this research aims to analyze the use of realia and the benefits that teachers can obtain when using them appropriately. It has been proven that the use of materials in class helps students reach their learning goals, as well as develop some other skills. For this reason, it is of great importance to study how teachers have used materials, how have they designed them, and the results given from their use and application. Therefore, recommendations and conclusions can be described.

Curriculum Foundations

Philosophy: Constructivism

As a paradigm, Constructivism states that learning is an active process where the learner constructs their own knowledge and is not merely a spectator. The learners construct the information using their prior knowledge creating subjective representations of it.

Constructivism is a reaction to the behaviorism and programmed approaches. Instead, it focuses on learning as a contextualized process to build knowledge rather than acquiring it. Personal experiences allow learners to construct their own knowledge.

Behind this philosophy of Constructivism, it is important to focus on one of the most important exponents of this way of thinking. Psychologist Lev Vygotsky and his Social Development Theory states that social interaction and social behavior are required to develop consciousness and cognition. He based his work in three important premises:

- 1) Social interaction plays a key role on the process of developing knowledge. First, between people in the social process and then as something intrapersonal.
- 2) The MKO is considered as the most knowledgeable other, or people with more knowledge than others. They may be considered as teachers, experts, adults but also young people or peers.

- 3) The ZPD is the zone of proximal development and it is considered the distance between the ability of the learner to solve a problem with the help of an adult or a teacher, and the ability of the learner to do it by himself. It is in this zone that learning occurs.

Vygotsky considered speech and writing as tools developed from a culture to participate in their social environments and he focused on the relationship between people and their cultural context where they interact and share their experiences to gain more knowledge. By internalizing these tools learners reach higher thinking skills.

In the past, schools promoted the transmission of knowledge with the teacher as a lecturer transmitting information to the students, but today education requires a more active role of the learner by creating the appropriate context and materials necessary for their participation. Thus, the teacher becomes a facilitator and should collaborate to construct meaning alongside their students making the experience more reciprocal.

Constructivist teachers show learners how assessing themselves throughout the activities will help them to gain more understanding. With the time, students will become more experts and will also encourage them to keep learning which is ultimately the goal of every instructor. Having the correct plan, with the correct activities and the right environment they will finally learn how to learn by themselves, promoting an atmosphere of independence and fulfillment. Therefore, the role of the teacher is not dismissed but will give the educator a different role where the knowledge is constructed rather than merely transmitted. Some of the activities constructivist teachers may use are problem-solving or inquiry-based activities where students get their own conclusions and inferences with the collaboration of the people around them. Teaching materials should then be student-oriented thus they can construct their knowledge in an active way and not just mechanically as it used to be in the past.

Sociological Aspects

Students with learning impairments require more attention regarding the curriculum adaptation, the methods of teaching, technology assistance, economical resources to adapt the context to them as well as human resources to support the whole learning process. But most of all, learners require personalized activities that allow them to show their full potential and be able to participate actively in all activities without any restrictions.

As knowledge is something learners construct by experiencing their own environment and negotiating, each person can interpret and be part of the learning process. Past experiences as well as cultural factors of the situations the learner has lived contribute to the enrichment of the schema.

Pedagogical Principles

About the pedagogical principles, we as facilitators are looking for, they refer to:

1. **Challenge:** this aspect is necessary as we believe that prior knowledge students have must be enhanced during the practice of the different activities and it should represent a challenge to have them engage with the final purpose of them. Students must be academically challenged to fully extend their capacities and finally know their real potential. Teachers will be in charge of creating the right environment to promote the challenge among the learners giving them the opportunity to develop their critical thinking and the sense of responsibility.
2. **Interaction:** learners and facilitators must work as a team in the learning process. Collaboration between them will allow the knowledge to sit in and students will benefit largely from that considering their future careers. The learning process is not something the teachers can do without students' collaboration and awareness. To increase the interaction and collaboration among students and teachers, it is important to make more activities as students will suggest and, to give feedback during the process.
3. **Socialization:** students are what they are, and they come from different environments and have experienced different cycles of socialization, but teachers must be able to see what we want them to be. We must meet students where they are and take responsibility for supporting them in becoming the students, we would like them to be. Support during the transformation from the place they are to the place we want them to be will provide students everything they need to grow and develop to their full potentials thus they will make the best they can with the time of study we share. Students are not isolated human beings, teachers must be conscious of that and they should take advantage of the fact that through socializing whether sharing their ideas or experiencing new things, the whole learning process should be exponentially improved.

