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**“EDUCATIONAL CAPSULES OF AUDIOVISUAL CONTENT FOR  
THE DEVELOPMENT OF LISTENING SKILLS IN VISUALLY  
IMPAIRED STUDENTS AT DANIEL REYES HIGH SCHOOL”**

Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.

**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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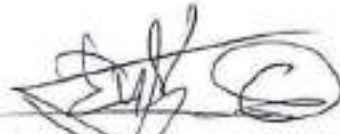


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## DEDICATORY

This thesis is dedicated to God, who has consistently provided me with the courage and strength to overcome challenges. I am immensely grateful to my parents for their unwavering love, support, patience, and efforts throughout my academic journey. Their presence has guided me toward success.

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*Gómez Suárez Gisela Alexandra*

## RESUMEN

El objetivo de este estudio de caso consiste en proponer la implementación de cápsulas de contenido audiovisual educativo con el fin de mejorar las habilidades de escucha de estudiantes con discapacidad visual en la Unidad Educativa "Daniel Reyes". Para lograrlo, se empleó una metodología mixta que involucró una encuesta dirigida al profesor y una entrevista realizada al participante. Los datos recopilados fueron utilizados para desarrollar un modelo de cápsulas educativas que incluye diversas actividades orientadas al aprendizaje del estudiante. En síntesis, este estudio resalta la importancia de fomentar la inclusión de estudiantes con discapacidad visual en el entorno educativo. Se recomienda el uso de cápsulas de contenido audiovisual educativo como una herramienta efectiva para potenciar las habilidades de escucha en este grupo de estudiantes. Estos hallazgos resultan relevantes para los docentes, ya que demuestran cómo esta estrategia de enseñanza puede enriquecer la experiencia de aprendizaje de los estudiantes con discapacidad visual. Se espera que este estudio sea de utilidad para los profesionales que trabajan con estudiantes en esta situación y que inspire investigaciones futuras en este ámbito.

**Palabras clave:** Cápsulas educativas, contenido audiovisual, habilidad auditiva, discapacidad visual, inclusión educativa.

## ABSTRACT

The objective of this case study is to propose the implementation of educational audiovisual content capsules to improve the listening skills of visually impaired students at "Daniel Reyes" High School. To achieve this, a mixed methodology was used involving a teacher survey and a participant interview. The data collected were used to develop a model of educational capsules that includes various activities aimed at student learning. In summary, this study highlights the importance of fostering the inclusion of students with visual impairment in the educational environment. The use of educational audiovisual content capsules is recommended as an effective tool to enhance listening skills in this group of students. These findings are relevant for teachers, as they demonstrate how this teaching strategy can enrich the learning experience of students with visual impairment. It is hoped that this study will be useful for professionals working with students in this situation and that it will inspire future research in this area.

**Keywords:** Educational capsules, audiovisual content, listening skills, visual impairment, educational inclusion.



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## **Introduction**

Learning the English language is a significant skill that improves students' academic programs and is necessary for professional communication in our increasingly globalized society. Unfortunately, those who are visually impaired encounter special difficulties when learning a foreign language because the school system is frequently unprepared to offer them the support and resources they need. While achieving full fluency may be challenging for this group, it is undeniable that their desire to learn, coupled with a school environment tailored to their needs and equipped with appropriate didactic resources, would provide the incentive necessary for an effective learning process (Instituto Nacional para Ciegos (INCI), 2020).

In today's education system, it is of utmost importance to address the issue of inclusive education to ensure equal educational opportunities for individuals, regardless of their abilities or disabilities. Among the various challenges faced by students with visual impairment, classroom participation stands out. To address this issue effectively, the application of educational capsules with audiovisual content has been proposed as a pedagogical tool to improve the auditory skills of visually impaired students. This case study consists of five chapters, each closely aligned with the central theme of the research. The organization of the chapters adheres to a fundamental principle that guides this study:

- Chapter 1 examines in depth the fundamental concepts of visual impairment, providing the basis for the present research.
- In Chapter 2, the methodology used in this study is explored, along with a description of the tools employed for information and data collection.
- Chapter 3 presents a comprehensive analysis, discussion, and conclusion of the data collected, revealing the results of the research.
- Chapter 4 presents a concise instructional recommendation aimed at enriching the student's educational experience, which was the main objective of the study.
- Chapter 5 concludes the research by offering concluding remarks and suggestions derived from the extensive results obtained.

## **Background**

Thorough research has been undertaken to explore topics closely aligned with the issues addressed in this paper. The outcomes of this research emphasize the significance of employing audiovisual educational capsules as a means to foster listening skills during English language learning. In the subsequent section, we will offer a concise summary of the principal discoveries derived from these inquiries.

People with physical, intellectual, or cognitive differences often have different learning experiences and require different educational techniques. The visually impaired, for example, experience particular difficulties in the classroom. There are some 285 million

visually impaired people in the world, 39 millions of whom are blind, according to the World Health Organization (WHO) (2022). For people who are blind or visually impaired, education is essential because it offers them new options and promotes their independence. Despite this, their inclusion in the education system remains a much-debated topic. Creating an inclusive environment for people with visual impairment is a priority in the education system, as emphasized by the concept of educational inclusion, which seeks to promote equal opportunities for lifelong learning and education as a right as mentioned by Salamanca, 1994, cited in (Aquino, Martínez, & Izquierdo, 2012). However, learning can be particularly challenging for students with visual impairment as they rely heavily on auditory information. Thus, it is essential to develop effective approaches to education that meet this group of learners' unique needs.

Vision is undoubtedly one of the most crucial senses for human beings. However, for those with visual impairments, other senses such as hearing, and touch play a significant role in processing information. Recent studies, including Gutierrez (2013) suggest that “the brain of blind people can learn to process visual information through sounds” enabling them to acquire visual skills through the use of hearing. Moreover, certain areas of the brain of blind people have been found to adapt to process visual information through sounds, suggesting that brain plasticity can be harnessed to enhance the quality of life for those who are visually impaired. Therefore, it is evident that listening skills are a critical component of education, particularly for students with visual impairments, who depend on their hearing to absorb information, as stated by Roura (2010). Regrettably, many educational institutions lack the necessary resources and tools to help visually impaired students develop their listening skills. Traditional teaching methods, such as lectures, may not be effective for these students as they usually require visual aids to understand the contents thoroughly.

## **Problem Research**

Daniel Reyes High School is facing the challenge of effectively supporting the learning needs of a visually impaired student. Current teaching methods are not meeting his needs, as he is 86% visually impaired. To address this, the author of this research has identified the need to implement educational capsules of audiovisual content to develop his listening skills. These capsules would provide a more interactive and engaging way for the student to learn and absorb information, ultimately helping him better understand the material and succeed in his studies. According to the authors, Vidal et al. (2019) define them as a "digital information entity that can be presented in different formats and used as a resource in educational activities, which groups a set of learning units, learning objects and digital resources coherently, hierarchically articulated and sequenced". These capsules can include tutorial content, educational videos, and digital material created by the teacher. By using these capsules, teachers can facilitate self-learning, followed by an assessment, which is particularly beneficial for visually impaired students who require more personalized learning experiences. Additionally, educational capsules provide teachers with versatile

tools to use in their teaching, allowing them to take advantage of the wealth of digital content available on platforms like YouTube.

In addition to the aforementioned, a study by Montenegro et al. (2014), examined the impact of audiovisual didactic media on the intrinsic and extrinsic motivation of students in grade 503 of the Maria Montessori district high school in the English language area. They found that “the implementation of audiovisual resources attracts the attention of students through observation and the ability to listen”. This reinforces the idea that this type of material aims to convey ideas to students and that individuals learn meanings through the visualization of didactic media. The study also found that the use of audiovisual media in education had a good effect, especially when it came to teaching English. The study found that students were more motivated to learn foreign languages after suggesting audiovisual media as a pedagogical tool. This underlines how crucial it is for teachers to use these tools in the classroom.

Abebe and Davidson (2012) provided valuable insights into the effectiveness of visual learning materials in enhancing the teaching of English vocabulary through their study titled "Evaluating the Effectiveness of Visual Learning Materials in Teaching English Vocabulary." The research involved surveys conducted with teachers and students, revealing that the regular utilization of audiovisual resources like flashcards, graphics, pictures, and videos contributed significantly to the expansion of students' vocabulary. The results of this study demonstrate how visualization and graphical representation can accelerate knowledge assimilation and increase motivation to learn by enhancing the acquisition of lexical meaning.

The education system encounters a notable obstacle when it comes to delivering efficient teaching approaches for students with visual impairments. Nonetheless, there is a promising solution in the form of educational capsules that incorporate audio-visual content. By utilizing this resource, educational institutions like Daniel Reyes High School can offer improved assistance to their visually impaired students, thereby enhancing their prospects for academic achievements.

## **Justification**

In the 21st century, the significance of learning English has experienced a considerable rise, largely influenced by global technological and economic transformations. English is recognized as the "universal language" or "lingua franca" of modernity (Narvaéz, 2011), and has emerged as one of the most widely spoken languages worldwide. Consequently, a multitude of individuals across the globe are choosing to learn English, drawn by the numerous benefits it offers across various domains including commerce, technology, communication, and education. Mastery of English has become an indispensable tool for active participation in contemporary society.

The inclusion of marginalized groups within society holds immense importance, not only from a social perspective but also in terms of their integration into the educational system. Providing individuals with disabilities access to quality education, guided by appropriate academic practices, is essential. The objective is to replace the prevailing pattern of exclusion with the construction of inclusive identities that uphold the principles of equality (Infante, 2010). When teaching English to students with visual impairment, this idea of inclusion takes on greater importance. Consequently, inclusion becomes even more important in the education of students with visual impairments who are valuable contributors to society.

The government's objective of ensuring equal access to education, training, and learning opportunities for individuals with disabilities is a crucial commitment outlined in the Ley Orgánica de Discapacidades (2012). Regardless of their circumstances or location, this objective aims to allow all students including those with visual impairment to continue their education, complete high school and obtain degrees within the national education system and the higher education system.

However, the scarcity of educational resources and tools presents challenges in cultivating the listening skills of visually impaired students. Consequently, it becomes crucial to explore practical approaches that can effectively enhance the listening skills of this specific student population. In-depth research and comprehensive studies in this field are essential for identifying viable solutions that promote the development of listening skills among visually impaired students, thereby ensuring their educational achievements.

A promising approach to tackle this challenge is the use of educational capsules incorporating audiovisual content. These capsules serve as effective pedagogical tools in diverse educational settings, enhancing student comprehension and learning outcomes. By presenting information through auditory and visual media, these capsules prove to be an effective strategy for developing auditory skills in students with visual impairment. Basantes et al. (2017) highlights the significant impact of information and communication technologies on society, revolutionizing the teaching and learning process and creating new possibilities beyond traditional methods.

Teachers can leverage these resources to facilitate learning, enabling students to perceive, process, and retain information through multiple senses. This approach improves overall comprehension and knowledge retention. Consequently, the implementation of educational capsules with audiovisual content holds great promise in addressing the challenges faced by visually impaired students in their educational journey and promoting their academic achievements. Moreover, it aligns with the State's responsibility to ensure inclusive access to education for all individuals.

The use of educational capsules containing audio-visual information is believed to improve the hearing abilities of visually impaired students at Daniel Reyes High School.

This particular method is advantageous since there is one visually impaired student currently attending the institution. The application of this pedagogical approach is expected to significantly improve the quality of education provided to these students. This strategy takes advantage of the potential of multimedia learning with the help of technology, as highlighted by Obando et al. (2017). According to their findings, the integration of technology can foster learners' interest in language and cultural studies, reinforce communicative skills, strengthen teacher-student relationships, and create an environment conducive to language learning (p. 146). By using multiple senses to receive and process information, learners can experience an overall improvement in learning outcomes. Adopting this strategy facilitates the creation of an inclusive learning environment, offering students with visual impairments the same educational opportunities as their peers and fostering their academic achievement.

The main objective of this study is to determine whether educational audiovisual material capsules are effective in helping visually impaired students at Daniel Reyes High School to strengthen their auditory skills. The purpose of this study, which is a case study, is to implement the aforementioned pedagogical strategy. It is anticipated that the findings of this study will lay a solid foundation for the use of audiovisual educational capsules in the instruction of visually impaired students and could also serve as a guide for other studies in this area. This study aims to address the current lack of adequate resources and instructional methods that may hinder the development of auditory skills in students with visual impairment by evaluating the effectiveness of this approach.

### **Significance of the Study**

The components of the research technique employed in this particular case study are of significant value to the academic community and offer benefits to both teachers and students. In addition, the main objective is to develop personalized resources for teaching people with visual impairments that can be adapted for people with other types of disabilities. It is the auditory, academic, and inclusive aspects of this case study that make it particularly significant.

### ***Academic Impact***

The quality of English language learning of visually impaired students in the second year of high school at Daniel Reyes High School can be significantly improved through the implementation of customized and innovative educational materials, such as educational capsules. These creative tools offer the opportunity to strengthen and promote the teaching of this group of students who, for a long time, have faced a lacked specialized resources.

### ***Affective Impact***

This study's case has a significant emotional value as it aims to enhance the educational quality of students with visual impairment, fostering their inclusion in an educational setting through a humane approach. Affective education is applied in this



context, as Bastidas et al. (2023) suggest, facilitating the development of social and emotional skills like empathy, effective communication, and conflict resolution (p. 19). To accomplish this objective, a personalized and easily accessible tool has been implemented, enabling these students to engage in a wide range of tailored educational activities that enhance and strengthen their auditory skills. The implementation of this tool not only contributes to the establishment of an inclusive and respectful learning environment but also serves as an interactive and captivating resource, promoting personal growth and offering future opportunities. Moreover, this tool plays a crucial role in their motivation and personal development.

## **Objectives**

### ***General Objective***

Propose the use of educational capsules of audiovisual content platforms as a pedagogical tool to enhance the development of listening skills in a second-grade student with visual impairment at "Daniel Reyes" high school in San Antonio de Ibarra during the 2022-2023 academic year.

### ***Specific Objectives***

- Conduct bibliographic research to establish a framework for teaching the English language to visually impaired students and identify effective strategies for strengthening their listening skills.
- Determine the listening skills level of the participant in the study.
- Design educational capsules based on audiovisual content to promote the development of listening skills in English for visually impaired students

## **CHAPTER I: THEORETICAL FRAMEWORK**

The topic of educational capsules of audiovisual content for the development of listening skills in visually impaired students resides within the domain of inclusive education and taking diversity into account. Understanding this topic is aided by the explanation of pertinent concepts and theories that follows:

### **1.1. Language Learning Theories**

Learning theories encompass conceptual frameworks aimed at clarifying the mechanisms through which individuals assimilate, cognitively process, and retain knowledge. These theories emerge from extensive research conducted by experts spanning the fields of psychology, education, and related disciplines. Serving as foundational pillars, learning theories facilitate the development of efficacious educational strategies and methodologies, enabling the analysis of teaching and learning processes. By understanding these theories, educators are empowered to design more powerful learning encounters, thus fostering the realization of students' highest capabilities.

#### ***1.1.1. Behaviorism***

The behaviorism hypothesis, which attributes the influence of the environment on individuals' observable behavior, is attributed to its creator, John B. Watson. In contrast, constructivism highlights the essential role of educators in fostering a conducive learning environment for students. This viewpoint holds that changing student behavior is essential and that the teacher plays a key role in creating and modeling the environment that molds such conduct. To achieve this objective, the teacher follows a carefully designed sequence of stages aimed at guiding the students toward specific goals. In conclusion, both constructivism and behavioral theory emphasize distinct aspects of the learning process. The instructor employs a systematic approach comprising well-thought-out stages to steer the learner toward the attainment of specific objectives. Ultimately, behavioral theory and constructivism underscore the significance of the teacher's role as a facilitator and guide in student learning (Torre, Daley, Sebastian, & Elnicki, 2006).

