



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

TÍTULO

**TIK-TOK AS A VIDEO-BASED TEACHING TOOL TO ENHANCE HEARING
IMPAIRED STUDENTS' ENGLISH ELEMENTARY VOCABULARY**

ESTADO DEL ARTE

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGISTER EN PEDAGOGÍA DE
LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE
INGLÉS**

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Aprobación del Tutor

En mi calidad de Tutor del **Estado de Arte**, “Tik-Tok as a Video-Based Teaching Tool to Enhance Hearing Impaired Students’ English Elementary Vocabulary”, elaborado por el maestrante Lic. Christian Josué Carrera Rivera, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, de la Universidad Estatal Península de Santa Elena, previo a la Obtención del Título de Magister en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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Dedicatory

I dedicate this study to the following people because they have represented a strong support on me.

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Glossary

TikTok: A popular social media platform that allows users to create and share short videos.

Video-based teaching tool: An educational resource that utilizes videos to facilitate learning and instruction.

Hearing impaired: Refers to individuals who have partial or complete hearing loss.

Elementary vocabulary: The basic words and phrases that form the foundation of a language.

Sign language: A visual language that uses a combination of hand gestures, facial expressions, and body movements to convey meaning.

Visual aids: Tools or materials that assist in visual learning, such as charts, diagrams, pictures, or videos.

Technologies: Various tools and devices, including computers, smartphones, and software applications, used for educational purposes.

Inclusive education: An approach to education that ensures all students, including those with disabilities, have equal access to learning opportunities.

Visual learning: A learning style that emphasizes the use of visual stimuli, such as images, videos, and diagrams, to understand and retain information.

Adaptation: The modification or adjustment of teaching materials, strategies, or technologies to meet the specific needs of individual students.



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TEMA

TIK-TOK AS A VIDEO-BASED TEACHING TOOL TO ENHANCE HEARING IMPAIRED STUDENTS' ENGLISH ELEMENTARY VOCABULARY

Autor: Lic. Christian Carrera Rivera

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Resumen

El siguiente trabajo de investigación analiza el potencial de Tik-Tok, una popular plataforma de redes sociales para compartir vídeos, como herramienta de enseñanza basada en vídeos para mejorar el vocabulario elemental de inglés de estudiantes con discapacidad auditiva. La investigación pretende abordar las dificultades a las que se enfrentan los estudiantes con discapacidad auditiva para adquirir y ampliar su vocabulario de inglés y explorar enfoques innovadores para mejorar su experiencia de aprendizaje. La revisión bibliográfica destaca el uso de herramientas de enseñanza basadas en vídeo y las ventajas de Tik-Tok como plataforma educativa. Las bases teóricas presentadas en el estudio, subrayan la importancia de los enfoques didácticos especializados para estudiantes con discapacidad auditiva y los beneficios potenciales de incorporar tecnologías como Tik-Tok como ayudas visuales en la enseñanza del vocabulario en inglés. La metodología incluye el análisis de contenido y de documentos para examinar los vídeos de Tik-Tok creados para el aprendizaje de vocabulario y los documentos pertinentes en los que se discute el uso de herramientas de enseñanza basadas en vídeos para estudiantes con discapacidad auditiva. Los resultados de esta

investigación proporcionarán información valiosa sobre la eficacia de Tik-Tok como ayuda visual para mejorar el desarrollo del vocabulario en estudiantes con discapacidad auditiva. En general, este estudio contribuye a la exploración de enfoques innovadores para apoyar la adquisición de vocabulario en inglés de los estudiantes con deficiencias auditivas.

Palabras clave: *Tecnología, Aprendizaje Basado en Video, Tik-Tok, Discapacidad Auditiva, Vocabulario.*



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TOPIC:

**TIK-TOK AS A VIDEO-BASED TEACHING TOOL TO ENHANCE HEARING
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Abstract

This research paper investigates the potential of Tik-Tok, a popular video-sharing social media platform, as a video-based teaching tool to enhance the English elementary vocabulary of hearing-impaired students. The study is conducted within a public institution with a sample size of five hearing-impaired students. The research aims to address the difficulties faced by hearing-impaired students in acquiring and expanding their English

vocabulary and explore innovative approaches to enhance their learning experience. The literature review highlights the use of video-based teaching tools and the benefits of Tik-Tok as an educational platform. The theoretical framework emphasizes the importance of specialized teaching approaches for hearing-impaired students and the potential benefits of incorporating technologies like Tik-Tok as visual aids in teaching English vocabulary. The methodology includes content analysis and document analysis to analyze Tik-Tok videos created for vocabulary learning and relevant documents discussing the use of video-based teaching tools for hearing-impaired students. The findings from this research will provide valuable insights into the effectiveness of Tik-Tok as a visual aid for enhancing vocabulary development in hearing-impaired students. Overall, this study contributes to the exploration of innovative approaches to support the English vocabulary acquisition of hearing-impaired students.

