



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

**“DIDACTIC STRATEGIES FOR TEACHING ENGLISH
LANGUAGE COMMUNICATIVE SKILLS TO STUDENTS
WITH HEARING IMPAIRMENT AT UNIVERSIDAD
ESTATAL PENINSULA DE SANTA ELENA’S LANGUAGE
CENTER, SCHOOL YEAR 2021-2”**

RESEARCH PAPER

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad, September 14th, 2021

ADVISOR'S APPROVAL

In my role as Adviser of the research paper under the title **“DIDACTIC STRATEGIES FOR THE LEARNING OF ENGLISH LANGUAGE COMMUNICATIVE SKILLS IN STUDENTS WITH HEARING IMPAIRMENT FROM LANGUAGE CENTER AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA, SCHOOL YEAR 2021-2”**, prepared by *CHRISTIAN JOSUÉ CARRERA RIVERA*, undergraduate student of the English Pedagogy Major, Faculty of Education and languages At Peninsula of Santa Elena State University, I declare that after having revised this project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to The Board of Examiners.

Sincerely

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DEDICATION

First of all, I dedicate this work to God because he is the one that allows me to continue fighting and keeping all my activities with perseverance.

Also, to my whole family because all of them support every goal I propose for myself.

To my tutor, that has been an essential part of this Project as well. He has been patient enough while making recommendations for my whole work.

Finally, to my couple who is always besides me whenever I need her to be with me.

Christian Carrera Rivera

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD PENINSULA DE SANTA ELENA.



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DECLARATION

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ABSTRACT

The present research paper aims to highlight the importance of applying didactic strategies while teaching English classes to hearing impaired students at Universidad Estatal Peninsula de Santa Elena's Language Center, Santa Elena Province, Ecuador. In this approach, it will contribute to students' successfulness at speaking English, by the time the teacher makes use of didactic foundations for creating a better English Communicative Environment. The chief issue is the absence of visual resources for teaching English to deaf students from UPSE. The Data Analysis Method, based on quantitative approach, allowed to the researcher to find out the needs that deaf students have while trying to course English Modules into the Language Center; and the survey results show up that the more didactic the class is, the more effective the content will be.

Keywords: Visual resources, Communicative skills, Deaf.

INDEX

| | |
|--|------|
| STATEMENT OF AUTHORSHIP | IV |
| DEDICATION..... | VI |
| DECLARATION..... | VII |
| ABSTRACT | VIII |
| INTRODUCTION | XIV |
| CHAPTER I..... | XV |
| THE PROBLEM..... | XV |
| 1.1 Problem Statement | xv |
| 1.1.1 The problem Tree | 1 |
| 1.2 OBJECTIVES..... | 2 |
| 6.1. General Objective | 2 |
| 6.2. Specific Objectives..... | 2 |
| 1.3 JUSTIFICATION | 2 |
| RESEARCH QUESTIONS | 3 |
| SCIENTIFIC PROBLEM..... | 4 |
| LIMITATIONS | 4 |
| RESEARCH OBJECT..... | 4 |
| IDEA TO DEFEND..... | 4 |
| VARIABLES..... | 4 |
| CHAPTER II | 5 |
| THE THEORETICAL FOUNDATION..... | 5 |
| 2.1 DEFINITION OF KEY TERMS..... | 5 |
| 2.2. PREVIOUS RESEARCH..... | 5 |
| 2.3. EDUCATIONAL SOURCES | 6 |
| 2.3.1 Hearing Impairment | 7 |
| 2.3.2 Didactic Strategies for students with hearing impairment | 7 |
| 2.4. LEGAL SOURCES..... | 9 |
| Constitution of the Republic of Ecuador..... | 9 |
| Organic Law on Disabilities..... | 9 |
| CHAPTER III..... | 11 |
| METHODOLOGICAL FRAMEWORK..... | 11 |
| 3.1 Research Design | 11 |

| | |
|--|----|
| 3.1.1 Quantitative Approach | 11 |
| 3.1.2. Techniques and Instruments | 11 |
| 3.2 Population and Sample | 12 |
| 3.2.1 Population | 12 |
| CHART 1..... | 12 |
| <i>POPULATION</i> | 12 |
| 3.2.2 Sample..... | 12 |
| 3.3 Procedure | 13 |
| 3.3.1 Data Processing Plan | 13 |
| CHART 2..... | 13 |
| <i>DATA PROCESSING PLAN</i> | 13 |
| 3.4 Analysis of Data | 14 |
| 3.4.1. Teachers' Survey..... | 14 |
| CHART 3..... | 14 |
| <i>IMPORTANCE OF LEARNING ENGLISH</i> | 14 |
| CHART 4..... | 15 |
| <i>IMPORTANCE OF DIDACTIC STRATEGIES</i> | 15 |
| CHART 5..... | 16 |
| <i>IMPORTANCE OF COMMUNICATIVE SKILLS</i> | 16 |
| CHART 6..... | 17 |
| <i>IMPORTANCE OF VISUAL RESOURCES</i> | 17 |
| CHART 7..... | 18 |
| <i>IMPORTANCE OF LEARNING ENGLISH</i> | 18 |
| CHART 8..... | 19 |
| <i>PROBABILITY OF ACTIONS FACING DEAF STUDENTS</i> | 19 |
| CHART 9..... | 20 |
| <i>UPSE'S RESOURCES TO SUPPORT DEAF STUDENTS</i> | 20 |
| CHART 10..... | 21 |
| <i>ABILITY TO COMMUNICATE WITH DEAF STUDENTS</i> | 21 |
| 3.4.2. Students' Survey..... | 22 |
| CHART 11..... | 22 |
| <i>IMPORTANCE OF ENGLISH</i> | 22 |
| CHART 12..... | 23 |