#### ***1.1.2. Cognitivism***

The cognitivism theory has been widely studied in the field of education and focuses on individual student learning and development without the need for physical changes. Jean Piaget, a prominent Swiss psychologist, is considered the main exponent of this theory. According to Muhajirah (2020), cognitivism is based on the individual's mentality and holds that the learner acquires knowledge through tools such as the senses, memories of experiences, will, and everyday procedures. This learning process relies heavily on introspection and the individual's ability to reflect and think critically. In summary, the theory of cognitivism is presented as a current that proposes an individual and mentalistic

approach to learning, where the student is considered an active and conscious agent of his or her knowledge construction process.

### ***1.1.3. Constructivism***

The constructivism theory has established itself as a prominent current in the field of learning. According to Henson (2015), constructivist theorists argue that learning is a process in which relationships are established between prior knowledge and new ideas. Furthermore, they assert that effective teaching promotes the creation of a coherent set of concepts that link new ideas to old ones. In this sense, making connections between concepts, facts, and processes suggests an orientation toward conceptual understanding. Consequently, constructivism is presented as a valuable perspective for the design of pedagogical strategies that favor meaningful and lasting learning.

## **1.2.Approaches and Methods in Language Teaching**

In the challenging domain of language instruction, a range of strategies and techniques are employed to facilitate student learning. These methods aim to cultivate essential language skills, including listening, speaking, reading, and writing, while also fostering a comprehensive global understanding of the cultural context associated with the language. Language teaching methods encompass the systematic planning and implementation of these techniques and strategies to achieve these objectives. Tagle et al. (2020) emphasize that these methods involve didactic decisions that take into account learning objectives, topics, activities, resources, and process assessment. Over time, numerous language teaching methods have been developed, each with its underlying theories and unique approaches. The choice of the appropriate method will depend on several factors, such as the learners' learning objectives, their level of language proficiency, and the specific context in which the learning takes place. Consequently, selecting the most appropriate and effective method is critical to ensuring the learner's success in their language acquisition process.

**Table 1**

*Language Learning Approach and Methods Matrix*

| <b><i>1.2.1. Approaches</i></b>   | <b><i>1.2.2. Methods</i></b>     |
|---|----------------------------------|
| The Oral Approach and Situational Language Teaching                           | The Grammar - Translation Method |
| Communicative language teaching   | Direct method                    |
| Content-based instruction and content and language-integrated learning (CLIL) | The audio-lingual method         |
| Whole language  |                                  |

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|   |                             |
|---|-----------------------------|
| Competency-based language teaching, standards, and the common European framework of reference | Community language learning |
| Task-based language teaching  | Total physical response     |
| Text-based instruction  | The silence way             |
| The lexical approach  | Suggestopedia               |
| Multiple intelligence (theory)  |                             |
| Cooperative language learning   |                             |
| The natural approach  |                             |

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*Note:* Taken from Approaches and Methods in Language Teaching (2014)

### **1.3. Language Learning Strategies**

According to Richards and Schmidt (2010), language learning strategies are defined as concrete, premeditated, and goal-focused techniques that students employ to improve their ability to acquire, store, and retrieve linguistic information. These techniques can be used by learners consciously or unconsciously to improve their understanding and use of a foreign language. Among the most common learning strategies are repetition, the use of dictionaries and glossaries, oral and written practice, and the performance of grammar activities. It has been demonstrated that understanding and successful application of these techniques can assist students in more effectively and efficiently achieving their language learning objectives. Therefore, students need to understand and use these strategies consciously to enhance their language learning process.

### **1.4. Educational Capsules**

Educational capsules are an effective resource for the dissemination of relevant information for students in the educational environment. In the words of Vidal et al. (2019), they are defined as brief contents that descriptively present updated concepts, being an attractive alternative for teachers. These educational capsules present highly interesting qualities for students, such as their eye-catching, self-teaching, and multifunctional character. However, the success in the creation of this type of educational material lies in the teacher's ability to design attractive content for the student, ensuring that the objective is met, and all the desired content is condensed. The length of the capsule will be determined by the subject matter and content; thus, the instructor must have the abilities necessary to produce clear, concise, and effective educational material that can effectively transfer knowledge to the students.

#### ***1.4.1. Advantages of using educational capsules***

According to Guevara-Betancourt (2015) a motivating environment with didactic materials and resources pertinent to the students' themes of interest fosters meaningful English language learning (p.110). Therefore, educational capsules represent an innovative

pedagogical resource that offers a concise, focused, and well-structured approach to conveying information to learners. This didactic tool has proven particularly effective in online learning contexts, facilitating the clear and concise presentation of content. Using a variety of formats, such as explanatory videos, infographics, multimedia presentations, and interactive games, educators can employ a range of teaching strategies to suit the specific needs of learners. The selection of an appropriate educational capsule depends on several factors, such as content, target audience, and desired learning outcomes. Educational capsules have a wide range of applications in various educational settings, covering basic and advanced levels of education as well as vocational and technical training. In addition, they have become indispensable in corporate and online training programs. Consequently, educational capsules have proven to be an effective alternative to traditional teaching methods, providing learners with a flexible and dynamic learning experience that can be adapted to different learning objectives and environments.

Through this innovative teaching tool, education professionals can reflect, deliver and share material promptly, and personalize to each student. This tool provides the opportunity for the teacher to monitor students' progress and clarify doubts without the need to repeat content numerous times. This is because pupils frequently struggle to focus for extended periods. As a result, the teacher can give the material concise manner to the class in 10 to 15 minutes using instructional capsules, which enables the pupils to comprehend the material better. The concept of educational capsules highlights the importance of the teaching vocation, as it requires the guidance of the teacher to create customized materials. This approach can be applied in the development of a wide variety of educational resources in different areas since it is the teacher who decides which capsule to assign to each student according to his or her individual needs and conditions. In this way, the student benefits from learning at his own pace and in a personalized way (Capsule Teaching, 2020).

### **1.5.Communicative Competence**

Communicative competence is a theoretical framework that pertains to an individual's effective communication abilities within a specific context. It encompasses linguistic, pragmatic, social, and cultural factors that influence communication. Richards (1983), this concept was originally introduced by Dell Hymes in 1966 as a response to the limitations of the Chomskyan perspective, which viewed language only as a formal rule-based system. Hymes proposed various communicative competencies, including grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Over time, scholars in linguistics and related disciplines have further developed and refined this concept. Canale and Swain (1980) presented a notable model that delineated four distinct components of communicative competence. Understanding communicative competence has significant implications for language teaching and learning, emphasizing the importance of teaching grammar, and practical language skills, and fostering students' awareness of context, culture, and pragmatics in communication.

### ***1.5.1. What Does Communicative Competence Involve?***

Canale and Swain (1980) proposed that communicative competence is a complex concept that involves the effective use of multiple linguistic and non-linguistic skills. These skills include grammatical competence, which encompasses knowledge of the structure and rules of the language, and sociolinguistic competence, which involves understanding and appropriate use of social and cultural norms that influence language use. Additionally, discourse competence refers to the ability to use language coherently and effectively in different discourse contexts and situations, while strategic competence relates to the selection of the most appropriate communication strategy for a given situation. Overall, the development of effective communicative skills in diverse cultural and social contexts is essential for achieving effective communication.

## **1.6.English Skills**

Language skills are fundamental abilities that enable individuals to comprehend, utilize, and produce language efficiently. These abilities involve various areas such as reading, writing, speaking, and listening, and they play a critical role in communication and learning. In addition, language skills are essential for personal and professional growth, enabling social interaction, access to information, and career advancement. Therefore, developing language skills is an ongoing process that requires continuous learning and practice to attain proficiency.

### ***1.6.1. Reading***

English reading skills encompass the ability to comprehend written language and decipher different types of texts. According to Perfetti (2007), this proficiency involves the integration of multiple cognitive processes, including decoding, word recognition, and text comprehension. Decoding involves converting written symbols into spoken language, while word recognition involves identifying and retrieving familiar words from memory. Proficient reading is necessary for the application of various techniques, such as skimming, scanning, and critical reading, enabling readers to effectively navigate diverse text genres, ranging from fictional works to scholarly literature. Additionally, reading skills encompass the use of different reading strategies, such as skimming, scanning, and critical reading, to engage with a wide array of textual materials. The acquisition of English reading skills holds paramount importance for academic achievement and lifelong learning, granting access to a wealth of information sources. Moreover, it serves as a vital component in developing language proficiency, facilitating effective communication within academic and professional contexts.

### ***1.6.2. Speaking***

Speech communication is a vital component of language development and is required for effective communication in English. The development of speaking abilities is an essential

part of communicative competence and is required for effective interaction and communication in a variety of circumstances. According to Chomsky's theory of language acquisition, language is an innate ability that is acquired through exposure to linguistic information. Therefore, to develop effective English-speaking skills, constant practice and exposure to an authentic linguistic environment are crucial. In the article titled "The Importance of Speaking Skills in English Classrooms," published in the Alford Council of International English & Literature Journal, Srinivas Rao (2019) emphasizes the significance of English-speaking skills for effective communication. To help pupils improve their communication abilities, the author advises teachers to allow them to practice speaking in various settings.

### ***1.6.3. Writing***

Writing skill is fundamental for teachers and scientists, as it allows them to improve their ability to retain information, prepare reports, and plan and organize their work while fostering the development of critical thinking skills, reflection on their area of specialization, and effective communication (Sinaga & Feranie, 2017). However, the ability to produce clear, grammatically correct, and effective written messages, is a complex skill that involves a number several including prewriting, drafting, writing, revising, and editing. Successful execution of these stages is essential for producing different types of texts, including academic papers, reports, business correspondence, and creative writing. In addition, writing effectively requires the adoption of various strategies, such as identifying the audience, selecting the appropriate tone, logically organizing information, and using language correctly, including spelling, punctuation, and grammar, to ensure clarity, conciseness, and comprehensibility of the written message. Therefore, the mastery of writing skills is crucial to the personal, academic, and professional success of individuals in any field.

### ***1.6.4. Listening***

The essential talent of listening involves being able to hear, decipher, and comprehend spoken language as well as to process and comprehend its meaning. The importance of improving this skill should not be underestimated, as listening comprehension has been widely recognized as one of the most widely used language skills (Chuang & Wang, 2015). However, the ability to understand and respond effectively to verbal information in a variety of social and cultural contexts requires the activation of numerous cognitive processes, including attention, memory, and inference, therefore increasing this ability is not a simple undertaking. In particular, effective listening skills involve not only linguistic knowledge but also communication strategies and social awareness. It is therefore crucial for achieving personal, academic, and professional success in any field.

## **1.7. Listening Subskills**

Listening subskills refer to the specific abilities that individuals use to process and understand spoken language. These subskills are broken down into two groups: top-down

processing skills, which require using context and background information to determine the meaning, and bottom-up processing skills, which involve analyzing individual sounds, words, and grammar. Discrimination, prediction, inference, note-taking, paraphrasing, attending, and evaluating are examples of specific listening subskills.

- Discrimination refers to the ability to differentiate between different sounds, words, and stress patterns.
- Prediction involves anticipating what may come next in a spoken message based on context and knowledge. Inference refers to the deducing meaning that is not explicitly stated in the message.
- Note-taking involves identifying and writing down key points and details while listening to a lecture or presentation.
- Paraphrasing refers to restating or summarizing what was heard in one's own words. Attending involves focusing attention on the spoken message and avoiding distractions.
- Evaluating involves critically analyzing the speaker's message and assessing its accuracy and relevance (Brown, 2014).

Developing these subskills can improve overall listening comprehension and facilitate effective communication in various social and academic settings.

### **1.8.Stages in Listening Skills**

The skill of listening in the second language acquisition process involves the application of several stages that contribute to a complete and effective development. The first stage, known as pre-listening, focuses on preparing the learner before exposure to the listening material, including activation of prior knowledge and familiarization with the topic. During the during-listening stage, the learner concentrates on understanding and extracting key information from the listening material, using active listening strategies. Finally, in the post-listening stage, reflection and consolidation activities are carried out, such as comprehension verification, discussion, and content analysis, promoting retention and transfer of what has been learned. These stages in the listening skill allow for a systematic and comprehensive approach to the development of this important linguistic skill.

### **1.9.Common European Framework**

The Common European Framework of Reference for Languages (CEFR) is a comprehensive and internationally recognized standard that is utilized to describe and evaluate language proficiency levels (Cambridge, 2023). It was created by the Council of Europe and has since evolved into the benchmark for language instruction and evaluation throughout the world. The CEFR categorizes language proficiency into six levels ranging from A1, which denotes the beginner level, to C2, which represents an advanced level of proficiency. The framework includes grammar, vocabulary, and pronunciation in addition to



the four basic language abilities of reading, writing, listening, and speaking. It also includes precise descriptors for language knowledge, skills, and competencies at each level. The CEFR is a crucial tool for language learners, teachers, and institutions in determining learning objectives, evaluating proficiency levels, and designing language courses and materials. Moreover, it aids in the recognition of language qualifications across different countries and educational systems.

### ***1.9.1. Common European Framework of Reference for Languages Scale***

**Table 2**

*CEFR levels (A1, A2 and B1)*

|   |   |
|---|---|
| <b>“A1.1 or level A1 in progress”<sup>a</sup></b> | “This suggests that the individual is in the process of acquiring language skills at the beginner level” <sup>a</sup>   |
| <b>“A1.2 or true level A1”<sup>a</sup></b>        | “This indicates that the individual has attained a language proficiency level of A1 as a basic user” <sup>a</sup>   |
| <b>“A2.1 or level A2 in progress”<sup>a</sup></b> | “This suggests that the learner is in the process of developing language proficiency at the A2 level” <sup>a</sup>  |
| <b>“A2.2 or true level A2”<sup>a</sup></b>        | “This indicates that the individual has attained a language proficiency level corresponding to the A2 basic user level” <sup>a</sup>  |
| <b>“B1.1 or level B1 in progress”<sup>a</sup></b> | “This indicates that work is being done on the development of language skills corresponding to level B1” <sup>a</sup>   |
| <b>“B1.2 or true level B1”<sup>a</sup></b>        | “This suggests that the learner has attained a language proficiency level of an independent user at the B1 level, demonstrating the ability to understand and produce coherent, detailed language in various familiar and non-familiar situations” <sup>a</sup> |

*Taken from: “National English Curriculum Guidelines (2012)*

### ***1.9.2. B1.1 or Level B1 in Progress***

Level B1.1, also known as B1 in progress, is a crucial stage in language acquisition. It represents an intermediate level where students witness significant growth in their speaking, listening, and writing abilities. Progressing through B1.1, students expand their vocabulary and consolidate their understanding of grammar, allowing them to communicate more effectively in both every day and professional contexts. They gain the capacity to express opinions, describe past experiences, and discuss plans. This level fosters confidence and prepares students to tackle more complex communicative challenges. It is a rewarding phase where language skills are solidified, bringing students closer to advanced proficiency. According to the Ministerio de Educación, (2012), B1-level graduates demonstrate proficiency in various aspects of the linguistic component of communicative competence:

1. Use a diverse range of vocabulary to describe unexpected situations, clearly explain important concepts or problems, and express opinions on topics such as music and film.
2. Possess the necessary linguistic skills to discuss family, hobbies and interests, work, travel, and current affairs with a sufficient vocabulary, although hesitation and circumlocution may still be present. However, limited lexical resources can sometimes lead to repetition and formulation issues.

Regarding the sociolinguistic aspect of communicative competence, high-school graduates at level B1 will have the ability to:

1. Perform and react to various language functions, employing the most frequently used expressions in a neutral register.
2. Show awareness of observable conventions of politeness and act appropriately.
3. Demonstrate awareness of and attention to the signs that indicate the most notable differences between the prevailing customs, practices, attitudes, values, and beliefs of the community in question and their own.