4. **Personal development:** every student is different and unique. Every one of them hold certain capacity and individual potential, therefore it is necessary to support them not only as a group but individually. Learners should work also to develop their ethical and social competences when at the same time they are trained academically. Besides, up until today it is important to focus on the societal demands regarding the social responsibility and sustainability every individual should have.
5. **Diversity:** monotony is the cause for many students to leave the learning process. Teachers must provide students with a variety of activities and materials to get students engage in the system. Also, activities should be flexible, so students with different learning styles could benefit from them.
6. **Motivation:** if you want students engage with their learning process, motivation is the best driver to achieve that. Facilitators should give students activities where they can develop their abilities and competences by using their own capacity and by resembling the real-life scenarios. Teachers must seek ways to motivate the students not only into the classroom but outside it, and that is why it is pretty important to focus on the activities and materials we provide them every day. Students should feel very motivated, so they want to spend time and participate actively of the teaching-learning sessions.

Humanistic Approach to Curriculum Development

Ornstein & Hunkins believed that “a curriculum derived from a humanistic approach considers the whole child, not only the cognitive dimension.” (2017, p 7). The Humanistic Approach considers students as center in education and it allows students for social personal development. It provides opportunities for them to succeed in education without considering excessively the test or performance. Instead, it gives students the right materials to promote their personal growth. The materials should be the kind to help them discover and manipulated the information to get new and relevant experiences for them. Teachers must take into consideration the feelings and aspirations of their learners. Abraham Maslow is the best-known example with the hierarchy of motivation. On the fourth level of realization, students should investigate by themselves and be proud of the knowledge they got from the experience thus, they will be more willing to continue learning and their self-esteem will definitely grow bigger.

Literature Review

The materials are an aid to teach, there are different kind of materials and reason to use them specially with students who have some educational requirements. The students with special necessities or impairments have more limitation that the rest of the learners at the moment to learn new concepts. In order to counterbalance the deficit, it is great helpful to use visual or tactile materials to reinforce vocabulary.

According to UNESCO stated that “Inclusive education should be addressed through specific teacher education materials and by embedding the issue into all teacher education materials.” (Lewis, 2013) The inclusive education has changed the people’s concept of education to solve the students’ needs in their learning and the use of material for learning most efficiently through different with textures, shapes and sounds. Besides, teachers should enhance learning for students with different cognitive characteristics. It is one of the main aspects in Universal Design for Learning (UDL). Regarding to UDL, it indicated that

“Using Universal Design in a classroom has great potential for improving inclusive practice. Universal Design seeks to eliminate the distinction between ‘special’ and ‘regular’ learners, with the assumptions that each individual learns differently and that providing a variety of experiences will help all students. At the same time, Universal Design is more than just “good teaching.” According to Edyburn (2010), Universal Design is both a philosophical stance that teachers take (proactively valuing diversity) and a skill they must learn and improve over time. It is not easy to have a universally designed classroom. However, when teachers fundamentally value having students with different abilities in their classrooms and design their classrooms to ensure all students can benefit UDL effort improve. There are a wide variety of teaching strategies that teachers can use to promote Universal Design and therefore inclusion in the classroom.” (UNICEF, 2018)

All students must access to quality instruction with equal opportunities, each person has a knowledge to share and different means to learn. The curriculum should be inclusive and adapt to people with hearing and visual impairments, and brain problems. The

teachers have to motivate the UDL in English classroom setting and to smooth the educative system with these kinds of impairments.

One of the most significant impairments is the visual one and this is its classification:

“Individuals with visual impairments or blindness were among the first to receive specialized instruction based on their needs (Ferrell, 2007). Visual impairments can be specialized instruction based on their needs (Ferrell, 2007). Visual impairments can be classified on the spectrum from low vision to total blindness. The degree of the vision loss is often the determiner of the diagnosis, and also the level of services needed. Visual impairment and blindness manifest in many ways and require professionals who are trained to identify and assist individuals with these disorders. Historically, individuals with visual impairments or blindness were educated in schools designed specifically for students with these disabilities; however, today most students with visual impairments are educated in their neighborhood schools (AFB, 2011). Integrating students with disabilities into the general education classroom allows more opportunities for students with visual impairments to have more shared experiences with their non-disabled peers and provided numerous advantages to all students (AFB, 2012).” (Johnson-Jones, 2017)

It is very important that the professors or people in charge of teaching people with impairments have clear the categorization of the visual special necessities to determine the educational programming, kind of material that they need, a special professional or a specialized school of this need. Also, they need some adaptations in the physical setting and in strategies and methodologies.

