

**“READING SHADOWS”**  
**A BLIND BOY WHO CONTINUES THE ENGLISH LANGUAGE LEARNING**  
**PROCESS IN COLOMBIA**  
**(A CASE STUDY)**

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**DEPARTAMENTO DE LENGUAS EXTRANJERAS**  
**LICENCIATURA EN LENGUAS MODERNAS INGLES-FRANCES**  
**POPAYAN**  
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**Presented as a fulfillment of the requirements for the Degree of B.A in  
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2004**

**ACCEPTANCE**

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## **ACKNOWLEDGEMENT**

To God and Kevin, you are my inspiration.

Thank you for all those who taught me to read and write without my eyes. You helped me find my direction.

Secondly thank you to those who put in some hours of hard work and time to make this paper shine. Also a big thanks to my friends and family for the support and encouragement you gave me daily. Mommy, Daddy (although you are not here anymore) thanks a lot for being besides me and specially for trusting on what I did.

Finally to my dearest son, thank you for all the sacrifices you made so that your mommy could imagine her dream.

## **ABSTRACT**

El trabajo de investigación se llevó a cabo por medio del estudio de caso del niño KEVIN IVAN SATIZABAL CARRASCAL , ciego de nacimiento, en el cual se estudiaron las posibilidades que el pudiera tener en Popayán-Colombia para continuar el aprendizaje del Inglés como segunda lengua y no como lengua extranjera propuesta en la Ley General de la Educación Colombiana, debido al conocimiento previo obtenido durante su permanencia en Inglaterra, país al que sus padres acudieron por ayuda científica después de descubrir su ceguera. Allí no solo vivió sus primeros años de vida antes de regresar a Colombia y permanecer tan solo 2 años, sino en donde también recibió la iniciación a su etapa escolar, por lo tanto su mayor interés se vio centrado particularmente en el desarrollo de las habilidades de lectura y escritura de este idioma en Braille, como parte de los intereses y necesidades presentadas por el niño al inicio de la investigación.

Para el desarrollo de este proyecto se tuvieron en cuenta los diferentes métodos de enseñanza de Inglés adaptados para el caso en particular, sin dejar de lado las diferentes habilidades y técnicas usadas por los ciegos y limitados visuales en el aprendizaje de un idioma.

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## INTRODUCTION

*"puro sol escribo, a plena calle,  
la pleno mar, en donde puedo canto,  
sólo la noche errante me detiene  
pero en su interrupción recojo espacio,  
recojo sombra para mucho tiempo"*  
Pablo Neruda

Have you ever had a blind pupil in your class? I had that experience and learning to read and write braille were neither optional nor specially interesting. It was a part of the natural order as an English teacher who wanted to teach English to a blind pupil.

The primary goal of this research was to motivate Kevin Ivan Satizabal Carrascal, a blind child, to continue working in his acquisition of English as a second language in Colombia, reinforcing his reading and writing skills.

In the renewed 1991 Colombian Constitution Letter a change in educational concepts in our country took place over new educational approaches, such changes were stated in the General Education Law over the decrees and resolutions coined for this purpose. Here there are some established parameters for the teaching and integration of handicapped and visually impaired people, into classroom settings.

I believe that the idea of integrating visually impaired children into regular classrooms is a good one. Unfortunately, as in many other fields of life, you can not

get too much of a good thing. Many visually impaired children do well in a fully integrated program. Children who benefit from being integrated in classrooms with sighted children also need daily contact with a teacher for visually impaired student in a resource room. Surely, we can arrange it, so a child can be at home at night and yet attend a classroom suitably designed to fit his or her needs.

The idea of "a least restrictive environment" does not just refer to the physical place where a child is educated. It also involves the freeing of the mind by giving a visually impaired child the best education possible. To achieve this important goal, it is absolutely imperative that the child be allowed, encouraged, and expected to learn to read and write.

With this research, I hope to inspire the readers making them interested enough to dwell further into literature and perhaps even to embark on research of their own.

This project is divided into six parts: the first one summarizes the project, explains why I think this research is worth investigating, the objectives, and the justification with the historical development of the field.

The second part provides an overview of the key concepts and issues that will reoccur throughout the development of the project. Introductory definitions of a range of key terms are also offered.

In the third part, and having defined the principal concepts about blindness in the educational process, I provide the reader with particular theories of learning a language by blind and visually impaired people.

The fourth part provides a wide review of some of the selected theories of language teaching and learning used in the development of this research. The fifth

part is the backing to the development of the project where the methodology shows the final results of the studied case.

Finally, the sixth one, as a way of summarizing, some conclusions and recommendations are suggested allowing the extraction from the text of fundamental elements in the proposal.

This proposal is geared towards the integral development of the individual-child and also to demonstrate how the real disadvantage in a person with a visual limitation (blind or visually impaired) stems from the fact that not having access to information through eye sight, could isolate the person from having social and cultural interaction, if the person is not provided with technical assistance and technology which can convert such information in audible or tactile data in order to better understand what it is trying to express, I invite the reader to think for a moment on his/her possibilities to read this document if s/he were visually impaired.

## **THE REAL PROBLEM**

The real problem I have found in the Colombian educational system is the lack of trained teachers, who are qualified to support and integrate a visually impaired child into their mainstream classroom environment. This coupled with the fact that there is not proper funding at both state and national level, means schools in Colombia are simply not able to accommodate the visually impaired, and teach them along side the able bodied. This leads me to the case in question, Kevin a boy born blind, who had to be schooled abroad were he was taught in a class room with peers of his own age, both fully sight and visually impaired. His parents were not provided with satisfactory options here in Colombia.

Analyzing the above paragraph, one can ask: how can a boy, blind from birth who lived in London during the first years of his life continue his process of learning English at a school here in Colombia?. This question opens a course to follow and it is the moment when this project wants to show that by means of the case study, that one may approach reading and writing skills from a different perspective in learning from people with this kind of visual impairment.

The Gimnasio Moderno del Cauca school had this experience as principal center of interaction between the researcher and the study subject as this was the place where he studied his fourth grade of primary school.

In this case study I found my personal experience and observations of the case subject to be the primary source of information. Other literature studies provide only a guideline from which to work.

In the academic field, there are a lot of ways to follow, specially if you make reference to the teaching process. In this instance/case the specific point to study is the learning process. It is vital that this is understood when talking about education.

The Colombian government places a high priority in integrated education. Visually impaired children are taught in schools that are not for handicapped children, this is called “mainstreaming”. Unfortunately this process of “mainstreaming” is flawed, as I had discovered through personal experience. Visually impaired children need different stimuli to fully sighted children. Their learning processes differ greatly, and the teachers in non-handicapped schools lack the orientation in these unique processes. This is why visually impaired children in non-handicapped schools are failing to have the special education needs met.

Unfortunately this means that when a visually impaired child is introduced to a non-handicapped school, the teacher must learn from scratch. This is a process of trail and error, is learn to doing. The individual must have their educational needs tailored to suit their situation. This does not happen in the majority of cases, due to the lack of preparation, time and resources available to the teacher.

Kevin was the evidence of the lack of integral education at school, place where he was not just segregated from some of his classes, but also he had to manage to get his own learning resources. Kevin never had the opportunity to increase his knowledge at school with the teachers’ help, he always had to ask one of his classmates to lend him the notebooks in order to work in the house, in few words he worked twice, one at school every morning being there inside the classroom just listening not participating and the other one at home doing each class transcription into Braille and doing the homework. It happens because at that school they did not have a special teacher for his handicapped and they did not were able to face this case, he was there because in Colombia study is a right and everybody has to

do it specially if the parents have the economic resources for paying any private school. He is still remembered there because he is a kind and friendly boy and besides because he is an intelligent and good student, however they could not help him in the way his physical handicap required.

The school did not provide Kevin with necessary materials/resources to reinforce at home areas in which he had difficulty in class. This led to a mistrust developing between Kevin and the school. The solution is that was to have Kevin study in location which he already knew, his house for example or in some occasions in the English Resource Center where he was stimulated by sighted English speaking people and where he could be given the extra attention he required.

## **2. OBJECTIVES**

### **2.1 GENERAL**

To contribute to Kevin's integral development by exploring the world of reading and writing English in Braille.

### **2.2 SPECIFIC**

- To read and write meaningful and basic concepts about family, colors, occupations, animals, etc. in English.
  
- To stimulate-encourage the development of linguistic competence in reading and writing –.
  
- To have an exchange of experiences with the English Language and with the knowledge Kevin possessed as a very important base on his own learning.
  
- To broaden the limits of Kevin's world.



### 3. JUSTIFICATION

The experience as an English teacher during the two previous years of development of this work had permitted me to come in contact with blind students, who have not found an effective support in the school integration as proposed in the Colombian Educational System, according to the New Constitution and the General Law of the Education Act (Law 115).

Law 115 states that integral education (Education for blind people) is comprised of pre-school, primary, basic secondary, vocational and university studies for visually impaired people, so the state is in charge of promoting equality on behalf of handicapped people.

" A real integrated education; mainstreaming could be possible when the individual makes active part of his/her group, interacting and answering to the stimuli and experiences in equal conditions", Barrera(1998:3-4).

Taking into account the previous statement, and based on personal experiences, it can be said that integrated education is an aspect in which teachers should be more aware and prepared to confront the reality by asking themselves, whether they are actually prepared to face the individual differences and interests as well as the learning difficulties of either sighted or blind people.

This work aims at exploring the field of English language learning and teaching to blind children. It can also be a contribution to new researches, which has the purpose of promoting special education when dealing with the English language learning process.

In the particular case of this study, it is important to say that for carrying out the project, "Kevin", the study subject took the classes at home due to the fact the researcher has detected some weaknesses referring to the lack of scholar integration at Gimnasio Moderno del Cauca school. By means of the researcher non-participant observation it was feasible to notice that the English classes at school did not take into consideration Kevin's interest and needs.

At school Kevin neither wrote nor read in English, he only used the orally reiterative learning repeating and repeating in the different classes the same vocabulary already known by him. But by talking to him the researcher noticed he had other expectations about English as reading and writing, as well, he wanted to learn new important and practical things (vocabulary, expressions) for his life. The main idea was to allow Kevin to continue the English learning process from his own English level specially based on the knowledge he possessed about the language and about the world in general, in order to him to be able to basically read and write in Braille in the English language.

To achieve these goals with Kevin, it was necessary to create spaces in which he could act from the perception of the world recognition as a result of a step-by-step (sequential) integration of the information given by people around him. It is to say the blind learner needed to interact with his own reality; he needed a lot of stimulation from the sighted world.

The language development in a blind person is an important area which requires special attention, specially when referring to the development of basic concepts of the English language, it makes reference to the environment that provides the blind pupil with opportunities to act and behave by himself according to the real situations he faces, helping him to consolidate his confidence and self-esteem.

Finally, the perspective of this work aside from talking about blindness and learning is to take into account that in Colombia a study of this kind (a study based on the use of the previous knowledge a blind pupil has to continue an English learning process with the purpose of getting him to read and write in Braille in the English language) did not exist yet; for that reason, this research was a milestone which will be very useful for teachers and blind students and even parents who are involved in a teaching/learning situation. It is also necessary to mention that handicapped students are special people in the Colombian Education, so by including this population into regular classes, teachers must be prepared to face the possibility of having a blind person in the classroom and also being open to improve their role as teachers in learning general aspects when dealing with blind students.

### **3.1 HISTORICAL BACKGROUND**

Most sighted people are at a loss to know how to react to the common demands made upon them when they meet a blind person. Some are embarrassed because they do not know how to help, or whether or not they should help, Kirk and Lord (1974:298), so if this situation happens, just with common demands (meeting blind people by chance) we can not imagine how difficult it would be when teachers have a blind pupil in their classes and they do not know either what to do nor what teaching approach, technique or strategies to follow for educational purposes with blind people.

For Dunn (1973:429) visually impaired children may be physically integrated but socially segregated in the classroom because of negative attitudes of their seeing peers. A comparison with other impairments revealed that blindness is considered the most difficult handicap to accept, either for oneself or one's prospective mate.

Considering the above mentioned and due to the conditions in which handicapped people are found in Colombia, it is important to say that everywhere, specially at school, there are several problems to face a handicapped person; one of the major problems in the education of children with visual impairments continue to be the social effects of sightlessness, it means that social integration at school is an important element in which sighted people (teachers) have to think at the moment where they find a visually impaired pupil in his/her class, because it is a positive aspect for helping them in his/her social development, however at the beginning it is difficult to handle the situation due to the lack of teacher's preparation and training to face the possibility of having a blind child in the class.

On the side of the schools, they are neither prepared, for that reason, visually impaired children have to reduce opportunities for learning compared with sighted peers in view of the lack of appropriate resources and materials available for blind and visually impaired children, since they need a considerable amount of support. Besides, here in this region (Popayan-Cauca) at the moment there is not an institute which can help blind and visually impaired people in an integral way (offering special education services), where they can find every thing they need for their personal and social development in the real world, in which they have to be independent from the sighted people.

### **3.2 THEORETICAL BACKGROUND**

Blind people make up a human and social group who, by unknown reasons has lost their vision, which are a difficulty but not a hindrance in the learning process within a group of sighted people.

In Colombia, blind people have been a population with a lot of difficulties, especially at the academic level, due to the lack of preparation and training of

teachers; for this reason blind people who have access to regular school are generally isolated.

The National Institute for the Blind (INCI) - Instituto Nacional para Ciegos - was created as a response to the needs of people with vision problems in Colombia. Until December 1996 the INCI had 23 regional centers countrywide whose central headquarters are located in Santafe de Bogotá which nowadays 2003 is the only existing one. At INCI there are usually visual itinerant - sighted students from regular schools, who are in the last year of school performing the social service practice-. There, they have an important function, principally being the readers of textbooks in print for blind attendants to this Institute; there are also students from the universities doing their teaching practice. Most of the people who go there are blind and low vision students.

In Santafe de Bogota the INCI complies with the same function of reinforcing and improving the academic level, with the help of specialized people in Special Education who are in charge of the typhological part.

In Popayan, the INCI complied with the same function and the University of Cauca with the Natural Sciences, Exact, and Education School were a permanent source of support, INCI also worked on the typhological areas and Mobility with specialists in these areas. Most of the visually impaired who attended the institute were children who were starting their primary and secondary education.

On the contrary, in the Valle regional, the work was more oriented to the those who attended that institute are young people; some of whom were in secondary school, and the others were adults who were working rather than studying because they had felt the need to learn to develop their manual, artistic and sports aptitudes.

In Colombia there only exists one Blind Adults Center for Rehabilitation (CRAC) - Centre de Rehabilitation para Adultos Ciegos- with its headquarters in Santafe de Bogota to which, as the name says, adult people attend with desires to succeed personally. In this center, they are trained at typhological areas - Integral Braille, typing-Stenography, Abacus - Mobility, Daily activities at home and additionally ceramics, carpentry, crafts.

In the field of education, specifically the one of teaching and the learning of a foreign language, the Centro Colombo Americano C.C.A in Santafe de Bogota created an English program for blind people, in which the teacher is an essential part in the development of the program, since his/her support and collaboration is the foundation for giving new educational opportunities to visual impaired people.

The program originally started with the view of teaching English to blind people within a blind environment; the results that showed up in the first levels were the need of improving and implementing the classes. Teachers then discovered that a blind person learns better in a medium that permits him to be integrated with sighted people, because studying with only visually impaired isolates and hinders them to overcome the difficulties presented in the classroom. It may be said that everybody, including blind people, has innate capacities for learning, because they are people who can do and carry out activities and jobs naturally in a medium of sighted people; permitting them to acquire new knowledge in real conditions.

Now, the results are obvious, they speak English fluent and with appropriate oral comprehension which is quite sharp. They write and read with relative ease, that is why they take exams in Braille during special appointments, because it is not the same to read and to write in print as in Braille. With this system, they do not need a reader. The classes are at regular schedules, and classrooms according to the level. When they have difficulties, they can choose special appointments, in hours different from their regular classes.

In an interview with Gregorio Rios (1996), a blind English student of level 12A at the C.C.A. in Santafe de Bogota and also a student at the National Pedagogical University, the teacher is a fundamental part of the learning process, since s/he is the observer, critic and appraiser of the success of her/his pupil. He is also maker and creator of strategies that permit her/him to facilitate motivation, acquisition and concepts association. Therefore, it is important that s/he be resourceful and clever.

In agreement with Anuar Bolaños, teacher at the Institute of Deaf and Blind (INSOR) -Institute para Sordos y Ciegos- in Cali and now teaching at C.C.A. Cali, in which the project of teaching English to blind people used in Bogota has not yet been put into practice, says that the teacher must be an educator that observes (in the case of blind children) needs, knowing the limitation and the clinical history, the background, the characteristics, that is to say, everything related to blindness. In this way the teacher gets solid knowledge about how a blind child learns and also how the teacher deals with teaching a blind child. It is important to take into account that teaching a blind child should be based on didactic materials, without forgetting the differences between concepts and information which should go with the sound of the voice, a name and an idea as reference, but above all emphasizing on tactile information, followed by the phonic information.

The teacher must be a good observer and must learn to distinguish the needs of the child, that is why Anuar Bolaños clarifies that: "Special Education is how to teach; because what to do, is to educate; to whom, the pupil, and who does it is the teacher". It means that Special Education is the method for teaching, beginning with the identification of the characteristics in the case of the blind person, after that makes a design for teaching him/her; here, the teacher is the person who has to look for the techniques of that educational process.

In the same way, Ludivia Calderon a blind English student at the C.C.A in Santafe of Bogota in the level 12B considers that a person learns everything s/he wants to

learn. She also says that everybody has the same capacities for learning although the conditions are not the same, therefore the abilities, aptitudes and attitudes, have a lot of influence in the process. Then, if someone wants to learn, s/he has to know which the principal interest of learning is and start from there, not from scratching because it makes no sense.

On the other hand, as far as it is known in Colombia there are two research projects related to teaching and learning a Foreign Language -English - to blind and visually impaired people. A first work carried out in 1994 at the National University in Santafe de Bogota entitled: The teaching/learning activities in Foreign Languages for blind and visually impaired. This monograph makes emphasis on the problem of " the visually impaired" in Colombia to learn a foreign language. In this work the main interest was on developing four points: to know the needs and problems of visually impaired; definition of the investigation purpose, to develop a methodology for the purpose and finally to get positive results.

A second work carried out in 1996 at the University of the Andes in Santafe de Bogota, entitled: Training program for teachers for the teaching of English as a second language in non-visual person. This monograph has as an objective, which is the creation of a training program for English teachers who have a non-visual pupil in the regular classroom.

Both monographs talk about methods and strategies of teaching a foreign language and the application in English teaching and learning with a visually handicapped / visual limited respectively.

In consequence, the importance and clarity of the proposed work is the search of a meaningful response to the needs of a blind pupil that wants to built his own knowledge, helped by the teacher as a guide.



## **4. REFERENCIAL FRAMEWORK**

### **4.1 CONCEPTUAL FRAMEWORK**

#### **4.1.1. WHAT IS BEING BLIND?**

Being blind, is having a physical disability, it is the lack of one of the most appraised senses, and however, it does not imply that being blind is living in a world in which there only exists darkness. For a long time people have thought that being blind is more than the lack of the light, they say that is a life of penumbra. Being blind is most of the time considered by sighted people, not only as the absence of light, but also as the closure and the hindrance to live in a real world. Sighted people believe that communicating with a blind person can be uncomfortable, since they assimilate it with vision because for them a glance also permits communication.

Being blind is the challenge toward a life full of things to discover it is finding a real world; it is the sensation effacing something different.

Being blind is a reality which a person must live so that, it exceeds the obstacles that s/he has to face, because in the final analysis s/he has to continue living in a world where all of the time s/he will find more unknown things. In other words, a blind person makes the best of her/his blindness; s/he takes pains to do her/his best.