| | |
|---|----|
| <i>SPENT TIME AT STUDYING ENGLISH</i> | 23 |
| CHART 13..... | 24 |
| <i>ENGLISH SIGN LANGUAGE</i> | 24 |
| CHART 14..... | 25 |
| <i>LEARNING ENGLISH</i> | 25 |
| CHART 15..... | 26 |
| <i>PROFESSIONAL GROWTH</i> | 26 |
| CHART 16..... | 27 |
| <i>VISUAL DIDACTIC RESOURCES</i> | 27 |
| CHART 17..... | 28 |
| <i>ENGLISH CLASSES</i> | 28 |
| CHART 18..... | 29 |
| <i>TOOLS FOR LEARNING ENGLISH</i> | 29 |
| CHART 19..... | 30 |
| <i>ENHANCING OPPORTUNITIES</i> | 30 |
| CHART 20..... | 31 |
| <i>ENGLISH MODULES</i> | 31 |
| CHAPTER IV | 32 |
| PROPOSAL..... | 32 |
| 4.1 Informative Data | 32 |
| 4.1.1 Name of the proposal..... | 32 |
| 4.2 Description | 32 |
| 4.2.1 Location | 32 |
| 4.2.2 Responsible People in Charge | 33 |
| 4.3 PROPOSAL BACKGROUND | 33 |
| 4.4 SIGNIFICANCE | 34 |
| 4.5 OBJECTIVES..... | 35 |
| 4.3.1 General Objective | 35 |
| 4.3.2 Specific Objectives..... | 35 |
| 4.4 PROPOSAL'S DEVELOPMENT | 36 |
| 4.4.1. WEBPAGE DESIGN | 37 |
| 4.4.2. ORIENTATION GUIDE..... | 39 |
| WEBPAGE ACTIVITIES..... | 42 |

| | |
|----------------------|----|
| CONCLUSIONS | 56 |
| RECOMMENDATIONS..... | 57 |
| REFERENCES | 58 |
| APENDIX..... | 60 |

GRAPHICS

| | |
|--|----|
| GRAPHIC #1: THE PROBLEM TREE..... | 1 |
| GRAPHIC # 2: IMPORTANCE OF LEARNING ENGLISH | 14 |
| GRAPHIC # 3: IMPORTANCE OF DIDACTIC STRATEGIES | 15 |
| GRAPHIC # 4: IMPORTANCE OF COMMUNICATIVE SKILLS | 16 |
| GRAPHIC # 5: VISUAL RESOURCES..... | 17 |
| GRAPHIC # 6: TEACHING DEAF STUDENTS..... | 18 |
| GRAPHIC # 7: EXPERIENCE ON TEACHING DEAF STUDENTS | 19 |
| GRAPHIC # 8: RESOURCES FOR DEAF STUDENTS..... | 20 |
| GRAPHIC # 9: ABILITY TO COMMUNICATE WITH DEAF STUDENTS | 21 |
| GRAPHIC # 10: IMPORTANCE OF LEARNING ENGLISH | 22 |
| GRAPHIC # 11: SPENT TIME AT ENGLISH..... | 23 |
| GRAPHIC # 12: ENGLISH SIGN LANGUAGE..... | 24 |
| GRAPHIC # 13: LEARNING ENGLISH | 25 |
| GRAPHIC # 16: ENGLISH FOR PROFESSIONAL GROWTH | 26 |
| GRAPHIC # 17: VISUAL DIDACTIC RESOURCES..... | 27 |
| GRAPHIC # 18: TICS AT ENGLISH CLASSES..... | 28 |
| GRAPHIC # 19: TOOLS FOR LEARNING..... | 29 |
| GRAPHIC # 20: ENGLISH ENRICH OPPORTUNITIES | 30 |
| GRAPHIC # 21: USEFULNESS OF ENGLISH MODULES | 31 |