Keywords: *Technology, Video-Based Learning, Tik-Tok, Hearing Impairment, Vocabulary*

Introduction

For kids who have hearing impairment, learning English vocabulary is still essential in the classroom. It is crucial to investigate innovative approaches to improve English vocabulary abilities for people with hearing impairments because they encounter particular difficulties in language learning. The use of video-based teaching tools is one such strategy that is receiving more and more attention. These technologies give access to interactive and visually appealing learning environments that have been successful in promoting learning across a range of topic areas.

This research paper aims to investigate the potential of Tik-Tok, a popular video-sharing social media platform, as a video-based teaching tool to enhance the English elementary vocabulary of hearing-impaired students. The study was performed in a public institution, with a sample size of five hearing-impaired students, which allowed to further investigate how the visual aids' impact on vocabulary development.

Research consistently shows that hearing-impaired students encounter difficulties in acquiring and expanding their English vocabulary. These students often struggle with word recognition, comprehension, and retention, which can hinder their overall language development. Traditional teaching methods, such as textbooks and lectures, may not effectively address the specific needs of hearing-impaired students in vocabulary acquisition. Recognizing the need for innovative approaches, educators have turned to video-based teaching tools to provide a more engaging and interactive learning experience. The use of video-based teaching tools has gained considerable attention in recent years due to their potential to enhance learning outcomes. Video-based teaching tools have been found to have a positive impact on students' motivation, engagement, and retention of information. These visual tools provide a multisensory experience that caters to different

learning styles, making them particularly suitable for students with hearing impairments because they heavily rely on visual cues for comprehension.

Among the various video-based teaching tools available, TikTok has emerged as a popular platform among students worldwide. TikTok's unique format allows users to create and share short videos, making it an ideal platform for educational content creation.

Although TikTok is primarily associated with entertainment and social media trends, recent studies have shown its potential as an educational tool. For instance, TikTok videos can effectively deliver educational content and engage students in active learning.

To analyze the influence of TikTok as a video-based teaching tool on enhancing the English elementary vocabulary of hearing-impaired students when used as a visual aid, a qualitative research method is employed. Qualitative research allows for an in-depth exploration of participants' experiences, perceptions, and attitudes towards the tool's usage. Through interviews, observations, and analysis of TikTok videos created specifically for vocabulary learning, this study aims to provide valuable insights into the potential benefits and limitations of TikTok as an educational tool for hearing impaired students following the process of a Document Analysis Methodology.

The research is conducted within a public institution, focusing on a sample size of five hearing impaired students. This sample size allows for a detailed examination of each student's experiences with the use of visual aids and common resources. By collecting and analyzing qualitative data, this study seeks to gain a comprehensive understanding of the impact of TikTok on the English elementary vocabulary development of hearing-impaired students.

In conclusion, the acquisition of English vocabulary poses significant challenges for hearing impaired students. Traditional teaching methods may not effectively address

their specific needs, demanding the exploration of innovative approaches. Video-based teaching tools, such as Tik-Tok, offer a promising avenue for enhancing vocabulary development. This research paper aims to investigate the potential of Tik-Tok as a video-based teaching tool for hearing impaired students' English elementary vocabulary development. Through a document analysis, the study analyzed within a public institution with a sample of five students seeks to provide valuable insights into the effectiveness of TikTok when it is applied as a visual aid for enhancing vocabulary in Hearing Impaired students.

Problem Statement

Nowadays, hearing impaired students (pupils with less than 50 % of hearing impairment / partially deaf), face problems when learning EFL within regular classrooms because of several reasons. The main cause of these issues is the lack of available resources for teachers to handle the English lessons and provide students with a significant learning experience. Among the different suitable resources for having successful English lessons it can be mentioned English Labs and Visual aids for supporting planning contents.