In terms of the sociolinguistic component of communicative competence, B1-level baccalaureates will be able to:

1. Perform and respond to various linguistic functions using the most frequently used expressions in a neutral register.
2. Demonstrate awareness of observable conventions of politeness and act appropriately.
3. Demonstrate awareness of and pay attention to the warning signs that indicate the most significant discrepancies between one's ideas and the norms, practices, attitudes, and values in the community.

B1-level secondary education graduates will show the following skills about the pragmatic part of communicative competence:

1. Modifying their expression to cope with unusual, even awkward situations.
2. Can communicate most of what they want to say using a range of simple words.
3. Participate in conversations on common topics by taking the initiative when necessary.
4. Initiate, continue, and end basic face-to-face conversations on common topics or topics of personal interest.
5. Expose simple stories or descriptions as a fluent and logical series of points.
6. Create a linear sequence of connected points from several shorter discrete pieces.

Those with a B1 level in language and who have completed secondary school will be able to demonstrate skills for:

**Table 3**

*B1 level language proficiency development for high school graduates*

---

|                  |  |
|------------------|--|
| <b>Listening</b> | “Understand the main ideas of clear, common speech on familiar matters regularly encountered in informal situations, such as at school, work, leisure time, etc.” <sup>a</sup>   |
|                  | “Capture the main idea of radio or television programs dealing with topics of personal or professional interest, provided the presentation is clear” <sup>a</sup>  |
| <b>Reading</b>   | “Understand texts that are mainly based on a common language and are frequently used in everyday situations” <sup>a</sup>  |
| <b>Speaking</b>  | “Understand the description of events, feelings, and wishes in personal letters” <sup>a</sup><br>“Cope with most situations that may arise when traveling in a region where the language is spoken (i.e., possess basic social communication skills)” <sup>a</sup> |
|                  | “Participate in spontaneous conversations on topics that are familiar, of personal interest, or relevant to daily life without prior preparation” <sup>a</sup>   |
|                  | “Put sentences together in a simple way to describe experiences, events, dreams, aspirations, and goals” <sup>a</sup>  |
|                  | “Present brief justifications and explanations of opinions and plans” <sup>a</sup>   |
|                  | “Describe reactions to the plot of a book or movie” <sup>a</sup>   |
| <b>Writing</b>   | “Narrate a story” <sup>a</sup><br>“Write a basic and coherent text on familiar topics or topics of personal interest” <sup>a</sup>   |
|                  | “Write personal letters to describe experiences and impressions” <sup>a</sup>  |

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*Note:* Taken from <sup>a</sup>National English Curriculum Guidelines (2012)

### **1.10. Inclusive Education**

The goal of inclusive education is to meet the diverse needs of individual learners while promoting their active participation in their communities, cultures, and learning environments. Eliminating exclusion both inside and outside the school environment is its main objective. In Ecuador, inclusive education refers to a transformative view that involves changing educational systems and other learning environments to accommodate student diversity. This goes beyond simply including specific students in regular schools. Its goal is to establish an environment in which both teachers and students feel comfortable and perceive diversity as a challenge and an opportunity to enrich the educational process (Ministerio de Educación).

### *1.10.1. Types of Disabilities*

Disability encompasses a wide range of situations in which the physical or mental dimensions of an individual interact with the elements of the society in which he or she lives and develops (Padilla-Muñoz, 2010). This condition includes several challenges, such as alterations in body function or structure, such as paralysis, deafness, blindness, or deafblindness, as well as limitations in the ability to perform actions or tasks, such as problems related to vision or hearing. In addition, it involves an individual experiencing restrictions in their participation in everyday situations due to some limitations. Children with disabilities often find themselves in unfavorable circumstances that increase their vulnerability and restrict their opportunities for meaningful learning, according to Unicef (2014). These circumstances aggravate the experience of disability. It is imperative to have a knowledge of disability that carefully analyzes the relationships between the particular qualities of the person and his or her immediate surroundings to break this destructive cycle.

**Table 4**

#### *Different Types of Disabilities Impacting Different Areas of Personal Functioning*

|                                |   |
|--------------------------------|---|
| <b>Physical Disability</b>     | “It is about the consequences derived from a particular condition that affects any organ or system of the body” <sup>a</sup>  |
| <b>Intellectual Disability</b> | “It is characterized by significant limitations in both cognitive functioning and behavioral adaptation. This disorder manifests before the age of 18, and its diagnosis, prognosis, and intervention differ from those applied to intellectual disability and psychosocial disability” <sup>a</sup>  |
| <b>Mental Disability</b>       | “The decrease in functional capacity and behavior in a person with a mental dysfunction is proportional to the severity and duration of such dysfunction. These alterations or deficiencies occur in the neuronal system and, when combined with a series of uncontrollable events for the person, trigger an altered situation of reality” <sup>a</sup>  |
| <b>Psychosocial Disability</b> | “Limitations generated by the social context focused on a temporary or permanent decrease of the mind due to the lack of timely diagnosis and appropriate treatment”  |
| <b>Multiple Disability</b>     | “Existence of two or more physical, sensory, intellectual, and/or mental limitations” <sup>a</sup>  |
| <b>Sensory impairment</b>      | “It refers to the limitation in hearing and vision” <sup>a</sup>  |
| <b>Hearing impairment</b>      | “It is about the limitation in the ability to perceive external sounds” <sup>a</sup>  |
| <b>Visual Impairment</b>       | “It is the lack of proper functioning of the visual system, which includes the structures and functions related to it. It involves an alteration in visual clarity, visual field, eye movement, color, or depth perception, resulting in a decrease in visual acuity. The classification of this impairment is made according to its degree” <sup>a</sup> |

*Note:* Taken from “Presidencia de la República EPN (2018)

### 1.10.2. Visual Impairment

Visual impairment is defined as a significant decrease in visual acuity or a significant reduction in the visual field Gómez et al. (2016). This condition may be present from born or develop throughout life due to a variety of factors, including disease, the aging process, or injury. People with visual impairment face difficulties in reading various elements, such as gestures, images, and text. Some individuals may experience a complete inability to read, while others face difficulties reading at different distances. In the educational context, some students with visual impairment are educated in specialized settings, where they are grouped with other students who also have blindness or various visual impairments or difficulties. However, specific training for teachers in teaching students with visual impairment is still insufficient. Despite this, many teachers conduct independent research and collect adapted resources and materials to support students with visual impairment.

### 1.10.3. Standard Disability Severity Rating

**Table 5**

*The scale used in Ecuador to determine the level of severity of a disability.*

| <b>Disability</b>             | <b>Definition</b>   | <b>Percentage</b> |
|-------------------------------|---|-------------------|
| <b>None disability</b>        | A person with a permanent disability who has received appropriate diagnosis and care and who does not find it difficult to perform activities of daily living.  | From 0 to 4%.     |
| <b>Mild disability</b>        | When a person presents symptoms, signs, or consequences of a permanent disability and encounters certain difficulties in carrying out daily activities, it is important to note that, despite this, the person shows a high level of independence. He/she does not need assistance from other people and can overcome barriers in his/her environment.  | From 5 to 24%.    |
| <b>Disability moderate</b>    | When we refer to symptoms, signs, or consequences of permanent disabilities, we mean a significant decrease in a person's ability to carry out certain daily activities. Despite this, the person remains independent in personal care tasks, although he or she encounters difficulties in overcoming some barriers in his or her environment.   | From 25 to 49%.   |
| <b>Disability severe</b>      | When we speak of symptoms, signs, or consequences of permanent impairment, we refer to a situation in which a person's ability is significantly reduced or even prevented from carrying out most daily activities. In some cases, they may even require support for basic personal care tasks. In addition, overcoming obstacles in their environment may represent a challenge for them, as they only manage to do so with difficulty in some cases. | From 50 to 74%.   |
| <b>Very severe disability</b> | When we speak of symptoms, signs, or consequences of permanent disabilities, we refer to situations in which these have a severe impact and completely hinder the ability to carry out daily activities.  | From 75 to 95%.   |

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|                            |  |                  |
|----------------------------|--|------------------|
|                            | In such cases, the person requires the support or care of another person and is unable to overcome the obstacles in his or her environment.  |                  |
| <b>Complete Disability</b> | When we speak of symptoms, signs, or consequences of permanent impairments, we refer to situations in which these completely affect the person, preventing the performance of daily activities. In such cases, the person needs the support or care of another person and is unable to overcome the obstacles in his or her environment. | From 96 to 100%. |

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*Note:* Taken from Ministerio de Salud Pública (2018)

#### ***1.10.4. Teaching English to blind people***

The study by Snyder and Kesselman (1972) entitled "Teaching English as a Second Language to Blind People" and published in the Journal of Visual Impairment & Blindness, discusses the particular challenges that arise in the education of blind people in English language learning, which require adapted pedagogical approaches. It is essential to employ tactile and auditory strategies to facilitate language acquisition, such as the use of raised materials and emphasizing active listening through the auditory-oral approach, given that hearing plays a fundamental role in the initial phase of learning. Therefore, students must have prior mastery of the English sound system before tackling reading and writing, thus establishing hearing as a primary source of learning. Consequently, the development of listening skills takes on an essential role in English language instruction for the visually impaired. Likewise, the importance of this principle is emphasized, especially during the initial stages of the learning process, where students are not confronted with the graphic symbols of English while assimilating grammatical principles. In addition, it highlights the need to encourage active learner participation and adapt educational resources to ensure an inclusive and accessible environment. Finally, it is essential to provide individualized attention and employ specific techniques to maximize learning and linguistic development in this group of students.

In conclusion, the theoretical framework of the topic of capsules of audiovisual content for the development of listening skills in visually impaired students is based on concepts related to inclusive education, listening skills, multisensory learning, and educational technology. These concepts provide a solid foundation for the design and implementation of effective educational strategies for this group of students.

## **CHAPTER II: RESEARCH METHODOLOGY**

### **2.1. Case Study**

This research was conducted as a case study to analyze in depth a specific context and understand in detail the impact of educational capsules of audiovisual content on the development of listening skills in visually impaired students, focusing specifically on the case of Allan Benitez. A case study is characterized by its focus on the singular, the particular, and the exclusive, which allows for gathering detailed information about a specific phenomenon or situation. Its main purpose is to investigate the particularity and uniqueness of the singular case and to understand the distinctive nature of the case in question, as established by Simons (2011). In this context, the educational capsules and their effect on the development of the listening skills of this particular student were explored. By focusing on a single case, it was possible to obtain a complete and contextualized perspective of the factors that influence the development of listening skills in a visually impaired individual at the Daniel Reyes Educational Unit. This allowed obtaining specific and applicable results to the particular context of the research, providing valuable information to improve educational strategies and approaches aimed at this group of students.

### **2.2. Type of Research**

In this case study, the researcher has chosen to adopt a mixed methods approach to gather data concurrently from two essential sources: the teacher directly involved with the student and the student who serves as the primary focus of this research. By employing this approach, the aim is to obtain a comprehensive understanding of the dynamics and perspectives inherent in both sides of the educational process. This simultaneous collection of data from both the teacher and the student enables the researcher to gain valuable insights and facilitates a more holistic analysis of the situation at hand. Gunasekare (2015) mentions that in a mixed methods study, researchers gather and analyze both quantitative and qualitative data as part of a single investigation. This means they collect and examine data from both numerical measurements and non-numerical observations or interviews. These data can be collected simultaneously or in a specific order, and they are then combined and analyzed together during one or more phases of the research process. The integration of these different types of data allows for a more comprehensive understanding of the research topic.

Hence, the primary objective of the researcher in this case study is to systematically gather and analyze the data acquired through various instruments. This data can be classified into two distinct categories: numerical data, represented by quantitative measurements, and descriptive text, encompassing qualitative observations or textual responses Cedeño (2012).

#### **2.2.1. *Quantitative Method***

In the specific case under study, a quantitative research approach was employed to gather relevant information. A deliberate choice was made to apply a survey to the teacher

directly responsible for the student who was the focus of the research. The primary aim was to acquire and evaluate the teacher's viewpoint on the student's education about the use of educational capsules.

Quantitative research, as an empirical method, investigates social phenomena through numerical descriptions known as empirical statements. These statements are then analyzed using mathematical techniques to interpret the collected numerical data. Furthermore, quantitative research employs empirical assessments to measure the extent to which a program or policy adheres to predetermined standards or norms. Ultimately, the overarching objective of quantitative research is to comprehend phenomena by systematically gathering and analyzing numerical data, as stated by Sukamolson (2007).

### ***2.2.2. Qualitative Method***

This study is based mainly on a qualitative method since it was decided to interview the student. To make it easier to gather data directly from the learner, this choice was made. Through this tool, it was possible to obtain data that allowed the researcher to learn about the reality, preferences, feelings, and points of view of the student in question.

In this context, Bhandari (2020) defines qualitative research as that which is based on the collection and analysis of information not based on numbers, such as text, video, or audio, to gain a deeper understanding of concepts, points of view, and experiences. Its main focus lies in delving deeper into a specific problem or generating innovative insights for the study at hand. In contrast to quantitative research, which is concerned with gathering and interpreting numerical data for statistical analysis, qualitative research is concerned with thoroughly comprehending particular occurrences and settings.

This method is frequently utilized in the humanities and social sciences, including anthropology, sociology, education, health sciences, history, and other fields. In summary, the qualitative approach adopted in this study provided an enriching perspective by allowing an in-depth understanding of the student's reality and experiences, in line with the research objectives.

### **2.3. Research Techniques and Instruments**

Research techniques and instruments play a critical role in the process of conducting academic research. These tools and methods are employed to collect and analyze data systematically, allowing researchers to explore and investigate various phenomena and concepts in their respective fields. By using appropriate techniques and well-designed instruments, researchers can gather reliable and valid data, ultimately enhancing the quality and credibility of their research findings.



### **2.3.1. Interview**

This instrument plays a fundamental role in the qualitative part of the research as it allows for the collection of participant data through a structure consisting of 12 questions. In this case, the interview was directed toward the student at the center of the research, specifically Allan Benitez, a sophomore school student. Through the application of this instrument, the researcher sought to obtain a deeper understanding of reality from the student's perspective, to understand more precisely the problem in question.

It is important to highlight that this instrument provides the researcher with the opportunity to explore the student's experiences, opinions, feelings, and emotions within the classroom context and throughout their English language learning process. By using this tool, a more comprehensive and detailed vision of the student's experience, which contributes to a more solid understanding of the challenges and specific needs that students face in their learning.

### **2.3.2. Survey**

The application of this technique aims to systematically collect quantitative data. Consequently, the survey will provide essential responses that will furnish the researcher with fundamental information provided by the teacher. The researcher will guide the survey to offer clarifications on the questions if required. This instrument will be meticulously structured, composed of 11 closed questions that will enable an evaluation of the teacher's aptitude in instructing impaired people, as well as their comprehension of the proposed utilization of educational capsules.

## **2.4. Research Questions**

- How can educational capsules contribute to the improvement of listening skills?
- What are the advantages of applying educational capsules to strengthen listening skills?
- How can the use and implementation of tools such as educational capsules improve and enhance the education of impaired people?

## **2.5. Study Site**

"Daniel Reyes" High School, with AMIE code 10H00229, was selected as the study institution in this case. Located in the San Antonio de Ibarra parish, at Avenida Sucre 272 and Camilo Pompeyo, in the province of Imbabura, Ecuador, this public high school focuses on art. It offers educational programs for Basic Education and Baccalaureate and has a staff of 58 teachers and a student population of 1,128 students.

## Figure 1

### *Daniel Reyes High School's Google Maps*



*Note:* Google Maps of Daniel Reyes High School. Retrieved June 22, 2023, from <https://goo.gl/maps/NPpWtDznyRsMZ5Sk8>

## 2.6. Participant

This case study will be conducted with the participation of Allan Yahir Benítez Rosero, a student of "Daniel Reyes" High School. The focus of the research is on this particular student due to his visual impairment, which is estimated at approximately 80%. In addition to this visual impairment, Allan also has a physical disability that prevents him from using items such as pencils and notebooks. A relevant aspect of this participant is his high level of interest in learning English, and it has been this interest, along with the obvious lack of specialized material for people in his situation, that has been the starting point for the researcher in designing and beginning this research. The main objective of this study is to provide Allan with an inclusive and quality education. Likewise, the teacher in charge of teaching English to the aforementioned student will also actively participate in this research.