CHARTS

| | |
|--|----|
| CHART #1: POPULATION | 12 |
| CHART # 2:..... | 13 |
| CHART # 3: IMPORTANCE OF LEARNING ENGLISH | 14 |
| CHART # 4: IMPORTANCE OF DIDACTIC STRATEGIES | 15 |

| | |
|--|----|
| CHART # 5: IMPORTANCE OF COMMUNICATIVE SKILLS | 16 |
| CHART # 6: IMPORTANCE OF VISUAL RESOURCES | 17 |
| CHART # 7: IMPORTANCE OF LEARNING ENGLISH | 18 |
| CHART # 8: PROBABILITY OF ACTIONS FACING DEAF STUDENTS | 19 |
| CHART # 9: UPSE’S RESOURCES TO SUPPORT DEAF STUDENTS | 20 |
| CHART # 10: ABILITY TO COMMUNICATE WITH DEAF STUDENTS..... | 21 |
| CHART # 11: IMPORTANCE OF ENGLISH..... | 22 |
| CHART # 12: SPENT TIME AT STUDYING ENGLISH | 23 |
| CHART # 13: ENGLISH SIGN LANGUAGE | 24 |
| CHART # 14: LEARNING ENGLISH | 25 |
| CHART # 15: PROFESSIONAL GROWTH..... | 26 |
| CHART # 16: VISUAL DIDACTIC RESOURCES | 27 |
| CHART # 17: ENGLISH CLASSES | 28 |
| CHART # 18: TOOLS FOR LEARNING..... | 29 |
| CHART # 19: ENHANCING OPPORTUNITIES | 30 |
| CHART # 20: ENGLISH MODULES | 31 |

ILLUSTRATIONS

| | |
|--|----|
| ILLUSTRATION #1: UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA..... | 32 |
| ILLUSTRATION #2: LIP-READING WEBPAGE..... | 36 |
| ILLUSTRATION #3: SECTION 1: LIP-READING VIDEOS | 37 |
| ILLUSTRATION #4: SECTION 1: LIP-READING VIDEOS..... | 38 |
| ILLUSTRATION #5: SECTION 2: WORK-SHEETS / ACTIVITIES | 38 |
| ILLUSTRATION #6: SECTION 3: PRACTICE AND PRODUCTION | 39 |
| ILLUSTRATION #7: TOP NOTCH – TEACHERS’ BOOK | 41 |

INTRODUCTION

Nowadays' teachers are quite involved in situations that make education take an inclusive role for every actor of knowledge. There have been some changes in terms of inclusion that institutions have experienced lately, such as the curricular adaptation of regular plans to programs for deaf scholars. Students with hearing impairment, tend to be segregated because of their difference at the moment of learning; as far as their hearing does not work and they need to make use of other senses like vision and touch. By using some strategies students might be able to express simple ideas by watching models.

This paper work is formed by four chapters detailed as follows,

Chapter I: It contains details of the issue and the importance of understanding the way deaf students learn English better and also in this chapter it is categorized some relevant information like objectives and hypothesis that strongly help to get a better scope on the problem itself.

Chapter II: It was important to reflect in this chapter all the found materials, the most relevant information and theories that helps to the researcher to support what the real issue is.

Chapter III: It describes the used methodology and the techniques and instruments that allowed the researcher to collect data, visualizing the results in charts and graphs, and set their interpretation as well.

Chapter IV: The proposal centers the reader on what the real problem is, and the possible solutions to the presented issue. This chapter includes activities teachers may support their classes with, while teaching English to deaf students. In addition, this section contains conclusions and recommendations based on outcome examination.

CHAPTER I

THE PROBLEM

1.1 Problem Statement

Education has suffered different changes in structure. These changes go from curriculum designs to the physical arrangements of the classrooms. The process of globalization has allowed educational institutions and establishments to improve their educational level in terms of inclusion, teaching of English as a foreign language, and also the enforcement of international model for acquiring English and include it within every educational model. Furthermore, the development of technology in the last few years has encouraged the adaptation of regular systems to electronic content and resources.

The English Language Pedagogy Major, certifies students with a bachelor degree with four years of study, offering subjects that make students aware of how important English is for general communication; although, each of the other faculties have English into their programs as part of their normal curriculum teaching English in shorter sessions in module methodology.