When being blind a person is suffering from complete loss of his/her vision (see also visual impairment). Blindness may range from total inability to see any object up to inability to see objects at less than three meters distance that normally

sighted people can recognize at 60 meters light perception, practically blind). (For more details, see the [European Blind Union](#) official site)

#### **4.1.2. WHAT IS BLINDNESS?**

According to the rewriting by Dr. Piedad Lucia Diaz , a psychologist at INCI Antioquia, in the textbook *Blind as Different People*, it is said that blindness implies the absence of light and darkness with the feeling of closure and no communication.

There is also a relationship between sight that is identified with light or knowledge, and blindness with darkness, ignorance and lack of culture. In itself, blindness is the loss of vision either total or partial; it is a visual limitation that implies disability of seeing, Diaz (1989).

On the other hand LEGAL BLINDNESS is a visual acuity of 20/200 or worse in the better eye with corrective lenses (20/200 means that a person must be at 20 feet from an eye chart to see what a person with normal vision can see at 200 feet) or visual field restricted to 20 degrees diameter or less (tunnel vision) in the better eye, (For more details, see [Vision World Wide](#))

Before we can talk intelligently about the problems of blindness or the potentialities of blind people, we must have a workable definition of blindness. Most of us are likely familiar with the generally accepted legal definition: visual acuity of not greater than 20/200 in the better eye with correction or a field not subtending an angle greater than 20 degrees. But this is not really a satisfactory definition. It is, rather, a way of recognizing in medical and measurable terms something, which must be defined not medically or physically but functionally, Jernigan (1995)

### 4.1.3 VISUALLY IMPAIRED, VISUALLY HANDICAPPED

The term "Visually Impaired" is used to describe children with greatly reduced visual acuity. Kirk and Lord (1974:298). However on the Internet you can find some meanings according to the specific term, here there are some of them:

\* A visual impairment is an impairment of sight that cannot be corrected by glasses or contact lenses. This includes individuals with low vision as well as people who are legally blind, (for more details, see [Disability-Related Glossary of Terms](#) official site)

It is also referred to any person suffering from various types and levels of reduced visual abilities, a person who is visually handicapped is unable, or has a reduced ability, to carry out certain tasks that require normal levels of visual acuity; the handicap is a consequence of an impairment of all, or a part, of the visual system, (For more details, see the [European Blind Union](#) official site)

\* An international classification of the World Health Organization from 1979 recognizes five groups of visually impaired people. According to this, Category 1 and Category 2 refer to persons with residual vision; persons listed in categories 3, 4, and 5 are considered as "blind". To define a visual impairment by visual acuity only is not always reliable. Therefore it is essential to evaluate other functions as well, e.g., the range of the visual field, sensitivity to contrast, color sensitivity, etc. These aspects may not fit easily into an overall assessment checklist; in spite of it, visual impairments are also classified on the grounds of functional disorders. (For more details, see the [European Blind Union](#) official site)

#### **4.1.4 TOTAL BLIND PERSON**

To talk about total blindness is referred to a total absence of vision or simple luminous perception DUNN (1973). The subject in this work is a blind boy from birth, and being blind from birth is understood as the decrease and loss of the vision before the third year of life, since it is when the memory has not been recorded in a lasting way, and the motor activity has not been narrowly associated to external stimuli.

#### **4.1.5. SCHOOL INTEGRATION or MAINSTREAM SCHOOL**

According to Barrera, (1988:3), school integration consists of the real integration of individuals in which they form active part of a group, interacting and answering to the stimuli and experiences under equal conditions.

We get the real school integration when the needs and interests of the blind children have been satisfied and when they feel as though they are members of the class, with the same rights and responsibilities of their classmates, then it is easy to talk of an integrated blind child.

#### **4.1.6 INTEGRATED EDUCATION; MAINSTREAMING**

It makes reference to the education of the visually impaired carried out in schools for non-handicapped children. (For more details, see the [European Blind Union](#) official site)

Integrated education is the teaching for visually learners impaired in pre-primary, primary, secondary and university level. Integral education in the care of a blind person is to include him within regular programs, at all levels: kinder-garden, primary, secondary and university, with complementary assistance from

specialized teachers. If a blind child is integrated to a regular program, it helps him to reaffirm his confidence and his self-esteem. Barrera (1988)

In the same way integration is the name given to the practice of educating visually impaired learners in their local, mainstream schools. It is also a situation when a visually impaired individual has come to terms with his/her disability, when he/she lives and cooperates with the sighted that accept him/her because he/she is able to perform and generate values universally recognized as equivalent, socially important and necessary. Full integration cannot be achieved at one stroke. It is rather a process of gradual transformation from segregation (see segregation) to integration (see degrees of integration). Integration of the visually-impaired is manifested in the personality development, socialization, cultural adaptation,

When talking about integrated education, it is necessary to talk about segregation that is to say the practice of educating visually impaired learners in separate, specialized schools; or a situation when a visually-impaired individual is not capable to appreciate values of the sighted and the sighted, in turn, are not interested in the values of the visually-impaired. Segregation is the opposite of integration. (For more details, see the [European Blind Union](#) official site)

#### **4.1.6.1 Degrees of integration**

Such scaling may reflect the fact that not every handicapped individual is capable of achieving full integration. There are several degrees between segregation on the one hand (see segregation) and full integration on the other (see integration). European Blind Union, 1999

#### **4.1.7 SEPARATION**

The highest degree of segregation. In such situation, a visually impaired individual (or a group of visually-impaired individuals) live in isolation from the sighted and do

not cultivate almost any ties whatsoever. (For more details, see the [European Blind Union](#) official site)

#### **4.1.8. BRAILLE SYSTEM**

Braille is an Advanced Reading and Writing System. In other words, it is the internationally widespread reading and writing system for blind and partially sighted people.

In a few words, braille is a system of touching reading for those unable to see well enough to read print. It employs embossed dots arranged in quadrangular spaces called cells. Each cell contains spaces for six dots, three dots high and two dots wide. For convenience in describing the Braille characters, the raised dot positions are numbered on the left downward 1,2,3 and on the right downward 4, 5, 6. By varying the combinations of dots within the cell, 63 different characters can be formed.

Grade 1 Braille, no contracted or integral Braille, which consists of the alphabet, punctuation signs, and composition signs, which are special to Braille, is very lengthy and cumbersome.

Grade 2 Braille is the addition of 141 new contractions. It contains 185 contractions. With this grade, certain contractions may be used only at the beginning of a word, and some of them must never be used at the beginning, because of certain characters express more than one contraction and the meaning of the character, in such cases, is determined by its location in the word, Seymour.

#### **4.1.8.1 The Braille System differs between Languages**

The braille characters representing the Latin letters a-z were part of the original set of braille characters made by Louis Braille. Today, they are still common to various languages using the Latin alphabet. These braille characters have the same meaning and are recognizable by persons speaking different languages.

Letters with accents and other diacritical marks, as well as punctuation marks, represented differently in various languages. The differences between the braille are notations for different languages seem to have increased over the time.

Although braille is an international system for reading and writing, the differences between the sets of braille characters in various languages add complexity to the already rather complex situation of reading and writing, in more than one language.

#### **4.1.9 HAPTIC SENSE**

Integration of a sequence of touch sensations which are given by an object when an individual explores it with his hands, Dunn (9173:243)

Combined kinesthetic and tactile sense. Foundation for Children with Learning Disabilities. (1985).

In Euroblind glossary, it is relating to or based on the sense of touch. This is the sense, which mediates tactual perception of objects; the most sensitive touch receptors can be found in fingertips, tongue and lips. The organ of touch is the skin.

#### **4.1.10 KINESTHETIC METHOD**

A way of teaching words by using the muscles. For example, a student might trace the outline of a word with a finger while looking at the word and saying aloud the

word or its letters, in sequence Foundation for Children with Learning Disabilities. (1985).

#### **4.1.11 VERBALISM**

Words only, without any real meaning. Pajon (1974:195-196)

For other authors this word is a term employed (often in a condemnatory manner) to refer to the use of words by blind people when the concrete referents have not and can never have been apprehended by direct experience (as in the use of words referring to colors). In a few words, verbalism is using just words for depicting objects and phenomena of which a visually impaired individual has no direct sensory experience. (For more details, see the [European Blind Union](#) official site)

#### **4.1.12 ABSTRACT CONCEPTS**

Concepts not easy to understand. Pajon (1974:196)

#### **4.1.13 EMPTY WORDS**

Words without a real meaning. Words without a practical sense. Pajon (1974:196)

#### **4.1.14 THE CONCEPT OF LEARNING**

Learning is an active and dynamic process in which individuals make use of a variety of information and strategic modes of processing. O'Malley and Chamot (1990,p.217)

According to cognitive psychology learning is "the perception, acquisition, organization and storage of knowledge in such a way that, it becomes an active part of the individual's cognitive structure. (Chastain, 1976) in Bastidas, J (1993:97)



Learning is a continuous process of combining the familiar with the new. We learn how to perceive constancy in an ever-changing world of sensory stimulation, to perform old skills in new settings, to extract meaning out of new combinations and to solve problems, each of which is novel to some degree. (Stanford, 1974:114)

Richards and Rodgers (1986) (in Bastidas, J 1993:110) brief the hypothesis about learning proposed by Gattegno in this way:

Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. Accompanying (mediating) physical objects facilitates learning.

Problem solving involving the material to be learned facilitates learning. Taking into account these statements, the term learning in this work will be referred to as an active process in which the pupil will be the creator of his own knowledge.

## **5. LEARNING LANGUAGES FOR THE BLIND AND VISUALLY IMPAIRED**

Bigelow (1986:47) states that much of the information children use to learn about the environment comes to them through the visual system. Because of this children born blind are subject to a reality quite different from their sighted peers.

For Pajon (1974:192) blindness is a permanent condition of a person; in consequence; it deals with personal behavior in the life. All mental activity of a child born blind is deviated by the lack of vision; none of the senses escape from the vision.

Making reference to the learning of a language, Pajon (1974:195) states that the mind acts as a coordinator between two diverse sensorial activities: in a way all senses are used for getting-grasp of different realities or of different aspects of a same reality. On the other hand, the hearing attends for some articulated sounds pronounced with reference to the said reality. In a moment in which the mind relates the things and the pronounced sounds referring to those things, the words become symbols that represent realities.

According to the previous statement, there are two important characteristics of the learning evolution for blind children: the comprehension of the symbolic and the relationship between language and reality. It is important to emphasize in the relationship between language and reality, since it is based on this characteristics that words have and the own content, that is to say a meaning, Pajon (1974:195).

The situation of a child born blind facing the learning of a language is different from a sighted child. The blind is at the same level of sighted children to develop the comprehension of the language. Blind children get the sound signs other people

emit when they speak. In the same way, concept development of a congenially blind child may be restricted due to the lack of vision that causes limitations in the kind and quantity of the sensory input. The kind of sensory input is different because the lack of vision causes the totally blind child to rely solely on his other senses to gain information about his environment. The quantity of sensory input may be restricted due to the lack of opportunity to explore the parts that could be made available to him, Dunn (1973:422).

Bateman (1967) hypothesized that neither total blindness nor partial blindness decreased the ability to process information, but did impose limitations on the sensory data available to the visually impaired person. Thus, if the sensory data were unduly limited because of deprivation, lack of opportunities to explore, or poor mobility, the visually impaired child could lag behind sighted children in cognitive development.

The range of types of experiences for a totally blind child is restricted to a much smaller segment of his environment than the range for a normally seeing child. Many of these restrictions in observation are imposed upon partially seeing children depending upon the degree of remaining useful vision. Visually impaired children observe those items which are accessible to them through use of their remaining senses by feeling, listening, tasting, smelling, and using remaining vision. Some items, such as the sun, moon, and stars, are inaccessible

On the other hand, Bigelow (1984:49) states that blind children are significantly restricted in their perceived action due to their lack of vision, and they are typically limited in their self-action, and abilities to perceive external changes.

These blind children situation, Pajon (1974:195) obligate them to listen and to learn words empty of content (abstract words), and some research studies point out the difficulties that visually impaired children have in abstract thinking, Zweibelson and

Barg (1967) in Dunn (1973:424). found visually impaired subjects inferior to seeing subjects in abstract concepts. that is to say, seeing were significantly higher in imaginativeness of play, spontaneous fantasy, and dreams, whereas the Visually impaired children showed greater concreteness and lack of flexibility. Singer and Steiner (1966) in Dunn (1973:424).

In general Dunn (1973:436) if a child with visual disability gains knowledge of his environment, he will naturally depend on the information received through his sense organs, the visual, the tactual, kinesthetic, auditory, olfactory, and gustatory stimuli. If he was to depend upon the visually oriented learning materials and activities designed for sighted children, he would obviously be deficient in achieving this goal. He would need to learn to utilize effectively any remaining vision to gain information form visual stimuli. Sighted utilization procedures enable the visual impaired child to gain knowledge of his environment through maximum use of his remaining visual modality.

In respect to the use of words by the blind child, the effects of the blindness are also notable. The blind child by imitating people around him will frequently use empty words, Pajon (1974:196).

About this aspect, Boldt (1969) in Dunn (1973:424) explains that haptic and aural senses offer few opportunities for exact conceptions of functional and casual relation especially of distant phenomena, leading to verbalism. In the same text of Dunn, Tillman (1967) made comparisons between blind and sighted children concluded that the Visually Impaired children have a tendency to approach abstract conceptualization problems from a concrete and functional level and a result fall behind sighted children.

Finally, blind children have the same opportunities of learning than a sighted child; for that reason, for learning any subject in this case a Foreign Language, it is

necessary, first to emphasize that visually impaired and especially totally blind children need a unique program in order to help them to learn simple concepts that seeing children can more readily develop through use vision. In spite of the fact that blind and visually impaired children have the same opportunities to learn, they are at a disadvantage in observing objects as a whole and in relating these objects to other parts of his environment. A program unique in concrete and practical experience is desirable for clarifying and strengthening basic concepts before moving into abstractness. And second, Dunn (1973:424), to make adaptations of general educational methods and provisions of special aids and equipment to function effectively in coping with their physical and social environment.

## **5.1 LANGUAGE SKILLS INTEGRATION**

### **5.1.1 SKILLS AND TECHNIQUES USED BY THE BLIND**

One has said that it is possible to learn other ways of dealing with the world as a blind person. And one has told that one you can be a competent, productive member of society. Well, what does one have to do to make this possible? How can one believe any of this is true if one can not even get to the front door, or one do not even know what food is inside of those blasted metal cans in the cupboard that all feel alike.

The process is one of learning skills, such as how to get around, and at the same time building confidence in ones ability to be able to function. One has to believe that it is possible for a blind person to live a normal life, and then one needs to learn how they do things. Then one has to believe that it is possible to learn the same kind of things. We have found that the best way to do this is for newly blinded people to meet and interact with competent blind people in their community.

Blind people need to use their hands to get information. You should not be afraid to touch things you want to "look at." If a blind woman goes to a meeting of a women's club and hears everyone talking about Mabel's gorgeous new handbag, it will generally be considered reasonable and proper for the blind person to ask for a description of the handbag, to touch it or to examine it by touch. It is perfectly sensible for a blind person to pick up most merchandise in stores and examine it by touch. Obviously, some judgment must be used about this. Too often blind people do not touch things when it would be useful to do so because they are afraid of being conspicuous. It will probably be noticed, but so what? Any person who is at all different will be noticed. It is far better for you to be involved in what is going on and gain information about it, rather than stand silently by just because you do not want to be different. You have as much right to be involved as anyone else. If you feel OK about blindness and handle it in a matter-of-fact manner, others will take their cues from you.

Our society reacts to blindness in such a way that we often assume that blind people have lost much ability. To put it another way, our society is so emotional about blindness that we often do not think at all. When we do stop to think, it is obvious that the loss of eyesight needs not affect our ability to do most things or our ability to obtain information through our other four senses. It is convenient to be able to see to read the newspaper, to look across a room or street, to identify people, etcetera. Not to be able to do these things with sight does not prevent an individual from doing them some other way. A blind person learns to make use of information supplied by sounds and touch such as listening to traffic, feeling Braille dots, identifying objects by touch, and so on. These methods will make use of the individual's experience, intelligence, skills, imagination, and ingenuity. The methods will not be the same for all blind people, but certain skills will be valuable to most.

As a blind individual gains experience with blindness, he or she will find new methods that do not require the use of sight to do the things he or she wishes to do. In this section we hope to give you some ideas about what you can reasonably expect to do without sight and some suggestions about how to do these things. The ideas presented are only suggestions. After you start thinking about using your other senses, you will come up with some of your own methods that you might like better. It is important for you to start thinking to yourself, "I know there is a way to do this. All I have to do is figure out how."

Visual impaired and blind children are thought alongside seeing children in integrated classes using similar methods and identical stories in the same instructional groups. However, there are some important differences: Dunn(1973:442):

1. Visually impaired and blind children often lack the real, concrete experiences necessary for obtaining meaningful concepts from the reading material. The resourceful teacher will learn to supplement the experiential background of the child by bringing objects to the classroom or taking the child out to the objects. Language development may often be retarded in visually impaired children because of deprivation in preschool years due to lack of experiences.
2. Visually impaired and blind children need tactual-readiness materials just as seeing children need visual-readiness materials. Tactual understimulation may have occurred before the child reaches school. The material used to teach reading to visually impaired usually consist of embossed copies of the material used for sighted children.
3. Visually impaired and blind children need activities to develop gross motor tasks before moving to fine motor task such as the discrimination of braille dots.

### **5.1.1.1. Listening and Speaking**

Oral work should present no specific problems to the visually impaired neither should listen. Braille users in particular, often show aptitude in both listening and speaking, because their listening skills are usually better developed as a result of necessity, and training and consequently they produce sounds more accurately, Price (1996).

There are some authors who talk about listening and speaking in teaching and learning a foreign language; nevertheless, ideologies differ among them.

For example, Nikolic in Couper (1996:7) shares the approach of using tape-records in class could be useful for blind pupils, since it gives the blind pupil and "active listening" whereby pupils would follow the tape with braille transcript.

On the other hand, it is Corley et al (1989) in Couper(1996:7) who talks about the danger of over-using tape-recordings at the expense of learning to read and write braille fluently; thus must be a particular danger for integrated blind or partially sighted children, since practicing listening and speaking skills are less effort for all concerned than reading and writing. In contrast to Nikolic, these authors and Dawkins (1991) in Couper (1996:7) believe that most of young visually impaired children, integrated or not, suffer a language lag in their mother tongue because of their problems with perception. That is why Corey and Dawkins recommend that visually impaired children are seated next to thoughtful and talkative sighted pupils to help them to enrich the perception of the visual world.

Although developing vocabulary in a new language is a different skill, this strategy would be helpful in language lessons. Oral work in groups and role-play carry special significance for visually impaired pupils, placing them in a situation in which they may be on an equal footing with their sighted peers, Couper (1996:7)



In brief, listening provides a means of increasing learning efficiency, providing information about the environment. The development of listening and speaking skills begins in infancy when sounds localization enables children to explore their environment and when sounds interpretation helps him to understand speech.

#### **5.1.1.2. Reading and Writing**

Reading presents the greatest difficulty of the four skills. Writing can be difficult for Visually Impaired pupils either because they have less incidental exposure to print or because it takes them longer to read. Braille users especially are handicapped in Writing, that is why they use Grade 1 Braille for the Foreign Language which is only the alphabet with some other signs used for the contractions.

Braille users in any language already face several difficulties summarized in an article by O'Grady in Couper (1996:8):

"Braille takes an exceedingly long time to produce... Braille takes up about three times more space than print and is therefore hard to store and transport, and Braille text can deteriorate quite fast" (1992:31)

Grade 1 Braille is used for foreign language and takes up more space than grade 2. Price (1993). Grade 1 is used so that they do not have any additional complications for spelling.

Both Braille and print users with a visual handicap, generally recognize words at a letter level rather than a whole word level because of difficulties they have with skimming and scanning (the well known reading strategies).

On the other hand, Dunn (1973:442) Visually Impaired children often lack the real concrete experiences necessary for obtaining meaningful concepts from the reading material.