## 2.7. Procedure

For the development of this case study, the researcher relied on the relevant theoretical foundations for each topic addressed. Regarding data collection, two instruments were designed: a survey and an interview (see Annex 1). These instruments were structured differently; the survey followed a structured format, while the interview adopted a semi-structured approach. Both instruments focused on the main objective of the proposal, which is to collect relevant information that will contribute to the design and development of the proposal.

Subsequently, the instruments were submitted for approval and validation by two English teachers at the Universidad Técnica del Norte (see Annex 2). As a next step,

permission was requested from the Universidad Técnica del Norte to establish contact with the Daniel Reyes High School and carry out the research in that institution (see Annex 3). Permission was also requested from the student's mother, who is the legal representative, to conduct the research focused on her son. Once the rector's permission was obtained, an appointment was made with the English teacher to administer the survey, and the enthusiastic acceptance of Mrs. Nancy Rosero, the student's mother, was obtained (see Annex 4).

The teacher survey and the student interview were then conducted, with the participation of the mother. The interview with the teacher lasted approximately 20 minutes, during which, in addition to answering the survey, a brief conversation was held about teaching Allan. On the other hand, the interview with the participant was recorded in a recording of 27 minutes and 41 seconds. It is worth mentioning that the survey was conducted in Spanish and later translated into English for its corresponding analysis.

Finally, after applying the research instruments, that is, the interview and the survey, we proceeded to the corresponding analysis and discussion. A qualitative approach was used for the interview with the student, while a quantitative approach was applied for the interview with the teacher. The information provided by both parties is fundamental for the development of the proposal, and the data obtained will be presented in the following chapter.

## **CHAPTER III: ANALYSIS AND INTERPRETATION OF THE RESULTS**

This case study was conducted at Daniel Reyes High School, which is located in San Antonio de Ibarra. The main objective of this study was to collect information systematically and rigorously using two instruments: an interview with the visually impaired student and a survey applied to the English teacher in charge of working with the study participant. The combined use of these two instruments allowed for the collection of relevant information from the two key actors involved in the teaching-learning process of the student with visual impairment in the area of English. The information obtained through this study is expected to contribute to the design of effective educational strategies for students with visual impairment in inclusive educational settings.

The current chapter is devoted to the comprehensive presentation of the analysis and interpretation of the collected findings. Qualitative data was obtained through the interview conducted with the visually impaired student, which involved a series of questions intended to identify his English learning needs. Additionally, the survey involved the participation of the teacher responsible for teaching the aforementioned student. Together, these two instruments provided valuable insights into the specific learning requirements and challenges faced by visually impaired students when learning English.

### **3.1. Students' Interview Analysis**

The objective of this study was to explore the specific learning limitations and material needs in English language learning among visually impaired students. Data collection involved conducting interviews with visually impaired students and a survey with the English teacher, both administered personally to facilitate in-depth discussions and provide a comprehensive understanding of the participants' perspectives. To ensure a comfortable and supportive environment, the student survey was conducted in Spanish with the assistance of the student's mother. The collected data, including the interview transcriptions and survey responses, were analyzed by selecting the most relevant and related answers for analysis. The findings from this analysis shed light on the identified limitations and needs, offering valuable information for further research and potential interventions in this context.

#### **Data Analysis**

**Question I:** Do you like learning English?

Translation:

Yes, because it is a very important subject in my academic activity... I am currently in my third year of high school...

**Analysis**

The above data presents a translation of the response provided by the visually impaired student participant to the question, “Do you like English?” The results indicate that the participant has a positive attitude towards learning English, suggesting a keen interest and enthusiasm for the subject. Furthermore, given the student's age and the year level of high school in which he is currently enrolled, it can be inferred that he recognizes the significance of English not only for his academic development but also for personal growth. It is worth noting that English is a compulsory subject and a key requirement for both high school graduation and university admission, as mandated by law. Thus, the student's positive attitude toward English is an essential factor for his academic success and overall future.

**Question II:** Do you think that the teaching-learning of the English language is important in your academic training?

Translation:

Of course, it's important because it helps us a lot to communicate with people from other countries... also, I'd like to travel to learn new things...

### **Analysis**

The following analysis presents an interpretation of the response to the second question, which aimed to understand the participant's perception of the usefulness of learning English. The participant's answer reveals two significant reasons for his interest in the language. Firstly, he considers it a convenient means of communication with people from other parts of the world, indicating his desire to expand his social and cultural horizons. Secondly, he sees English as a gateway to numerous opportunities, including the possibility of traveling abroad. These reasons highlight the potential personal growth that the participant envisions through the acquisition of English language skills.

Based on the participant's perceived usefulness of English, it is clear that the language has the potential to contribute significantly to his personal development. The ability to communicate effectively with people from different cultures and backgrounds can foster a greater understanding and appreciation of diversity, while the potential opportunities that English offers can provide the participant with a range of possibilities for future career and personal growth. Therefore, it is crucial to provide visually impaired students like the participant with effective and accessible English language learning opportunities to enable them to achieve their full potential.

**Question III:** Do you find English classes:

|        |           |      |             |
|--------|-----------|------|-------------|
| Boring | Difficult | Easy | Interesting |
|--------|-----------|------|-------------|

I find English classes interesting because I would like to learn a lot.

### **Analysis**

The third question seeks to investigate the participant's viewpoints on English classes. The response highlights the participant's inclination towards English classes as demonstrated by selecting the highest point on the scale. This suggests that the participant views English classes as engaging and stimulating since there are numerous new things to learn. This positive response not only signifies the participant's interest in English but also reflects his confidence in his abilities to grasp the subject matter. Such a perspective is significant as it may contribute to the participant's motivation to actively participate in English classes, which can potentially enhance his learning outcomes.

**Question IV:** What do you like about English classes?

Translation:

In class, the teacher orders me to do group work...I would like to learn the same topic as my classmates...I feel bad when teachers forget to teach me because they don't make me do homework...and they should adapt tasks for me...

### **Analysis**

The fourth question inquires about the participant's enjoyment of the English classes and reveals important information. On the one hand, the participant expresses interest in learning the same topics as his classmates, highlighting his willingness to participate and engage in the class. On the other hand, the participant notes that he has felt excluded in certain instances, as the teacher forgets to provide curricular adaptations that would allow him to fully participate in the class. This data highlights the need for specialized materials and accommodations to support the participant's learning needs. The participant's feelings of sadness when left out of class activities demonstrate the importance of creating an inclusive learning environment, where every student has equal opportunities to learn and succeed. Thus, it is necessary to implement appropriate curricular adaptations to ensure the participant's full participation in the class and to provide him with the necessary support to achieve academic success.

**Question V:** Which skill do you find more difficult to learn? Listening, speaking, reading, or writing?

Translation:

Everything, but I would like to learn... sometimes the teacher uses the recorder but, I understand little... I feel a little bad because the teachers don't explain to me patiently...

### **Analysis**

To present the participant's difficulties in the four English skills, it is evident from the data that the lack of patience and support from the teacher has negatively affected the participant's learning. The participant reports difficulties in all four language skills and emphasizes the lack of adapted materials to aid his learning process. This lack of support and adaptation reflects a lack of interest from the teacher in fostering an inclusive learning environment for visually impaired students. To ensure successful learning outcomes, it is crucial to create a supportive and inclusive classroom environment that encourages the participation of all students. Additionally, it is essential to provide appropriate and accessible materials that cater to the diverse learning needs of students, including those with disabilities. The implementation of such accommodations would greatly benefit the participant in his English language learning journey.

**Question VI:** Do you think you can learn English by listening?

Translation:

Sure, using a recorder... because I remember what I see and hear... I learn by memorizing...

### **Analysis**

This question allows finding the learning method that the student has used during his academic life, presenting the following information. To promote the learning of the participant, it has been his mother who patiently and using the memorization method teaches this student, regarding the means that can be used to teach him, he mentions that he can use some type of device, what he wants to say that both visual and auditory materials will be of valuable help because due to his condition, he tends to have to learn not as fast as his classmates. Thus, it is shown that the student considers listening as an admissible way to learn since observing and listening facilitate memorization.

**Question VII:** In your English listening classes, what kind of audio does your teacher use?

Translation:

She sometimes uses a recorder to play dialogue audio... but they are audios for my classmates and I don't understand much, so sometimes I feel bad...

### **Analysis**

The following analysis aims to highlight the materials used by the teacher and their effectiveness in teaching visually impaired student. The participant mentions that the teacher has used a recorder to reproduce audio material on certain occasions. However, due to the lack of adaptation and its complexity, the participant finds it difficult to understand the content. This highlights the need for specialized material and adaptations for students with visual impairments. Furthermore, the participant's learning method, which involves rote memorization, indicates the need for alternative teaching strategies that cater to the student's unique learning style. The lack of specific strategies for this type of student indicates a lack of effort to ensure that all students are given equal opportunities to learn and excel academically. This situation not only affects the participant's academic performance but also has emotional consequences. Therefore, it is crucial to implement strategies that cater to the needs of students with visual impairments to ensure that they receive a fair and equal education.

**Question VIII:** In your English listening classes, would you like to listen to audio related to stories, tales, or songs?

Translation:

With songs... because I like them a lot... sometimes I feel bad because I don't understand and the teacher doesn't teach me the right way...

### **Analysis**

To delve deeper into the preferences of the participant being studied, the following analysis is presented. Based on the participant's responses, it is evident that he has a great interest in music, as indicated by his enjoyment of playing musical instruments and his fascination with learning through musical pieces. However, due to the difficulty of some of these pieces, he struggles to fully comprehend them, further highlighting the importance of appropriate teaching materials and strategies tailored to his needs. The teacher must make the necessary adaptations to the curriculum to better support the participant's learning process. Additionally, incorporating resources and activities that align with the participant's interests and preferences, such as songs, will be beneficial in capturing his attention and



facilitating his engagement with the content. By doing so, the participant's learning experience can be enhanced, leading to improved academic and emotional outcomes.

**Question IX:** What are the most common problems you think you have in listening classes?

Translation:

I understand little, not much...

### **Analysis**

The present question inquires about the main challenge that the visually impaired student faces in listening classes. The following information was gathered from the participant's responses. While the participant is visually impaired by approximately 86%, he possesses a heightened sense of hearing and memory, which, if adequately supported with appropriate teaching materials and patience from the teacher, could facilitate an ideal learning experience for the student. Despite this, the participant reports difficulty in comprehending audio materials, and can only identify a few familiar words. In light of this, the teacher must identify the student's strengths to motivate him towards improving his listening skills. This underscores the importance of adapting teaching strategies and materials to accommodate the unique needs of visually impaired learners, emphasizing their strengths and building on them to support their overall academic progress.

**Question X:** What kind of material would you like the teacher to use in their English classes?

Translation:

... I would like them to do it with didactic material because that way I would learn much more and if there is no material I don't learn anything... because impaired people can also learn, teachers must have material otherwise how am I going to learn so using material I would learn a lot... In addition, I would like to do activities such as alphabet soup, crossword puzzles, or completing words...

### **Analysis**

The present analysis aims to explore the participant's preferred learning materials and methods, as expressed in their response to a question on the topic. The participant highlights their difficulty in reading large texts due to their visual impairment and expresses a desire to learn using didactic materials such as videos or cards. This preference emphasizes the importance of specialized materials that are accessible to people with visual disabilities.

Moreover, the participant suggests some activities that they are familiar with and would like to incorporate into their learning process. This highlights the importance of incorporating activities that cater to the student's interests and learning styles to enhance their engagement and motivation. Therefore, it is crucial to provide alternative and adaptable materials that are suitable for the participant's learning needs, preferences, and pace.

**Question XI:** Would you like your teacher implements audiovisual material to improve your listening skills in classes?

Translation:

I would like to have access to videos or any other digital material...

### **Analysis**

The following analysis pertains to the participant's material preferences for their learning process. The participant expresses a preference for digital materials, citing videos and other digital resources as useful tools for their learning. Given the participant's visual impairment, the teacher must pay close attention to the participant's unique needs to provide appropriate materials for optimal learning outcomes. While there is an abundance of digital learning resources available on various internet platforms, the learning process must be guided by a comprehensive and organized framework. Educational Capsules offer an excellent option for introducing participants to the subject matter and guiding their learning through a structured sequence of levels. Such capsules provide access to videos and other materials tailored to the participant's current level of understanding, allowing for progressive learning and growth.

**Question XII:** Would you like to work with digital material that will allow you to develop listening skills?

Translatilocation Yes, because I learn much better by looking at images... sometimes I watch videos on the phone...

### **Analysis**

In response to the final question of the interview, which explores the participant's willingness to work with audiovisual material, the visually impaired student expresses a positive attitude towards learning English. The student conveys his openness to working with audiovisual material, citing the ease of learning through visual aids and noting the helpfulness of videos he has viewed on his mother's cellphone. Additionally, the participant

stresses the importance of the videos being accompanied by engaging and entertaining activities to improve his comprehension. This underscores the significance of incorporating interactive and stimulating components into language learning materials for visually impaired students, to enhance their engagement and motivation in the learning process.

### 3.2.English Teachers' Survey Analysis

The purpose of this section is to interpret the data gathered from the survey conducted with the teacher. It is worth noting that, after the survey, a conversation was held with the teacher to gain a deeper understanding of her perspective regarding the learning and development of visually impaired students. This conversation provided valuable additional information to aid in the interpretation of the survey results.

**Question I:** According on a scale from 1 to 5, how familiar are you with the term “Inclusive Education”?

#### Being

1 = I do not have any knowledge about the term "inclusive education".

2 = I have some superficial knowledge about the term "inclusive education", although this knowledge is limited.

3 = I have a basic understanding of what is meant by the term "inclusive education".

4 = I clearly understand the concept of "inclusive education" and recognize its benefits for students with disabilities.

5 = Possess extensive experience and an advanced level of knowledge on the topic of "Inclusive Education", including the effective implementation of IE strategies in the classroom.

|   |   |
|---|---|
| 1 |   |
| 2 |   |
| 3 | X |
| 4 |   |
| 5 |   |

### Analysis

The aforementioned data presents the findings regarding the teacher's familiarity with Inclusive Education. It was discovered that the participant in this study possesses only rudimentary knowledge about the subject. Consequently, it could be inferred that the limited understanding of the teacher about Inclusive Education may prevent her from making necessary curricular adaptations, which is an integral aspect. In essence, the lack of comprehensive knowledge and inadequate interest in the students' well-being may hurt the participants' learning experience.

**Question II:** Are you currently working with visual impairment students?

|          |    |
|----------|----|
| Yes      | No |
| <b>X</b> |    |

### Analysis

Based on the response to the second question in the survey, it can be inferred that the teacher has some level of awareness about the visually impaired student's situation. However, this answer also highlights the teacher's lack of interest in furthering her understanding of inclusive education, which is closely related to the first question. This lack of knowledge and interest on the part of the teacher may pose a challenge in properly including the visually impaired student in the classroom. Thus, unless the teacher makes efforts to deepen her understanding of inclusive education, the problem of inadequate inclusion of visually impaired students in the classroom may persist.