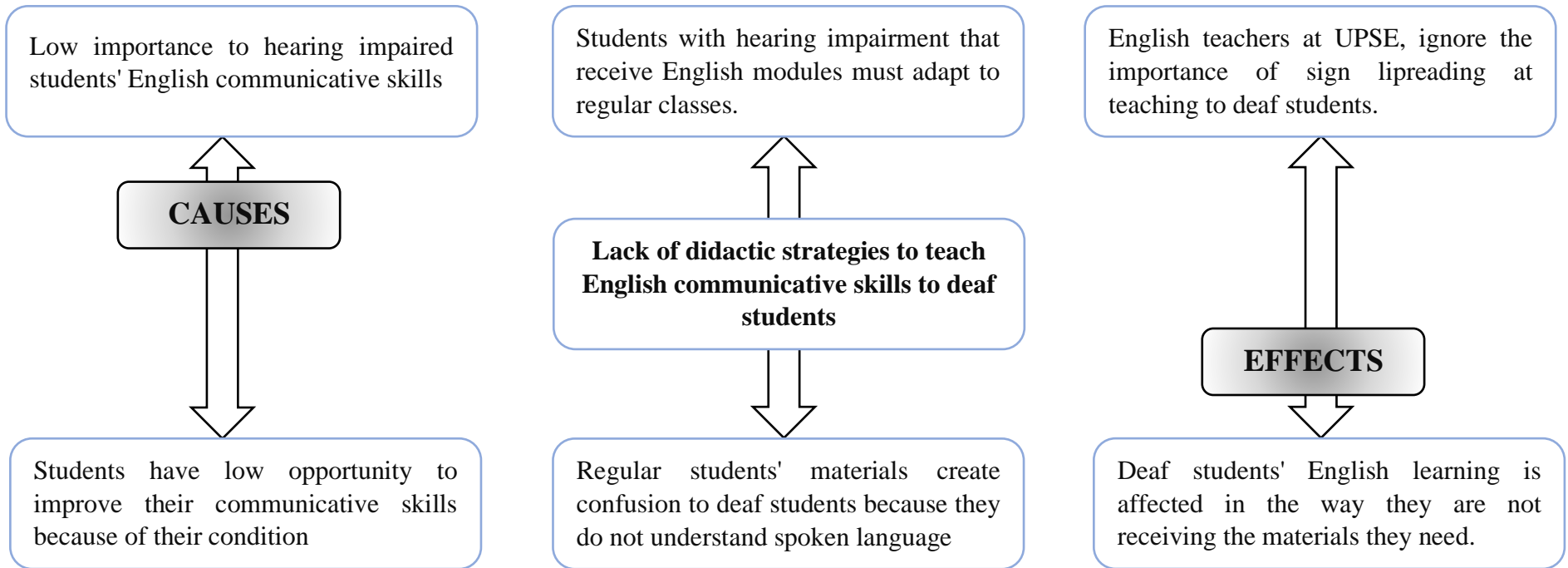
From the University background, it is good to mention that there are few students asking for an English course certification, but due to their disability, the teaching-learning process will not be as accurate as it needs to be. Getting this approach, this study focuses on the students with hearing impairment who are asking for an English certification, but the University program just sponsors students without disabilities, setting aside those students that present some sort of hearing or visual impediment.

By the argument set out previously, it is basically important to analyze the factors that make an English class specially prepared for a student with hearing disability; and also, to examine the different didactic strategies which are useful at the moment of setting up a class that contains students with hearing impairment to promote a better inclusive environment in the UPSE's English Major.

1.1.1 The problem Tree

Graphic 1

The Problem Tree



1.2 OBJECTIVES

6.1. General Objective

To promote the development of didactic strategies to teach English communicative skills to students with hearing impairment

6.2. Specific Objectives

6.2.1. To analyze the influencing factors on the development of English communicative skills

6.2.2. To identify the existing needs in the learning of a second language in students with hearing impairment.

6.2.3. To verify the use of didactic strategies in the teaching of English as a second language

1.3 JUSTIFICATION

For the present society, it is basically important to highlight the relevance of an inclusive curricular system. Nowadays, regular institutions face a different environment than years before, and even all of the changes have affected the way teachers designed their classes.

The reasons over this research stands by, are focused on the importance of special education worldwide, turning into a social study and helping to promote not only for the students but also for the teachers and authorities to use the results from this research to model much more specific activities that includes inclusive learning-teaching. This sample will help to the institution's authorities to pay mor attention to include central activities when working with students with hearing impairment.

By analyzing the enforcement of different didactic strategies on the learning of English communicative skills, the study seeks for giving support to each individual in terms of knowing the strengthen and weaknesses higher education is experiencing

at inclusive programs, and the way students and teachers can even find the correct scope to promote inclusion inside classrooms.

For many students with hearing impairment it is so complex to fit into a classroom with regular students, that is why this research takes place as an example to create a wide-ranging environment for teaching English and all of the students with hearing disabilities do not lose the opportunity to learn English because of the lack of resources adapted to their needs. However, it is relevant to argue that the University does not contain a specific program for teaching English to students with hearing problems, in fact, the activities presented within its English curricular courses are centered just for regular students, that's why the research is accurate in the way it will help to the development of the inclusion for English programs at the institution.

This study aims to promote the inclusion for students with hearing impairment from Universidad Estatal Península de Santa Elena, because of the need of the students to set a program which fulfill their requirements for their majors. Furthermore, this research looks for a better social arrangement in terms of teaching a second language because with such specific activities, every student with hearing problems will feel more comfortable at the moment of working with regular students within a regular classroom.

RESEARCH QUESTIONS

- a) Which factors affect the development of English communicative skills in deaf students?
- b) What are the specific needs for students with hearing impairment to learn a foreign language?
- c) What didactic strategies are useful within the learning process of a second language for a hearing-impaired student?

SCIENTIFIC PROBLEM

To what extent does the use of didactic strategies stimulate to the learning of English communicative skills in students with hearing impairment from the language Center at Universidad Estatal Península de Santa Elena?

LIMITATIONS

This study will be developed in Santa Elena Province, La Libertad Canton, specifically focused on students from the Language Center at Universidad Estatal Península de Santa Elena. The sample for this project is students with hearing impairment from the Language Center because it is centered on the analysis of didactic strategies to promote the teaching of English to deaf students. It will be executed by the school year 2021-2.

RESEARCH OBJECT

To promote the development of didactic strategies for the learning of English communicative skills in students with hearing impairment from Language Center at Universidad Estatal Peninsula de Santa Elena, school Year 2021-2 in order to set an inclusive learning model.