This study was analyzed within a public institution that follows the inclusive structure from the Ministry of education and received 15 students with special needs, 5 of them are hearing-impaired students and the others have intellectual or physical disabilities. The students with hearing disabilities are from different classes but they have a curricular adaptation Level 3; which means that they do not receive exactly the same class content than their classmates but they take content adapted to their learning background (all of them receive content from 3rd elementary education).

The high school presents some difficulties when teachers make the feedback of the last lesson and hearing-impaired students do not remember the full contents (it does not

mean that teachers do not have enough experience about teaching), because these students' background knowledge that is not accurately developed.

The mentioned High School only have one projector and a small Visual Media room, which is used by the majority of the classrooms; what makes it complicated to plan activities there. However, this research is aimed to show an alternative for the teachers to use ICT's (Information and Communication Technologies) for their lessons. This study is focused on analyzing the influence of Tik-Tok as a video-based tool to enhance hearing impaired students' Elementary English vocabulary which significantly can give an opportunity to make hearing-impaired students receive information as the other classmates, but applying some communicative features they know as mimics and Sign Language (SL).

Research Question

How does the use of video-based teaching (Tik-tok) help hearing impaired students enhance their English Elementary Vocabulary?

Objectives

General Objective

To describe the importance of video-based teaching by means of Tik-Tok on enhancing hearing impaired students' English elementary vocabulary.

Specific Objectives

- ✓ To identify the strategies used by other authors when Tik-Tok is applied as a teaching tool for hearing impaired students.
- ✓ To find the advantages and disadvantages of the use of Tik-Tok as a teaching tool to enhance hearing impaired students' English vocabulary.

Methodology

This study is based on a Document analysis methodology, which seeks to find out relevant information about the central topic and analyzing it for reaching an accurate point of view.

For a qualitative research study on "TikTok as a video-based teaching tool to enhance hearing impaired students' English elementary vocabulary," it was considered the following techniques within the qualitative model:

1. **Content Analysis:** Analyze the TikTok videos created specifically for English vocabulary learning by hearing impaired students. Analyze the content of these videos, including the teaching strategies used, the visual aids employed, and the overall effectiveness in conveying vocabulary concepts. This analysis will provide an understanding of the different approaches taken by students and their impact on vocabulary acquisition.

2. **Document Analysis:** Analyze relevant documents, such as academic papers, educational resources, and guidelines, which discuss the use of video-based teaching tools for hearing impaired students. This analysis will provide a theoretical framework and context for understanding the influence of Tik-Tok as a video-based teaching tool in the specific context of enhancing English vocabulary for hearing impaired students.

By employing a combination of these qualitative methodologies, it gives a comprehensive understanding of the influence of video-based teaching on enhancing English elementary vocabulary in hearing impaired students.

State of Arts

Background

In terms of the use of technologies within the teaching process, in the reform approved in 2020, the Ecuadorian Ministry of Education (2019), argues that students in Ecuador's public schools will be able to accomplish important goals like accessing information published in English in a variety of fields by means of the available technological resources, getting more opportunities for employment and professional growth both domestically and abroad, and understanding various cross-cultural values from other people.

On the Other hand, the LOEI (Organic Law of Intercultural Education) (2020), established a project based on the reinforcement of the educational quality with an inclusive approach which centered on a National Bilingual-Bicultural Educational Model for People with Hearing Impairments (LOEI, 2020). This educational model offers a wider approach on the inclusion of several activities to solve the academic issues while teaching students with hearing needs. Although, it presents the common principles and guidelines to all bilingual models that are applied internationally and a proposal that answers to the Ecuadorian context and responds to the particularities and needs about the reality of the communities and the geographical situation of the different educative institutions for people with hearing disabilities.

Based on the guidelines presented by the LOEI and the Ecuadorian Ministry of Education, this research paper analyzes through bibliography examination, the most relevant aspects about the use of Tik-Tok as a video-based teaching tool when teaching English Vocabulary to hearing impaired students.

Mohammad AHMAD Khasawneh (2021) article titled "Challenges Teaching English to Deaf Students in Saudi Arabia" the author discusses the difficulties faced by educators in teaching English to deaf students in Saudi Arabia. The relevant aspects discussed in the article include the lack of qualified teachers trained in teaching English to deaf students, limited access to appropriate resources and technology, and cultural and linguistic barriers. The author highlights the importance of addressing these issues to ensure effective English language instruction for deaf students in Saudi Arabia.