**Question III:** If so, how many students with visual impairment do you have in your classes?

|           |            |           |                         |
|-----------|------------|-----------|-------------------------|
| 1 student | 2 students | 3students | More than<br>3 students |
| <b>X</b>  |            |           |                         |

### Analysis

Regarding the third question in the survey, which aimed to determine the number of visually impaired students the teacher instructs, the data reveals that there is only one student with visual impairment in the classroom. It is plausible that the existence of only one student with this condition could lead to inadequate attention to their learning requirements. The teacher mentioned that it would be more productive to create materials specifically designed

for visually impaired students if there were more students with similar needs. The reluctance to create curricular adaptations for a single student may lead to non-compliance with mandatory regulations stipulating that such adaptations are necessary for one or more students. Therefore teachers need to recognize the importance of making individualized curricular adaptations, even if it involves only one student, to ensure effective learning outcomes.

**Question IV:** In what percentage do you think you could handle the inclusion of visually impaired students in your classes?

|     |     |          |      |
|-----|-----|----------|------|
| 25% | 50% | 75%      | 100% |
|     |     | <b>X</b> |      |

### Analysis

Regarding the fourth question, the response obtained from the teacher appears to be somewhat contradictory. Initially, the teacher acknowledges that she does not have a complete understanding of the concept of inclusive education, yet paradoxically claims to have achieved a 75% level of inclusion in her classes for the visually impaired student. This raises questions about the extent to which the teacher's instructional practices align with the principles of inclusive education. It seems counterintuitive to claim success in implementing strategies that one does not fully comprehend. This highlights the need for professional development opportunities for teachers to enhance their understanding of inclusive education and how it can be effectively implemented in the classroom.

**Question V:** Have you ever received training on how to teach listening to visually impaired students?

|      |            |          |
|------|------------|----------|
| Much | Little bit | Nothing  |
|      |            | <b>X</b> |

### Analysis

The response to this question highlights the issue of the insufficient attention given to the subject of teaching students with disabilities, thereby exacerbating the problem. The teacher's answer reveals that she has not received any training or professional development in this area, which is highly concerning, given that it violates the fundamental right to quality education for individuals with disabilities. Educational institutions must provide comprehensive training and support to their teaching staff to ensure that they are equipped

with the necessary skills and knowledge to effectively educate and support students with disabilities. Failure to do so not only undermines the education and well-being of these students but also perpetuates societal inequalities and exclusion.

**Question VI:** Do you think the English teachers in this institution can give quality English teaching to visually impaired students?

|     |          |
|-----|----------|
| Yes | No       |
|     | <b>X</b> |

**Analysis**

Based on the teacher's response to the seventh question, it can be inferred that there is a lack of training among the teachers within the institution to teach visually impaired students. This poses a significant concern as this problem is not limited to the subject of English alone, but extends to all areas of education. This lack of training can potentially hinder the ability of teachers to provide quality education to visually impaired students. Therefore, measures must be taken to ensure teachers are adequately trained to cater to the needs of such students.

**Question VII:** According to your experience. How likely visual impairment student succeeds in your class?

|     |     |          |      |
|-----|-----|----------|------|
| 25% | 50% | 75%      | 100% |
|     |     | <b>X</b> |      |

**Analysis**

The purpose of this question is to gather information about the teacher's expectation of success for a visually impaired student. The response obtained reflects a somewhat positive outlook, as the teacher believes that such a student can attain 75% success in her class. This is based on the observation that the student exhibits a strong interest in learning English, which is a favorable factor in the teaching-learning process. However, the teacher acknowledges the need for appropriate materials that cater to the needs of both the student and herself. This response highlights the importance of providing suitable resources and accommodations for visually impaired students to facilitate their learning and academic success.

**Question VIII:** In your classes, do you implement different strategies for students with disabilities or special learning needs?

|        |           |             |       |
|--------|-----------|-------------|-------|
| Always | Sometimes | Hardly Ever | Never |
|        |           | <b>X</b>    |       |

**Analysis**

The response obtained from the eighth question indicates a significant obstacle in the learning process of the visually impaired participant, as the teacher admits to seldom using strategies targeted towards students with visual impairments. Additionally, she expresses that creating curricular adaptations requires significant time and effort, and due to her lack of knowledge in inclusive education, it presents an even more challenging task. This lack of implementation of strategies tailored to the participant's specific needs may hinder their learning process and affect their overall academic performance.

**Question IX:** Do you think that listening skills are important in the English learning process?

|          |            |         |
|----------|------------|---------|
| Much     | Little bit | Nothing |
| <b>X</b> |            |         |

**Analysis**

The ninth question inquires about the significance of auditory skills in the teaching process. The teacher's response acknowledges the importance of this skill, particularly in the case of the visually impaired student, as his mother has expressed that he learns effectively through the sense of hearing. However, the teacher admits to facing challenges in implementing this strategy to facilitate learning for the student. This response highlights the importance of considering alternative teaching methods that can cater to the diverse learning needs of students with disabilities, especially those with visual impairments. It also underscores the need for teachers to be adequately trained and equipped with the necessary skills and resources to effectively teach students with special needs.

**Question X:** Have you heard about "Educational Capsules"?

|      |            |          |
|------|------------|----------|
| Much | Little bit | Nothing  |
|      |            | <b>X</b> |

## Analysis

The purpose of the tenth question was to inquire whether the teacher knew the "Educational Capsules." The response provided by the teacher revealed that she was not familiar with the term. However, after a brief explanation, she expressed her opinion on the usefulness of this initiative for students with visual impairment, remarking that it could be applied not only in the field of English but also in various other subjects. The teacher's response underscores the importance of innovative educational practices that cater to the needs of students with disabilities, particularly those with visual impairment. It also highlights the need for teachers to be aware of the latest advancements in teaching techniques and technologies, to provide effective and inclusive education to students with diverse needs.

**Question XI:** Would you use this digital material to facilitate the listening improvement of visual impairment students?

|          |    |
|----------|----|
| Yes      | No |
| <b>X</b> |    |

## Analysis

In regards to the use of digital material, the teacher's response indicates her willingness to utilize such resources to aid the auditory improvement of the visually impaired student. As previously mentioned, the teacher believes that the lack of appropriate materials is hindering the student's progress, particularly materials that are tailored to his or her specific needs. Therefore, she expresses interest in incorporating digital resources to facilitate the learning process for the visually impaired student. This highlights the importance of adapting teaching methods and materials to cater to students with disabilities and the potential benefits of technology in inclusive education.

### 3.3.General Discussion

The answers obtained from both the teacher's survey and the student's interview, both belonging to the Daniel Reyes educational unit, were taken into consideration. These instruments allowed us to obtain interesting results that contributed to a more complete understanding of the problems faced by the student, as well as the perspective of the teacher who works with him.

First, the survey conducted with the teacher in charge of teaching the student provided an understanding of her perspective on teaching students with this type of profile, especially in the case of Allan, who has multiple disabilities. The teacher identified several challenges in teaching these students, attributing them to the lack of training by the Ministry



of Education in curricular adaptations and the lack of knowledge about the handling of appropriate material for them. Likewise, there was a lack of interest on the part of the teacher in seeking innovative tools and methods for teaching, since she perceives this task as exhausting. However, she expressed her willingness to use a model or guide to facilitate the use of materials such as educational capsules. This position highlights the need for teachers trained in educational inclusion (Calvo, 2013).

Second, the interview conducted with the student reflected not only his opinions and perspectives but also those of thousands of students with different disabilities who find it difficult to receive quality teaching in the educational system. In general, teachers are not trained to teach these types of students, which represents a major obstacle for those who seek to learn and be included in and out of the classroom. In addition, it was observed that the student is demotivated due to the lack of learning material. In this sense, it is considered that educational capsules could be an innovative and motivating tool that would not only facilitate their learning but also awaken their enthusiasm for learning. Since the student's instrumental motive is connected to their willingness to learn a language for utilitarian purposes, such as better career opportunities, scholarships for future studies, and passing exams necessary to meet educational requirements, this motivation is particularly crucial Andrade-Molina et al. (2022). However, it is underlined that the creation and application of the capsules are the responsibility of the instructor, who must modify them by the subject matter, level of difficulty, and student interests.

In conclusion, when contrasting the different perspectives obtained from the research instruments used, a common point was established: both the teacher and the student agree that educational capsules could be a motivating and functional alternative to improve the development of auditory skills and English language learning in people with visual impairment. The responses from both parties allowed for the correct development of the educational capsule model, taking into account the needs and tastes of the student, as well as the reality of the educational actors involved.

# Unlock the Magic of Learning: Educational Capsules for Listening and Learning!



## CHAPTER IV: PROPOSAL

Welcome to this model of educational capsules created and adapted for Allan, a person with a moderate level of visual impairment on which this research was based! The purpose of these capsules is to help many more people in this situation. To access them, we invite you to visit the following link: [https://utneduec-my.sharepoint.com/:b:/g/personal/gagomez\\_s\\_utn\\_edu\\_ec/EaiZNGshr7xEiDi5q9t1YPUBT2QavUaXaL5DAb3WRsNjXA?e=19g3Ra](https://utneduec-my.sharepoint.com/:b:/g/personal/gagomez_s_utn_edu_ec/EaiZNGshr7xEiDi5q9t1YPUBT2QavUaXaL5DAb3WRsNjXA?e=19g3Ra). In this digital platform, you will find educational capsules, videos, and activities designed to provide him with greater accessibility. I invite you to join this exciting adventure!

By: Gómez Gisela



# Unlock the Magic of Learning: Educational Capsules for Listening and Learning!



By: Gómez Gisela



2022-2023





# 1. Introduction



Welcome to Unlock the Magic of Learning: Educational Capsules for Listening and Learning! Designed especially for visually impaired people, this proposal aims to provide equal educational opportunities through listening skills. We recognize that learning is a fundamental right for everyone, and we want to make sure that no one is left behind. Our educational capsules have been carefully designed to convey knowledge in an accessible and immersive way using audiovisual material. Now, visually impaired people will be able to explore a world of learning through their ears, expanding their knowledge and developing new skills. Join us on this inclusive educational journey, where we learn by listening together!



## 2. Justification



Unlock the Magic of Learning: Educational Capsules for Listening and Learning! for visually impaired students is based on the fundamental principle of equal opportunity. Although access to education is a universal right, people with visual impairments often face significant barriers to acquiring knowledge and skills effectively. Educational capsules provide an inclusive solution by using the sense of hearing as a powerful tool for learning. By offering educational content in audiovisual format, tailored specifically to the needs of the visually impaired, we are removing traditional barriers and providing an equitable learning environment. This enables visually impaired people to access quality education, expand their intellectual horizons, and participate fully in society. By investing in these educational capsules, we are promoting inclusion, equality, and empowerment for the visually impaired, enabling them to reach their full educational and professional potential.





### 3. Theoretical foundations



The proposal of *Unlock the Magic of Learning: Educational Capsules for Listening and Learning!* is based on solid theoretical foundations that support the effectiveness of learning through the sense of hearing. Auditory learning theory emphasizes that people who can hear should be able to discern between different sounds, understand vocabulary and grammatical structures, interpret communicative emphasis and intent, and apply that knowledge (Wipf, 1984). By harnessing the brain's ability to process and store information through listening skills, educational capsules allow for an active, multisensory learning experience. In addition, inclusive learning theory emphasizes the importance of adapting educational materials to meet individual needs to provide equitable access to education. By combining these theoretical foundations, the *Educational Capsules: Let's Learn by Listening!* provide an inclusive, effective, and accessible learning platform for people with visual impairments, encouraging their active participation in the educational process.



## 4. Objective



Develop listening skills in visual impaired English language learners through educational capsules.





# Unlock the Magic of Learning: Educational Capsules for Listening and Learning!



Welcome to this exciting adventure, where we will learn many things. Remember that to access the videos and activities, you just need to click on the links. Enjoy this educational experience!



By: Gómez Gisela

2022-2023



# Content



## Capsule 1

Embark on a  
Fantastic Journey

**Lesson I:**  
Exploring  
Film Genres

**Lesson II:**  
Jhonny  
Depp

**Lesson III:**  
In the hot  
seat

**Lesson IV:**  
On Stranger  
Tides

Exploring  
Personalities

## Capsule 2



**Lesson I:**  
Variety of  
personalities

**Lesson II:**  
Brave builders  
of New York

**Lesson III:**  
Conquering  
challenges

**Lesson IV:**  
Provide  
visual support



## Capsule 3

A musical trip full  
of adventures

**Lesson I:**  
The magic of  
musical genres

**Lesson II:**  
Billie Eilish

**Lesson III:**  
The artist  
beyond music

**Lesson IV:**  
Lovely



# Capsule I

CONTENT

Embark on a  
Fantastic Journey

W E L C O M E

1



**Lesson I**  
Exploring  
Film Genres

2



**Lesson II**  
Jhonny  
Depp

3



**Lesson III**  
In the hot  
seat

4



**Lesson IV**  
On Stranger  
Tides





# Capsule



## Lesson I: Exploring Film Genres

**Objective:** Be able of completing between 4 and 6 questions of the listening for details activity.

**Topic:** Exploring  
Exciting Film Genres:  
Which Is Your  
Favorite?

**Platform:**  
YouTube  
**Activity type:**  
Discussion Activity

### Pre-listening:

#### Activity A:

Look carefully at the pictures  
and answer the questions:  
Challenge your observation  
skills!





## Questions:

1. Which of these types of films do you recognize from the picture shown?
2. How did you recognize each type of film by looking at the images?
3. Have you seen any films of any of these types before?
4. Which of these types of films would you like to see soon?



## Activity B:

Then go to the following link:

[https://es.educaplay.com/recursos-educativos/14976929-movie\\_genres.html](https://es.educaplay.com/recursos-educativos/14976929-movie_genres.html)

There you will find words related to the fascinating world of cinema. Take a moment to read their meanings and associate each term with the image that best represents its definition.



## Activity A:

Click on the link and watch the video carefully. Pay attention to the visual and listening details.

Link:

<https://www.youtube.com/watch?v=7ib1PG2s1M0>

## During-Listening:

While you listen to the video, I invite you to access the following link: <https://wordwall.net/es/resource/56762010>. There you will be able to do the related activity. Your objective is to identify and select the film genres mentioned in the video.



## Activity B:

It's time for you to get in on the exploration! Go to the following link:

<https://wordwall.net/es/resource/57473349>

and select the reasons why respondents prefer the romance genre. Remember to choose three options!



## Activity C:

Get ready for the True or False challenge! Click on the following link:

[https://es.educaplay.com/juego/15204720-](https://es.educaplay.com/juego/15204720-true-or-false.html)

[true-or-false.html](https://es.educaplay.com/juego/15204720-true-or-false.html) and select the correct option based on the information in the video.



## Post-Listening:

Answer the following questions with your teacher or a classmate.

1. What do you think of the world of film, do you find it interesting, and why?
2. Of the different film genres, which one has caught your attention the most and why?
3. If you had the opportunity, would you like to participate in a film, why or why not?
4. What is your favorite film and what aspects have led you to consider it as such?
5. In terms of entertainment, do you prefer movies or reality shows? Why?

# Lesson I: Exploring Film Genres

## Answer Keys

### Pre-listening:

### Activity B:

- **Cast.** - The set of performers who participate in a film or play, giving life to the characters.
- **Camera.** - A device used in film and photographic recording to capture and record visual images.
- **Film.** - The term is used to refer to films, cinematographic works, or audiovisual productions in general.
- **Script.** - A written document containing the narrative and dialogue of a film that serves as a guide for the realization of the production.
- **Setting.** - A fragment or segment of a film or audiovisual production in which an action takes place or a specific situation is presented.



### During- Listening:

### Activity A:

- Drama Film
- Action Film
- Romantic Film

### Activity B:

- They make you feel good.
- Because they're funny.
- Because it's always nice to see a happy ending

### Activity C:

1. True
2. False
3. False
4. True
5. False
6. True
7. True





# Capsule



## Lesson II: Jhonny Depp

**Objective:** Be able to listen and understand both general and specific information from the video, with the purpose of complementing the character's data.