IDEA TO DEFEND

The use of didactic strategies in the teaching of English to students with hearing impairment within the curricular plan of the modules from the Language Center at Universidad Estatal Península de Santa Elena, will significantly improve the development process of the English Language Communicative skills of deaf students.

VARIABLES

Dependent: Teaching English Language communicative skills to Deaf students

Independent: Didactic Strategies

CHAPTER II

THE THEORETICAL FOUNDATION

2.1 DEFINITION OF KEY TERMS

- a) **Strategy:** For Michael Porter, (Porter, 2017), strategy is the big picture on how an organization will model its objectives in order to get good results.
- b) **Didactic strategy:** for IGI GLOBAL it is known as “An action plan that comprises methods, techniques, and organization of instructions to achieve an intentional, reflexive, conscious, and self-directed learning in any given teaching-learning environment”. (Hernández Arellano, 2020).
- c) **Hearing impaired:** a person that cannot hear or cannot hear well. According to IDEA (Individuals with Disabilities Education Act, (Meier,2015). The term refers an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance.

2.2. PREVIOUS RESEARCH

Hearing is considered one of the most important senses from human body. It represents the action of catching sounds and noises through vibration waves produced by air. On the other hand, it is important to examine the word listening, that is commonly used to describe the action of processing and analyzing what a person has heard more than just hear it instead. To understand the hearing process, and how it works it is relevant to know the mechanism hearing lies on. This mechanism is the external ear, the mid ear and the internal ear. Whether one of these components is not working itself within someone, it is understood that the person is hearing impaired.

For John Dewey (2019), education must be framed with inclusive standards and encompasses democracy as part of the teaching and learning process in terms of the acquisition of knowledge. In this sense, teaching and learning process is increasingly changing while time is passing by, for this reason inclusion is taking an important role into higher education. (p. 21)

By instance, there are several institutions which are fighting for the people with disabilities’ rights. This is role of the International Disability Alliance (2004) which

works hard for the prevalence of the need for people with disabilities to study into a regular institution with none restrictions. Also, it works with more than 14 other organizations worldwide in order to internationalize the idea to create a better environment for every institution to get inclusive programs in their structured study plans.

On the current 10 years, education has been experiencing such different changes and inclusion is one of these. The World Federation of the Deaf (2004), as an international organization, is in charge of the recognition of the education as a right for deaf people as it is for regular ones. By the year 1958, the international conference for deaf released the initiative for creating a day for commemorating the day of the sign language; since then, annually the last week of September is dedicated to deaf people in order to make them know they are part of the society as well.

According to Susanne Jones (2016), for students with hearing impairment, it is so difficult to communicate with others even with sign language because not everyone who surrounds them have managed this kind of language. In this point, it is important to mention the familiar aspect and how it is affected for the people who circle the child with hearing problems. On the other hand, some authors mentions factors that are involved in the acquisition of the first language for deaf, that includes some strategies to cut the bias off like Be more expressive, Deal the class with more visual material, etc. (TTAC, 2019)

2.3. EDUCATIONAL SOURCES

In Education, there are different factors that conditionate the learning process every student has. Even though, sometimes it is difficult to undertake risks and complain objectives, the most difficult part teachers have is students with disabilities. According to the Ecuadorian Ministry of Education (2018), institutions, nowadays, count with a specific curricular system which allows many people to access to education; meanwhile this process brings a wide range of alternative to confront the challenges.

Every disability is different in terms of how it is dealt inside a classroom. For example, students who are visual impaired, will feel more confident by using their hearing sense, on the other hand, the activities a hearing-impaired student will not be the same as the activities a physical impaired student executes.

For a student with such a disability, it will be difficult to adapt to a regular classroom. In the case of hearing-impaired students, they are more sensitive with vision and touch. For this reason, the activities they actually need are centered on those senses in order to make significant the knowledge they are learning.

2.3.1 Hearing Impairment

There are several reasons about how hearing lost appears within a person; all of those go from congenital diseases to accidents that make hearing to fail once the time is passing by. Hearing impaired people have difficulties at the moment of socialize with regular people that not have the capacity to understand and communicate ideas to people with hearing lost. Here it comes the importance to increase hearing impaired students' opportunities to learn English by using visual materials and training their comprehension by using sign language and lipreading.

According to Australian Disability Clearinghouse on Education and Training (2015), there is a big problem when teachers do not take it as relevant when they face with a hearing-impaired student within their classrooms; when it happens, these students will feel disaggregated form the group, have some educational disadvantages, and his opportunities to learn the language will be reduced as well.

2.3.2 Didactic Strategies for students with hearing impairment

The unique characteristics that Lip reading requires are non-mainstream methods in teaching hearing individuals (Travellers, 2017), because those students are not needing more help because they are able to use the full senses they have, and even they can process the knowledge without such effort. On the other hand, students with hearing disability are not able to use all senses, that is why the content is limited to the strategies which are applied at the moment of setting the class content.