The resourceful teacher will learn to supplement and activate the experiential background of the Visually Impaired child by bringing in objects for being used in class for the daily subject to the classroom or taking the child out of the objects.

In the same way, Visually Impaired children need tactual-readiness material. The material used to teach reading to Visually Impaired children usually consists of embossed copies of the material used for sighted children. Especially Braille reading and writing material can also be developed according to the experiential background of each visually impaired child.

Recent research indicates that whole-word reading is not characteristic of braille readers, and the perceptual unit in word recognition is the braille cell. A synthetic approach may be more appropriate for visually impaired and blind children than the analytic approach which is used with sighted readers.

Today there are three methods of writing Braille, just as there are two methods of writing print. A Braille writing machine (comparable to a typewriter) has a keyboard of only six keys and a space bar, instead of one key for each letter of the alphabet. These keys can be pushed separately or altogether. If they are all pushed at the same time, they will cause six dots to be raised on the paper in the formation of a Braille cell. Pushing various combinations of the keys on the Braille writer produces different letters of the alphabet and other Braille symbols.

Writing Braille with a slate and stylus is compared to writing print with a pen or pencil. The stylus is used to push dots down through the paper, while the slate serves as a guide. The Braille slate can be made of metal or plastic and is hinged so that there is a guide under the paper as well as on top of it. A person writing Braille with the slate and stylus begins at the right side of the paper and ends the line on the left, since the dots are being produced on the underside of the paper. Of course, the Braille reader reads from left to right, for the dots are then on the top

side of the paper. Although this may seem a bit confusing, it needs not be at all troublesome, since both reading and writing progress through words and sentences from beginning to end in the same manner. The speed of writing Braille with the slate and stylus is about the same as the speed of writing print with pen or pencil.

## **5.2. READING BRAILLE IN DIFFERENT LANGUAGES**

The greatest difference in reading braille in different languages derives from letters with accents and other diacritical marks not having the same representation in braille. The same is true for punctuation marks, which is equally important for persons using more than one language.

Only the Latin letters a-z have the same representation in braille in all languages using the Latin alphabet. The differences are obvious when looking upon the braille notations or codes for languages that use many letters with accents and other diacritical marks - such as French, Czech and Lithuanian - and comparing them with, for example, the English language.

The braille reader must hence not only keep in mind the differences between the languages per se, but also the diverging representations in braille of these languages.

The use of contracted braille is another obstacle when reading braille in other languages. In contracted braille, some braille characters symbolize words or parts of words. These contractions have no equivalence in the written standard language. Contracted braille was developed when braille was produced manually only. Using contracted braille means less effort of writing, less paper consumption and cheaper production.

Even today contracted braille is popular and in use in many languages, e.g. English, French and German. Braille texts become less bulky in this way, the bulkiness of braille being one of the major features of this way of reading and writing. Furthermore, contracted braille is meant to be read faster. The efficiency of the contraction systems for various languages depends both on the construction of the systems in themselves, and on the construction of the language in question.

Readers that read a foreign language, rarely learn to use the contractions for that language. Of greatest importance is the availability of non-contracted braille, not only for foreign readers but also for readers that for some reason do not read contracted braille.

### **5.3. PSYCHOLOGICAL BASES**

This work will be based on the psychological contributions of Piaget and Ausubel's theories with respect to learning. Piaget in his genetic psychology theory conceives the construction of the knowledge process as a process in which the subject assimilates the real object, transforming it, and giving way to the accommodation. The construction and development of the intelligence and the knowledge can be understood not as the simple cumulative effect of experiences, but as the complex and active process of the organization, of differentiation and of the transformation of those experiences, Gomez M. (1989:163).

In this theory the pupil's role is not passive, but on the contrary, active, since he is the starting point of his own learning process by means of the sensibilisation within his environment, thus, the pupil begins to assimilate and to differentiate his real life. It does not have any relation with the association, which in this case would be the relationship that would form part of a plan that does not have any relation with genetic psychology, whose ideal is centered on the construction of the cognitive development of the child.

The cognitive activity is studied based on the environment in which the child lives. For Piaget, man is born with a need and a primary capacity of being within his environment; that is to say, interacting in his environment to satisfy needs which permit his adjustment.

The mind is prepared to build and organize ideas and also to process information transmitted from his environment, it is in this way that the child begins the development and building up of schemes permitting the construction of reality.

In Piaget's theory, Gomez M. (1989:9), the role of action is fundamental. To know an object is acting; to operate on it is to transform it, to capture the mechanisms of that transformation in relationship with the transformed actions.

Interaction plays a very important role between the child and his environment because there is a mutual action that permits the development and the creation of new structures integrating the assimilated information.

Meaningful learning, according to Ausubel's theory, is centered on the individual's own knowledge and the new things and ideas which can be added to his knowledge as a result of the work. Here, meaning has a real importance in comparison with the theorization; that is to say, learning is a process in a coherent and logical way; with sense and structure. The material in use needs to comply with certain requirements, being logical meaning corresponding to the students needs. (Gomez M. et al. 1989:9).

The pupil has to have ideas that lead him to relate the material presented with his previous knowledge, and finally, he can get new knowledge and integrate them to his learning.

Contrasting Rote Learning and Meaningful Learning perhaps best understand the cognitive theory of learning as put forth by Ausubel. Rote learning involves the mental storage of items having little or no association with existing cognitive structure.

Meaningful Learning maybe described as a process of relating and anchoring new material to relevant established entities in cognitive structure. As new material enters the cognitive field, it interacts with, and is appropriately subsumed under, a more inclusive conceptual system.

The significance of the distinction between rote and meaningful learning becomes clear when we consider the relative efficiency of the two kinds of learning in terms of retention, or long-term memory. Brown, D (1983:79-81).

In itself, this theory attempts to correlate the knowledge presented and used in the didactic materials with the previous knowledge the pupil has about the world and about the English language, permitting her/him to bring up new ideas and therefore a new knowledge.

For Ausubel there are three types of meaningful learning:

- Subordinate learning: the greatest majority of learning is subordinate. It means that, generally a new idea or concept is placed before an idea or an existing concept.
- Super ordinate learning: here the existing ideas are more specific and the new ones present a general knowledge.
- Combinatory learning: the ideas here are at equal levels.

According to Ausubel the analysis of a learning situation is made through the logic structure of discipline as well as the psychological structure of the pupil and to introduce little by little the differences in the ideas of the pupils.

#### **5.4. COGNITIVE DEVELOPMENT**

For Piaget human behavior should be conceived as the combination of:

- Maturity opens new possibilities for contributing to the appearance of determinate behavior.
- The experience of interaction with the physical world.
- The social transformation like the influence of breeding and education.

The balance converged in the resulting of the three areas previously mentioned. It is said that a child learns when he manages achievements to surpass the imbalance presented when new concepts appear and therefore new problems, which are solved by means of the provision of the existence of a problem.

Talking about the learning by blind children, it is important to take into account the intellectual development of the child from his first years of life.

In the light of Piaget's theory, Gomez M. (1989:25-26) states that one of the most important sources of learning, and the most essential, is the intrinsic activity of a child. A child has to learn to be himself acting upon things to understand them. Almost from birth a child touches the objects, manipulates them, tours around them, contemplates them and in that way he understands the properties of each one every time. Through manipulation, a child develops schemes with the objects; being able to manipulate and to scheme are two ways of acting and understanding the world.

In agreement with this statement it can be said that a child in any state of handicap or physical limitation goes through a series of determined evolution stages; therefore, in the learning of English language by a blind boy who is beginning his school experience, it is the praise of a teacher what could give him help. On the other hand, the environment and the family nucleus are especially for a blind child, the closest and at the same time the most important. His family is the foundation in

which his first experiences turn to create a future as a member of a society. That is why it is important that the tutorial sessions with Kevin the blind boy, will be given at home.



## 6. THEORIES OF LANGUAGES TEACHING AND LEARNING

In the field of foreign languages there exist many studies about methods for teaching and learning English, which intend to facilitate the majority of learning of a foreign language.

Learning is a process of the mind, directed to the development of the specific capacities of pupils. According to that, there is the possibility of finding some learning styles. Each child learns in different ways and the concepts are also different due to the needs and the environment in which s/he is living. So, it was decided to take the basis for the practical development of the investigation, the main and most relevant principles considered by the schema theory, the series method, the cognitive approach and the communicative approach.

In learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language or languages one learns (or acquires) as a child.

Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the teaching of second and foreign languages. The study of these theories and how they influence language teaching methodology today is called applied linguistics.

There have been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communicative, as opposed to merely linguistic competence.

In addition to Chomsky's generativism, the advances in cognitive science and educational psychology made by Jean Piaget and Lev Semenovitch Vygotsky in the first half of the century strongly influenced language teaching theory in the 1960s and 70s. New trends favoring more humanistic views and putting a greater focus on the learner and on social interaction.

## **6.1 SCHEMA THEORY**

The term "schema" describes "an active principle in our memory which organized elements of recall into structural wholes".

A schema theory is basically a theory about knowledge -a theory about how knowledge is represented and about how representation facilitates the use of knowledge in particular ways. According to schema theories, all knowledge is packaged into units. These units are the schemas. A schema, then, is a data structure for representing our knowledge about all concepts.... Perhaps the central function of schemata is in the construction of an interpretation of an event, object or situation.... The total set of schemata we have available for interpreting our world in a sense constitutes our private theory of the nature of reality.

The role of background knowledge in Language comprehension has been formalized as Schema Theory (Barlett 1932; Rumerlhart and Ortony 1977; Rumerlhart 1980), which has as one of its fundamental tenets that text, any text, either spoken or written, does not by itself carry meaning. Rather, according to the Schema Theory, for example, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge and experiences. This previously acquired knowledge is called the background knowledge and the previously acquired knowledge structures are called Schemata (Barlett 1932; Adams and Collins 1979); (Rumerlhart 1980). According to the Schema Theory, comprehending a text

or a dialogue and/or a topic, is an interactive process between learner background knowledge and the text dialogue or topic.

As the opening quote from Anderson et al, points out, "every act of comprehension involves one's knowledge of the world" (Anderson et al/ 1977:369. In Carrell, 1990:76).

According to the Schema Theory, the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information.

## **6.2 THE SERIES METHOD**

" The name of this method originates from the collection of organized and built phrases in a series of events that form a process to do something in the course of a limited amount of time", Bastidas J. (1993:26).

Its creator is Francois Gouin for whom; Bastidas J. (1993:26) language is a means of thinking and representing the interior world of man. Learning by means of this method is meaningful, where the thought about the action is first and then verbalizing it. To learn a foreign language it is necessary to take into account the pupil's individually within a group.

The Series Method involves getting your teacher/tutor/friend to tell you the steps involved in doing something that you already know pretty much how to do. For example, perhaps your tutor would tell you how to make a cup of tea. Ideally you have learned your first 1,000 words and thus already know the words for teapot, teabag, sugar, spoon, water, stove, match, light, etc. Now you ask your tutor to tell you the steps involved in making a cup of tea, while you of course record it. You should be able to follow what your tutor says because you already know the main

vocabulary, but most likely there will be some words you won't understand the first time. (Always aim to be exposed to stuff of which you understand 80-90%.)

You can get the words you do not understand during this session with your tutor or a future one, but eventually you will want to go through the recording with your tutor and make note of every word you do not understand along with its meaning. After that, listen to the recording several times (either on your cassette player or as an MP3 file) until you understand everything in the text without having to refer to your notes. Also translate the text while you listen to it, and include the translation and your notes whenever you share the text with others. Once you understand everything, the text is in your comprehensible corpus and you can put it in a "to be reviewed every once in a while" stack.

Notice the focus on comprehension. At this point, worry about learning to understand the text. Later on you can practice telling your tutor how to make tea, but for now do not spend much time memorizing your new vocabulary or sentence structure.

And because you are not taking up a lot of time memorizing, you will instead be able to elicit and learn to understand many different series method recordings from your tutor.

### **6.3 THE COGNITIVE APPROACH**

Cognitive code-learning approach has its origin on the theoretical bases that sees the learning of a language as an internal mental process of the individual; the process is called cognition, Bastidas J. (1993:96).

As its name implies, the cognitive approach deals with mental processes like memory and problem solving. By emphasizing mental processes, it places itself in opposition to behaviorism, which largely ignores mental processes. Yet, in many ways the development of the cognitive approach, in the early decades of the 20th century, is intertwined with the behavioristic approach, for example, Edwin Tolman, whose work on "cognitive maps" in rats made him a cognitive pioneer, called himself a behaviorist. Similarly, the work of David Krech (aka Ivan Krechevsky) on hypotheses in maze learning was based on behaviorist techniques of observation and measurement. Today, the cognitive approach has overtaken behaviorism in terms of popularity, and is one of the dominant approaches in contemporary psychology.

## **Memory**

Most people take memory for granted-until they forget something. Yet the fact that we remember more often than we forget tends to lead us to overlook the underlying complexity of memory as a cognitive process. As the text notes, there are many forms of memory, which vary in duration as well as other characteristics. Even in the relatively permanent long-term memory, there are different ways that information and experiences can be represented. To illustrate this, try the following simple experiment.

Ask a friend to name all the months of the year, and time how long their response takes. (Most people can do this in about 8 seconds.) Now ask the person to name the months in alphabetical order. (Almost no one can do this correctly in less than two minutes!)

Why does this happen? Basically it has to do with how the information is organized in memory. Not surprisingly, most people learn (and remember) the months in their calendar order. When asked to recall them in alphabetical order, there is a

mismatch between the encoding and the retrieval task. As a result, answering requires retrieving all the names (in calendar order), then keeping them in immediate memory while sorting them alphabetically a working memory task. As you can imagine, this takes considerably longer!

## **Language and Thought**

One of the basic questions about cognitive processes is the relationship between thinking and language. We are all aware of the ongoing flow of thoughts which William James called "the stream of consciousness", but does this mean that all thinking occurs in words? Various forms of research indicate that language is not necessary for thinking (for example, infants have been shown to be capable of forming hypotheses about cause and effect). However, there is also no denying that much of our thinking occurs in words.

A fascinating example of the conflicts that can occur between language and other cognitive processes is the Stroop test, which demonstrates how interference can occur between linguistic processing and naming of colors. To see this, time how long it takes you to name each of the colors below. Time for the first row, and then for the second row. (Remember, you are naming the colors, not the words.)

Red green yellow blue purple  
Purple blue yellow green red

You likely found that naming the colors in the second row took considerably longer, because accessing the names of the colors is disrupted by the words themselves. This effect was first identified in 1935 by J. R. Stroop, and has been extensively studied since. While it does not directly answer the question of how language and thought are related, it shows that the relationship can be complex!

As noted in the text, anthropologist Benjamin Whorf once asserted that the language we speak shapes the way that we think-that is, that people who speak a different language actually perceive the world, and think about it, differently! The strong version of his hypothesis, that language directly shapes thought, has been largely disapproved. However, there are still ways in which language can influence thinking-for example, most people who are bilingual will say that some concepts are easier to express in one language than another. Still, the topic still generates a great deal of interest and debate.

Language is part of the creativity process based on the mental capacity of the individual. The objective of this approach is to develop the mental creativity processes of the pupil where the teacher gives reflection space offering opportunities to think about the language. As previously mentioned, the pupil must be active and responsible in the creation of her/his own learning.

On the other hand, this approach is related to meaningful learning, where Ausubel says that "learning must be meaningful", it means that, the pupil has to understand everything s/he learns, and the learning has to make sense, so Ausubel suggests that it is important for the pupil:

1. To understand the material.
2. To relate or to associate material with his/her background knowledge.
3. To integrate the unfamiliar knowledge to his/her cognitive structure in a conscious way.

The linguistic and cognitive processes used when reading do not have to differ between braille readers and readers of ink print (ordinary books), if the phonological and orthographic processes are functioning well, i.e. decoding letters and words (Millar, 1997; Rex et al., 1994). Researchers have long claimed that the braille character is apprehended as a shape, and that the perceptual unit is one

single character at a time (Nolan & Kederis, 1969). Therefore, in order to read a word, the braille reader must decode letter-by-letter, which would explain the slower reading speed in comparison with reading print (ibid.). Recent research claims, however, that the reader apprehends braille characters as texture and not as a global shape (Millar, 1985). According to these findings, it is the dot density of the character, i.e. the number of dots and the distance between them (the dot gaps), that gives the character its features, not their position in the cell (ibid.).

In recent research focus is set on the significance of sub-processes other than decoding, such as linguistic and cognitive ability, as well as on different strategies depending on the nature of the reading task. Research on the significance of the reading environment for braille readers from a sociocultural perspective is not as extensive as research concerning the perceptual processes during braille reading (Stratton, 1996). The need of further research with this perspective is emphasized (Rex et al., 1994).

There is a difference in the process involved in braille reading between people who are blind from birth, and adults who have had a capacity of reading ink print, but became visually impaired. Research results cannot be generalized to cover all groups of braille readers; instead individual aspects leading to well functioning reading skills must be taken into consideration. New technology increases the possibility for a larger group of readers to use braille as their means of reading. One question needing an answer is how the use of computers affects the acquiring of braille-reading skills. Another is if braille would be a feasible reading tool for other people with reading and writing disabilities, as well as severe perceptual disturbances.



## **6.4 COMMUNICATIVE APPROACH**

The communicative Approach (ECO) accepts the conception of the language study as a medium of interaction", Bastidas J. (1993:163). This approach is centered in the study of the semantic component, in conformity with reality.

As in the previously described approaches, the pupil is responsible for his own learning. In this approach he has to learn to communicate; the objective is understanding and being understood; emphasis is made on this, consisting of "learning by doing"; that is to say that the pupil must participate actively in the activities with the purpose of acquiring communication objectives.

As far as the teacher is concerned, he has to be a guide, an observer, counselor and facilitator of the learning process according to the needs and difficulties of a group and of an individual in particular.

## **7. METHODOLOGY**

### **7.1 TYPE OF RESEARCH**

The methodological proposal for carrying out this project was based on the exploratory study of a case study, and qualitative research. On the other hand the exploratory study allowed the approximation to a deep and exhaustive study of a given reality in the field of learning; creating situations that lead to justify the activity of the process construction through a constant and permanent interaction and the assimilation of basic concepts, permitting to achieve a broad and detailed knowledge of the case study.

The most important aspect of this methodology, which permitted that the research procedure was appropriate and showed a positive balance took root in the qualities of the researcher as such, that is to say, this research demanded a meticulous and detailed observation, which was reflected upon "knowing how to observe" and "knowing how to look for"; that is why, the blind pupil had to have full freedom of action, and the researcher, in this case, the teacher needed to have a clear objective in order to look for the best way to allow the blind pupil to learn meaningfully.

This methodology, through the learning process, required pupil - teacher interaction, where the teacher was in touch with the student in action, and the didactic material used to teach each topic. In this way the exploration and justification with the pupil led him to determine a control showing the coherence or contradictions between her/his own conceptualizations and the reality.

On the other hand, qualitative research looks for grouping different kinds of methodologies oriented to describe and to interpret situations and practices and the different points of view of the individual study subject facing a particular learning situation; in other words, qualitative research looks for comprehending the subjective reality that underlies from the actions of the society members.

Qualitative research is the most adequate type of research for studying social relations, analyzing cultural practices and inquiring points of view facing a situation; in fact, in this research every aspect is determined for comprehending each particular reality: persons, places and relationships not only are variables, but also a text for being deciphered or interpreted.

"Qualitative research uses "sensitive concepts", which looks for catching the meanings and the singular practices". (Torres, A 1995:28)

In Bonillas and Rodriguez words (Torres, A 1995:64):

"Qualitative research tries to make a global approximation to the social situations for exploring, describing and comprehending in an inductive way, it is to say, taking as starting point the knowledge of the different persons who are part of this research and not based on external hypothesis".