Regarding to the importance of the use of materials for these students, the professor should consider some elements in the curricular adjustments that students with visual impairments must have,

“Students who are blind or visually impaired will typically need adaptations to access printed information that will allow the student to access all areas of the curriculum. It is the role of the Teacher of Students with Visual Impairments (TVI) to determine the adaptations

that the student needs. Material adaptation needs will vary, depending on the degree of functional vision, effects of additional disabilities, and the task to be done. Students may use braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate.” (Teaching students with visual impairments, 2019)

People with visual shortcoming know the reality through the sense of touch. Touching surfaces, using different materials they could recognize their environment.

Braille

Braille is the alphabetic writing system the either visually-impaired or blind people use. Furthermore, the Braille system is read when the fingers go through the different patterns of dots in order to decode the message that can be on embossed paper.

“Louis Braille was born on January 4, 1809 in Coupvray, France. The son of a harness-maker, Braille was blinded by an accident when he was three. Educated at the National Institute for Blind Youth in Paris, Braille developed a raised-dot code that enabled blind people to read and write. Although his system was in limited use during his lifetime, it has since been accepted globally. Louis Braille died in 1852.” (Editors, 2019)

This system has been a great tool for low vision, visually impaired and blind peoples for a long time, as it is an effective method that is used for reading and writing. Even though braille has been widely used for years, technology has now brought new and innovative resources for education regarding apps and materials for the visually impaired; however, not all students may have access to these resources making Braille a great option to consider when designing materials for students with a visual impairment.

Curriculum Model

John Dewey was an important developer about what constructivism is and he was concerned in the learning process of the student. He believed that the most relevant issue inside a classroom is the inactivity of the learners and their interaction with the learning of the knowledge. Dewey stated that:

“(…) He viewed the classroom as a social entity for children to learn and problem-solve together as a community. In these classrooms children are viewed as unique individuals; students can be found busy at work

constructing their own knowledge through personal meaning, rather than teacher-imposed knowledge and teacher-directed activities (Schiro, 2013). Children will be seen learning-by doing in these classrooms and they will be solving problems through hands-on approaches. When teachers plan for instruction, student interests will be taken into consideration and curricular subjects will be integrated with an emphasis on project learning. The educational experience encompasses the intellectual, social, emotional, physical, and spiritual growth of the whole child, not just academic growth (Schiro, 2013).” (Williams, 2017)

The Dewey’s proposes to change the traditional education for one where students are able to build up their own knowledge, to learn for living as in the case of students with impairments they learn by doing different activities with materials designed specially for them. The planning should be focused on increasing the learners’ skills mainly with special needs students in a regular classroom setting.

Besides, it is important to refer to Taba’s Model that describes the steps followed in developing a unit or curriculum:

- “Diagnosing needs
- Formulating specific objectives
- Selecting content
- Organizing content
- Selecting learning experience
- Organising learning experience
- Evaluating
- Checking for balance and sequence” (Praveen, 2016)

All the steps cover the most important topics during the development of a unit plan. Following those procedures, the professors could analyze which are the necessities of the learners and focus on what kind of tools should be designed for each student’s impairment. In Taba’s model is clear that students’ necessities are the greatest concern to the curriculum design. The development of inclusive plans for learners with impairments ensure a learning based on their experiences not only in theoretical issues.