**Topic:** Exploring Johnny Depp's acting versatility:  
Are you familiar with some of his iconic characters?

**Platform:**

YouTube

**Activity type:**

Listening in detail

### Pre-listening:

#### Activity A:



Can you imagine that all these characters are played by the same person? Take a close look at these fascinating images and then go to the following link:

[https://es.educaplay.com/juego/15205978-johnny\\_depp\\_characters.html](https://es.educaplay.com/juego/15205978-johnny_depp_characters.html) Look for pairs of pictures that are identical to each other. Good luck!



## Activity B:

To expand your vocabulary in describing this famous actor, click on the following link:

<https://wordwall.net/es/resource/57476799> and discover words that will be very useful for you!

## During- Listening:

Before begin, I invite you to click on this link:

<https://www.youtube.com/watch?v=iopG7cauEO8> to watch the video:

## Activity A:

Then, access this link:

<https://es.educaplay.com/juego/15206122-essential-information.html> to enjoy while listening to the audio and participate in this fun activity of matching questions with the correct answers. Have fun!

## Activity B:

Keep enjoying! Now, go to the following link:

<https://es.educaplay.com/recursos-educativos/15206546-crossword.html> and solve the crossword puzzle using the words mentioned in the video. Read the definitions carefully and find the correct word, you will see that it is very easy!



## Activity C:

Fantastic! The last challenge of this lesson is to guess a character. To participate, I suggest you enter the following link:

<https://es.educaplay.com/recursos-educativos/15236436-guess.html>. Once there, carefully read the clues provided and test your skills to find out who it is. Go ahead with the challenge!

## Post-Listening:

To enjoy and test your knowledge, I invite you to enter the following link:

[https://es.educaplay.com/recursos-educativos/15237085-complete\\_information.html](https://es.educaplay.com/recursos-educativos/15237085-complete_information.html)

Once inside, you will have the opportunity to select the missing word or words in each sentence about Johnny Depp's biography. Have fun and take advantage of this learning opportunity!



## Lesson II: Jhonny Depp

## Answer Keys

### During- Listening:

### Activity A:

- What was the name of the musical band that Johnny Depp joined in 1980?

Answer: "The Kids"

- What is the full name of Johnny Depp?

Answer: John Christopher Depp II

- On which date was he born?

Answer: June 9th, 1963

- Who was the person who encouraged Johnny Depp to enter the world of acting?

Answer: Nicolas Cage

- Where did Johnny Depp live as a child?

Answer: In Florida

- What is the most iconic character Johnny Depp has played?

Answer: Captain Jack Sparrow in Walt Disney's series.

### Activity B:



### Activity C:

#### Answer options

- Captain Jack Sparrow
- Pirate
- Jack Sparrow

### Post-Listening:

- Jhonny Deep is one of America's most beloved actors.
- He was named John Christopher Depp II after his father.
- Jhonny was physically and mentally abused by his mother.
- When he was a teenager he dreamed of being a rock musician.
- Today he is one of the world's biggest movie stars and one of the highest-paid actors in show business.
- Depp's biggest and most famous role is Captain Jack Sparrow in the Walt Disney series.







# Capsule

EXCLUSIVE  
INTERVIEW

## Lesson III: In the hot seat

**Objective:** Develop the ability to listen to and comprehend an interview, and record a short audio.

**Platform:**

YouTube

**Activity type:**

Record a message

**Topic:** Exploring the life and career of Johnny Depp:

Discovering the artist behind the characters.

### Pre-listening:

#### Activity A:

Excellent! To begin this exciting learning mission, I invite you to enter the following link:

<https://es.educaplay.com/recursos-educativos/15237920-vocabulary.html>. Your goal is to select the correct meaning of each phrase to help Froggy Jumps reach the shore, enjoy learning new phrases and expanding your vocabulary, have fun in this adventure!

### During- Listening:

Welcome to this exciting adventure! To get started, click on the following link:

<https://www.youtube.com/watch?v=XHMd7Y9nwx8&t=29s>

Enjoy this entertaining interview with Johnny Depp have fun, and enjoy this experience!

#### Activity A:

Brilliant! To participate in this questionnaire, I invite you to enter the following link:

<https://forms.gle/EuPT1NsHtdnoXMBX7>

During the quiz, you will have the opportunity to listen to the audio and select the correct answer. Have fun while you test your listening skills!

## Activity B:

You will love this activity! Go to the link below:

[https://es.educaplay.com/recursos-educativos/15248378-word\\_ordering.html](https://es.educaplay.com/recursos-educativos/15248378-word_ordering.html) and correctly put the words to discover the sentences they form. Each of them describes fragments of the interview you just watched. Have fun!

## Post-Listening:

Have you ever sent an audio greeting to a family member or friend? On this occasion, I encourage you to record audio for Johnny Depp to tell him how awesome he is.

Go to <https://vocaroo.com/>, a platform where you can record an audio greeting for Johnny Depp. Express your opinion about the interview and ask him some questions you'd like to know about him. Give your best!

**To record audio, it is important that you take into account the following parameters:**

- Be sure to record in a quiet environment.
- Use the vocabulary you have learned in this lesson.
- Share your opinion about the interview.
- Ask questions about things you would like to know about him.
- Express your admiration for Johnny Depp.
- Remember to be friendly in your audio.





### Lesson III: In the hot seat

## Answer Keys

#### Pre-listening:

#### Activity A:

- What's up?  
*Answer: ¿Cómo estás?*
- What about you?  
*Answer: ¿Y tú qué tal?*
- Dear friend...  
*Answer: Querido amigo*
- Lots of love  
*Answer: Con mucho cariño*
- See you soon!  
*Answer: ¡Hasta pronto!*

#### During- Listening:

#### Activity A:

- Eighteen years
- Jack
- No
- Yes
- Elephant
- Friendly
- Surprise

#### Activity B:

1. Ellen asked Johnny about his first daughter.
2. Johnny comments that his son loves to play the guitar, just as he did when he was young.
3. Deep shares that he has a passion for painting, especially when it comes to elephants.
4. He gives Ellen a picture of an elephant that he painted himself, along with a personalized message.
5. Johnny offers a funny explanation of why he gives Ellen a painting of an elephant.

# Capsule

## Lesson IV: On Stranger Tides

**Objective:** Be able to describe characters.

**Platform:** YouTube  
**Activity type:**  
Listening in detail

**Topic:** Have you seen "Pirates of the Caribbean"? If so, can you talk about the charismatic main character?

### Pre-listening:

To begin, I recommend you read the vocabulary words below with their respective meanings.

### Activity A:

- **Stranger.**- Someone you do not know.
- **Hellbent.**- Determined to achieve something at all costs.
- **Mermaid.**- An imaginary sea creature usually represented with a woman's body and a fish's tail.
- **Intrigue.**- To interest someone a lot, especially by being strange, unusual, or mysterious.
- **Treasure.**- Very valuable things, usually in the form of a store of precious metals, precious stones, or money.

After reading the words, I invite you to enter the following link:

<https://es.educaplay.com/recursos-educativos/15257318-vocabulary.html>. There you will find an entertaining alphabet soup containing the words you just learned. Enjoy while you look up each one of them and take advantage of this fun activity to reinforce your learning. Have fun!



## During- Listening:

Congratulations on reaching the final stage of this adventure! Now, I invite you to enter the following link: <https://www.youtube.com/watch?v=0BXCVe8Yww4>. There you will be able to enjoy the exciting official trailer of "Pirates of the Caribbean: On Stranger Tides". Enjoy it!

## Activity A:

I invite you to access the following link: <https://es.educaplay.com/recursos-educativos/15257853-true-or-false.html>. You will find a fun game of true or false in this link. Listen carefully to the information presented in the video and select the correct option. Have fun while testing your knowledge!

## Activity B:

I invite you to access the following link: <https://es.educaplay.com/recursos-educativos/15258058-order-the-words-and-discover-the-phrases.html>. In this activity, your objective will be to put in the correct order the words to discover the phrases that were mentioned in the video by the characters. Solve this challenge and have fun!

## Post-Listening:

Finally, access the following link: [https://jamboard.google.com/d/1CSqYdsj-uFhtJf9\\_nnsFyf7QM6nmjmKkLXkSH38Jhtg/edit?usp=sharing](https://jamboard.google.com/d/1CSqYdsj-uFhtJf9_nnsFyf7QM6nmjmKkLXkSH38Jhtg/edit?usp=sharing). Using this digital whiteboard, draw Captain Jack Sparrow. Then, share your drawing with your teacher or classmates and describe this charismatic character.

## During- Listening:

Congratulations on reaching the final stage of this adventure! Now, I invite you to enter the following link: <https://www.youtube.com/watch?v=0BXCVe8Yww4>. There you will be able to enjoy the exciting official trailer of "Pirates of the Caribbean: On Stranger Tides". Enjoy it!

## Activity A:

I invite you to access the following link: <https://es.educaplay.com/recursos-educativos/15257853-true-or-false.html>. You will find a fun game of true or false in this link. Listen carefully to the information presented in the video and select the correct option. Have fun while testing your knowledge!

## Activity B:

I invite you to access the following link: <https://es.educaplay.com/recursos-educativos/15258058-order-the-words-and-discover-the-phrases.html>. In this activity, your objective will be to put in the correct order the words to discover the phrases that were mentioned in the video by the characters. Solve this challenge and have fun!

## Post-Listening:

Finally, access the following link: <https://jamboard.google.com/d/1CSqYdsj-uFhtJf9-nnsFyf7QM6nmjmKkLXkSH38Jhtg/edit?usp=sharing>. Using this digital whiteboard, draw Captain Jack Sparrow. Then, share your drawing with your teacher or classmates and describe this charismatic character.



# Capsule 2

CONTENT

Exploring  
Personalities

W E L C O M E

**Lesson I**  
Variety of  
personalities

1



**Lesson II**  
Brave  
builders of  
New York

2



**Lesson III**  
Conquering  
challenges

3



**Lesson IV**  
Provide visual  
support

4



# Capsule 2



## Lesson I Variety of personalities

**Objective:** Be able to answer four questions about his personality.

**Topic:** Explore your traits and characteristics to discover your personality type. Which one is yours?

**Platform:** YouTube  
**Activity type:**  
Discussion Activity

### Pre-listening:

#### Activity A:

I invite you to access the following link:

[https://es.educaplay.com/recursos-educativos/15260141-types\\_of\\_personalities.html](https://es.educaplay.com/recursos-educativos/15260141-types_of_personalities.html). In this activity, your objective will be to read the terms and associate them with the image that best represents them. Have fun while completing this interactive activity!

#### During- Listening:

#### Activity A:

To start this lesson, click on the following link:  
[https://www.youtube.com/watch?v=gtAXCIMT\\_MY](https://www.youtube.com/watch?v=gtAXCIMT_MY). Enjoy watching the video and observing the different personalities of the characters.

Help Froggy Jumps to reach the shore! Go to the following link: [https://es.educaplay.com/recursos-educativos/15260394-discovering\\_personalities.html](https://es.educaplay.com/recursos-educativos/15260394-discovering_personalities.html) and select the correct answer. Don't forget that you can replay again the video to make it easier for you. Have fun!



## Activity B:

For this activity, go to the following link: <https://es.educaplay.com/recursos-educativos/15262068-complete-the-sentence.html>. There you will find a fun activity in which you must select the correct words to complete the sentences said by the characters in the video. Enjoy this entertaining task!

### Post-Listening:

Answer the following questions. This activity can be done with your teacher or classmates. You can also do it individually and then share your answers with your classmates. This collaborative learning experience will allow you to exchange knowledge. Enjoy this interactive activity!

#### Questions:

- How would you describe your personality? Why?
- How does the way you are influenced the way you relate to others?
- How do you react to difficult situations?
- How do you deal with changes in your life? Do you adapt easily or do you prefer a routine?



## Lesson 1 Variety of personalities

Answer  
Keys

Pre-listening:

Activity A:



• Shy



• Cheerfull



• Friendly



• Dull



• Arrogant

During-  
Listening:

Activity A:

1. Stupid
2. Friendly
3. Funny
4. Arrogant
5. Deceitful

Activity B:

- Lift your hands, we're almost there, put it on the lid.
- You can help us if you stay up there!
- There might be something over by the pack.
- I take your advice from now on I am normal.
- I know you're just waiting to say something stupid.





# Capsule 2



## Lesson II Brave builders of New York

**Objective:** Be able to understand a short narrative by correctly answering a true or false exercise of 5 to 6 sentences.

**Topic:** Have you heard about the people who built the skyscrapers in N.Y.? Do you think they are brave?

**Platform:** YouTube  
**Activity type:**  
Listening specific information



### Activity A:

### Pre-listening:

I invite you to expand your vocabulary. Enter the following link: [https://es.educaplay.com/recursos-educativos/15275493-pre\\_listening.html](https://es.educaplay.com/recursos-educativos/15275493-pre_listening.html) and you will find a list of words with their meanings. Your goal is to match each word with the picture that best represents it. Good luck!

### During- Listening:

To get started, I invite you to click on this link: <https://www.youtube.com/watch?v=gDN4c2wnx3E>. Listen carefully to this fascinating story and take notes to use when solving the activities.



## Activity A:

Access the following link:

[https://es.educaplay.com/recursos-educativos/15275913-](https://es.educaplay.com/recursos-educativos/15275913-essential_information.html)

[essential\\_information.html](https://es.educaplay.com/recursos-educativos/15275913-essential_information.html). You will find an exciting activity in which you will have to select the correct answers based on the information in the video. Show what you have learned!

## Post-Listening:

### Tips

- Listen carefully to details.
- Use your notes.
- Try to understand the general context.
- Review the questions before answering.

To conclude this lesson, I invite you to access the following link: [https://es.educaplay.com/recursos-educativos/15276283-true\\_or\\_false.html](https://es.educaplay.com/recursos-educativos/15276283-true_or_false.html). In this entertaining true or false activity, you will be able to test the information you heard. Good luck and have fun!





## Lesson II: Brave builders of New York

Answer  
Keys



### Pre-listening:

### Activity A:



• Skyscrapers



• Man-made



• Special breed



• Harnesses

### During- Listening:

### Activity A:

1. The people who built the New York skyscrapers of the 1920s.
2. Roughnecks
3. Harnesses / Safety ropes / Hard hats
4. Two out of every five workers fall to their deaths or end up disabled.
5. Former New York Governor Al Smith
6. The Empire State Incorporated

### Post-Listening:

1. True
2. True
3. False / It is an outstanding example of architecture that remains iconic to this day.
4. False / The Working men who construct the buildings, known as roughnecks, are a special breed.
5. False / They worked without harnesses, safety ropes, or hard hats.



## Capsule 2



### Lesson III Conquering challenges

**Objective:** Be able to record an audio sharing your personal story, using 5 questions as a guide.

**Topic:** What inspires or drives you?

**Platform:** YouTube  
**Activity type:** Recording an audio



#### Activity A:

#### Pre-listening:

Before you begin, carefully read the vocabulary words provided. Then, access the following link: <https://es.educaplay.com/recursos-educativos/15276579-complete.html>. You will find an activity in which you will have to complete the sentences using the vocabulary words. Good luck with this challenge!

#### Vocabulary

- **Summit.**- The highest point of a mountain
- **Climbing.**- The sport of climbing on rocks or in mountains.
- **Challenges.**- Something that needs great mental or physical effort to be done successfully and therefore tests a person's ability.
- **Resistance.**- The act of fighting against something that is attacking you, or refusing to accept something.
- **Blaze.**- To burn brightly and strongly





## During- Listening:

Before we begin, I invite you to click on this link: <https://www.youtube.com/watch?v=2Y9Jy0WzrOg>. Here you will find a captivating story of an extraordinarily courageous person that will surely inspire you. Enjoy it and let yourself be motivated!

## Activity A:

For this activity, access the following link: <https://es.educaplay.com/recursos-educativos/15276805-essential-information.html>. Your objective will be to match the questions with their answers using the information in the video. Let's test your listening and comprehension skills!