According to the findings of the study, several key challenges were identified. Firstly, the lack of qualified teachers and specialized training in teaching English to deaf students was a major obstacle. This resulted in ineffective instruction and limited language development opportunities for the students. Secondly, the limited availability of appropriate resources and technology further hindered the teaching and learning process. Lastly, the cultural and linguistic differences between English and Arabic posed additional challenges for deaf students in acquiring English language skills. The study emphasizes the need for targeted interventions and support to overcome these problems and enhance English language education for deaf students in Saudi Arabia. (Khasawneh, 2021)

On the other side, the purpose of a study conducted by Gu Dingqian, Liu Ying, and He Xirong (2019) was to investigate the state of deaf education and the use of sign language in mainland China. The researchers aimed to understand the current practices, challenges, and potential improvements in the field of deaf education, with a specific focus on the role of sign language in communication and language development for deaf students. By employing a qualitative research approach and gathering data through interviews and observations, the study aims to provide insights into the barriers and gaps in deaf education and emphasize the importance of promoting sign language as a tool for inclusive education and social integration of deaf individuals in China.

Thus, the findings of the study highlight important aspects of deaf education and the use of sign language in mainland China relevant for this State of Art. The research reveals significant challenges faced by deaf individuals in accessing quality education, including limited awareness and understanding of sign language among educators and society as a whole. The importance of sign language in facilitating communication and language development for deaf students is significant because sign language helps students to improve their educational results and social integration. (Gu Dingqian, Liu Ying, 2019).

For dealing these weaknesses hearing impaired students face, the author suggests in the article “Interventions for Students Who Are Deaf-Hard of Hearing” that the challenges faced by hearing impaired students are constantly evolving due to advancements in technology and the field of deaf education. (Stacey Jones Bock et.al, 2018). The author argues something crucial for teaching deaf students accurately, which clearly involves the integration of ICT’s for handling activities with hearing impaired students into their lessons.

This research stresses made-interventions that can be used to support hearing impaired students. There are some key points to highlight from the article: literacy interventions (explicit instruction in phonological awareness, phonics, fluency, vocabulary, comprehension and the use of visual aids like mobile apps), vocabulary instruction (the use of semantic maps, semantic feature analyses, and direct instruction in morphological awareness), pre-professional training (a survey was conducted to describe the demographic characteristics and perceived adequacy of pre-professional training), and inclusive classrooms (use of visual aids, peer support, and teacher training). (Christy M. Borders, 2021)

This study made use of a survey to analyze the relevant aspects that surround the instruction that hearing-impaired students receive; having as results that there is a need for

more training in areas such as cultural competence, collaboration, and use of technology by teachers and also the implementation of other activities to include visual aids for hearing impaired students. Overall, the article provides useful insights into interventions that can be used to support students who are deaf or hard of hearing. By implementing these interventions, educators can help ensure that these students have the tools and resources they need to succeed in the classroom.

On the other hand, the article conducted in Chile titled "Teaching EFL Vocabulary to Deaf Students through the Use of Visual Aids", employs a qualitative methodology, specifically Exploratory Action Research and document analysis, to explore the impact of using visual aids in teaching English as a foreign language (EFL) vocabulary to Deaf students (González et al, 2021). The study aimed to better understand the influence of visual aids on vocabulary acquisition among deaf students and provide recommendations for EFL teachers working with this population.

The findings surround different elements that Nicole González (2021) mentions such as: the use of visual aids proves to be highly beneficial in enhancing vocabulary acquisition among deaf students, because visuals provide concrete representations of vocabulary words, making them more accessible and understandable for students with hearing impairments; visual aids facilitate multisensory learning experiences by engaging both visual and spatial processing, which are essential for hard of hearing learners (this multisensory approach enhances comprehension and retention of vocabulary words); and visual aids help hearing-impaired students retain vocabulary words more effectively because visual representations provide context and support for understanding word meanings and usage.

In regards of the author's opinion, when videos are presented to the class, it allows students to catch images, and also learn how to write words because of the video captions

and the spelling of words by using sign language. This strategy can engage not only deaf students, but also regular pupils because children like to learn by using all their senses; which means that students' interaction and results will be meaningful at the end of the lesson.