This kind of research finally is assumed like a continuous learning process, since it requires and provides educational spaces: formal (classes and workshops) and informal (daily activities and conversational and practice consoles) and also loose for a community benefit. (Torres, A 1996:10-11).

In short, qualitative research looks for deepening on specific cases rather than on generalizations of populations; it describes relevant social situations and then includes them in a certain relationship with the social context.

The major limitation of the case study is the impossibility of generalizing or spreading the findings to the universe, that is why, it is not adequate to state explanations or descriptions in a general way.

However, considering that the findings in this project could be generalized if one makes reference to the previous knowledge a blind pupil obtains during his/her first years of education at home and in pre-school in which blind people learn the first concepts in English about the world, the family, the house, etc. Later on, in the primary level when pupils begin to write they can start easily her/his reading and writing process based on these basic concepts.

According to Price (1993:119) if there is a Visually Impaired pupil in the class , the teacher needs to adapt the techniques, strategies and materials used for teaching blind children. The amount of adaptations depends on the degree of vision of the pupils.

For the development of this project methods and approaches such as the series method, the cognitive and communicative approaches as well as the schema theory were considered and adapted to the blind pupil's specific learning situation. Psychological bases of Jean Piaget and Ausubel also supported the research project.

The most important point of view in this particular case is the previous knowledge either in the English language or of the life and the world that the blind boy has acquired up to now and that was crucial for continuing the English learning process.

First of all, the teacher had to be able to be in contact with the blind pupil's reality and in that way to interact with her/him in a coherent way, so the first stage was creating appropriate conditions in which they -teacher and blind pupil- could work

freely, where the blind pupil could act freely without the pressure specially of time and pace to develop certain tasks, facilitating in this way a blind person and in general a learner's linguistic abilities development and performance.

The second stage was to have a constant oral communication between the English teacher and the blind pupil. This permitted the permanent interchange between listening and speaking abilities to discover information stored in the learner's brain, that is to say, the learner's previous knowledge and at the same time the learner needs, interests and sometimes difficulties for learning a specific topic. This is part of the principles of communicative approach, since here, the pupil was developing his/her communicative competence, by means of a communicative practice. The principal activity is the interaction between the teacher and the pupil through some questions and answers for discussing and comprehending any situation or topic. In the conversation the blind pupil basically spoke with cohesion and coherence without thinking in grammatical aspects.

Third stage, after analyzing the obtained information, the teacher could start thinking about the best and most suitable way to design a class. According to Price (1996), for teaching blind people it is necessary to adapt not only basic principles from teaching methods and approaches, but also to adapt materials used in class with sighted pupils.

Materials such as tape-recorders, videos and reading texts in Braille, were adapted for and from his/her current level. Besides embossed material to represent abstract objects and concepts, e.g. the sun, stars, clouds, sea, mountains, etc.

Most of the time the teacher had to emphasize on the tactile information given to the blind pupil, because sometimes the teacher supposed that the blind pupil understood what it represented, and it was a mistake, so the teacher had to be careful with it.

In the same way the video resources were used for learning, but the teacher had to explain what was happening or simply read the subtitles on the screen.

The following was the content proposed and developed in the tutorial sessions with Kevin. First and second stages were combined having in mind the blind pupil's interests and needs, however the researcher was aware that through the development of the course some difficulties in reading and writing were presented, since the blind boy had never been exposed to print.

Content developed:

<b>UNIT</b>	<b>TOPIC</b>	<b>AIM</b>
One	Myself and my family	<ul style="list-style-type: none"> <li>• Identifying self and others</li> <li>• Identifying family members</li> <li>• Identifying rooms names in a house</li> <li>• Identifying and counting objects</li> </ul>
Two	My body	<ul style="list-style-type: none"> <li>• Identifying parts of the body</li> <li>• Describing physical characteristics</li> </ul>
Three	In the classroom	<ul style="list-style-type: none"> <li>• Identifying classroom objects</li> <li>• Telling the time</li> <li>• Identifying school subjects</li> </ul>
Four	The seasons and clothing	<ul style="list-style-type: none"> <li>• Identifying clothing and weather</li> <li>• Feelings about seasons</li> </ul>
Five	Food•	<ul style="list-style-type: none"> <li>• Identifying food names</li> <li>• Recipes</li> </ul>
Six	Jobs and occupations	<ul style="list-style-type: none"> <li>• Identifying professions</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifying locations</li> </ul>
Seven	Animals	<ul style="list-style-type: none"> <li>• Identifying domestic animals</li> <li>• Identifying farm animals</li> <li>• Identifying house animals</li> <li>• Identifying wild animals</li> <li>• Identifying jungle animals</li> <li>• Identifying forest animals</li> </ul>
Eight	Target Language	<ul style="list-style-type: none"> <li>• Making a telephone call</li> <li>• Asking for information</li> <li>• At the airport</li> <li>• At the train station</li> <li>• At the restaurant</li> </ul>

The time for each session class was one hour per day during the week; this practical work took approximately four months.

Finally, it can be said that this methodology determined and promoted cognitive conflicts and carried out a continuous follow-up of the pupil' s learning processes.

## **7.2 SOURCES**

### **7.2.1 HUMAN SOURCES**

- \* Blind Boy
- \* Personnel INCI in Popayan
- \* Personnel INCI in Cali
- \* English Teachers from Colombo American Center in Cali

- \* Coordinator of the English program for blind students at the Colombo American Center in Santafe de Bogota.
- \* English Teachers from Colombo American Center in Santafe de Bogota
- \* Students from Colombo American Center in Santafe de Bogota
- \* Personnel INCI in Santafe de Bogota.
- \* Teachers of the Education Faculty, Special Education from National Pedagogic University program.
- \* Teachers and administrators of GIMNASIO MODERNO school
- \* Blind boy parents.

### **7.2.2 DOCUMENTAL SOURCES**

- Follow-up protocols.
- Audio recordings
- Video filming

### **7.2.3 POPULATION**

The project was carried out with Kevin Ivan Satizabal Carrascal, a blind boy from birth. Kevin was born in Popayan, in August , 1989, at the moment of the beginning of this project he was 9 years old and studied his third grade at GIMNASIO MODERNO school, here in Popayan. Currently he is 14 years old and he studies h at Bishop Thomas Grant School (London) in ninth grade, he also studies music – piano, flute, song and braille theories, he was the best in piano and won two prices last year; he also enjoys writing poems. In March 2004, one of the poems will be published in the best and little writers in London. He is a great student and he example of the school. His blindness is due to a clinically refunds disease Retrolental fibroplasia (R.L.F) which is the result of over-oxygenation in the incubators of premature newborn infants, the abundance of oxygen produces a constrictor-vessel effect in the retina causing an atrophy on it, giving place to a



detachment of the retina. He was born prematurely at his six months, for that reason he had to remain in the incubator from birth until he was three months old.

GIMNASIO MODERNO school is a private institution of regular education. It is located on the north of Popayan; the location is spacious and comfortable. In this school there are two education cycles in different shifts. In the morning there are pre-school, primary, and secondary, and in the afternoon, secondary only.

### **7.3 TECHNIQUES OF DATA COLLECTION**

Data can be divided into primary and secondary, primary data was collected through direct observation at school and basically at home, and also at some different places where the child acted. The information analysis is consigned in protocols, which compile the activities and actions carried out in the learning process of the blind boy.

For the direct observation of the facts, playtimes, laboratory, field trips, are proposed among others. Activities related to learning, the didactic materials would be a fundamental part in the observation, since through them the teacher will try to satisfy the needs and interests of the learner.

The secondary data was collected through visits to specialized centers for blind people, libraries and internet. In this way being within an unknown field obtaining appropriate knowledge and skill using vocabulary related to the theme. Audio-recordings and videos will also be used as a way of collecting data.

### **7.4 TECHNIQUES FOR DATA ANALYSIS AND PROCESSING**

\* Protocols Presentation elaborated during the direct participant's observation and not participant too.

\* Protocols organization and classification in groups according to the characteristics of the information collected. After the classification, they were analyzed according to the different topics carried out relating the data and the kind of relationship they establish with the theories stated.

Lastly, after comparing and analyzing the data of a same aspect, and depending on the results, some comments, results and conclusions were proposed.

## **8. RESULTS**

### **8.1 READING SHADOWS**

#### **8.1.1 The learning environment for a young braille reading-writing pupil**

The first stage involved the exploration of the differences between a blind vs. a sighted person in a learning process. It was found that social misconceptions have played a major role in the lack of educational opportunities blind people have in this country.

The most important finding regarding these differences is that the only dissimilarity between a blind person and a sighted one is that the blind person has an identifiable defect in the basic functions of the eyes, which means that is a person who “cannot see”.

Of course, blindness makes a difference on a learning process in the sense that any visual stuff will be out of their reach and, if it is a major factor in the topics to be learned, the tasks to be carried out to reach the goal will have to be adapted, and whatever is omitted has to be compensated.

“In blind teaching theory there are 2 main trends:

- a. Isolation. This approach supports the idea that blind learners should have a totally specialized teaching atmosphere designed considering all their needs on the basis of their visual impairment.
- b. Mainstreaming. This second tendency, it is geared towards putting the blind learner into a sighted people class, in which s/he would not have any special consideration, and must cope with the same objectives and activities as the others”, Centro Colombo Americano Bogotá (1991)

On the other hand there are different kinds of visual impairment: total, partial and progressive blindness. These types imply different needs and set various aspects necessary to keep in mind when designing a methodology intended to include the three groups of students. Having this information about the general principles stated for the teaching to visual impaired people, it would be necessary to have contact with the population in order to experience the real teaching situation.

To become an included part of the learning environment is for a young Braille reading pupil dependent on several factors. The competence of the teachers, the teaching model that is used, the choice of teaching material and the access of technical aids are some important ones.

Now let me present **Kevin Ivan Satizabal Carrascal**, a nine years old boy. He is a total blind boy, but acts in most situations like a sighted. Kevin is eager to learn, and knows a lot of current events. He gladly related and shared his knowledge among his classmates. But reading is nothing he likes, and Kevin's parents do not encourage book reading either, according to my direct observations.

In Kevin's class there were 18 pupils of first grade. Kevin had never got at school an extra teacher who was an experienced vision teacher, or just a person who could support him. When I began working with him at school doing direct and indirect observations in order to get information, I did it as an assistant helping him during the direct observations. The classroom teacher and I never planned the activities to develop in class; there was no time for that. So, I planned Kevin's schoolwork and the classroom teacher did it for the rest of the class. As there was a "specialist" engaged for Kevin, the classroom teacher thought that she could hand over most of the responsibility of the teaching of Kevin to her.

The classroom teacher thought that it was very positive that there was a vision teacher or a helper teacher for Kevin. But she had noticed some disadvantages too, she said: “ I do not learn how to teach Kevin, I do not learn Braille and when I plan, maybe I do not think so much that Kevin is in the class. Because I know that I will meet the helper teacher in the morning and she will prepare the exercise.”

In the classroom the children sat in small groups, Kevin was a part of one of them. “In first grade we sat in the classroom 75 percent of the lessons in reading and writing, mostly when he used his Perkins machine. Kevin himself expressed it in another way “I sat most of the time far from them, because the others became disturbed by my Perkins machine”.

Kevin seldom worked together with any other child in a reading and writing activity, for example in pair reading. I thought that Kevin’s reading rate is still too slow to be a part. On the whole, Kevin had a passive role in all kinds of reading. He never took an initiative to read a book for joy, reading for him is something you have to do, and in the reading situation mother at home or any teacher mostly sits by his side. Even if Kevin during the second school year (in Colombia) had been more independent, he easily became irritated if the teacher was not near to give him help.

Kevin never asked a classmate about how to do an exercise, the classroom teacher said: “Because he presumes they are not able to, they cannot write in his way. They cannot read his texts.” On the other hand, the classmates never came to Kevin to do an exercise together with him or to ask for help. The classroom teacher said: “I think it is because of the helper teacher, she is always there, I think so. It is always someone beside him and then they are not needed.”

It is important to clarify that in this case, Kevin did not count on the special material used by visually impaired, he just had on his special type-recorder, his Perkins machine and his slate and stylus brought from London where he studied his first years before coming back to Colombia, because the school did not provide him with things as a computer to work.

Kevin liked to write on his Perkins machine or sometimes he used his slate and stylus pushing dots down through the paper, while the slate served as a guide. And he used to handle it by himself very well. The classroom teacher said: “ When he works in that way he is active and plays an important role, he knows how to do it” .

What can we learn out of the situation for this boy? Of course every child is unique, especially as we know that the group of Braille readers are very heterogeneous and the needs for each pupil are so different. But I will focus on some areas that I have found especially important in order to improve the inclusion in reading and writing activities for the Braille user.

In this case I met a child that works very much alone or together with the support teacher in reading and writing activities. The interaction with the sighted children is very limited. I have noticed that the child was more active when he worked in a small group. In spite of that, this was not done very often. I believe there have to be more opportunities for the Braille user to work in small flexible groups, within the frame of the class, where co-operation is stimulated.

The young Braille beginner needs exciting material that trains the particular technique concerning the Braille medium. But he or she also needs the same teaching material as the rest of the class adapted in an attractive way; material that will facilitate co-operation, maybe with nice tactile pictures and colored paper pages. It is important that the teacher prepares material so that the visually

impaired child, from an early stage, is able to be involved in pair reading or similar activities with a sighted child.

The computer has made it possible for the Braille user to work more freely with the written text. However, too often we forget the opportunity the computer aid also gives for co-operation with sighted people. In London nearly every Braille reading pupil gets a computer device equipped with a Braille keyboard and a refreshable Braille display, from first grade. The device gives the possibility to work in parallel with an ordinary keyboard. The Braille reader and the sighted child are then able to work together with the same exercises. This is done far too seldom, but in Colombia although in the General Law talks about the needs to integrate visually handicapped people to the regular classes into regular schools, we are far from this technology.

The teachers, of course, have an essential role for the inclusion of the visually impaired child in the class. It is important that the classroom teacher also takes the responsibility for the teaching of the visually impaired child together with the support teacher. Therefore, the teachers must have the opportunity to plan the activities in the class together. Both teachers need to have knowledge of grade one Braille even if the support teacher must have a deeper knowledge. It is important that the support teacher for a Braille beginner has the experience of knowing how to teach a sighted child to read and write and has learned the very special methodology in teaching reading and writing Braille. The teacher also has to know how to use the computer device in the education. Besides to teach these special skills it is essential for the teacher to stimulate independence create conditions, which allow interaction with the sighted children. This role is demanding for the teacher. Therefore, further education and the possibility to meet other teachers in the same situation have to be offered continuously.

If teachers are going to succeed in the work to motivate a child to learn Braille they have to convince the child and all others involved, parents, teachers and other resource people, that Braille is not the barrier but the opportunity for interaction with other children

## **8.2 PREVIOUS KNOWLEDGE ACTIVATION**

Previous to the development of the stated units within the methodological aspect, some activities were completed to determine the language level of the boy subject of study in order to have a referral to begin working on the units, taking into account the interests and needs that Kevin would have.

The activities established for that task were carried out through direct and artificial observations, through dialogs that lasted from 30 to 45 min. At the beginning of the project, upon academic suggestions, it was thought to complete this stage at the English Resource Center due to easy access to resources that the University and this center had. Although there were time and transportation, it was the lack of confidence and the boy's own insecurity, due to the presence of people (teachers and students among others), that did not allow him to move forward in his learning process. Therefore, this and most of the suggested activities had to be carried out in his house in the afternoons and specifically in the dining room.

The topics we discussed referred to his life in London, his relationship with people who surrounded him, the use and handling of English and Spanish, and how to use teaching materials according to his needs, where Kevin and I could always express freely. It was him who on numerous occasions felt shy and insecure of the vocabulary he knew so he used his body to show what he was feeling at that moment. Just to set an example, he used to lower his head meaning that he did



not understand, so I immediately solved that problem by giving him a synonym or just a definition that he could easily understand.

The dining room became a special place for Kevin and his family. It was in this place where all his academic activities, including this project, took place after school.

The suggested methodology for the tutorial classes was of total immersion, but since Kevin was shy and did not trust his surroundings or me, he could not express himself directly and fluently in English.

Two weeks have gone by and Kevin developed a friendship bond instead of the pupil-teacher relationship, which made it easy for me to learn his gestures, behavior, and his movements.

This interrelation process lasted for two weeks equivalent to five visits. At that time, I did not teach any classes for it was necessary to create a trusting environment and it was not necessary to use teaching materials, which would have otherwise limited the dialog.

### **8.2.1 The Colors**

It is important to remember that this project was based on Kevin's interests and needs. On his own initiative, the boy suggested a topic. He wanted to study the colors, which allowed me to examine how many words he knew on this particular subject. Through his tutorial classes he showed that he had some trouble with the verbalism. He could not talk about them because he did not have a concrete referent from his real life.

It should be acknowledged that English became his second language or foreign language and therefore, his learning process was through translations.

The management of colors went from being an abstract concept to a meaningful one.

When we finished this lesson, I could see there was a great relationship with other units suggested in the methodology. One might have thought that this was a rather isolated topic, but it ended up involving units like that of number 4 “seasons and clothing” where he described the clothes he wore that day, getting a little ahead of the topic where we did not plan to study the colors. In the same way and as a complement, he described his uniforms. He also described some elements from unit number 5 “The Food” and elements that referred to the nature like the sun, the moon, the clouds, the grass, as well as his personal classroom objects suggested in unit 3 “Classroom Objects” like school bag, eraser, and paper without leaving aside his physical characteristics –eyes, hair, skin- from unit number 2 “My Body”. Once we finished the topic on colors, it was evidenced that Kevin’s main need was based on the lack of reading and writing in English. The methodology was reorganized and Kevin organized the topics he wanted to study where he suggested beginning with “The Family”. He knew a lot of vocabulary words but much of his knowledge was based on empty words, except for the words mother and father that have real tactile referents.

### **8.3 UNIT NUMBER 1 *MYSELF AND MY FAMILY***

The boy wanted to study topics referring to his own family such as personal descriptions, family activities, professions, and occupations among others.

### **8.3.1 Members of the family**

Here is where his difficulties began to show up; when it was time to write, Kevin referred to what he had learned in Spanish. It is made clear that when Kevin came back to Colombia and due to the school system, he began his reading-writing process in Spanish thanks to the support given by INCI Popayán existing at that time.

For him, it was relatively easy to write in Spanish but in his first tutorial class his first mistake was when he wrote “MY” the same way he pronounced it, “mai”, see protocol No. 9.

When we began with the concepts of mother and father, it was something real for him. Then we stopped the lesson and checked the alphabet which was well pronounced. Afterwards, we continued with the vocabulary but always making reference to his near family.

The purpose of this unit was to begin with the writing process but it became difficult because he needed some other elements before, like the recognition of writing of the ABC and its correct pronunciation so that he could write when I dictated a word.

We worked on the ABC with a list written by him and the pronunciation for each letter with my help. At the end he read it and did it in the right way.

Continuing with the process, each work needed to have the date and as a part of his learning strategy, Kevin had to learn how to write it before beginning each activity. To carry out this task, we had a background knowledge recognition, where he knew the days of the week, the months of the year, and the cardinal but not the ordinal numerals, that is why he began to learn how to write them all.

This lesson was prepared before hand in order to be read and spelled out. He sometimes did well on this exercise and sometimes with difficulty, but he could spell the words I pronounced without the paper.

The difficulties he had were due to the lack of exposure to reading. In other words, he could not read because he did not recognize the letters forming a word in English.

Some strategies used for helping him to read his first words were to give him the explanation of the meaning of the words. For example, he found the word year and he could not read it so I named the 12 months and he immediately said “year”. Another strategy was to use double space between lines. This was necessary since writing in Braille needs enough space so that the blind child does not get the dots confused.

Finally and after having read everything he wrote, I noticed that when he used both hands to read, he did it better.

### **8.3.2 Nationalities**

Completing this chapter did not represent an inconvenience, due to Kevin’s stay in London and his cultural knowledge. He had a lot of oral information both in Spanish and English.