## Post-Listening:

I would love to hear your story! I know you are an incredibly strong person with a special personality. After watching this video, I want to invite you to share your own experience. I invite you to record an audio using the platform <https://vocaroo.com/>. Use the following questions as a guide to tell your story:

Thank you for sharing your inspiring story of self-improvement with me through this audio. I am excited to hear your story and learn from your courage and perseverance.

1. What has been the greatest challenge you have faced due to your visual impairment?
2. What tools, technologies, or methods have you used to adapt?
3. What kind of support have you received, and how has it helped you on your journey to personal growth?
4. What are your most significant achievements so far, and how have they motivated you to keep growing despite the obstacles you have faced?
5. What advice would you give to other individuals with visual impairments who are going through similar situations?



## Lesson III Conquering challenges



## Answer Keys

Pre-listening:

Activity A:

1. Summit / mountain
2. Challenge
3. Resistance
4. Climbing
5. Blaze

During-  
Listening:

Activity A:

1. What is the video about?

*Answer: The inspiring story of Erik Weihenmayer, an example of overcoming adversity.*

2. What causes Erik's visual impairment?

*Answer: He was born with a rare eye disease.*

3. What was Erik's achievement in 2001?

*Answer: Erik became the only blind person to reach the summit of Everest.*

4. In what other activity did Erik feel interested in practicing?

*Answer: Seeking a new adventure, Erik started kayaking.*

5. How do you support the group that accompanies Erik on his journey?

*Answer: They tell him everything he cannot see so that he will be able to guide himself.*

6. What is the personality that defines Erik?

*Answer: He proves to be a courageous person who is determined to achieve his goals.*





# Capsule 2

## Lesson IV Provide visual support

**Objective:** Be able to provide meaningful answers and to 3-5 questions about their personal life experience.

**Platform:** YouTube  
**Activity type:**  
Discussion

**Topic:** Do you consider helping others to be an act of generosity and kindness?

### Pre-listening:

To start this final lesson, I invite you to carefully read the following vocabulary. Then, you will participate in a fun and engaging activity.

### Activity A:

- **Guidance.**- Help and advice about how to do something.
- **Uncomfortable.**- not feeling comfortable and pleasant.
- **Assistance.**- The action of helping someone with a job or task.
- **Empathy.**- The ability to understand and share the feelings of another.
- **Helpless.**- Unable to defend oneself or to act without help.

Now, I invite you to access the following link: <https://es.educaplay.com/recursos-educativos/15289648-discover.html>.

Your goal will be to identify the picture corresponding to each of the new words you have learned in the vocabulary. Enjoy and test your knowledge in a fun way!

## During- Listening:

Then, I invite you to access this link:

<https://www.youtube.com/watch?v=Z-zbJiGg5Jk>,

You will find valuable advice from visually impaired people who are want to help. I am sure you will enjoy and feel identified with this beautiful support initiative.



## Activity A:

This challenge invites you to help Froggy Jump reach the goal. To participate, simply go to this link: [https://es.educaplay.com/recursos-educativos/15289924-share the vision.html](https://es.educaplay.com/recursos-educativos/15289924-share-the-visor.html) and select the correct answer based on the information provided in the video - I'm confident you can do it!

## Post-Listening:

For this exciting final activity, you can ask your teacher, one of your classmates, or a family member to help you. Answer the questions and share your experiences with them. Enjoy this learning and collaboration opportunity!



## Questions:

1. Have you ever received support from someone on the street when you were alone?
2. Have you ever experienced uncomfortable situations with someone?
3. Have you ever felt helpless?
4. Could you share an experience in which you have received support from someone?
5. What advice would you give me for helping people with disabilities?





## Lesson IV

### Provide visual support

Answer  
Keys

Pre-listening:

Activity A:



• Guidance



• Uncomfortable



• Assistance



• Empathy



• Helpless

During-  
Listening:

Activity A:

1. What is the best way to help a visually impaired person?

*Answer: Ask them what's the best way I can assist you.*

2. What is the most uncomfortable factor for people with disabilities?

*Answer: People who ask questions about their disability.*

3. What do many people think when they look at the cane or wheelchair?

*Answer: This person is gonna need my help.*

4. What is a question that would really help a visually impaired person?

*Answer: Would you like to grab my arm?*

5. What aspects or attitudes would you prefer we avoid when interacting with people with disabilities?

*Answer: Being treated with sympathy or pity.*



# Capsule 3

CONTENT

A musical trip full of adventures

WELCOME

## Lesson I

The magic of musical genres

1



## Lesson II

Billie Eilish

2



## Lesson III

The artist beyond music

3



## Lesson IV

Lovely

4





# Capsule 3



## Lesson 1

### The magic of musical genres

**Objective:** Identify your favorite genre of music and express an opinion about it.

**Platform:** YouTube  
**Activity type:**  
Conversation

**Topic:** Discovering your favorite tune:  
What is your favorite music genre?



### Pre-listening:

### Activity A:

We will begin this lesson by inviting you to read the following vocabulary carefully. Then, I encourage you to answer some questions using the words presented in the vocabulary.

There are several ways to express agreement or disagreement on an issue, depending on your point of view.

- **In my opinion** (En mi opinión)
- **Personally, I feel that...** (Personalmente, creo que...)
- **I consider** (Considero que...)
- **I think** (Pienso que...)
- **I believe** (Creo que...)
- **I agree with...** (Estoy de acuerdo con...)
- **I disagree with...** (No estoy de acuerdo con...)

### Questions:

- In your opinion, what is the music genre you like the most and why?
- What do you think makes a music genre more attractive to you?
- Which music genre makes you feel emotionally good and why do you think that is?
- Based on your experience, what do you believe defines your musical taste?



## During-Listening:

To start this activity, I invite you to access the following link:

<https://www.youtube.com/watch?v=vusHILTxiGk>. You will find an extremely useful video about musical genres such as classical music, opera, rock and roll, jazz, and pop. Enjoy this interesting video while you learn!



## Activity A:

It's time to have some fun! Join by visiting this link: <https://es.educaplay.com/recursos-educativos/15303289-musical-genres.html>. You'll discover an enjoyable activity where you'll need to match each question with the correct answer. Feel free to replay the video as many times as you like!

## Post-Listening:

Now I want to know about your music preferences! Below, you will find a series of questions that you should answer based on your own opinion. Good luck!

## Questions:

- Have you experimented with different music genres?
- What importance do you think music has in your life and how does it influence your mood?
- How do you believe your music preferences reflect your personality or who you are as a person?
- What is your favorite music genre and why do you enjoy it so much?
- Do you like pop music? What is your opinion about this genre?





## Lesson 1

### The magic of musical genres



Answer  
Keys

**During-  
Listening:**

**Activity A:**

- How else can a music genre be defined?

*Answer: It is also known as a type of music or style of music.*

- What kind of people enjoyed classical music?

*Answer: Wealthy people also ...*

- What is an orchestra?

*Answer: Big groups of musicians...*

- Where was opera born?

*Answer: Opera is a genre of music that started in Italy at the end 16th century.*

- What did opera singers use instead of a microphone?

*Answer: The singers didn't use microphones...*

- What kind of instruments are used in Jazz?

*Answer: It uses different wind instruments and string percussion.*

- What are the most used musical instruments in Rock and Roll?

*Answer: The electric guitar, the electric bass, the keyboard, and the drums.*

- What is the main characteristic of the Pop genre?

*Answer: It has a simple structure with a rhythm that is easy to sing and dance.*

# Capsule 3

## Lesson II Billie Eilish

**Objective:** Be able to answer between 3 - 5 questions about Billie Eilish.

**Platform:** YouTube  
**Activity type:**  
Conversation

**Topic:** Discovering  
your favorite tune:  
What is your favorite  
music genre?

### Pre-listening:

### Activity A:

In this exciting lesson, you will embark on a journey of learning and discovery. To start, I invite you to explore the following vocabulary that contains highly useful words. Get ready to expand your knowledge.

- **Reputation.**- The opinion, or how much respect or admiration that people, in general, have about someone or something.
- **Youthful.**- Having the qualities that are typical of young people.
- **Prodigy.**- Someone with very great ability.
- **Trailblazer.**- the first person to do something or go somewhere, who shows that it is also possible for other people.
- **Talent.**- (someone who has) a natural ability to be good at something, especially without being taught.

Now, I invite you to click on this link: <https://es.educaplay.com/recursos-educativos/15304339-find-the-words.html>. There, you will find an enjoyable alphabet soup where you will need to find the words you learned in the vocabulary.



## During-Listening:

It's time to discover the story of a famous artist in the pop genre. I invite you to visit the following link:

<https://www.youtube.com/watch?v=8cF-eLbWQhc>

there you will find the fascinating life story of Billie Eilish.



## Activity A:

Access this link:

<https://www.youtube.com/watch?v=8cF-eLbWQhc> and enjoy arranging the words to form sentences. Remember that you will find these sentences in the video, and you can replay it as many times as you want.

## Post-Listening:

Billie is a wonderful singer. I invite you to access this link:

[https://jamboard.google.com/d/1Wfnl9OQhbC58N3dyAdDrSxi\\_AdgYZIlgOsCoMgiyjuEI/edit?usp=sharing](https://jamboard.google.com/d/1Wfnl9OQhbC58N3dyAdDrSxi_AdgYZIlgOsCoMgiyjuEI/edit?usp=sharing)

and admire the beautiful collage of this artist. Then, answer the questions that follow. You can do it!





## Lesson II Billie Eilish



Answer  
Keys

Pre-listening:



During-  
Listening:

### Activity A:

- *Billie Eilish went viral with her song "Ocean Eyes".*
- *The artist's full name is Billie Eilish Pirate Baird O'Connell.*
- *Billie grew up in the Highland Park area of Los Angeles, which has a reputation for being one of the most nicer neighborhoods.*
- *Billy's parents are artists who love music, so there was always music in their house.*
- *Her older brother Phineas O'Connell always supports her.*
- *Billy was also raised a strict vegetarian.*
- *Her fans are incredibly passionate and show their affection for her in the comments.*
- *Security is a factor that changes the atmosphere at a concert.*





# Capsule 3

**EXCLUSIVE**  
INTERVIEW

## Lesson III The artist beyond music

**Objective:** Be able to record an audio asking 3 - 5 questions using Wh-questions.

### Platform:

YouTube

### Activity type:

Role play

**Topic:** Would you like to have the opportunity to interview a celebrity? If you had that chance, what questions would you ask?

### Pre-listening:

### Activity A:

In this lesson, it is important to understand an interview, therefore, it is necessary to become familiar with the words used to request information. Next, I will show you the Wh-questions.

### Wh-questions:

Wh-questions are used to ask for specific information.

- **When?** / ¿Cuándo? (tiempo, ocasión, momento)
- **What?** / ¿Qué? ¿Cuál? (algo específico)
- **Who?** / ¿Quién? ¿Quiénes?
- **Where?** / ¿Dónde (lugar y posición)
- **Why?** / ¿Por qué? (razón, motivo)
- **How?** / ¿Cómo? (la forma, la manera)

1. What information is sought with Wh questions?
2. What interrogative word is used to ask about someone's place of origin?
3. What is the appropriate Wh-question to ask about the reason for something?
4. What is the appropriate Wh-word to ask for details about the time when something happens?
5. What is the appropriate Wh-word to ask about the identity of a person?

Now I encourage you to answer the following questions!  
**You can do it!**



## During- Listening:

I invite you to visit this link:

<https://www.youtube.com/watch?v=k4vRFodAqWo>

There you will find a fascinating interview with this famous artist, in which you will be able to get to know her beyond her music.

## Activity A:

Remember that you can watch the video as many times as you need to complete the activity without problems.

Excellent! Now I invite you to access this link: [https://es.educaplay.com/recursos-educativos/15334361-billie\\_eilish.html](https://es.educaplay.com/recursos-educativos/15334361-billie_eilish.html).

You will find a fun activity in which you will have to select the correct answer based on the information in the video. Enjoy it!

## Post-Listening:

You have done very well! Now, your final goal is to record an audio on the <https://vocaroo.com/> platform where you assume the role of an interviewer and ask 3-5 questions to Billie. Ask about the aspects you would like to know about her and remember to use Wh-questions. Good luck!

## Parameters

- Did you use the Wh-questions?
- Did you use the right tone of voice?
- Did you express yourself correctly?
- Did you behave like an interviewer?



REC ●

### Lesson III

#### The artist beyond music

Answer  
Keys

#### Pre-listening:

1. Specific information
2. Where
3. Why
4. When
5. Who

#### During- Listening:

#### Activity A:

1. *Spice Wold*
2. *Stella McCartney*
3. *Eyes*
4. *Tourette's Syndrome*
5. *Because she didn't want it to define her.*
6. *Fans / Family / Friends*



# Capsule 3

## Lesson IV Lovely

**Objective:** Improve listening skills for complete missing words in the lyrics of a song.

**Platform:** YouTube  
**Activity type:**  
Listening in detail

**Topic:** Billie is undoubtedly an amazing artist, have you listened to any of her songs?

### Pre-listening:

Welcome to the last exciting lesson! I invite you to a new learning adventure. Start by familiarizing yourself with the following vocabulary. Get ready to continue learning and enjoy every step of the way. Go!

### Vocabulary

**Musical instruments.**- Any device for producing a musical sound.

**Album.**- A compilation of audio recordings represented in a variety of formats, including compact discs, among others.

**Audience.**- The assembled spectators or listeners at an event.

**Melody.**- A succession of simple notes that is musically pleasing and satisfying.

**Lyrics.**- The words or text of a song, typically in poetry form.

**Songwriter.**- An individual who composes both the music and lyrics of songs.

### Activity A:

Now, please click on the following link:  
<https://es.educaplay.com/recursos-educativos/15342881-lovely.html>.

Access the activity and match the concepts with the images that best represent them. Good luck!

## During- Listening:

I invite you to visit the following link:

<https://www.youtube.com/watch?v=k4vRFodAqWo>.

Here you will find a fascinating interview that deals with Billie's musical beginnings. Pay attention to every detail of this interesting conversation.

## Activity A:

Excellent job! Now I invite you to visit the following link: [https://es.educaplay.com/recursos-educativos/15334361-billie\\_eilish.html](https://es.educaplay.com/recursos-educativos/15334361-billie_eilish.html). Your goal will be to choose the correct answer to help Froggy Jump to cross the lake. Remember that the necessary information can be found in the video. Have fun!

## Post-Listening:

You did great! Now, your final goal is to access the following link:

<https://es.educaplay.com/recursos-educativos/15345225-lovely.html>. In

this activity, you must complete the missing word in each line of the song fragment "Lovely." It's a great way to test your listening skills. Enjoy this fun activity!





## Lesson IV Lovely



## Answer Keys

### Pre-listening:

Any device for producing a musical sound.

A compilation of audio recordings represented in a variety of formats, including compact discs, among others.

The assembled spectators or listeners at an event.

A succession of simple notes that is musically pleasing and satisfying.

The words or text of a song, typically in poetry form.

An individual who composes both the music and lyrics of songs.



### During- Listening:

### Activity A:

1. I'm Billie Eilish from Los Angeles
2. The Beatles
3. Her brother
4. She says their lyrics and melodies are simply amazing and enjoyable
5. Yes
6. The truth
7. For people who like it.



### Post-Listening:

1. someday / here
2. takes / years
3. Need
4. outside / fear
5. lovely / alone
6. made / mind
7. me / bone
8. Hello / home
9. out / time
10. Looking / place






finally  
**FINISHED**



You have completed this adventure! I congratulate you for overcoming all the challenges and not giving up on this wonderful learning journey. I'm sure you will manage to face more challenges in the future. Keep having fun while learning. Good luck!



By: Gómez Gisela

2022-2023

## CONCLUSIONS

The case study titled "Educational Capsules of Audiovisual Content for the Development of Listening Skills in Visually Impaired Students at Daniel Reyes High School" is a significant and pertinent investigation that tackles an educational issue impacting a population of visually impaired students. Through the analysis and interpretation of the results, several recommendations and conclusions can be derived.