2.3.2.1 Strategies for Communicative Skills

There are such different ways how to help students with hearing impairment within a regular classroom. Those are basically tips that help teachers to increase the range of

results at the end of the journey. According to Sthitaprajnya Panigrahi (2021) some strategies for teaching students with hearing impairment are:

- a) *Adjust teaching methods.* – It will help the teacher to understand students’ needs the best, and to apply a specific methodology for the improvement of these students’ skills.
- b) *Arrange desks in a circular pattern.* – This highly important to improve students’ ability to read lips. This strategy allows the student to see other students and he will feel more comfortable and confident.
- c) *Provide students with an outline of the daily lesson and printed copies of the notes.* – As soon as deaf students do not use hearing, they need to improve other senses like vision and touch. For this reason, it is important to pay attention on the visual and physic material the teacher provides for the classes, and even give to the students previously in order for them to analyze before the session.

2.3.2.2 Lip-reading

Lip-reading comes from the idea to use sensory elements like vision and understanding to catch the ideas from speakers’ mouths. The most ancient founding on these theories falls onto the year of 1504, by the Spanish Benedictine Ponce de León who set up an inclusive model which allowed teachers to use their lips’ movement for teaching students some sources on pronunciation and also a few vocabulary words (Scott, 2019).

2.3.2.2.1 Controversy and limitations of lip-reading

The journal of Neuroscience (2020) argues it is important to understand that silent visual language might bring out some misunderstanding about context of ideas. Likewise, some different researchers have shown relevant reasons why lip-reading is important to be handled by a person with hearing problems.

Basically, some people consider this as normal and accurate as well; but here it comes an argument that says, “reading lips might be confusing, some words may appear to be the same but in pronunciation are different” (p.162), which creates a controversial atmosphere within the linguistic branch because language is acquired in several situations. For a person to understand clearly and concise, it is needed that

this person is that used to this way off communication, and must have to be adapted to a daily speaking life.

2.3.2.2 TICs in Education

For every educative level it is relevant for the teachers to actually understand the real importance of the use of tics within their lessons. According to the Tourette Association of America (2015), it is common to realize technology as simple or complex depending on the experience the teacher has. Based on it, it is understood that teachers who support their lessons with technology reach more successful results that teachers who not.

2.4. LEGAL SOURCES

This research is bases on the Constitution of the Republic of Ecuador and the Organic law on Disabilities.

Constitution of the Republic of Ecuador

Title: Chapter III: Rights of people and groups of priority attention: Section VI: People with Disabilities

Art 4: The State will guarantee policies for the prevention of disabilities and, together with society and the family, will seek to equalize opportunities for persons with disabilities; with society and the family, shall seek to equalize opportunities for persons with disabilities and their social integration.

Organic Law on Disabilities

Title: Chapter I: Of people with disabilities and other subjects of the law: Section I: For Subjects

Art 7: Person with impairment or disabling condition. – A person with an impairment or disabling condition is understood as a person who presents a temporary decrease or suppression of any of his physical, sensorial or intellectual capacities,

manifesting in absences, anomalies, defects, losses or difficulties to perceive, to move, to hear and/or see, to communicate, to integrate into the essential activities of daily life, limiting the performance of their abilities.

Title: Chapter II: The Rights for people with disabilities: Section II: For Education

Art 28: Inclusive Education. – The national education authority will implement the pertinent measures to promote the inclusion of students with special educational needs who require technical-technological and human support, such as specialized, temporary or permanent staff, and/or curricular specialized adaptations and physical, communicational and learning accessibility, communication and learning spaces, in a schooling establishment.

Art 36: Ethnic and Cultural Inclusion. – The national education authority shall ensure that people with disabilities have the opportunity to develop the educational and cultural processes. Persons with disabilities have the opportunity to develop the educational and formative processes within their communities of origin, promoting their ethnic-cultural inclusion in a comprehensive manner.

Art 39: Bilingual Education. – The national education authority will implement in the special education institutions for children and adolescents with disabilities the intercultural and bilingual education model.

The national educational authority will ensure training and teaching Ecuadorian sign language at the different educational levels, as well as the promotion of the linguistic identity of deaf people.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Research Design

The following research is centered on quantitative method in the way it describes numerical useful data that was collected by means of teachers and students' surveys. On the other and it is considered a non-experimental study because it will not be applied in the academic setting, but this information will serve for every teacher to create a better environment for the students to learn English Language Communicative Skills.

3.1.1 Quantitative Approach

This research used a quantitative approach since it describe important measurable data for discovering the correct way to apply didactic strategies in teaching English to hearing impaired students. The questions follow an objective line that centers on finding out some relevant information in direct central words, easy to understand for students and teachers but useful for the researcher to arrive correct conclusions on the problem.

3.1.2. Techniques and Instruments

This research makes use of one technique and one instrument which are detailed bellow. These features give the investigation a clear scope on what the real problem is and focus the investigator onto the possible solutions to the planned questions.

3.1.2.1. Technique

3.1.2.1.1. Surveys

The used technique was the survey in the way the research focuses on finding out the accurate didactic strategies for teacher to improve hearing impaired students' English language Communicative Skills. On the other hand, the teachers' survey seeks to reinforce the previous research on the problem which surrounds the lack of didactic strategies for improving English classes to deaf students.