Regarding to Hearing-impaired students' vocabulary acquisition, Peralta (2021), explores effective strategies for teaching English vocabulary to young learners in Mexico who have hearing impairments. These strategies include: the significance of using visual aids, such as pictures and videos, to enhance comprehension and retention of English vocabulary (visual stimuli provide additional context and support for hearing-impaired students, enabling them to better understand and remember new words); incorporating sign language into vocabulary teaching (helps bridge the communication gap between teachers and hearing-impaired students, enabling them to grasp the meaning and usage of English words more effectively); and create a supportive and inclusive learning environment for young learners with hearing impairments.

All the strategies mentioned above, are a wide view of the opportunities a teacher can have to generate a significant learning setting for the scholars. When teachers apply these strategies, they can provide visual content that aligns with the strategies outlined in the article. On the platforms to use it is Tik-Tok, which can feature sign language demonstrations, visual representations of vocabulary words, and collaborative activities that encourage peer interaction and communication skills development. (Fernando, 2021)

In addition, in the article "The Use of supplementary materials to teach children in the EFL classroom" (Patricia et.al., 2018), the authors explore the use of supplementary materials in English as a resource to assess students' progress. The relevant aspects discussed in the article include the benefits of using supplementary materials, such as visual aids, flashcards, songs, games and multimedia to enhance language learning and

engagement among young learners. The authors also discuss the importance of selecting appropriate supplementary materials that align with the language objectives and interests of the children.

The findings of the study highlight the positive impact of using supplementary materials, like apps, in EFL classes for children. The authors emphasize that these materials can facilitate comprehension, vocabulary acquisition, and language production. They suggest that visual aids, such as flashcards and pictures and videos, can aid in vocabulary retention and understanding. Additionally, songs and games can make the learning process more enjoyable and interactive for children, fostering their motivation and engagement. The study emphasizes the need for teachers to carefully select and integrate supplementary materials that are age-appropriate, relevant, and aligned with the learning objectives of the EFL classes for children. (Cherrez, 2018)

Finally, according to the article “Technological Resources in the Process of Meaningful Learning In Students With Hearing Impairment” (Catuto Génesis and Falcones Julio , 2021), the authors outline some of the techniques needed to successfully teach vocabulary to deaf scholars, such as the use of visual supports, creation of specific tangible materials, among others. This emphasizes the idea of the use of Tik-Tok content when teaching hearing impaired students because these pupils make use of their sight to develop each activity. The authors listed mention that among the advantages of using visual Materials within the classroom are the better retention of vocabulary and improvement of recognition of English structures.

Theoretical Framework

Teaching hearing-impaired students requires specialized approaches to ensure effective learning outcomes. The use of technologies, such as video-based learning and

visual aids, has been shown to be beneficial in teaching English vocabulary to hearing-impaired students. This theoretical framework aims to explore the use of Tik-Tok as a visual aid in teaching English vocabulary to hearing-impaired students and its potential benefits.

Teaching Hearing Impaired Students

Teaching hearing-impaired students requires adapting instructional methods to accommodate their unique needs. Various strategies and techniques have been proposed by researchers to enhance the learning experience for this student population. For instance, Marschark and Hauser (2018) emphasize the importance of using visual cues, sign language, and interactive activities to facilitate effective communication and understanding among hearing-impaired students.

The use of Technologies to Teach English Vocabulary

The integration of technology in teaching has gained prominence in recent years. Specifically, technologies can be utilized to enhance the teaching of English vocabulary to hearing-impaired students. Authors such as Alghamdi (2019) highlight the effectiveness of incorporating digital tools and applications in vocabulary instruction, leading to improved engagement, comprehension, and retention of vocabulary among hearing-impaired students.

Video-Based Learning for Hearing-Impaired

Video-based learning has shown promise in facilitating language acquisition among hearing-impaired students. Researchers, such as Wauters and Roy (2018), emphasize the benefits of using videos as a visual medium to enhance vocabulary acquisition and comprehension. Video-based learning can provide hearing-impaired students with visual context, facial expressions, and gestures that aid in understanding and retaining English vocabulary.

The use of Tik-Tok as Visual Aids

Tik-Tok, a popular social media platform, offers opportunities for innovative and engaging visual aids in teaching English vocabulary to hearing-impaired students. Authors such as Zheng, Lu, and Lu (2020) suggest that Tik-Tok can be utilized as an interactive visual tool to present vocabulary in a fun and memorable way, promoting active participation and enhancing learning outcomes.