When this work was done, the written part was carried out faster with the use of spelling. Due to the lack of continuity, when we did the feedback, it was observed that Kevin also had difficulties with his reading. He did not show much interest during this section.

When he did this section, he continued having pronunciation mistakes and even more with the kind of format used in this text where not everything began from the initial margin on the left side of the page. (See protocol 13)

On the other hand, on several occasions he would just read the country, put his fingers at the beginning of the nationality and pronounce it without reading it.

### **8.3.3 Occupations**

As I introduced this topic, I asked for its meaning. He seemed not to know what it was so I gave him a short explanation and some examples but he still did not understand for his lack of attention identified by the sensibility presented due to the noise and unknown movements in his surroundings (rain). When the boy wanted to give meanings he always used his mother tongue L1 and did not look for alternatives on the second language L2.

At this stage of the project, he did not present any spelling difficulties and he could recognize the writing of a word if it was well pronounced.

### **8.3.4 Ordinal numbers**

This topic was taken into account in this unit due to the necessity of knowing them since they were part of the date. For this lesson, Kevin knew the cardinal numerals orally, but he could not write them and he did not know anything about the ordinal numerals.

In this lesson, he learned to write the numeral sign in English. He also learned the ordinal numerals by doing the contrast with the cardinal numerals.

The only inconvenience found during the development of this topic was with the spelling of No 5 because of the V. Whenever he found it in his writings, he couldn't differentiate the phonemes b-v both on its writing and its pronunciation.

### **8.3.5 Review through workshops**

#### **8.3.5.1 Where are they?**

It was the title of the workshop used to close the unit. With this, I could combine all the topics from the unit and when he read it he could do it correctly.

Kevin worked according to the requirements that he needed to fulfill but like a normal child at his age, he always wanted to finish things fast making him have pronunciation mistakes. He also got tired fast because he was not used to reading in Braille.

People need to use both hands when reading Braille but he usually read just using his right hand. Therefore, he read more slowly. But when his parents were present, they made him use both hands.

His learning process was progressive. When he needed to write something and did not remember its spelling, he did not ask how to write it but he referred to the previous papers and looked for the words.

I noticed how interested he was when we talked about the army, especially because the soldiers were in the mountains, making this an excellent exercise.

### **8.3.5.2 Vacations workshop**

As part of my work, I helped him with his English homework, and in this case, he did a good job translating Spanish into English. Although he knew the vocabulary, some words were difficult for him to write.

Kevin spoke English without thinking about grammar, and in this workshop, I could notice that when we talked about possessives, he was getting confused with English and Spanish, but after a short explanation he got it.

## **8.4 ANIMALS**

This unit helped Kevin reinforce the date and we still continued practicing spelling.

On numerous occasions, it was useful to make emphasis on those words that are written in one way and do not quite have a difference in the way you pronounce them for example domestic.

This was an easy topic since Kevin knew a lot of vocabulary and we only had to emphasize on his writing. We have to make it clear that some words like hen, jar, and goat were unknown to him. But he knew where to classify them and he included them after asking for the translation but this time he did it with an expression that he barely used “how do you say?”

After the brainstorm and in order to activate his background knowledge, I did some animal sounds to see if he knew those words and the result was positive.

Something I always had to remind him of was the use of capital letters.

Kevin knew the translation of the vocabulary but the moment he began relating the vocabulary with well-known cartoon animals like Winnie the Pooh, Bugs Bunny,

Duffy Duck, Pluto, and Mickey among others, he could not recognize them neither as animals nor by its real representation.

In this unit, he always guessed the way a word was written through repetition of the pronunciation and when he could not do it, he would not ask, he would only lower his head and look at me like trying to look for an answer.

As part of this unit, an as a complement to the topics learned here, we went to watch a movie guided by his own interest.

When he watched movies or TV., I was his eyes. He listened to the movie but he lacked the vision. That made him have gaps but I went and explained movements, gestures, or activities so that he could understand the context.

One could assign Kevin oral tasks that he accomplished with the help of his parents. He was always dedicated to his school work and he helped to carry out this project.

## **8.5 THE HUMAN BODY**

In this unit Kevin was very well acquainted with the vocabulary. His background knowledge was well activated. He knew a lot of vocabulary and in this case, he could recognize the words not only by means of translation but also by using real concepts by pointing out the parts of the body.

In order to reinforce the oral practice, he had to write the parts of the body. He did the same exercise. He repeated the word several times and when he could not get the writing, he asked for the spelling saying: “spell please”.



### **8.5.1 The parts of the body**

When we began with this chapter, it was easy to recognize that Kevin knew many of the body parts in general, but when we were more specific, he had difficulties for not knowing the vocabulary.

Continuing with the dates, the boy already had a good level recognizing them in a written form as well as the days of the week, months, and year. He also recognizes the ordinal numerals, but his major conflict was in his writing skills because he got confused with the abbreviations in English. With a brief but meaningful explanation, he could understand it.

Another important point was the use and notion of spaces, especially to center the titles. Kevin managed to use his Braille typewriter as long as he began writing from the left margin of the paper given by the typewriter.

We insisted on the use of capital letters in this unit and we did it since Kevin did not have much practice reading and writing in Braille with both English and Spanish.

This failure was due to the methodology imparted in the school where he studied. Since the teachers he had did not know how to manage with Kevin's disability, it was easy for them to give his parents the subjects they had seen at school written on paper so that they could read them to him and he could memorize the concepts that would be evaluated orally. In London, he did not have the need to write since he only went to pre-school.

At the time of the project, almost 6 months, Kevin wrote faster and he could do it because his listening skill was better too.

Short words like OF, AND, and THE were easy to write for him when they were correctly pronounced.

Kevin showed great interest on this unit. He learned new vocabulary and achieved a better writing skill.

## 9. CONCLUSIONS

This work is the result of several experiences I have lived as student and teacher. By means of this research feelings, thoughts and perspectives about educational process were developed.

Writing, an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. Then, it was fundamental, when teaching English to blind, to take into account the previous knowledge that they have in English, which allowed sharing different points of view, and thus, the enrichment of this knowledge.

The development of the contents and units should be in accordance with the interests and needs of the blind and visually impaired. This implies that the work or education will tend to be personalized unless this person has a support teacher in the classroom. The best resource a blind child can have is a good teacher and the teacher more than any extra resource can be the key to make English lessons come alive for that person. As it were, the competence of the teacher, the teaching model that was used, the choice of teaching material and the access of technical aids were some important factors included as part of the learning environment focused on the education of reading and writing.

The English and Spanish phonetics created a conflict in the writing process, so it was necessary to emphasize on the writing and pronunciation of the alphabet, so that it would be done correctly. It was also necessary to emphasize in the correct pronunciation of words, because Kevin, the braille beginner needed exciting material that trained the particular technique concerning the Braille medium, so that

the invented spelling techniques letter by letter, by specific sounds etc. were encouraged since they provided the child freedom in choosing the topics and early confidence in his writing abilities.

The use of capital letters as part of the grammar was prioritized since the lack of reading and writing in Braille caused confusions between the dot used for this and a possible word.

The workshops were used to reinforce aspects such as the reading and writing process where the boy identified his deficiencies in these matters. For these workshops, the pupil required his teacher's help to structure and organize his ideas, and finally the teacher's job was restricted to correcting syntactic errors for accuracy and pointing out flaws in organizing ideas.

Although some chapters had been established with their contents, these were not strict, allowing to integrate and complement each one of the topics worked on. The topic "the colors" was very important because it allowed joining some units planned in the methodology, becoming an integrated area of processes where the boy could develop his imagination and integration with his surroundings.

The fact that the boy did not have a literacy process in English made us plan the methodology again emphasizing on his weaknesses. One of the pedagogical construct adopted for developing writing focuses on persuasion encouraging oral activities by brainstorming for ideas on a particular theme and activation of the boy's creative thinking.

Some strategic methodologies were constituted by the teaching of the reading process consisting of giving meaningful definitions to the words and use double space between lines which would allow him to make a difference between the words in the text, also the use of synonyms and meanings allowed to teach the

classes in a complete English environment, extending the boy's vocabulary and compelling us to use English all the time.

The reading after doing the written exercise was better since writing allowed him to do the mental exercise of the reading and in that way, practicing literacy in braille. With this he could provide the error types to aid in self- correction. Some class time was provided to correct the error with that information.

The use of contracted braille was another obstacle when reading braille in English because in contracted braille some braille characters symbolize words or parts of words. These contractions do not have equivalence in the written standard language. The idea of writing contracted braille meant less effort to write, faster reading speed, because the boy did not have to decode letter-by-letter.

## 10. SUGGESTIONS

It might be important when working with blind children to take into account the background knowledge and the activation of this as pre-activities and not to miss out words just because a blind child cannot see them. These children need to understand commonly used language such as colors, and need to know that “actress” is English for “actriz” .

Use your voice! Introduce sound effects, act out words you want children to identify in the foreign language –angry, happy, horse, car and so on–.

Do not edit your speech. You can say “look at the book” to a blind child and he will read his braille version.

The classes should not always take place in the same spot, these should take place wherever the blind or visually impaired feel comfortable to perform freely.

Many blind and visually impaired have well-developed memory skills and team games can capitalize on this

The teaching material should be prepared before hand and be easy to handle material for the blind or visually impaired. If you are using flash cards, blind and visually impaired children will need alternative ways to access the information you are holding up. Do not waste your time producing tactile versions of pictures flashcards, because they can be very confusing.

Consider to work and use real elements and objects instead of flashcards, so that the blind or visually impaired child can feel the objects, which allow building a meaningful learning. This is obviously better for some topics than others, such as fruits but not weather. Get the school involved is also important in doing this.

In a class that includes a Braille reader it is necessary an assistant teacher besides the classroom teacher, this person may have a training on Braille and methodology and even the classroom teacher should attend the further education courses. It is important that the support teacher for a braille beginner has the experience in how to teach a sighted child to read and write and has learned the very special methodology in teaching reading and writing braille because each language has some differences specially when you are talking about writing and it is necessary that the teacher knows those differences in order for not to commit mistakes.

When preparing the classroom sessions, make sure that you liaise with the visually impaired child's support assistant or support teacher to advise them of any resources you intend to use.

There are no braille dictionaries available at present, so you can produce a word list in Braille and these would be available in the required moment or blind and visually impaired can also make use of a sighted reader for dictionary work. For doing this you have to teach them how to use a dictionary especially when more than one meaning is given. A reader must not give any additional clues or help.

In the light of the foregoing, we (teachers) must keep in mind that working with blind children might require a seemingly endless patience and encouragement, a worthy challenge for our creativity, in such an adventure we learn more than we expected to teach.

Another important suggestions specially for people who have not faced this kind of situation through the career, but one day it could happen, is to look for further information at the "*Secretaria de Educacion Departamental*" place where they can find all the help needed for this, since the National Government has a program designed by means of INCI to help each department with the real attention to blind and visually impaired people in the educational field to get conditions of quality and

equality offering technical assistance and medium the typhological material in braille, and also tactile and relief one, braille printers among others; and of course to update classroom teachers –*docentes regulares*- and assistant or supporting teachers –*maestros de apoyo*- in pedagogical strategies.

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**PROTOCOL No. 1**

**Date : February 20-98**

**Day : Friday**

**Time : 2:30 p.m.**

**Place : English Resource Center**

**Topic : Activities performed in London**

When I started with Kevin my first question was:

ADIELA - *"Do you want to speak in English or in Spanish?"*

He answered right away

KEVIN - "In Spanish"

A - *"Why do you want to?"*

Without thinking he answered:

K - "because I understand English little bit".

I explained to him that the idea of this work was to improve his English. That was why he had to listen, speak, write, and read in English. Then I asked him in Spanish:

A - *En Londres alguien te habla en Español?*

K - Nadie, allá nadie habla en Español.

A - *Y en tu casa?*

K - Español, pero para practicarlo.

A - *Qué hacías cuando no entendías en Inglés?*

He did not answer.

I tried to persuade him to speak in English by telling him how important it was for him to practice what he knows, especially if he wanted to learn more.

He thought for a long time and finally he decided to speak in English.

After this answer, I explained to Kevin what the working schedule for the week will be.

A - *"OK Kevin, this week will be for adaptation", I said. "So please, tell me some things about your life in London."*

K - "All time I talked in English because in morning and afternoon I stayed at school, then at home I did my homework".

A - *"How was your schedule there?"*

He lowered his head, and I noticed that he did not answer.

A - *"Kevin, do you understand my question?"*

He did not answer. I talked to him again.

A - *"Kevin please, I'm your friend, if you don't understand please let me know, I can help you and you will learn more". "What do you think?" I said.*

He lifted his head and said "OK, thanks" and he smiled.

K - "What is schedule?" he told me.

Thinking that it could be possible for him to know another word with the same meaning I said to him a synonym for the word.

A- *"Schedule is the same as timetable. Do you know what that is?"*

K - "No"

I explained the meaning in my own words. I told him:

*"For example: you begin classes at school at 6:45 am everyday. You study different subjects at different hours during the morning and in the middle of that you have a break. You finish at 1:00 PM and go back home".*

*"Now, do you get it?"*

K - "Yes, he answered".

He was completely sure and in Spanish, he exclaimed:

K - "Horario!"

A - "Yeah Kevin! That's it".

"So, how was your schedule or timetable at school in London?"

K - "Monday from 9:00 to 10:20 swimming pool

at 11:00 go to school

at 12:30 go to lunch

After lunch we have a break and we play, then work, play and go home.

Tuesday at 9:00 go to school, from 10:00 to 10:30 break, Work, lunch, break, work and at 3:00 go home.

On Wednesday, Thursday and Friday is the same schedule of Tuesday.

On Saturday I did my homework with my mother and on Sunday I went to the train station with my parents".

A - "Very good Kevin. And what did you do after classes?" K - "Did my homework and watch TV"

A - "Kevin, what do you think about the exercise we just did?"

K - "It is good and I like it because I remember London.

He was pleased when he said that.

## PROTOCOL No. 2

**Date :** February 27-98

**Day :** Friday

**Time :** 2:30 p.m.

**Place :** English Resource Center

**Topic :** The Alphabet

ADIELA (A) OK Kevin, today we will work with the alphabet. *Do you know it in English?*

KEVIN (K) Yes

A - *Good, please tell me the alphabet.*

K - a, b, c, d, e.....

He did it very well.

A - *OK, you know it, so I suppose that you can spell words, can't you?*

K - Sorry?

A - *Can you spell words?*

He kept silent for a moment, so I asked him again:

A - *Did you understand me Kevin?*

K - No, what is spell?

A - *Spell is to say letter by letter.*

K - No, I never did it

A - *Good Kevin, then try to give me some words with letter a....*

K - Apple, arm, airplane

A - *letter b*

K - Book, baggy, bus, bath

A - *letter c*

K - Car, computer, caw, cat

A - letter d

K - Dictionary, doctor, dog, daddy

A - letter e

K - Elephant, eraser

A - OK, now try to spell the word elephant

He could not

A - airplane

He could not

A - Do you know how to write door?

K - d

A - And the rest of the word

He thought about it but finally, he could not do it. I noticed that he felt worried and despaired.

Don't worry Kevin, do you want to continue?

K - No. no

A - Do you want to go home?

K - Yes, what time is it?

A - It is 3:45

K - Thank you

A - Your welcome. Thank you Kevin for coming, OK. Class is over.

### PROTOCOL No. 3

**Date :** March 4-98

**Day :** Wednesday

**Time :** 2:30 p.m.

**Place :** Kevin's house

I worked at home because the university was closed.

This day, Kevin was in a field trip with his classmates, therefore, I could not work with him, but I talked to his mother about how to prepare material for working.

She explained to me: "to make materials for a blind person, it is important to take into account why the person is blind, the age, the school level, the family (environment), and of course, the subject and the topic".

For example, she showed me some school works made by Kevin with her help about some tales in Spanish class.

I could see the different kinds of textures and materials used on them.

A - How do you do that?

Liliana – "It is simple; Kevin records the classes at school, then at home I listen to the tape-recordings and with the help of one of his classmates books and notebooks I can understand what they did and I translate (she made a clarification) I transcribe the homework and Kevin writes it into Braille. I help him with the research and he puts that into Braille too".

Liliana – "When he has to draw or represent something, I make the drawings and with his help I organize those using different kinds of material construction objects.

Finally, I explain to him what it means and I answer Kevin's questions, such as, What is it?... Why do you say that?...among others.

Everyday I do the same, thank God, he is very receptive and he understands easily.

Today she taught me how to make some materials. Kevin had a science homework about "estados de la materia", liquid, solid or condensed, evaporation.

He has to represent them by drawings. First of all, we thought about the drawings and the materials and afterwards, began to work.

To present the gaseous state to liquid state:

The rain: clouds and rain.

Materials: cotton and rice

Cotton for the clouds and rice for the rain drops.

The liquid state to solid or condensed

Ice

Materials: squares used for special purposes, these are embossed.

Palette

Materials: foam used for cushions and an ice cream stick.

How did I do it? I cut the foam like a palette, I pasted it in the paper and I pasted the ice cream stick.

When we finished pasting everything, she used a kind of contact paper and with the typewriter she wrote the titles in Braille.

After having the representations made, I explained them to Kevin according to the explanations of the teacher at school.

#### **PROTOCOL No. 4**

**Date :** March 13-98

**Day :** Friday

**Time :** 3:20 p.m.

**Place :** English Resource Center

**Topic :** COLORS

By Talking to Kevin I learned that he does not distinguish or connect colors with things.

First of all, I will begin with objects familiar to him. In this case, I will use his clothes.

Today he is wearing:

- A striped T-shirt that has 4 colors: green, beige, brown, and purple.
- Light gray pants.
- Brown sandals.
- A blue watch.

I asked him:

*ADIELA "Do you know the name for the colors?"*

KEVIN - Yes. Blue, red, green, black, white, pink, orange.

*ADIELA - "Do you know the meaning of these colors?"*

He answered to me right away:

K - "Blue-azul, red-rojo, green-verde, black-negro, white-blanco, pink-rosado, orange-naranja.

*A - "Do you know the meaning of gray?"*

K - "No"

I had to say it in Spanish.

*A - "Gris. "Do you know what clothes mean?"*



K - "Ropa"

A – OK. *"Do you know the meaning of purple?"*

K - "What is it?"

A - *"Purple is a color and in Spanish it means morado"*

A - *"What color are your eyes?"*

Without thinking, he answered in an interrogative way

K - "Blue?"

A - *"What color is your hair?"*

K - I don't know

A - *"Do you know what color the grass is?"*

K - "No".

A - *"Do you know what color frogs are?"*

K – "No".

A – Do you know what colors you have on your t-shirt?

K – "Cream, green"

I told him:

A – Hey Kevin, the table on what you are putting your arms is also "cream" color and the chair is brown.

K- Why the chair is brown?

A - *"Because it is made from wood and the wood is obtained from the trunk of the tree and this is brown."*

A - *"so your hair and your eyes are brown!"*

A - *"Do you know what color your watch is?"*

K – "Brown?"

A - "No"

K - "Blue?"

A - *"Yes, it is."*

A - *"What color do you think your pants are?"*

K - "Grey?"

A - "Yes"

A - *"What color are your sandals?"*

K - "I don't know"

Immediately, I made reference to the color of his hair.

K - "Ah! Brown"

A - *"Do you remember the colors studied and learned today?"*

K - "The first one is purple that means morado, and the other is cream like this table".

He said that and at the same time he touched the table showing the cream color.

A - *"Do you like coke?"*

K - "Not too much".

A - *"Do you know its color?"*

K - "I don't know"

A - *"Do you want to know it?"*

K - "Yes"

A - *"It is black"*

I know that he likes to drink Manzana Postobon a lot.

A - *"Do you know what color Manzana Postobon is?"*

K - "I don't know the color".

A - *"Pink Kevin, pink"*.

OK Kevin the class is over, thanks for your cooperation.