Material Designing in Language Learning Teaching Guidelines

As English teachers in Costa Rica, most of us have the ability to be creative in order to involve the student in a comfortable class environment. This, due to some difficulties language teachers face when it comes to teach another language. With the purpose of engaging students' motivation in the English class, most teachers design didactic material that contributes not only on the good development of the lesson, but in the cognitive and learning process of the student. According to Núñez and Téllez

For many decades, materials development was merely the production accompanying a wide range of learning resources to illustrate methods. However, things have started to change due to teachers' awareness of two issues: first, the huge production in the interest of methodologies and materials used for teaching; and second, the importance of including students' voices in order to update teaching materials in terms of the way learners would like to learn and what they need to learn in today's increasingly globalized world. (2009, p.172)

Unfortunately, the role of the in the classroom is not as important for some teachers as it should be, and consequently the use of didactic material is not a pedagogical practice to be considered. Nonetheless, as educators we have realized that the academic development of the students increases positively when the designed material is meaningful, motivating, and relevant both for the student and the teacher.

Figure one is a brainstorming of some qualities teachers may have in order to design adequate didactic material.

Figure 1. *Teachers' qualities to meet materials development demands (Núñez y Téllez, 2009, p.174)*



Guidelines to Design Didactic Material

In order to design effective didactic material for English classes; in this case, EFL classes (English as a foreign language) teachers should follow certain guidelines. First, it is important to be aware of the students' scaffolding process. This means, teachers should keep track of students' academic development starting from the basics and increasing the difficulty in their assignments as long as students acquire knowledge. According to Howard and Major (n.d.) the materials that the teachers design for their classes ought to be pondered upon the curriculum the teacher is following. Therefore, the assignment of appropriate objectives is imperative.

When a teacher designs didactic material for the class, it is crucial that the use of this didactic resource follows a pedagogical objective. Hence, it is intended to collaborate on the students' academic development based on the topic, which is being studied, the reality of the students, and the level of thereof.

Jolly & Bolitho state that "Materials should also be contextualized to the experiences, realities and first languages of the learners. An important part of this involves an awareness on the part of the teacher-designer of the "socio-cultural appropriacy." (as cited in Howard and Major, n.d, p.104)

Based on this quote, it can be addressed that teachers should be aware of the students' reality; since this plays an important role regarding the socio-cultural approach. Each student has a different social background, and if the teacher is aware of it, it would be easy to carry out a useful class for the students' academic background and get them to engage in the learning process.

Another important aspect to consider is the interaction the designed material may have with the language within the foreign language acquisition process. Howard and Major (2004) state that in order to achieve a better development in their L2, students should be set on situations in which they are forced to use the language; however, English in Costa Rica is taught as a foreign language which restricts learning scenarios where native English speakers are involved. Therefore, teachers need to adapt their material to the students' reality and encourage students to use the acquired input in any possible setting outside the classroom.

Nowadays, students are more engaged with technology which could be beneficial in the language learning process, either by playing video games, listening to music, watching movies, or even using applications. The job of the teacher would be to get closer to the students' context and design material that can result catchy for the students based on their interests.

Effective learning frequently involves learners in explorations of new linguistic terrain, and interaction can often be the medium for providing the 'stretch' that is necessary for ongoing language development. Materials designers should ensure their materials allow sufficient scope for their learners to be 'stretched' at least some of the time, to build on from what is provided to generate new language, and to progress beyond surface fluency to proficiency and confidence. (Howard and Major, n.d, p.105)

A third important point to consider is the aesthetics of the designed product. As mentioned before, students tend to feel more engaged with materials brought by the teacher which are appealing to their eyes. Although designing didactic material involves a great time inversion from the teacher, it should be properly built since students can tell if their instructor took the time to look for innovative techniques for the lesson.

Howard and Major (2004) highlight important points to consider when designing didactic material for the class.

Physical appearance: Initial impressions can be as important in the language classroom as they are in many other aspects of life. Put simply, language-teaching materials should be good to look at. (p.106)

Durability: If materials need to be used more than once, or if they are to be used by many different students, consideration needs to be given to how they can be made robust enough to last the required distance. (p.107)

Finally, an effective didactic material should be easy to understand. Although some didactic materials are very creative, catchy, and useful, it is sometimes difficult for the students to understand what to do with the given material. Ergo, didactic materials should be also designed with the befitting instructions. These instructions must be clear and adequate for the students' target language level. In addition, the pedagogical

objective should be clear enough for other teachers in case they draw upon another colleagues' material.

Methodological Framework

The following activities have been originally designed considering students' impairments.

Activity 1. Daily Routines for Autism students

Description: students with autism are generally great visual thinkers. Students are very good at remembering things they observe. Therefore, teachers must use pictures to present information or content to students to create meaningful learning. The following activity considers this principle because content is presented in visuals, it is simple, concrete and schematic with few written information. Resources can be adapted to the students age and English level.