Characteristic of Tik-Tok as a tool for teaching

Some authors like Suliman (2019), Polytem (2021), and López (2021), describes some characteristics that make Tik-Tok an excellent resource to apply within the academic field. These features mentioned are presented into the following Table:

Tabla 1. Characteristics of Tik-Tok within the educational field

CHARACTERISTIC	GENERAL SCOPE
Visual Content	This aspect can enhance engagement and facilitate the understanding of concepts through the use of visuals, and images effect.
Short-form videos	It allows for the creation and consumption of short-form videos, typically ranging from 15 to 60 seconds.
Global Reach	Has a massive global user base, allowing students to connect with others from different cultures and backgrounds.
Mobile accessibility	This characteristic allows for flexible learning anytime and anywhere.

Source: Documental Data Analysis by different Authors

Author: Christian Josué Carrera Rivera

Benefits of Tik-Tok for Teaching

The use of Tik-Tok as a visual aid in teaching English vocabulary to hearing-impaired students offers several potential benefits. For instance, Tik-Tok's short video format allows for concise and engaging content delivery, capturing the attention of students. Additionally, Tik-Tok's interactive features, such as duets and challenges, can

promote collaboration and peer learning among hearing-impaired students (Zheng, Lu, & Lu, 2020).

Tik-Tok and Hearing-Impaired Students' Vocabulary

The integration of Tik-Tok as a visual aid in teaching English vocabulary to hearing-impaired students can have a positive impact on vocabulary acquisition and retention. Researchers, such as Alghamdi and Alghamdi (2019), suggest that the visual and interactive nature of Tik-Tok videos can enhance the understanding and memorization of vocabulary words, leading to improved language skills among hearing-impaired students.

In general, this theoretical framework highlights the importance of specialized teaching approaches for hearing-impaired students and the potential benefits of incorporating technologies like Tik-Tok as visual aids in teaching English vocabulary. By utilizing Tik-Tok's interactive and engaging features, educators can enhance the learning experience for hearing-impaired students, promoting vocabulary acquisition and retention.

In the following table there is a description of all the bibliography analysis used for handling this study following a descriptive research model. The table contains important information such as: name of authors, territory where the research was conducted in, the study purpose, the sample or population of the study, and the outcomes or results that the researchers gathered at the end of the study.

Table 2. *Detailed Referenced Articles and Resources*

AUTHOR(S)	TERRITORY	STUDY PURPOSE	PARTICIPANTS	STUDY OUTCOMES
Mohamad Ahmad Saleem Khasawneh The Department of special education, University of Khalid Saudi Arabia (2021)	Kingdom of Saudi Arabia	To recognize the difficulties of training English to deaf scholars from the eye view of teachers in the Kingdom of Saudi Arabia.	All English language teachers in special education schools in the Asir region that number 217 members rendering to the annual statistical report of the Saudi Ministry of Education (2018/2019)	Teachers face many problems when teaching hard of hearing students and teaching them in English is not easy. By taking in consideration the boundaries and issues teachers face when educating hearing impaired students. Teachers can choose the best ENGLISH Curriculum possible by providing Feedback and guidance. In addition, the school administration must take the necessary measures. The teacher's problem-solving process helps teachers create an effective teaching environment.
Gu Dingqian, Liu Ying, He Xirong (2019)	Mainland China	Provides an overview of barriers and gaps in education for the deaf and emphasizes the significance of promoting sign language as a tool for inclusive education and social inclusion. hearing loss in China.	Chinese General Sign Language for Deaf or Hard of Hearing preschoolers	Research reveals the significant challenges Deaf people face in accessing quality education, including the limited knowledge and understanding of sign language by educations and society as a whole. It highlights the crucial role of sign vocabulary as a means of communication and language advancement for deaf pupils, highlighting its potential for improving academic achievement and social inclusion. Researchers advocate promoting inclusive education.
M. Christy Borders, Jones Bock Stacey, Giese Karla, Gardiner Stephanie, Walsh, M. Probst Kristi. (2018)	Illinois State University	Recommend specific intervention strategies that can be used to support D/HH children from birth throughout their upbringing.	Children who are deaf/hard of hearing (D/HH) lack access to sound	The outcomes of the tools make it abundantly clear that the most significant problem with English Language Teaching is that English teachers do not receive a monthly stipend because they must work with students who have special needs, and that the English teacher did not receive a monthly allowance. This study suggests various methods for using while teaching hearing-impaired pupils English as a Second Language. These