#### **PROTOCOL No. 5**

**Date :** March 18-98

**Day :** Wednesday

**Time :** 3:00 p.m.

**Place :** Kevin's house

**Topic :** How to prepare materials

Taking into account the last class and discovering that he has some difficulties in the writing of English words, during the rest of the work, I will make emphasis in the reading and writing as reinforcement of the oral skill.

Talking to Kevin's mother about how to prepare materials for teaching the colors, she suggested beginning with his personal clothes specially the ones he used more often like his school uniforms.

ADIELA - *"How come?"*.

LILIANA - "For Example, he uses one for every day and someone for making sport". "OK, now the idea is doing it with he like the most.-"

I asked Kevin:

A – *"Kevin, you wear two uniforms to school. I would like to know which one do you prefer the most?"*

KEVIN - El de Educación Física.

A – *"The physical education uniform?"*

K – "Yes, yes."

Afterwards his mother told me: "Adiela, you have to work with his likes and preferences."

A – *"OK. But I need to adapt materials for that."*

L – "It is easy, you have to get the cloth for this uniform and you have to teach him to distinguish textures".

A – *"So, Do I have to make a sweat suit?"*

L – “Yes, but not in a real size, it could be in miniature, it is better”

“You have to be original and creative. He has to learn with real things and representation of these”.

#### **PROTOCOL No. 6**

**Date : May 6-98**

**Day : Wednesday**

**Time : 3:00 p.m.**

**Place : Kevin’s house**

**Topic : Colors**

For making special materials for the work I had to ask Kevin if he relates colors with some specific objects.

*ADIELA (A): Kevin please, try to make relations between objects and colors.*

KEVIN (K): Ok, ready.

*A – Name some colors for me.*

K – Blue, pink, red, yellow, grey, white, orange, green, black, purple, brown.

*A – Do you know what the color of the sun is?*

K – No, I don’t remember.

I explained to him how we have to work. “I give you a color and you have to name an object represented by that color”.

*A – Do you understand me?*

K – Yes

*A – Do you know something in yellow?*

K – Yes, taxis. Ah! Remember the sun is yellow too.

*A – Red*

K – I don’t know

*A – Kevin please, think about a something in red*

K – I don’t know

A – *Do you know what color the tomatoes and apples are for example?*

K – Red, but these are green too.

A – *Yes, and what else is red?*

K – the heart

A – *White*

K – Algodon

A – *How do you say algodón in English?*

K – Cotton. The door of my house is white, he exclaimed.

A – *You know some other colors; do you remember the color of your hair?*

K – Yes, brown.

A – *Name something that's brown.*

K – My hair and my eyes

A – *What is the color of grass?*

K – I don't remember

A – *Remember that you have a policeman friend and their uniforms are green, so what is the color of grass?*

K – Green

A – *Blue*

K – the sky

A – *What else?*

He immediately answered.

K – I don't know... I mean, I mean the sea.

He did it in an emphatic way, as trying to show that he knows.

A – *You have two more blue things.*

K – Yes, my school bag and ...

He thought for a moment and he did not remember.

A – *What time is it?*

I did it to help him remember...

K – Ah! My clock

A – *Orange!*

K – Oranges

A – *yes, what does Bugs Bunny like to eat?*

K – Carrots, carrots are orange?

He did a strange face, because it was new for him.

A – *Yes!*

I exclaimed:

A – *"Carrots are orange. Now let's go with purple".*

K – Grapes

A – *Gray*

K – My braille type writer and my school pants.

### PROTOCOL No. 7

**Date :** August 19-98  
**Day :** Wednesday  
**Time :** 3:30 p.m.  
**Place :** Kevin's house  
**Topic :** NEW PROPOSALS

Today, I will talk to Kevin, because I have to make improvements in the development of the project.

The idea is to work on reading and writing skills through the use of units and lessons. Kevin proposed to begin studying THE FAMILY topic.

I could notice that he has a lot of vocabulary about this topic, but he is not able to write it. It means that I have to take advantage of his knowledge in this topic to teach him some rules of sounds so that he would know how to write them. e.g. Th, h, I etc.

Besides, it is important to take into account that with this kind of improvements I can explore other concepts and topics.

OK, now, I have to think about the materials I will use for this unit and what I will try to explore with it.

ADIELA – *“Kevin, what do you want to know about your family?”*

KEVIN – “A lot things”

A – *“what kind of things?”*

K – “How are they , what do they do?”

A – *“You mean, their personal description?”*

K – “Yes”

A – *“OK Kevin, I'll try to do my best to teach you in an appropriate way”.*

K – “OK thanks”.

### PROTOCOL No. 8

**Date :** August 21-98  
**Day :** Friday  
**Time :** 3:00 p.m.  
**Place :** Kevin's house

Today, I was organizing the ideas on how to develop this unit.

First of all, talking to Liliana (Kevin's mother) and thinking about the future work, I selected the other tentative units in the following order:

1. My family
2. My school
3. My body
4. My clothes
5. My house
6. Animals
7. Food

This is a schema to work with and in each unit there will be other elements which will be at the same time a complement for increasing Kevin's knowledge.

As an example of this schema, in the unit MY FAMILY Kevin can find things like:

- Family story
- Personal descriptions
- Family activities it is to say occupations among others.

After the development of this unit and taking into account Kevin's progress, the materials, and the whole process, I will begin to make improvements for the next unit.

**PROTOCOL No. 9**

**Date :** August 25-98  
**Day :** Tuesday  
**Time :** 3:30  
**Place :** Kevin's house  
**Topic :** MY FAMILY

He wrote the date in braille system. I spelled it letter by letter. We continued with the tittle MY FAMILY, but he had a problem with the word "my". He wrote this word as it sounded "MAY". I explained to him that in English the words have a different spelling from the pronunciation.

*ADIELA – "Kevin, what family members do you know in English?"*

KEVIN – "¿Cómo así?"

One day, Oscar Zuluaga suggested that the best way for teaching and learning English is trying to use synonyms or by means of examples explaining a word without using Native Language (Spanish).

For that reason, I made reference to his parents saying to him:

*A – "What is -Liliana for you?"*

K – "Mother"

*A – "and Ivan?"*

K – "My father"

*A – "Good, now tell me do you know how to write these words in English?"*

K – "No"

*A – "OK: So let's begin with the alphabet again. This is a review. Try to say the letters in English.*

K – "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".

*A – "OK. good. Now tell me members of your family besides mother and father".*

K – "Uncle". "Qué es uncle?"

*A – "Continue"*

K – "Uncle es tio"

Kevin thought for a moment and exclaimed:

K – "No se cómo se dice abuelo"

K – "Ah no! grandfather and grandmother".

*A – "What else?"*

He touched his head and looked at me. I helped him.

*A – "What is Viviana for you?"*

K – "Cousin"

*A – "And Carlos Andres?"*

K – "Cousin"

*A – "What is Olga for you?"*

K – "Uncle. No. cómo se dice tia? No me acuerdo.

*A – "Kevin try to speak in English"*

K – "How do you say tia?"

*A – "Aunt"*

K – "Aunt" thank you

*A – "What else?"*

K – "No more"

*A – "OK: No more.*

The idea was to start writing the family members on this day, but the objective couldn't be carried out due to the fact that he needed other elements that he was missing. In order to teach the class in a better way, I preferred to begin with the alphabet. That way, it would be easier for him to recognize how words were written. Therefore, he would be able to write if I spelled the word. In a different paper, he would have to do an exercise where he wrote the alphabet in one column and the pronunciation on the other one.

For each work he does, he has to write the date.

A – “OK. Write the date again”.

I had to spell the whole date again (day, month)

A – “Now write the tittle the alphabet”

In this case, he made the same mistake like “MY” when I pronounced the article “THE”, he wrote “DE”. I told him:

A – “Listen Kevin, when you pronounce “D” like in Spanish, please remember that you have to write -I spell- T-H-E . Did you get it?”

K – “Yes”

I had to spell the word again.

A – “T-H-E A-L-P-H-A-B-E-T” “Read please”

K – “The alphabet”

A – “Good”

Now let's do a list with the alphabet. I did the first one and explained to him:

A – “Write the letter; leave three free spaces and then write the pronunciation.

He continued doing well with the rest of the letters.. When he finished, he read and he did pretty good.

## PROTOCOL No. 10

**Date :** August 26-98  
**Day :** Wednesday  
**Time :** 4:00 p.m.  
**Place :** Kevin's house  
**Topic :** DATES

As I said before, each work must have the date and for that reason, Kevin must learn to write it. He knows the days of the week, the months of the year, the cardinal but not the ordinal numbers. That is why today, he has to learn these numbers little by little.

Let's begin with the days of the week.

The activities for this class were prepared for me in advance.

A – “What day is it today?”

K – “Wednesday”

A – “OK. Now try to read”

K – “No”

A – “Try to spell the word Wednesday”

K – “Wednesday”

A – “W”

K – “W” “W-E-D-N-E-S-D-A-Y”

A – “Continue reading”

K – “August”

A – “OK. Spell the word August”

K – “A-U-G-U-S-T”

A – “Now read the tittle”(days of the week)

K – “Days of the” he stopped and kept silence

A – “When you say Monday, Tuesday, Wednesday.... What is that?”

K – “Week”

A – “OK. Spell this word, please”

K – “W-E-E-K”

A – “Good”

He had to read and spell a list with the days of the week.

A – “Read and spell, please”

K – “Monday	M-O-N-D-A-Y
Tuesday	T-U-E-S-D-A-Y
Wednesday	W-E-D-N-E-S-D-A-Y
Thursday	T-H-U-R-S-D-A-Y
Friday	F-R-I-D-A-Y
Saturday	S-A-T-U-R-D-A-Y
Sunday	S-U-N-D-A-Y

K – “All finish in d-a-y”

A – “Without looking at the paper, how do you spell Tuesday?”

K – “T-U-E-S-D-A-Y”

A – “Thursday?”

K – “T-H-U-R-S-D-A-Y”

In another page, the months of the year are written in Braille.

A – “read the date, please”

He presented some difficulties reading this page, but after a little while, he did it well.

He read the date in a good way.  
With the title:

K – “Mon...mon....month....months of”

A – “T-H-E how do you read it?”

k – “the”

A – “OK”.

He could not read the word “year”. I explained the meaning by saying the months and he finally said “iYEAR!

A – “Now spell it”

k – “Y-E-A-R”

He had to read and spell the list of the months in advance.

k – January“	“J-A-N-U-A-R-Y”
“February	“F-E-B-R-U-A-R-Y”

He presented difficulties in the pronunciation of this word.

A – “Next one, please”

A – “March” “M-A-R-C-H”

I noticed that it is necessary to use double space between lines for him to read better.

K – “April”	“A-P-R-I-L”
Ma-ma-May- May	“M-A-Y”
June	“J-U-N-E”

English Braille has a special sign for writing capital letters. He sometimes mistakes the sign with the first letter of a word, for the sign is different in Spanish.

K – “July” “J-U-L-Y”

A – “What is the pronunciation of this one?”



PROTOCOL No. 11

**Date :** September 1-98  
**Day :** Tuesday  
**Time :** 4:00  
**Place :** Kevin's house  
**Topic :** MY FAMILY

I began the class with the list of members of the family I had prepared in the lesson before.

At first, he remembered the members of the family orally. I, then, asked him to read, and he began to read.

He did a good job reading. He, however, presented some difficulties with words, such as, daughter and aunt.

I, then, dictated the date, the title, and finally, the rest of the text.

*ADIELA - "Write: my father is...."*

In this case, he knew how to write "my father", but when he had to write the word "is", problems aroused. He had the idea that all the words in English were spelled differently than they sound or are pronounced. I explained to him that not all the words in English were spelled differently and that there were a few exceptions.

KEVIN - "like family?"

*A - "Yes, but remember that when you pronounce i (in Spanish) at the end of a word, you have to write Y. Let's continue."*

K - "Ready"

*A - "Who is your father?"*

K - "Ivan"

*A - "OK. Write his name"*

*A - "My mother is Liliana"*

I put his fingers on the word July.

A – "OK. Continue"

K – "August" A-U-G-U-S-T"  
"September S-E-P-T-E-M-B-E-R"  
"October" O-C-T-O-B-E-R"

K – "Is it a capital letter?"

He showed me the letter O

A – "Yes"

k – "October O-C-T-O-B-E-R"  
"November N-O-V-E-M-B-E-R"

A – "and the last one"

K – December D-E-C-E-M-B-E-R"

He did this reading exercise with pleasure; he enjoyed it.  
I created a list with the members of the family for the next class.

K - "Ready"

A - *I asked him: "Do you have any brothers?"*

K - "No".

A - *"So write, I do not have brothers"*

K - He asked me: "do?"

A - *"Yes, d-o not with final t*

K - "Ah!

A - *"have"*

He wrote "jaf", and I told him: "Kevin when you say "have" or "hospital" for example, you have to write these words with H at the beginning instead of J. Do you understand me?"

K - "Yes, but why?"

A - *"It is an English rule Kevin".*

K - "Who tell you that?"

A - *"My teachers"*

K - "OK.

A - *"So, how do you write house?"*

K - "with H"

A - *"OK. Good. Let's continue". Do you have any sisters?*

K - "Yes, Erika"

A - *"OK. Write My sister is Erika"*

K - "Erika?"

A - *"E-R-I-K-A*

A - *"I am Ivan and Liliana's son*

A - *"Remember "I" is a personal pronoun and you have to write it in capital letters at all times".*

K - "I am Kevin

A - *"Yes, that's it."*

K - "am?"

A - *"A-M"*

K - "an?"

A - *"with final D"*

In that part, I had to make emphasis in the pronunciation of the final letters in the words "am" and "and". I repeated them three times. He finally wrote it down correctly.

A - *"My grandfather is Joel"*

K - "Joel?"

A - *"J-O-E-L"*

K - "My grandmother is Julia"

A - *"OK Kevin let me see the paper so that I can review what you wrote"*

*He took the paper and handed it to me.*

I reviewed what he wrote and found five mistakes.

1. Line 4 Siter instead of sister
2. Line 5 Ivanand instead of Ivan and
3. Line 5 Lililana instead of Liliana
4. Line 8 Ygrandmother instead of My grandmother

Most of the time, I had to say to him "space" after each word.

He took a break while I reviewed the work. After some minutes, I called him to read what he had written.

He read the date, the title, and the two first lines very well. With the third line (I do not have brothers) he read, "I do not" and he made the contraction "I don't". When he found the word "have", he kept silent.

A - *"How do you pronounce the letter H at the beginning of a word?"*

K - "Like J

A - *"Continue please".*

K - "I don't have brothers.

A - *"OK Good".*

He did not find the mistake in Sister. I made more emphasis when reading this word to see if he could find the mistake which he did.

Then, he read "Ivan", but he couldn't read "and" because he omitted the space between the words.

Finally, he exclaimed "se me olvidó la M y no dejé espacio, however, he read the rest of the sentence.

A - *OK Kevin class is over and thank you for your cooperation.*

K - "Thank you".

## PROTOCOL No.12

**Date :** September 2-98  
**Day :** Wednesday  
**Time :** 4:00 p.m.  
**Place :** Kevin's house  
**Topic :** MY FAMILY

Today he began reading the whole material since August 26<sup>th</sup>, which was days of the week, months of the year, and family members, including the dictations.

He began well, but with the page of the family (page 5), he could not read the day "Wednesday", he began to ask a lot of questions and most of them in Spanish, such as  
Es del fin de semana?  
Es lunes?  
Es viernes?

And he also gave some statements.

KEVIN - No es jueves, no es martes. Qué día es? No me acuerdo.

He was desperate.

I tried to help him by saying:

A - *"What day is it today?"*

K - "Miercoles!" But is not Wednesday

A - *"Why not?"*

K - "Where is the W?"

I showed him where it was. He had a problem with the capital letter again because it looked like an M. He continued reading. When he found the word daughter, he knew neither the meaning nor the pronunciation. He touched the whole word and asked me:

K - What is that?

A – *Erika is your sister and she is your dad's daughter. Do you understand?*

K – Yes, Erika es la hija.

The same thing happened with the word "aunt". He kept thinking about it for a long time.

A – *Ok, spell the word.*

K - A-U-N-T

A – *What does it mean?*

K - "I don't know"

A – *Olga is your mother's sister, what is Olga for you?*

K – Mi tia

A - *"In English?"*

K - "I don't know"

A - *"Aunt"*

K - "Ah! OK aunt"

When we got to page 6 it was good until he asked me:

K - "I, what does it means?"

A - *"I means in this case KEVIN*

K - "Yo?"

A - "Yes"

K - "What is son?"

A - *"You are Liliana and Ivan's son". "Did you get it?"*

K - "Yes hijo"

Today, He got a new page in which he found other family members written on it with examples.

He read the whole page without making any mistakes.  
He suggested: "please write this word like you showed me with examples. Like a dictionary".

At the same time, I noticed that when he read with both hands, he did it better and faster.

PROTOCOL No.13

**Date : November 6-98**  
**Day : Friday**  
**Time : 3:00 p.m.**  
**Place : Kevin's house**  
**Topic : NATIONALITIES**

*A – Hi Kevin!*

K – Hi.

*A – How are you?*

K – Uhhh! Fine thank you.

*A – O.k Kevin. Kevin could you read this page?*

I showed him the page he had written on October 5<sup>th</sup> about nationalities.

K – Monday

*A – Monday*

K – ocor

He had to read the word October, but he had some difficulties. I had to insist for him to read with both hands, but it was too difficult for him thjat he didn't like it.

*A – With both hands Kevin, Kevin with both hands, please.*

K – I don't know.

*A – You know Kevin, please try!*

K – No, yes I don't know.

I kept silent.

*A – Monday what.....?*

My impression was that he didn't want to read, however, I induced him to continue reading.

K – I don't know.

*A – Read please, you know, I know that you know.*

K – oc-tober

*A – October*

*K – fifth*

*A – fifth, good.*

K – Por qué Monday, October fifth?

*A – Sorry, in English.*

K – Por qué Monday fifth?

*A – Because it was done in October. Did you remember the last class?*

K – Ah! Esto es de octubre?

*A – Yes, but speak in English Kevin, please.*

K – Why?!!!

*A – Because we are working in English.*

*K – And why in October?*

*A – Because it was the last class, and our last class was on October fifth.Ok please, let's continue.*

He was looking for the Braille dots to continue reading.

K – Here?

He had problems when he did not find the word at the beginning of the left side of the page.

A – *No the tittle.*

K – Here?

A – *Yeah!!!*

K – na-na-nat-tio-cio

*Na-na-nat-natio-nasionalities*

A – *nationalities, good.*

K – nationalities

He pronounced the word with t instead of sh. I pronounced the word once moreso that he would listen to the correct pronunciation.

A – *nationalities*

K – coun-coun-try

A – *country*

K – na-tio-na-lities, nationality

A – *nationality*

K – Colombian, Colombia

He had a mistake here. First he said “Colombian” and he corrected himself right after by saying Colombia. The mistake was to say Colombian because in the first column there was the country and in front of it the nationality.

K – Colombian, Colombian

He made a noise like a car with his mouth

A – *Silence please.*

K – Mayúscula, space Colombia. Why again Colombian

A – *Colombian, Ok. The second one is here.*

I had to show him. I put his fingers in the right line. I had to do it because he kept repeating the word like in the first case that he read two times Colombia and Colombian.

K – En-en-ingland

Without reading he pronounced the right nationality.

K – *inglish.*

He put his fingers in front of England and he read English.

A – English. Good

He did again the noise he had done before.

A – *Could you spell English Kevin?*

He continued doing the noise.

K – *E-N-G-L-I-S-H*

A – *Uh! Good.*

K – *That...*

He showed me a word for me to read, but it was not the next.

A – *No, no*

He smiled

K – ...[sho-fa]

A – *Try to get it*

He touched and touched the whole word, but he couldn't read it.

K – ...[sho-fa]

A – *No, it is not [sho-fa]. What is it?*

K – I don't know

A – In Spanish

K – sho-a]

A – *No, it isn't [sho-fa]. What is sho-fa?, what is that?*

He didn't answer, he try again.