Instructions: teacher brings pictures of daily activities people do. Example: wake up, take a shower, have breakfast, among others. Then, teacher organizes her daily routine by selecting 5 pictures and pasting them on the board in order (first, then, after that, finally). Teacher says: first, I wake up, then I have breakfast, etc. After the teacher shows the daily routine, students one by one do the same with their daily routine. The routines can be said depending on the time of the day they selected (morning, afternoon, night). Teacher can assess content by asking students some questions like: what did you do first? What do you usually do in the afternoon before....? What do you like to do in the morning?

- **Participants:** Primary or High-School students.
- **Estimated time:** 40 to 80 minutes.
- **Language skills:** listening and speaking.
- **Resources:** Printed pictures of daily routines activities, masking tape.
- **Assessment:** the evaluation of this activity can be either formative or summative. Teacher can assess formatively students by their performance and the questions asked to review content. A checklist can be used when assessing in a summative way.

Activity 2. Creating a Comics Book

Description: for this activity and based on what was previously mentioned about students with autism, the creation of a comic book comes with great benefits. Creating a comic book allows students to express themselves without limitations as well as giving them a space to explore their innovation and creativity. The topic for the comic books is bullying. Students will create scenarios where people are being bullied as well as writing possible

solutions to each of the cases presented in the comic books. Working on these stories will allow everyone in the classroom to become more sensitive towards others.

Instructions: tell your students to work on developing an alien character who is suffering from bullying as the alien is from a different planet and considered by others different from the rest. Remind students that they are free to choose any traits, characteristics, plot and anything related to the story. Tell students to write the story and come up with an ending that shows ideas on how to fight against bullying. After stories have been completed, have students read and present their stories to the group through a show and tell activity. Being able to hear the stories as well as the solutions will help students share personal opinions and comments to wrap up the activity.

- **Participants:** All levels capable of writing and reading.
- **Estimated Time:** 180 minutes
- **Language skills:** reading, writing, listening and speaking.
- **Evaluation:** The comic book and the oral presentation can be evaluated with a rubric and the process can be evaluated through formative assessment.

Activity 3. Board Games – Feelings

Description: board games are a great resource to work with students with autism. The game can be used for students to express their feelings, channel those feelings and use that energy in a positive way while playing with the board game. This activity is a great resource to allow students to communicate more effectively.

Instructions: students will carry out the activity in pairs or groups. The board will have different situations, scenarios and statements about how students feel in their walking lives. Students will throw the dice and move along the spaces. Students will have to provide their opinions regarding the situation where they land. Tell students to provide their insights on the situation, how they will feel as well as what they will do to solve the problem.

- **Participants:** All levels.
- **Language skills:** speaking
- **Estimated Time:** 40 minutes
- **Resources:** Board game
- **Assessment:** This activity can be evaluated through formative assessment.

Activity 4. Parts of the body Simon says for visual Impairments students.

Description: visual impairment students are connected to the world through the development of the hearing and touching textures. This population is really good at creating mental pictures with just touching an object. They can identify the texture, shape, size, and others. The following activity focuses on bringing blind students the opportunity to practice content while others do the same activity

Instructions: the teacher plays a song that talks about the parts of the body. She encourages students to touch the part of the body the song mentions. Teacher guides the students with visual impairments in order for them to identify the name of each part. Then, teacher plays the song again and this time, students touch the body parts without help.

After that, the teacher reviews one more time the body parts names.

Then, teacher plays Simon says by saying: Simon says touch your ears. Simon says touch your fingers, and so on.

- **Participants:** Primary or High-School students.
- **Estimated time:** 40 minutes.
- **Language skills:** listening and speaking.
- **Resources:** audio, video and computer.
- **Assessment:** By playing “Simon says” teacher can identify if students are recognizing the vocabulary, and which ones are more difficult for them.

Activity 5. Throw the ball; WH questions. Visual Impairments students.

Description: this activity motivates teamwork participation. It is always important make visual impairment students feel integrated with others. Besides making students practice, teacher develops social interactions that benefit all students. In the following exercise, students can develop WH questions regarding any content teacher wants them to practice.