3.1.2.2. Instruments

3.1.2.2.1. Questionnaire

The questionnaire is the set of questions which are suitable for the investigator to search for relevant information about the idea the students have onto learning English. The student's survey's questions go from general opinions about learning English to specific conceptions about the importance they give to the use of didactic strategies they expect their teachers to use while attending to English classes. Furthermore, the teachers' survey's questions quietly emphasize questions related to the way they manage the classes, and the features of importance they consider for every single lesson.

3.2 Population and Sample

3.2.1 Population

Chart 1

Population

| POPULATION | QUANTITY | % |
|---------------------------------------|-----------|-------------|
| Hearing Impaired Students | 6 | 46,15% |
| English teachers from Language Center | 7 | 53,85% |
| TOTAL | 13 | 100% |

Source: Universidad Estatal Península de Santa Elena

Author: Christian Josué Carrera Rivera

3.2.2 Sample

The sample is composed by students with hearing impairment from Universidad Estatal Península de Santa Elena; and based on the small population it does not need the use of a computational formula.

3.3 Procedure

3.3.1 Data Processing Plan

Chart 2

Data processing plan

| DETERMINATION OF THE SITUATION | DATA SEARCH | DATA COLLECTION AND ANALYSIS | DEFINITION AND FORMULATION | STATEMENT OF SOLUTIONS |
|---|--|--|---|--|
| Lack of didactic resources while teaching English to hearing impaired students. | After the problem was identified, the researcher started seeking for relevant information within some sources like physical and digital books, web pages and digital articles. | For the problem to be stated and clear, the next step the researcher needed to make was to apply surveys for collecting data from UPSE's students with hearing impairment. | Once data was analyzed, and the lack of didactic strategies for teaching English to deaf students was confirmed; it was found important to create a strategy to enhance the teaching practice and the availability of visual resources to these students. | The purpose of the implementation of an Academic web page with interactive activities and resources for the teachers to improve hearing impaired students' communicative skills. |

Source: Universidad Estatal Península de Santa Elena

Author: Christian Josué Carrera Rivera

3.4 Analysis of Data

3.4.1. Teachers' Survey

Question # 1

Why do you consider teaching and learning English important today?

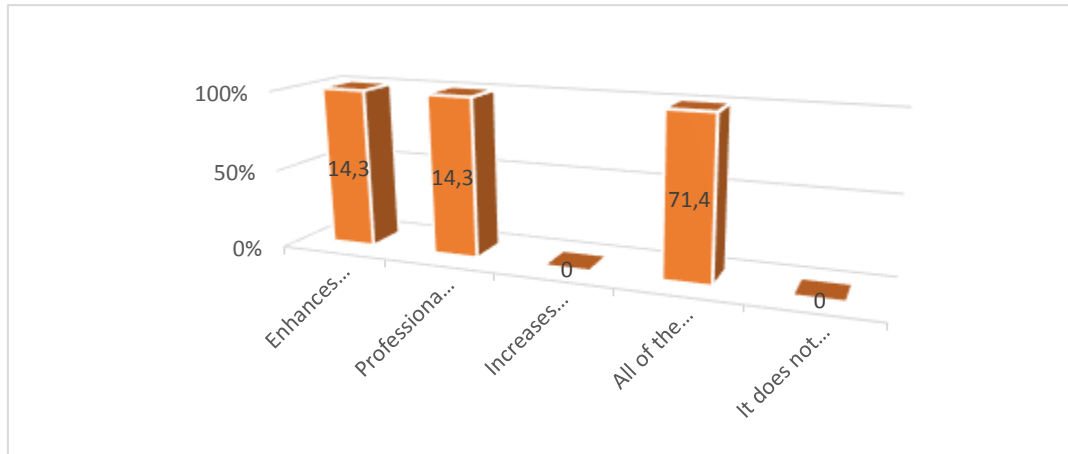
Chart 3

Importance of learning English

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------------------------------|-----------|-------------|
| Enhances Communication | 1 | 14,3% |
| Professional opportunities | 1 | 14,3% |
| Increases Motivation | 0 | 0% |
| All of the above | 5 | 71,4% |
| It does not matter at all | 0 | 0% |
| TOTAL | 7 | 100% |

Graphic 2

Importance of learning English



Note: Importance of English Language

Interpretation: For most of the surveyed teachers English helps for reaching all the mentioned goals. But few of them, answered just 2 strategies instead. It is concluded that for the majority of the teachers English helps in different reasons and it is useful.

Question 2

Which of the following didactic strategies do you consider important in English teaching?