K – [shopin]

A – *[shopin]? No.*

K – [shofol]

I helped him by pronouncing the first syllable. The word is China.

A – *Chi*

K – [chai-na]

A – *China.*

K – [chainis]

He didn't read the word Chinese, he knew the oral information but he didn't know the written one.

A – *but read Kevin.*

K – [chainis]

A – Spell Chinese

K – C-H-E-N. I don't know

A – *Try, try. C-H-I-N-*

K – *I-N-G*

I had to read because it had a mistake: G instead of E

A – *No, no. Let me se C-H-I-N- Oh! Yeah! Here you have a a mistake. I corrected the mistake erasing dots 2 and 4 and leaving dots 1 and 3.*

A – *Ok. Ready Kevin.*

K – No, pere, pere, pere

He said that in Spanish, meaning to wait for a moment.

A – *Continue, please!*

K – C-H-I-N-E-T-E

A – *T? Where is a T here? There isn't a T in Chinese.*

I had to make emphasis in the pronunciation of the word Chinese to show him that there wasn't a T.

K – Look!

He showed me with his fingers where he had found the mistake, but here the letter S was a \_\_\_\_, that is why he made the mistake.

A – *S this is an S*

K – Ok. Touch it, yeah! This is an S

A – Yes?

K – Yes.

A – *Ok. The next one.*

He was tired, but I asked him if he could continue working until the end.

K – Ay! No more.

He said that with tenderness.

A – *Please Kevin, sit down properly.*

K – [spa-nish], [spain]

A – *Spain.*

K – [spa-nish]

A – *Spell Spanish Kevin.*

K – No,no.S-P-A-N-I-S-H

He did it quickly.

A – *Good.*

K – [ja-pon], [ja-pain], [ja-pan]

A – [ya...ya...]

K – [ya-pon]

A – [ya-pan]

K – [ya-po-nish]

A – [ya-pa-nish] *Could you spell Japanese?*

K – No.

A – *Yeah! That is the last but not the least.*

K – J-A-P-A-N-E-S-E

A – *Ok. Kevin. Thank you very much.*

#### **PROTOCOL No.14**

**Date : November 10-98**

**Day : Tuesday Time :3:00 p.m.**

**Place : Kevin's house**

**Topic: OCCUPATIONS**

A – *Good afternoon Kevin!*

K – Good afternoon.

A – *How are you?*

K – Fine thanks.

I explained to Kevin that today we would work with occupations.

A – *Do you know what occupations are?*

K – Llovió

It was raining in that moment that was why Kevin said that.

A – *In English Kevin you said "it is raining. Repeat, please."*

K – It is raining

A – *Ok. Kevin. Occupation is what a person does or works as... for example teacher, pilot, driver, secretary..... What else Kevin? Give me some more examples.*

K – I don't know.

Sometimes, when he doesn't understand or when he doesn't pay attention instead of thinking for a moment, he immediately says : "I don't know".

A – *Nurse, doctor, mechanic, .....*

K – Nurse is guardería



Whenever he wanted to give me a meaning, he always spoke Spanish. He never tried to look for other words in English.

A – *No Kevin, what you say is nursery.  
Carpenter, dentist, policeman, soldier, actor, actress...What does your father do?*

K – Nothing. But where here or in England?

A – *Wherever?*

K – Here he has a microbus.

A – *Is he a driver?*

K – No. He is the owner

A – *Ok. And your mother?*

K – She is assistant at the Gobernación del Cauca.

A – *Your aunt Olga, what does she do?  
She works as secretary. Repeat please.*

K – She works as secretary.

A – *What are you doing?*

K – Student

A – *And your Uncle Joel?*

K – He is jefe de seguridad en Cofenalco.  
He finally made a list with some words about occupations.

He recognized some words such as doctor, actor, secretary, student, dentist. This spelling didn't represent difficulties, because he knew the alphabet better each time. He could recognize the writing of a word if the word was well pronounced.

## PROTOCOL No.15

**Date : November 26-98**

**Day : Tuesday**

**Time : 3:00 p.m.**

**Place : Kevin's house**

**Topic : WORKSHOP (Where are they?)**

A – *Hi Kevin!*

K – Hi.

In this tutorial class, Kevin had to read and to do a workshop about occupations and places. He had to read the answer first for completing the sentences below. He would begin to read the workshop before starting.

A – *Ok Kevin please, you have to read today. So please let's begin..*

K – Tues.- Tuesday-Novem- day- Tuesday No-vem-ber?

A – *aja!*

K – November, November, November 26<sup>th</sup>

A – *Ok. Down.*

I had to show him the place where he could find the next word because he couldn't do it by himself. He wrote a lot and when he did it, he never used to put the words in a different place from the left side of paper.

A – *Here*

K – Work, workshop

A – *OK, down.*

K – Wherry, where, where, wherry,

A – *Where*

K – Where are, are, where are the

A – *They*

K – They

A – *Down, down, here*

K – Park, park,

A – *Park*

K – i, i, airport

A – *Airport*

K – School

A – *School, down*

K – Office

A – *Uhm!*

K – Hospital

A – *Hospital*

K – Street

A – *Street*

K – Street

A – *Uhm!*

K – Moun-ti

A – *Mountain*

K – Mountain

A – *Ok.*

He had to read the long sentences. They are the questions for the words that we read before.

A – *Read the first one.*

K – *One?*

A – *Uhm!*

He whispered to me in Spanish:

K – Usted me dijo que eran 7 palabras no más

A – *Yes, but those were the answers and these are the questions.*

K – Ah! Vió.

A – *Could you read them, please?*

K – The, the, the, the, se, the se-se-secretary is in.....

He kept silent for a moment.... I helped him....

A – *In which place is she Kevin?*

K – In the...the

A – *In which place?*

K – The, that

A – *In which place is the secretary? Park, airport, school, office, hospital, street, mountain.*

K – Office

A – *Office. Ok, number 2*

K – Dan, dan, dan, dancer. Dancer?

A – *Aja!*

K – Dancer is in

K – The nurse

A – *Uhm...*

K – Nurse and the dor, doc, doc, dor,

A – *Dor? No, please read again. Doc...*

K – Doc, doc, doc, doctor

A – *Uhm...*

K – Doctor

A – *Doctor*

K – Doctor are, are

The first time he read the word correctly, but then, he pronounced the word in the same way it was written.

A – *Are?*

K – Are, are, are at

A – *No. Oh! Yes at, Sorry*

K – At the

A – *Down. Where are the nurse and the doctor?*

K – A?

A – *Where are the nurse and the doctor?*

K – Hospital

A – *At the hospital. Ok, continue*

K – Pilot

he pronounced the word in the same way it was written.

A – *How do you pronounce that?*

K – Pilot

He corrected the pronunciation of the word.

A – *Pilot, good.*

K – Pilot is at the

A – *Where is he?*

K – Airplane

A – *Airplane, airport. Ok, number 4*

K – The policeman is in the....

A – *Where is the policeman?*

K – Police station

A – *Yes, but the answers are here... park, airport, school, office, hospital, street, mountain. You have to chose one.*

K – Street.

A – Here Kevin..

K – One more?

He asked me how much he had to read and answer...I suppose he was tired... he was not in the habit of reading in Braille...he almost never read Braille in English.

A – *Two more.*

K – Ah no!

A – *Two more, please, read. Here. Here Kevin.*

K – Desde aquí?

I noticed that when he did not want to continue in class, he began speaking in Spanish.

A – *Yeah! From here...*

K – Here?

A – *Yes, from there...*

A – *Ok. Good. Down.*

K – Six. The, the the tea, the teacher?

A – *Uhm....*

K – The teacher and the stu, stu, and the student are in, are at school.

A – *Ok. Good. Down.*

K – Seven. The, the, sol-di-dier soldier, the soldier is in the mountain.

A – *Ok. Very good Kevin.*

I explained to him the idea for the next class.

A – *Ok Kevin. For tomorrow we have to continue with the answers. Ok. Bye, bye.*

K – Bye!

## **PROTOCOL No.16**

**Date : December 15-98**

**Day : Tuesday Time : 3:00 p.m.**

**Place : Kevin's house**

**Topic : WORKSHOP**

K – Tuesday. Tuesday

A – *Tuesday what?*

K – 15<sup>th</sup>

I put his finger in the word December.

A – *Read again, please.*

K – Tuesday, December 15<sup>th</sup>

A – *Good.*

I did a little remembering to Kevin about last classes.

A – *Did you remember the last class? That day you read a workshop about occupations and places.*

K – Yes!

He exclaimed

A – *Ok, now read this page.*

K – Tuesday

A – *Sure?*

K – I don't know.

A – *Yes, you know. If you read with both hands it would be better.*

K – Thurs Thurs

A – *Thurs what?*

K – Thursday, it was the last class. I forgot the day

A – *Thursday, November 26th*

Most of the time I had to put his fingers in the word.

K – Works- works-hop

A – *It's a single word*

K – Workshop

Immediately, he put his fingers in the next line.

K – Where are they?

It was the topic of the workshop. Afterwards, he began to read the rest of the text.

K – Cars-cars-cars-carspent-carpenter. Carpenter

A – *No, no. Read again.*

K – Carpin- carpenter

A – No, no.

K – Carpentry

A – *In front of it, there is another word.*

K – Airport

He continued reading the other words.

K – Co-cojo

A – No.

In that moment his father was looking at him and immediately, he made emphasis using both hands for reading better and faster. Of course, Kevin took it into account.

K – SchuS-C-H-O-O-L

School.Of-office

HospitalStreet

Number one. The se-sear-secre-secretary wer-works in the

A – *Where does she work?*

He read the sentences completely from the paper and he had to write the answers in a different one.

He first wrote the date. Afterwards, he gave the oral answer.

K – Office

*He wrote O-F-F-I-C*

He thought for a moment and he asked me for the previous paper, "the workshop" and he looked for the word office.

Then he asked me:

K – Office is with E at the end?

A – *Yes Kevin.*

K – Number 2. The carpenter works in the....

He looked for the answer in the previous page as he did before.

K – Carpentry

He spelled it for writing.

K – C-A-R-P-E-N-T-R-Y

A – *Now, Number 3.*

K – The nurse and the doctor work at the hospital

A – OK, Kevin now spell and write hospital.

K – H-O-S-P-I-T-A-L.

A – OK. Good, number 5

K – Number for the pilot works at the airport

A – Spell the place...

K – I-E-, No, A-I-R-P-O-R-T

A – Airport

I made emphasis in the pronunciation of the final T.

K – Airport with T

A – Number 5 the policeman works in the police station.-

A – Yeah!, but when they are out of the police station, where are they?.... They are in the.....

K – Carceles

A – Could be possible, but they are in the corners. Do you know what is that?

K – No.

A – I explained with a square portavaso what corner means.

Immediately he understood and exclaimed... Esquina!

K – S-T-R-E-E-T.

A – Number 6

**K – The teacher and the student works and studies What is studies?**

**A –What do you do at school?**

K – Estudiar.

A – Yes, you study

K – School. S-C

A – Stop, S before H there is a letter

K – Ah! C-H-O-O-L Number 7

A – Number 7 the last one.

K –The soldiers work in the army.

A – Yes, but most of the time they are out of the “Batallon”, the y have to work out of the city.... in the towns, in the mountains.

K – M-O-U

A – M-O-U

K – M-O-U

A – M-O-U

K – M-O-U-N-T-A-I-N-S

After finishing the workshop, he was talking about the army and the function of this, specially, why they are in the mountains.

**PROTOCOL No.17**

**Date : December 22-98**  
**Day : Tuesday**  
**Time : 10:00 a.m.**  
**Place : Kevin's house**  
**Topic : ORDINAL NUMBERS from 1 to 10**

*A – Capital letter for writing Tuesday. Do you remember how you write Tuesday?*

K – Not at all

I began to spell the word

A – T

He remembered and wrote

K – Tues

*A – Tuesday.*

I made emphasis in the pronunciation of the word day.

*A – How do you write DAY?*

K – D-A-Y

*A – Good, comma, December, with capital letter*

K – D-E-C-E-M-B-E-R

*A – Ok. Space numeral sign 22<sup>nd</sup>.*

K – Why ND?

*A – Because it is an ordinal number, you say twenty-second, and for writing 22<sup>nd</sup> in numbers you can abbreviate it writing number 22 plus ND at the end.*

K – Ah!. Thank you.

*A – Now spell and write Ordinal.*

K – O-R-D-I-N-A-L

*A – Ok. Spell and write numbers.*

K – N-O

A – No, U

*K – N-U-M-B-E-R-S.*

*A – Write numeral sign*

K – Ready

*A – Write number 1*

K – Ready

*A – Now write one*

K – Could you spell me it, please?

*A – O-N-E, down*

He did as before saying

**K – numeral sign, number 2 T-U?**

He asked me

*A – No. W*

K – W

He thought for a while and turned his head towards me waiting for the rest of the spelling.

A – O. *Spell it, please.*

K – T-W-O. Numeral sign, number 3

He didn't know how to write three, that is why I explained to him with an example....

A – *Three Kevin. When you say the boy, how do you write THE?*

K – T-H

A – *Ok, so write T-H-R- double IThree, repeat, now spell it.*

K – Three T-H-R-E-E. Numeral sign, number 4

A – *Four, spell it.*

K – F-O

A – *Fo-ur. Fo-ur*

K – U-R

A – *Good.*

K – Ok.

He continued writing the numeral sign

K – F

A – */fai/*

K – F-I

A – *F-I-V*

I made emphasis in the pronunciation of V

K – V

A – *E. Ok continue Six*

K – S

A – *S-I like in Spanish*

K – S-I

A – *Six*

K – X

A – *Spell it please.*

K – S-I-X

A – *No. 7 Seven.*

K – S-E-V-E-N

A – *Good. Eight*

He thought for a moment how to write No.6 in braille

K – H?

A – *Yeah! Ready Kevin.*

K – Yes

A – *Eight*

K – E in Spanish?

A – *No, in English*

K – *I in Spanish?*

A – *Yeah!*

K – T

A – *No, eig*

I made emphasis in the pronunciation of G



A– Eigh... eig H-T. Spell it please.

K – E-I-G-H-T

A – *How do you pronounce it?*

K – Eight

A – *No. 9 Nine.*

K – N-I-N

A – *E* Ok, now write Ten.

K – T-E in English N

#### **PROTOCOL No 18.**

**Date : December 23-98**

**Day : Wednesday**

**Time : 10:00 a.m.**

**Place : Kevin's house**

**Topic : ORDINAL NUMBERS from 11 to 20**

A – *Wednesday*

K – W-E

A – *Wed*

I made emphasis in the pronunciation of letter D

K – W-E-D-N-E-S-D-A-Y

A – *Space DEC*

K – D-E-S

A – *Wait, wait, with S or C*

K – With C-E-M-B-E-R numeral sign 23

A – *Twenty-third*

K – I write in No.23 and

A – *R-D*

K – *Ok.*

He continued writing the list of numbers

K – How I write eleven?

He didn't ask in a right way, for that reason I corrected it...

A – How do I write eleven? Repeat Kevin

K – How do I write eleven?

A – E in English

K – E-L-E-V-E-N

A – Ok Continue. Twelve

K – T

A – T-W

K – E

A – Twel

K – L

A – Twelv

K – V

A – twelve

K – E

A – Listen, thirteen

K – T-H

A – thi in Spanish

K – I

A – thir

K – R

A – Teen

K – T-N

A – No, no double E

K – T-E-E-N

A – Fourteen

**He was surprise so I explained to him how to write it.**

A – Write four and add een at the end.

I gave him the last page wrote by him and he did it.

A – Fifteen

K – F

A – Fi like in Spanish

K – f-i-f-t-e-e-n

A – sixteen

For writing this I used the same explanation done before

K – S-E-V-E-N-T-E-E-N

A – Ok, good. Eighteen

K – E-I-G-H-T-E-E-N

A – very good.

K – Eighteen

A – Nineteen

K -- N-E-N-E-

A -- The last one. Twenty, like two.

K -- T

I gave him the page with the cardinal numeral written by him before to check the number two.

K -- T-W

A -- *Yes, twen like it sounds in Spanish.*

K -- T-W-E-N-T Twenty

A -- *But why you don't write the final letter (y)*

K -- Y

A -- *Ok, very good.*

## PROTOCOL No. 19

**Date : January 18-99**

**Day : Monday**

**Time : 6:00 p.m.**

**Place : Kevin's house**

**Topic : VACATIONS WORKSHOP**

Today we worked with an English workshop for his English class at school. He had to develop some points studied in class. The workshop was in Spanish for that reason he had to put it in Spanish and then he had to translate it into English. It was then that I had to help him because there were many unknown things for him.

A – *Vacations*

K – Va

A – *Workshop W-O-R-K-S-H-O-P*

K – C instead of S Doble line

A – *Traduzca las siguientes*

K – *Cómo se escribe?*

A – *S-I*

K – *En Español no?*

A – *G-U-I-E-N-T-E-S Oraciones*

K – Ora

A – *Guión, abajo*

K – *-Ciones con C?*

A – *Yes, Number 1, space, capital letter Space Mi papá trabaja*

K – *Space?*

A – Yes

K – Trabaja

A – *Con J, space EN space UN*

K – Almacén

A – *With C*

K – C-E-N

A – *Period. Down No. 2, space, capital letter El abuelo de María*

He didn't write capital letter

A – *Capital letter María with tilde*

K – María, María

He made emphasis in the tilde

A – *Es José*

K – Con J no?

A – *Yes, and with tilde en la EMI tía está*

K – Con tilde en la I

He continued writing

A – *Development D-E-V-E-L-O-P-M-E-N-T*

K – L-O-P M-E-N-T

A – *No.1 Capital letter Aguila*

K – Eagle

He did the translation without thinking

A – *How do you write it?*

K – I don't know

A – *Try*

K – E

A – *E-A*

K – E-A-G

A – *G-L*

K – L E-A-G-L-E

He pronounced the whole word trying to get the last letter. He got it.

K – E

A – *Conejo*

K – Rabbit

A – *Spell it*

K – Rabbit R-A-B-B

A – *B like in Spanish*

K – /ai/ (I)

A – *Rabbit*

K – TA – Oso

K – Bear

A – *Spell it*

K – B

A – B-E-A-R

A – Paloma

K – Pigeon

A – Spell it

K – P-I-G-E-O-N

A – Culebra

K – Snake S-N-A-K-E

A – How do you spell park

K – P-A-R-K

A – Supermarket

K – Super like in Spanish S-U-P-E-R

A – Market

K – M-A-R-K-E-T

A – Church

K – C-H-U-R-C-H

A – Airport

K – A-I-R-P-O-R-T-A – School

K – S-C-O-O-L

A – S-C-H-O-O-L

Repeat

K – S-C-H-O-O-L

A – Spell library

K – L-I-B-R-A-R-Y

A – Hotel

K – H-O-T-E-L

A – Restaurant

K – Restaurant?

A – Yeah?

K – It is difficult  
R-E-S-T-A-U-R-A-N-T

A – Zoo

K – ZooZ-O-O

A – Two hundred

K – T-W-O

A – Hundred

K – Me corchó!

He said that in a \_\_\_\_\_ way.

A – H-U-N-D-R-E-D

K – H-U-N-D-R-E-D

A – Street

K – Street S-T-R-E-E-T

A – How do you say: El carro de Pablo es rojo

K – The car of Pablo is red

In this case, you have to use the possessive, I explained to him.

A – *Pablo's car is red*

K – Pablo's car is red

A – *El amigo de mi papá es grande*

K – My father's friend is tall

A – *La casa de mi papá es grande*

K – Maria's house is in the centro

A – *down-town*

K – down-town

A – *La mascota de Juan es un pez*

K – Juan's pet is a fish

## PROTOCOL No.20

**Date : January 19-99**

**Day : Tuesday**

**Time : 5:00 p.m.**

**Place : Kevin's house**

**Topic : ANIMALS**

A – *What day is it today?*

K – T-U

A – *E-S-D-A-Y*

K – D-A-Y

A – *January*

I showed him the paper he did on August 26th about months of the year. There, he had to read the word January and write in the paper for today. It was important to notice that for capital letter English use only dot 6.