Instructions: the students sit in a circle; teacher throws a beach ball and the student that touches the ball will ask another student a question regarding the topic studied. Example: What is your favorite....? Where do/ did you.....? What did you do.....? Who is your favorite.....? What time do you.....?

Rules:

- Do not be rude when throwing the ball.

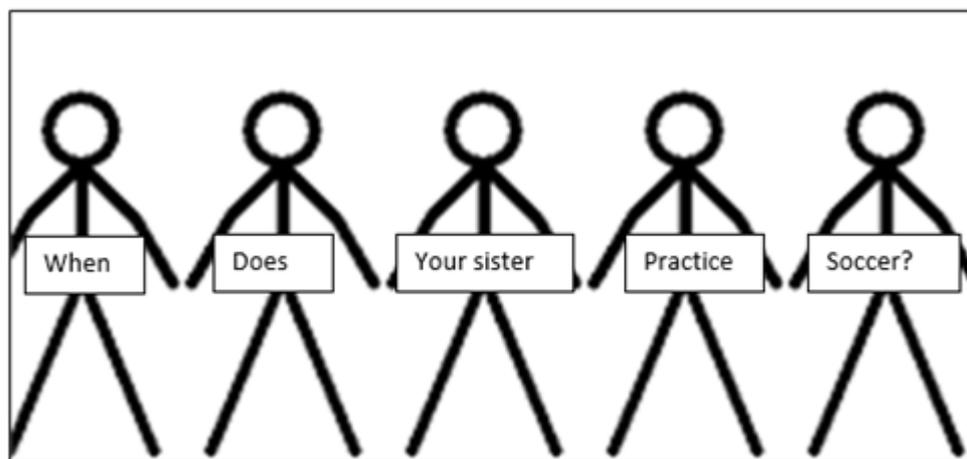
- Do not repeat the questions already asked.
- Answer the questions in a complete way.
- **Participants:** children and adult students.
- **Estimated time:** 40 minutes.
- **Language skills:** listening and speaking.
- **Resources:** beach ball.
- **Assessment:** This is a formative activity for students that are reviewing WH questions. Teacher assesses the students through the participation of the activity. By listening to the student's questions and responses, teacher can know if they accomplish the goals or if more practice is needed.

Activity 7. Let's Get in Formation

Description: this is an activity that will allow the teacher to work with students that are deaf-mute. When it becomes to deaf-mute students, even though they will not be able to produce orally, students are able to work and polish their writing skills. This activity could either be played with a group of students that are deaf-mute or in regular classroom setting with a deaf-mute student since the activity allows for inclusivity.

Instructions: the teacher will first present the grammar studied in class. In this activity, the grammar will be questions in present simple. (Use of Tip-Tap-Toe Strategy)

Students will play in groups. The teacher will paste on each student's chest a part of the question. Later each group will have to get together and come up with the right order for the question. After they are ready, they all should raise their hand so the professor can go check if the order is correct or not.



- **Participants:** All levels, but for specific grammar patterns.

- **Estimated Time:** 30 minutes.
- **Language skills:** reading and writing.
- **Resources:** Papers with words
- **Assessment:** This activity can be evaluated either in a summative or formative way.

CONCLUSION

Designing materials that are original and cater to students' needs is a must for teachers that are looking to have an impact in their students learning process. Even though there are several resources teacher can have free access to, it is important to remember that these resources may not comply with the requirements and needs for our students as they are generic. Due to this, it is key that teacher educate themselves in material design for each of the different necessities or impairments so the materials can be used with a clear purpose in order to maximize their use. It is important to remember that education is advocating for inclusivity and teachers have the responsibility of including students with impairments in the different activities done in the classroom. The materials designed for students with visual impairments have been great ally for developing skills necessary for life. There are different resources to help students in daily life such as the canes and the braille system, besides there are technological ones but some of them are expensive making it difficult for students to have access to them. We have analyzed the creation of those materials considering the needs of students with visual impairments, autistic spectrum and deaf-mute. These are impairments commonly found in our classrooms and there are multiple strategies that need to be implemented to support students in their language learning. For instance, philosophy of teaching, sociological environment, pedagogical principles and the humanistic approach. By doing so, educators will understand the relevance of paying attention to the materials they are using and if the materials fit the students' needs creating a space for inclusivity inside the classroom setting and generating significant learning experiences.

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