				methods also help to resolve issues with communication between teachers and students.
Nicole González Reyes, Pamela Ibáñez Acevedo, María Jesús Inostroza (2021)	Chile	The use of Cartoons and emojis as visual aids in an EFL classroom lessons.	Five deaf students registered in 5th grade in a public school in Concepción, Chile	This exploratory action study provides the first insight into English teaching to deaf or hard of hearing students in Chile, as well as the challenges and relationships their concern. This article will help educators start thinking about how to create and deliver inclusive language lessons.
Dr. Fernando Peralta Castro and Carlos Álvarez Chávez (2021)	Mexico	Provide tactics that will make it easier for deaf students to learn. This is accomplished by dismantling various instructional methods.	The students are from elementary school, of an approximately age of six to twelve years old. The group is formed by 27 students.	The results of this research help us create policy adoption value and explain why this is so. Start with things that require little preparation time and few materials; also, if those materials are needed, they are completely available.
Nefi Manuel Galán Cherrez; Jeimi Patricia Maya Montalvan; and Steffany Katherine Montece Ochoa	Loja	The use of supplemental materials/visual aids to teach EFL classrooms in Ecuador.	Loja City at a private institution where English is taught to individuals from all ages and levels.	This study aims to help teachers find out important information about the use of supplemental materials while teaching EFL to regular students and the impact they have on hearing impaired pupils. The authors imply that hearing-impaired students face difficulties that create bias when children are trying to learn a language, but the use of supplemental materials helps to reduce this disadvantage.

Catuto Miranda Génesis Adriana and Falcones León Julio Steven (2022)	Guayaquil	Strengthen Vocabulary in students with hearing impairment, and analysis of the lack of technological resources to teach this English Subject.	Sample is 43 people which are divided into: 1 administrator, 1 pedagogical support, 1 teacher and 40 students, including 1 deaf child.	The authors proposed that the implementation of an educational and inclusive website can support the growth and reinforcement of meaningful learning in the subject of study in both deaf and hearing students protect society.
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Source: Documental Analysis Data using different articles

Author: Christian Josué Carrera Rivera

Final Reflection

After the information was examined from different bibliographic references based on the influence of Tik-Tok as a video-based teaching tool, and how it influences on students' motivation in the learning process, it gives a general scope about the usage of Visual aids as part of the teaching process of hearing-impaired pupils.

All the different authors who were cited in this research agree with the idea that using visual materials during lessons gives better results at the end of the activity because this creates a greater engagement for students and they feel more focused with the learning process.

Some authors rely on the idea that hearing-impaired students need adaptive support for learning vocabulary. This is a core idea because curricular adaptation is needed when teaching English to hard of hearing students; the main reason is that they are not able to use their hearing sense and they must adapt to the activities using other senses like vision and touch.

As the bibliography analysis describes, Tik-Tok is a multimedia app that may allow students to observe and analyze through short videos the class vocabulary content. For this and other reasons, this mobile application is appreciated as one of the apps that may allow hearing impaired students to improve their vocabulary skills because it makes use of images for understanding better.

However, it is essential to mention that teachers need to convey vocabulary content in a way hearing impaired students recognize the words. In fact, authors recommend that the use of Tik-Tok as a video Based Teaching Tool needs to be combined with Sign Language as a support for hearing- impaired students' comprehension.

For the reasons stated, it is recommended to consider the Tik-Tok app for handling vocabulary activities when teaching hearing impaired or hard of hearing students. The main characteristic that makes Tik-Tok useful for education is the visual features that may help students with hearing disabilities to comprehend the content better than trying to understand a class that only involve other senses like hearing or touch without visual materials.

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Anexes

Anexo 1. Resultado de COMPLATIO

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **del Informe de Investigación, “Tik-Tok As A Video-Based Teaching Tool To Enhance Hearing Impaired Students' English Elementary Vocabulary”**, elaborado por el maestrante Lic. Christian Josué Carrera Rivera, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN ENSEÑANZA DE INGLÉS**, de la Universidad Estatal Península de Santa Elena, previo a la Obtención del Título de Magister en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, me permito declarar que una vez analizado antiplagio COMPLATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **< 1%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente



PhD. Diego Cajas Quishpe

C.I.:

DOCENTE TUTOR

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