K – January 19

A – *Th Capital letter, animals*

He wrote this word without problems, he didn't ask me for the spelling.

A – *Spell it please*

K – A-N-I-M-AL-S

A – *Very good Kevin Capital letter, Domestic like the pronunciation*

K – With C?

A – *Yes, animals. Capital letter, in a farm*  
He wrote this correctly and without asking.

A – *There are:*

K – T-H

A – E

K – E

K – A-R

A – E *Tell me some names*

K – cow. C-A

A – *Stop, you pronounced /kao/ but you have to write C-O-W.*

K – Horse

A – H

K – H-O-R-S space

A – *No, wait horse with E at the end*

K – Dog D-O-G Chicken C-H

A – *Chi like in Spanish with the vowel in Spanish*

K – I

A – C-K-E-N

K – Hen H-E-N How do you say gallo

A – *Cock*

K – C-O-C

A – k

K – C-O-C-K

A – *An animal that you can find in the lake or in the river.*

K – Fish F-I

A – S-H

K – F-I-S-H

A – *In the lake you can find some “kUAK, kUAK”*

K – Duck

A – D-U-C-K

K – How do you say Toro?

A – *Bull*

K – Bull, bull

A – B-U-L-L

I did some animal sounds to activate his background knowledge.

A – “*Miau*”

K – Cat C-A-T

A – “*Oinkg, oinkg*”

K – I don’t know

A – *Pig*

K – P-I-G How do you say Chivo?

A – *Goat like Cabra in Spanish*

K – G

A – G-O-A-T

**PROTOCOL No.**

Date : January 20-99  
Day : **Wednesday**  
Time : **4:00 p.m.**  
Place : Kevin's house  
Topic :ANIMALS

A – *What day is it today?*

K – Wednesday

A – *So please write. Remember that you have to write days of the week and months with capital letters.*

I had to make emphasis in the capital letter because he never remembers that.

A – *What month?*

K – January

A – *Date?*

K – Twenty

A – *Twentieth*

K – Sign number 2-0 t h

A – *House Animals*

K – H

A – *-O-U-S-E- Animals*

He wrote this word without asking how to do it.

A – *Kevin, give me some house animals.*

K – Dog, cock, car, hen, chicken, rabbit, bird

A – *So please write \*Dog*

K – D-O-G

A – *\*Cat*

K – C-A-T

A – *\*cock*

K – C-O-C-K

A – *\*Hen*

K – H-E-N

A – *Chicken*

K – C-H-I-C-K-E-N

A – *\*Rabbit*

K – R-A-B-B-I-T

A – *\*Bird*

K – B-I-R-D

He pronounced letter I in Spanish

A – *Ok Kevin, now let's continue with wild animals, like jungle animals, do you understand?*

K – Yeah!

A – *Write W-I-L-D Animals. Now, jungle animals. J-U-N-G-L-E Animals*

K – Elephant, monkey, lion, snake

A – *Panther*

K – What does it in Spanish? How can I write it?



A – Panther

He wrote it right away.

K – Tiger

A – Now write Elephant

K – E-L-E-F-A-N-T

A – Remember that when you pronounce /f/ you have to write ph

K – E-L-E-P-H-A-N-T

A – Monkey

K – M-O-N-K-E-Y

A – Lion

K – L

He thought for a while but he couldn't write this word.

A – L-I-O-N. Snake

K – S-N

A – A-

K – K

A – E Tiger. T-I

K – G-E-R

A – Forest Animals

K – PH or F?

A – /f/

K – F-O-R-E-S-T Animals

A – What kinds of animals live in the forest?

K – I don't know what is forest?

A – Forest is the place where there are many trees, flowers.

K – Lobos?

A – Yeah! wolf

K – wolf, snake, bird.

A – What kind of animal is pooh?

K – I don't know.

I asked him thinking that he might know about this animal since he is well-known I could see that he had heard about it, but he didn't know that it was an animal.

A – It's a bear.

K – bear?

A – Yeah! Why?

K – I didn't know it.

A – You can also find deer, rabbits and squirrels.  
Ok, now write Wolf

K – Wolf, wolf....

He repeated several times trying to find the writing but he couldn't do it, so he lowered his head towards me like asking for it.

A – W-O-L-F. Snake

K – S-N-A

A – K-E. Bird B-I-R-D.

*Deer D-E-E-R. Rabbit.*

K – R-A-B-B-I-T

A – *Squirrel S-Q-U-I-R-R-E-L.*

That was all, but I gave him homework, “he had to ask to his parents, friends and relatives about animals that he could find in the farm, forest, jungle”.

Then I had to help him with an English homework.

He had to translate some sentences into English. He was guided by me.

#### **PROTOCOL No.21**

**Date : January 21-99**

**Day : Thursday**

**Time : 5:00 p.m.**

**Place : Anarkos cinema**

**Topic : BUGS (A film about animals)**

I decided to go to that movie first of all, he wanted “to watch” it and second, the topic was about animals and we were talking about it in class. The film was in English with captions in Spanish. He had to listen to the movie while I was his eyes explaining to him the activities, the movements, the gestures, etc. I explained to him briefly what was happening.

#### **ANALYSIS**

It was important to take into account that he had to try to do activities totally different from the class, which is why I made the decision to take him to the movies. I watched the movie in advanced, so I knew it, and before going there I explained to him what it was about, trying to situate him in the movie so that when it was time for him to watch the movie, he would feel motivated and prepared.

**PROTOCOL No.22**

**Date : January 22-99**  
**Day : Friday**  
**Time : 4:30 p.m.**  
**Place : Kevin's house**  
**Topic : ANIMALS**

I asked him about the homework about the animals, so he answered:

A – *Farm*

K – Sheep

A – *Forest*

K – Turtle, deer, fox and buho?

A – *Yes, owl. In the jungle?*

K – Zebra, crocodile, giraffe, hippopotamus

A – *There were other animals in those places for example there were sheeps, do you know what it means?*

K – No, my father just tell me sheep, and no more

A – *Sheep is an animal that has wool in its body, do you know what wool is?*

K – No.

A – *In December you put some sheeps in your manger.*

K – Ovejas?

A – *Yes, that's it. Good job Kevin, Keep on working.*

Kevin, yesterday we were at the movies, did you enjoy that?

K – Yes, I liked it.

A – *I narrated the film for you didn't I?*

K – Yes, I liked the film.

A – *What kind of animals do you remember?*

K – In Spanish?

A – *Try to do it in English, if you remember of course.*

K – Cockroach, fly, zancudos

A – *Longlegged*

K – Saltamontes

A – *Grasshopper*

K – Ants, ladybird

A – *Mariquita?*

K – Yes. Gusano

A – *Maggot*

K – Pulga

A – *Flea*

K – Butterfly

A – *Do you know the meaning in Spanish?*

K – No, I don't know.

I gave him the idea in English so that he would give me the meaning in Spanish.  
He did.

K – Grillo

A – *Cricket*

K – Bird

I asked him some questions trying to look for information.

*A – Do you remember who the owner of the circle is?*

K – Pulga

*A – Yeah! Flea*

**PROTOCOL No.23**

**Date : January 23-99**

**Day : Saturday**

**Time : 10:00 a.m.**

**Place : Kevin's house**

**Topic : PARTS OF THE BODY**

I put Kevin in front of me and I asked him:

*A – What parts of the body do you know? Point them out in your body*

K – Head, ears, nose, mouth, legs, knees, toes, hands, eyes, fingers, face.

*A – What do you have in your face?*

K – Eyes, nose, mouth and

*A – in your eyes?*

He didn't answer, and I told him point out your own parts:

*A – In your eyes you have eyebrows and eyelashes.*

*In your mouth you have lips, a tongue and teeth.*

*And in your head?*

K – Hair, face, neck.

**PROTOCOL No.24**

**Date : February 9-99**

**Day : Tuesday**

**Time : 3:00 p.m.**

**Place : Kevin's house**

**Topic : PARTS OF THE BODY**

*A – Monday*

K – Why Monday? Today is Tuesday

*A – Oh, sorry, write Tuesday, comma and space*

K – T-U-E-S-D-A-Y

*A – February , space 9 th*

K – F-E-B-R-U-A-R-Y

*A – The human Body*

K – H-U-M-A-N B-O-D-Y

I touched the part on his body before writing to make meaningful learning, then he had to write as part of the reinforcement of the oral practice.

*A – Now please write: neck*

K – N-E

*A – C-K Shoulder*

K – Shoulder? Spell please

*A – S-H-O-U-L-D-E-R Arm*

K – A-R-M

*A – Elbow*

K – Elbow? Spell please

*A – E-L-B-O-W Wrist*

K – Wrist? Spell please

*A – W-R-I-S-T*

I touched his hand and his fingers and he immediately gave me the names but I had to spell all the words because he didn't know how to write them.

K – Hand

*A – H-A-N-D F-I-N-G-E-R-S, Fingernails.*

He wrote finger and turned his head towards me looking for information

*A – N-A-I-L Chest*

K – Chest?

*A – C-H-E-S-T*

I touched his belly, but he made the reference to the stomach

K – Stomach

*A – No, Belly*

K – Ah! Ah! Belly, belly

*A – B-E-L-L-Y Waist*

K – Waist?

*A – W-A-I-S-T*

**PROTOCOL No.25**

**Date : February 1- 99**  
**Day : Monday**  
**Time : 3:00 p.m.**  
**Place : Kevin's house**  
**Topic :**

*A – Hi Kevin!*

K – Hi

*A – How are you?*

K – Fine thanks

*A –Last week, we were working with the parts of the body, so Kevin, today, let's begin studying the parts of the face OK?*

K – Ok!

*A – So please, write the date with capital letters.*

He thought for a moment and he wrote dots 4 and 6 (Capital letter in Spanish) and he also used dot 6 (Capital letter in English), immediately I corrected him:

*A – No Kevin! Just dot 4*

K – Ok, it doesn't matter

*A – Come in*

At that moment Kevin tried to correct the mistake.

*A – Kevin*

I did a despair gesture because he couldn't find the mistake and for that reason he didn't want to continue writing.

*A – Now write....*

I asked questions about the date:

*A – What day is it today?*

K – Eh! Monday

*A – Monday, right. Now write Mon*

He began to write letter M

K – M-O

A – O

K – O?

*A – Yeah!*

He pronounced Mon and emphasized on letter N and he wrote it

K – N

*A – Day*

K – D-A-Y

*A – Good, comma space. Be quiet Kevin, please. Space (I repeat him)*

He was playing with his legs and moving the table

*A – Capital letter February, February*

He repeated

K – February

He repeated it to find out how to write the word.

K – F

*A – Continue F-E-B*

K – R

*A – U-A-R-Y Ok, space. Numeral sign.*

He wrote the dots for No.1

K – Number one

He wrote the number one because he already knew that first is an ordinal number referring to number one in cardinal numerals

He had to recognize background knowledge about the cardinal and ordinal numerals (he knew it orally) but he didn't know the written system, so he was confused.

I had to explain to him that for writing dates he had to write the numeral sign and then the number as the cardinal, but writing at the end the abbreviation of the ordinal number.

Abbreviation in this case means to write the last two letters of the written number.

That is why, if you want to write first, you have to do it like this: F-I-R-S-T but most of the time in written texts you find it abbreviated. How come? Number one and S-T at the end (1st), and you have to read it as an ordinal number.

K – One?

*A – Yeah! No.1 and st*

K – No.1

A – S-T

K – S

A – T

He left three spaces down.

He didn't have space notion for center titles on the paper. He began to write from the left top on the braille typewriter, so I had to center and organize the words when he wrote.

*A – Parts. Write parts. But first write capital letter*

Most of the time he forgot to write the capital letter signal, that's why I always had to repeat him Capital Letter.

I think it happened because here in Popayan he neither wrote nor read a lot in Braille in Spanish. The same thing happened in London with the only difference that he was in pre-school where they neither have to write nor read.

*A – Parts*

K – P-A-R-T-S

Right now he writes faster in comparison with the beginning of the project. Now, I spell the whole word –if it is not too long- and he writes it without problems, although he sometimes asks me to repeat the spelling again. But his writing is better now.

*A – Of. Of*

There are some short words such as OF, AND, THE, that if they are well pronounced he can write them correctly.

K – The, the, remember

He put his fingers in dots for writing letter T

*A – Uhm!*

And then he wrote H-I

*A – T-H-I?*

He looked at me trying to find the answer.

*A – T-H-E Kevin*

He corrected the mistake and said

K – Body

*A – Body B-O-D-Y*

K – B

A – B-O B-O-D-Y

I spelled the whole word again and he wrote it at the same time of spelling.

A – *Ok, parts of the body. Ok, please now write  
The face, the face.  
Capital letter the*

K – T-H-E

A – *Face. F, sorry capital letter first. F-A-C-E*

K – F-A

A – *C-E. Ok. Which parts can you name from your face, Kevin?*

I repeated the question because he was absent-minded.  
He kept silent and I didn't know if he understood my question, therefore, I touched his eyes asking him again:

A – *What are these?*

K – The eyes.

I noticed that if I wanted him to understand me I would have to touch his body parts. I asked the questions and I touched the part:

K – The nose, the mouth.

Touching his eyebrows

A – *Do you know what these are?*

K – Can I have they?

A – *How do you say, how do you say? The question is how do you say....*

K – How can I say?

A – *Ah! How can you say? Eyebrows That is the forehead.*

K – What else?

A – *Eyelashes, cheeks, chin, lips. Ok write, please Eyes. Capital letter E-Y-Y-E-S-E-S*

*Around your eyes you have... come here Kevin. Eyebrows*

I made a mistake in the pronunciation of this word.

A – *Write A*

I corrected the pronunciation mistake and I spelled it again.

A – *E-Y-E-B-R-O-W-S. Ok, go down one space. Eyelashes, no, eyelids Kevin, eyelids, eyelids.*

I made a pronunciation mistake of the word EYE and at the third time I corrected it.

A – *E-Y-E-L-I-D-S. I'm sorry.*

K – Ah!

A – *No, it doesn't matter D-S. Ok Kevin, Eyelashes, eyelashes.*

I touched his eyelashes

A – *Those ones. A, sorry, E-Y-E- E-Y-E- L-A-S-H-E-S. Forehead, write F-O-R-E-H-E-A-D. Good Kevin. Forehead, that one, forehead.*

I touched his forehead.

A – *Cheek Kevin, Cheek, cheek. Capital letter CH-E-E-K.*

*Nose, nose Capital letter N-N-O-S-E Ok good.*

*Ears. E capital letter E-A-R-S good.*

*Now mouth, M capital letter M write please, write Kevin please M-O*

K – M-O

A – *U-T-H*

K – T-H. T?

A – *yeah! T-H.*



*Lips L-I-P-S L-I-P-S. Lips, Ok.*

K – Bye, bye.

He was in a rush because he wanted to watch his favorite T.V. program “Dragon Ball Z”

*A – Teeth, no, no, Tooth T-H no wait T-O-O-*

K – Un tico, un tico,

He spoke in Spanish

*A – In English please.*

K – One moment

He was erasing the letter H written before.

*A – Write O. Write O O-O-T-H . This is only one Yeah?*

K – One what?

*A – One tooth*

K – Ah!

*A – For all of them, write teeth.*

K – Teeths, Teeths, Teeths, Teeths,

*A – Hay Kevin! Write T*

K – T?

*A – Yes T-E-E*

K – E-E

*A – T-H*

K – H

*A – Ok Tongue. T-O*

K – T

*A – T-O-N*

In that moment when I pronounced letter N, he began to play with his tongue in a funny way.

*A – G*

*K – G*

He repeated G in a funny way too.

*A – U-E Good. Chin*

K – Chin?

*A – C, capital letter C-H*

K – C-H

*A – I-N. C-C*

I made emphasis in the pronunciation because he put his fingers in the dots to write S.

K – Ah! espere

*A – No S but C*

K – Espere, espere yo lo arreglo.

He said that because he discovered the mistake since he wrote letter S.

*A – C-H. Ok, it doesn't matter. H-H*

K – H

*A – Ready, ready H-I-N*

*Ok, good Kevin. That is all for today, so please...*

K – Bye, bye

A – *No, Mr., no bye, bye yet, so please, now I'll pronounce the parts of the body and you will show me by pointing them out using your body OK?*

K – Ok, bye

A – *No, no bye.*

He smiled.

A – *Ok, let's begin. Face, nose, eyebrows, eyebrows, eyebrows, eye, eyelashes, eyelid.*

I touched him his eyelid.

A – *ears, cheek*

He touched his chin

A – *No chin, cheek, cheeks, chin one or two?*

K – One

A – *Teeth, one or two?*

K – One

A – *Sure?*

K – No, all the teeths

A – *All the teeth*

I immediately corrected his mistake.

A – *Tooth, one or two?*

K – One

A – *Tongue, Good. How many eyes do you have?*

K – Two

A – *How many ears do you have?*

K – Two

A – *How many mouths do you have?*

K – One

A – *How many eyebrows do you have?*

K – two

A – *How many chins do you have?*

K – Two

A – *Chin no Kevin*

K – No?, ah! one

A – *Yes! How many cheeks do you have?*

K – Two

A – *How many eyelids do you have?*

K – Two

A – *How many foreheads do you have?*

K – One

A – *Ok Kevin, very good, say good bye*

K – Good bye

A – *Thank you very much. Bye, bye.*

K – Ok Bye.

**PROTOCOL No.**

**Date :**

**Day :**

**Place :Kevin's house**

**Topic :**

*A – Ok Kevin good afternoon.*

*K – Good afternoon*

*A – How are you?*

*K – Fine thank you*

*A – Kevin, we worked with the seasons in the morning.*

*K – Yes*

*A – Now we have to work with the seasons too, but using clothes.*

*K – Do you know what clothes are?*

*A – No.*

Touching and naming his clothes I explained the meaning of the word clothing.

*A – This is a T-shirt, these are pants, these are your socks and these are your shoes.*

*K – Shoes*

*A – Those are clothes*

*K – Yes*

*A – So please, write the date.*

*A – Capital letter*

*K – Friday*

A – Ok, capital letter

K – F

A – R-I-D-A-Y

K – D-A-Y

A – Ok, comma, space. What month is it?

K – March

A – Ok, Capital letter.

He began to write the word faster and without spelling help.

A – How do you write C-H?

*I asked this question because in that moment he knew how to write some short words and CH is one of them.*

He looked at me as saying I do not remember, but I told him.

A – Yeah, you know

He answered numbering the dots used for that word contraction

A – one

K – one, three.....one, four, six

A – No, that only needs 2 dots

K – one, six

A – one, six. Good. Ok, space. What day is it today?

K – Friday

A – Friday, March .... what is the complete date? Is it the eleventh or the twelfth today?

K – Twelfth

A – Ok. Numeral sign

He wrote the number 12

A – T-H . How do you abbreviate TH?

K – Two

A – Dots 1,4,5,6. That's TH, just TH Ok Kevin? Now write

He was distracted

A – Ok, now please write Talk

K – Yes

A – Ok. Talk T-A-L-

K – T-A-L-

A – k, space about A-B-O-U-T

K – A what?

A – A-B-O

K – A-B-O

We did this spelling at the same time.

A – U- space the. Do you remember how to abbreviate THE?

K – The?

He thought for a moment and then he wrote the contraction for the word.

*A – Uhm! The weather W*

*K – E-A*

The phone rang when we were working and people at home were sleeping, so Kevin was despaired and in a low voice he told me in Spanish “toca contestar”

*A – Yeah, yeah! Wait. E-A*

In that moment he wrote as fast as he could

*K – E-A*

*A – T-H-E-R*

In that moment his grandmother picked up the phone and he asked me:

*K – Who was the person who answered the phone?*