Based on the results of this study, the following conclusions can be drawn:

Rigorous theoretical research has identified how educational capsules can enhance English language learning for visually impaired students. The study also examined the impact of these capsules on developing listening skills to achieve language proficiency. This research expands our understanding of the effectiveness of educational capsules in promoting inclusive education and linguistic development for visually impaired students learning English.

The methodology is vital in research as it ensures reliable data collection, enhances research validity, and generates meaningful insights. By effectively addressing research questions and employing appropriate methods, the study gains credibility. The careful selection and implementation of research methods contribute to the overall reliability and credibility of the study's outcomes.

Achieving adequate development of the listening stages in listening comprehension activities is crucial for learning English. Educational capsules adapted to this sequential approach are especially beneficial for visually impaired students, as they improve their comprehension and communication skills in the language. The integration of these educational capsules strengthens their listening skills and provides them with a valuable tool for their language development.

Listening skills are essential in the language acquisition process. The implementation of innovative strategies and materials enhances the academic experience. These approaches enrich the learning process and generate significant results.

## **RECOMMENDATIONS**

The following are recommendations based on the findings of this study:

Firstly, it is highly recommended to integrate the use of educational capsules with audiovisual content into the teaching-learning process of students with visual impairment, as this approach has shown to be a highly effective strategy for the development of listening and auditory comprehension skills.

Secondly, it is suggested that educational capsules be specifically designed and produced to meet the unique needs and requirements of students with visual impairment. This may include incorporating detailed and accurate descriptions, utilizing high-quality audio, and integrating subtitles or sign language, where appropriate.

Third, it is essential to provide comprehensive training and education programs for teachers and professionals working with students with visual impairment. These programs can help promote inclusive education practices and ensure that educational capsules with audiovisual content are utilized effectively in the classroom. This will help facilitate a more inclusive and equitable learning environment for all students.

Finally, it is recommended to use the educational capsules "Unlock the Magic of Learning: Educational Capsules for Listening and Learning!" as a valuable tool to support listening skills in the visually impaired student. These pods offer engaging activities that facilitate accessible and effective learning. Its use contributes to the teaching process, promoting an enriching environment and the growth of visually impaired students.

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# ANNEXES

## Annex 1. Instruments

### Teacher survey



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

#### Teacher's survey

**Topic:** Educational capsules of audiovisual content for the development of listening skills in visually impaired students at Daniel Reyes High School.

**Objective:** Identify the strategies used by teachers for the development of listening skills.

- Please answer this survey honestly. Your criteria will be used only for this research. Thank you for your cooperation.
- Carefully read the aspects of this questionnaire and mark with an "X" the answer that is most related to your criteria.

1. According on a scale of 1 to 5, how are you familiar with the term "Inclusive Education"?

|   |   |
|---|---|
| 1 |   |
| 2 |   |
| 3 | ✓ |
| 4 |   |
| 5 |   |

2. Are you currently working with visual impairment students?

|     |    |
|-----|----|
| Yes | No |
| ✓   |    |

3. If so, how many students with visual impairment do you have in your classes?

|           |            |           |                      |
|-----------|------------|-----------|----------------------|
| 1 student | 2 students | 3students | More than 3 students |
| ✓         |            |           |                      |

4. In what percentage do you think you could handle the inclusion of visually impaired students in your classes?

|     |     |     |      |
|-----|-----|-----|------|
| 25% | 50% | 75% | 100% |
|     |     | ✓   |      |

5. Have you ever received training on how to teach listening to visually impaired students?

| Much | Little bit | Nothing |
|------|------------|---------|
|      |            | ✓       |

6. Do you think the English teachers in this institution can give quality English teaching to visually impaired students?

| Yes | No |
|-----|----|
|     | ✓  |

7. According to your experience. How likely visual impairment student succeeds in your class?

| 25% | 50% | 75% | 100% |
|-----|-----|-----|------|
|     |     | ✓   |      |

8. In your classes, do you implement different strategies for students with disabilities or special learning needs?

| Always | Sometimes | Hardly Ever | Never |
|--------|-----------|-------------|-------|
|        |           | ✓           |       |

9. Do you think that listening skills are important in the English learning process?

| Much | Little bit | Nothing |
|------|------------|---------|
| ✓    |            |         |

10. Have you heard about "Educational Capsules"?

| Much | Little bit | Nothing |
|------|------------|---------|
|      |            | ✓       |

11. Would you use this digital material to facilitate the listening improvement of visual impairment students?

| Yes | No |
|-----|----|
| ✓   |    |

DISKIL CA-REANCO

## Student interview



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

### Student's interview

**Theme:** Educational capsules of audiovisual content for the development of listening skills in visually impaired students at Daniel Reyes High School.

**Objective:** Collect information on the needs and requirements that visually impaired students consider necessary for better development of listening skills.

• Please answer the entire questionnaire. Your criteria will be used only for this research. Thank you for your cooperation.

1. Do you like learning English?
2. Do you think that the teaching-learning of the English language is important in your academic training?
3. Do you find English classes:

|        |           |      |             |
|--------|-----------|------|-------------|
| boring | difficult | easy | interesting |
|--------|-----------|------|-------------|
4. What do you like about English classes?
5. Which skill do you find more difficult to learn? Listening, speaking, reading, or writing?
6. Do you think you can learn English by listening?
7. In your English listening classes, what kind of audio does your teacher use?
8. In your English listening classes, would you like to listen to audio related to stories, tales, or songs?
9. What are the most common problems you think you have in listening classes?
10. What kind of material would you like the teacher to use in their English classes?
11. Would you like your teacher implements audiovisual material to improve your listening skills in classes?
12. Would you like to work with digital material that will allow you to develop listening skills?

### Entrevista del estudiante

Tema: Cápsulas educativas de contenido audiovisual para el desarrollo de la habilidad auditiva en estudiantes con discapacidad visual del Colegio Daniel Reyes.

Objetivo: Recolectar información sobre las necesidades y requerimientos que los estudiantes con discapacidad visual consideran necesarios para un mejor desarrollo de la habilidad auditiva.

- Por favor conteste todo el cuestionario. Sus criterios se utilizarán únicamente para esta investigación. Gracias por su cooperación.

1. ¿Te gusta aprender inglés?
2. ¿Cree que la enseñanza-aprendizaje del idioma inglés es importante en su formación académica?

3. Encuentras clases de inglés:

|          |         |       |             |
|----------|---------|-------|-------------|
| Aburrido | Difícil | Fácil | Interesante |
|----------|---------|-------|-------------|

4. ¿Qué te gusta de las clases de inglés?
5. ¿Qué habilidad encuentras más difícil de aprender? ¿Escuchar, hablar, leer o escribir?
6. ¿Crees que puedes aprender inglés escuchando?
7. En tus clases de listening de inglés, ¿qué tipo de audio usa tu profesor?
8. En tus clases de listening de inglés, ¿te gustaría escuchar audio relacionado con historias, cuentos o canciones?
9. ¿Cuáles son los problemas más comunes que crees que tienes en las clases de escucha?
10. ¿Qué tipo de material te gustaría que usara el profesor en sus clases de inglés?
11. ¿Te gustaría que tu docente implemente material audiovisual para mejorar tu comprensión auditiva en las clases?
12. ¿Te gustaría trabajar con material digital que te permita desarrollar habilidades auditivas?



Link to video interview: <https://utneduec-my.sharepoint.com/:f/g/personal/gagomez@utn.edu.ec/Ei4ykA1xAnZJhFanHqYbt8oBWc-Lg8MSvQDOYGeUhh4XWA?e=3awM8M>



## Annex 2. Instruments validation



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA - FECEYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Fecha: 28 de noviembre de 2022

Máster  
Darwin Fernando Flores Alfaro  
DOCENTE U/TA

De una consideración

Mediante el presente, solicito una consideración se digna validar las entrevistas y cuestionarios de investigación del Proyecto *Educational research of multilingual classes for the development of bilingual skills in Spanish, English and French* en el área de Pedagogía de los Idiomas de la Universidad La Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignara encerrar adjunto las entrevistas y cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, se agradece una cordial bienvenida.

Atentamente,



Génesis Isabel Gesta Alvarado  
C.C. 10943279-1



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECT**  
**PERAGOGÍA DE LOS IDIOMAS NACIONALES Y ENLECNERES - INGLÉS**

En la siguiente matriz marque con una X el nivel de evaluación que corresponde en cada ítem.  
De ser necesario realice la observación en el apartado correspondiente.

| ÍTEM   | NIVEL DE EVALUACIÓN      |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
|  | MUCHO                    | POCO                     | NADA                     |
| Formación clara, clara y completa.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Formulación clara de cada pregunta.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprensión de cada pregunta.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Coherencia de las preguntas en relación con el objetivo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relevancia del contenido.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Orden y secuencia de las preguntas.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Número de preguntas óptimo.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observaciones:

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UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA - FCCYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Buenos Aires, 7 de diciembre de 2012

Estimado

Cecilia Beatriz Sánchez

Mariluz

DOCENTE UTE

De mis cordialidades

Miembro al presente, solicito una constatación de haber recibido las observaciones y sugerencias de investigación del Proyecto Educativo especial de nivelación docente for the development of learning skills in visually impaired students at Carlos Riquelme High School. Previo a del inicio de la implementación de Pedagogía de los Idiomas Nacionales y Extranjeros. Para lo cual, se allegan en copia adjunta las observaciones y sugerencias y los instrumentos de validación.

Por la atención que se presta al presente, le anticipo mis debidas agradecimientos.

Atentamente,

Cecilia Beatriz Sánchez Alcántara

C.E.: 196472258-1





**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA (FECYT)**  
**PERIÓDICA DE LOS BACHILLEROS NACIONALES CATECUMENOS - TALLER**

En la siguiente matriz marque con una X el puntaje de evaluación según corresponda en cada ítem.  
De ser necesario realice las observaciones en el apartado correspondiente.

| ÍTEM   | CRITERIOS DE EVALUACIÓN |      |      |
|--|-------------------------|------|------|
|  | BUENO                   | POCO | NADA |
| Instrucción previa, clara y completa.                      | X                       |      |      |
| Exposición clara de cada pregunta.                         | X                       |      |      |
| Comprensión de cada pregunta.                              | X                       |      |      |
| Calificación de las preguntas en relación con el objetivo. | X                       |      |      |
| Relevancia del contenido.                                  | X                       |      |      |
| Orden y sucesión de las preguntas.                         | X                       |      |      |
| Resumen de preguntas expuestas.                            | X                       |      |      |

Observaciones:

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**UNIVERSIDAD TÉCNICA DEL NORTE**  
**INSTITUTO DE EDUCACIÓN SUPERIOR**  
**Y DE INVESTIGACIONES**  
**PEDAGÓGICAS DE LOS ORDENES NACIONALES Y**  
**EXTRAJEROS - 2012-13**

A continuación se presenta un ejemplo de la estructura de evaluación según el modelo de esta propiedad que conforma el instrumento. Los datos de identificación corresponden al alumnado participante de la convocatoria. Este documento deberá ser diligenciado por el evaluador correspondiente.

| <b>INSTRUMENTO DE EVALUACIÓN CUANTITATIVO</b> |        |         |            |                     |
|---|--------|---------|------------|---------------------|
| <b>CRITERIOS DE EVALUACIÓN</b>                |        |         |            | <b>GRANUACIONES</b> |
| Item  | Módulo | Materia | Evaluación |                     |
| 1   | -      |         |            |                     |
| 2   | -      |         |            |                     |
| 3   | -      |         |            |                     |
| 4   | -      |         |            |                     |
| 5   | -      |         |            |                     |
| 6   | -      |         |            |                     |
| 7   | -      |         |            |                     |
| 8   | -      |         |            |                     |
| 9   | -      |         |            |                     |
| 10  | -      |         |            |                     |
| 11  | -      |         |            |                     |
| 12  | -      |         |            |                     |

*[Firma manuscrita]*

**Dpto del Proceso**  
**C.C. 10026012-2**

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| Apellidos y nombres completos     | Nombre del evaluador: Sandra Patricia |
| Nombre completo                   | Identificación: 1011                  |
| Institución de Formación Superior | Universidad Técnica del Norte         |
| Código de identificación          | 10026012-2                            |
| Yacimiento                        | 10026012-2                            |

### Annex 3. Authorization



UNIVERSIDAD TÉCNICA DEL NORTE  
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
DECANATO

Oficio Nro: UTN-FECYT-D-2022-1633-O  
Ibarra, 08 de diciembre de 2022

Magíster  
Wilson Almeida  
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice a quien corresponda, se brinde las facilidades necesarias a la señorita GOMEZ SUAREZ GISELA ALEXANDRA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de grado: "EDUCATIONAL CAPSULES OF AUDIOVISUAL CONTENT FOR THE DEVELOPMENT OF LISTENING SKILLS IN VISUALLY IMPAIRED STUDENTS AT DANIEL REYES HIGH SCHOOL".

Por la favorable atención, le agradezco.

Atentamente,  
"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"



JOSE  
LUCIANO

MSc. José Revelo  
DECANO DE LA FECYT

*Recibido y autorizado*  
*[Firma]*  
12-12-2022

#### Annex 4. Consent letter

San Antonio, Ibarra a 9 de diciembre de 2022

Asunto: Carta de consentimiento de uso de información con fines investigativos

Por medio de la presente, yo Nancy Janeth Rosero Valencia con cédula de identidad 040125273-9, con domicilio en Barrio la Cruz, calle Flores Vásquez y San pablo en San Antonio de Ibarra, otorgo la presente carta de consentimiento para el uso de datos personales de mi representado Allan Yahir Benítez Rosero con cédula de identidad 100406598-1 para los fines de investigación del Proyecto *Educational capsules of audiovisual content for the development of listening skills in visually impaired students at Daniel Reyes High School*.

El único fin de la utilización de los datos de mi representado es para tener registro y evidencia de la investigación que será realizada por la Srtá. Gómez Suárez Gisela Alexandra con cédula de identidad 100472258-1, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica del Norte.

Todos los datos que serán vertidos a través del estudio tendrán mi consentimiento para ser usados únicamente con fines investigativos, los cuales fueron socializados con mi persona y mi representado.

Sin más por el momento, agradezco la atención prestada a la presente carta, quedando a sus órdenes para cualquier, duda, aclaración o comentario que pudiese surgir de la información aquí presentada.

Reciba un cordial saludo.

Atentamente,



---

Nancy Janeth Rosero Valencia

040125273-9

0980516061



---

Allan Yahir Benítez Rosero

100406598-1





## Annex 5. Received proposal



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. UTN-FECYT-D-2023-0115-O  
Ibarra, 27 de junio de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. GÓMEZ SUÁREZ  
GISELA ALEXANDRA**

Magíster  
Wilson Almeida  
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES  
San Antonio

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita GÓMEZ SUÁREZ GISELA ALXANDRA, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, socialice la propuesta: "UNLOCK THE MAGIC OF LEARNING: EDUCATIONAL CAPSULES FOR LISTENING AND LEARNING!" del trabajo de integración curricular con el tema: "EDUCATIONAL CAPSULES OF AUDIOVISUAL CONTENT FOR THE DEVELOPMENT OF LISTENING SKILLS IN VISUALLY IMPAIRED STUDENTS AT DANIEL REYES HIGH SCHOOL".

Por la favorable atención le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
Fecha: 26/06/23  
08:23:45

MSc. José Revelo Ruiz  
**DECANO**  
CC: 1002072179  
Celular: 0993944457  
Correo Electrónico: jrevelo@utn.edu.ec

JRR/ML Diaz.

Ciudadela Universitaria Barro El Obispo  
Av. 17 de Julio 5-21 y Cal. José María Córdova  
Ibarra-Ecuador  
Teléfono: (00) 2397-800 RUC: 1060001070001

Página 1 de 1