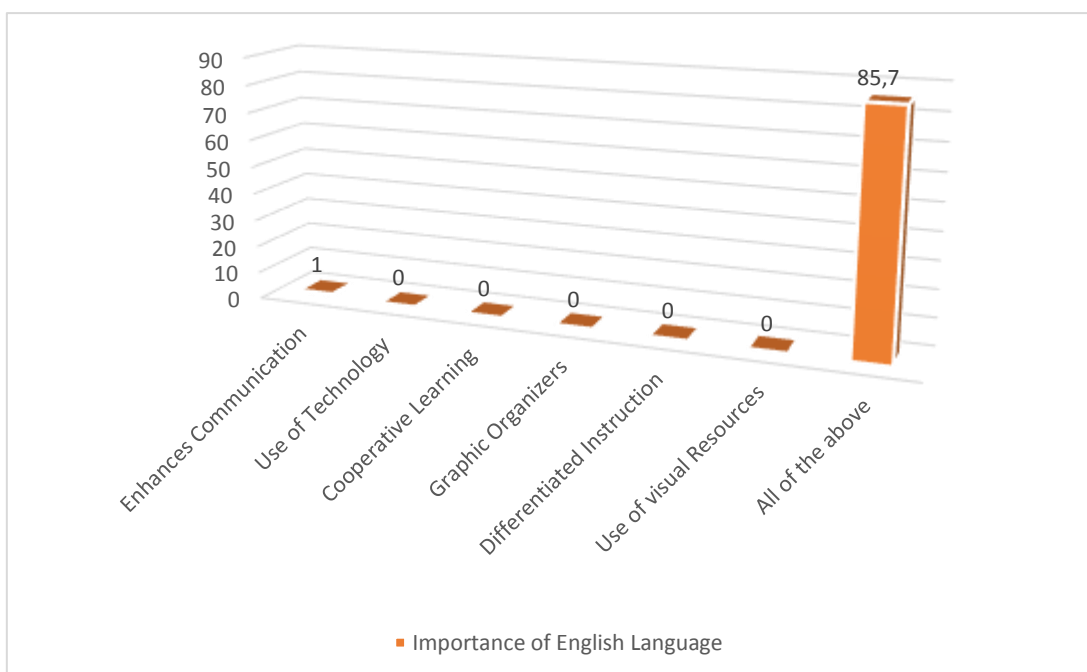
Chart 4

Importance of didactic strategies

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------------------|-----------|-------------|
| Use of technology | 1 | 14,3% |
| Cooperative Learning | 0 | 0% |
| Graphic Organizers | 0 | 0% |
| Differentiated instruction | 0 | 0% |
| Use of visual resources | 0 | 0% |
| All of the above | 6 | 85,7% |
| TOTAL | 7 | 100% |

Graphic 3

Importance of didactic strategies



Note: Importance of Didactic Strategies

Interpretation: The majority of the teachers answered that all of the mentioned strategies are actually important for them to consider within the English Classes.

Meanwhile, some of them not. It means for teachers it is actually relevant to create a good teaching-learning environment.

Question 3

How Important are communicative skills to teach English as foreign language?

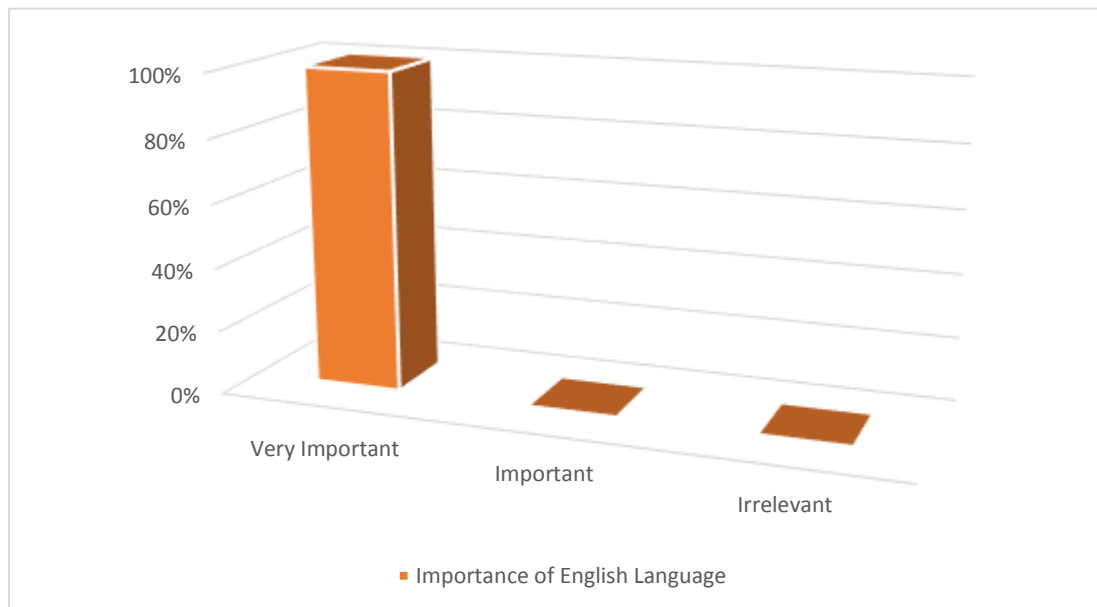
Chart 5

Importance of communicative skills

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------------------|-----------|-------------|
| Very important | 7 | 100% |
| Important | 0 | 0% |
| Irrelevant | 0 | 0% |
| TOTAL | 7 | 100% |

Graphic 4

Importance of Communicative Skills



Note: Importance of Communicative Skills

Interpretation: For all of the surveyed teachers it is quite important to consider communicative skills at the moment of teaching students English as a foreign language.

Question 4

How important is it for you to include visual materials within your lessons?

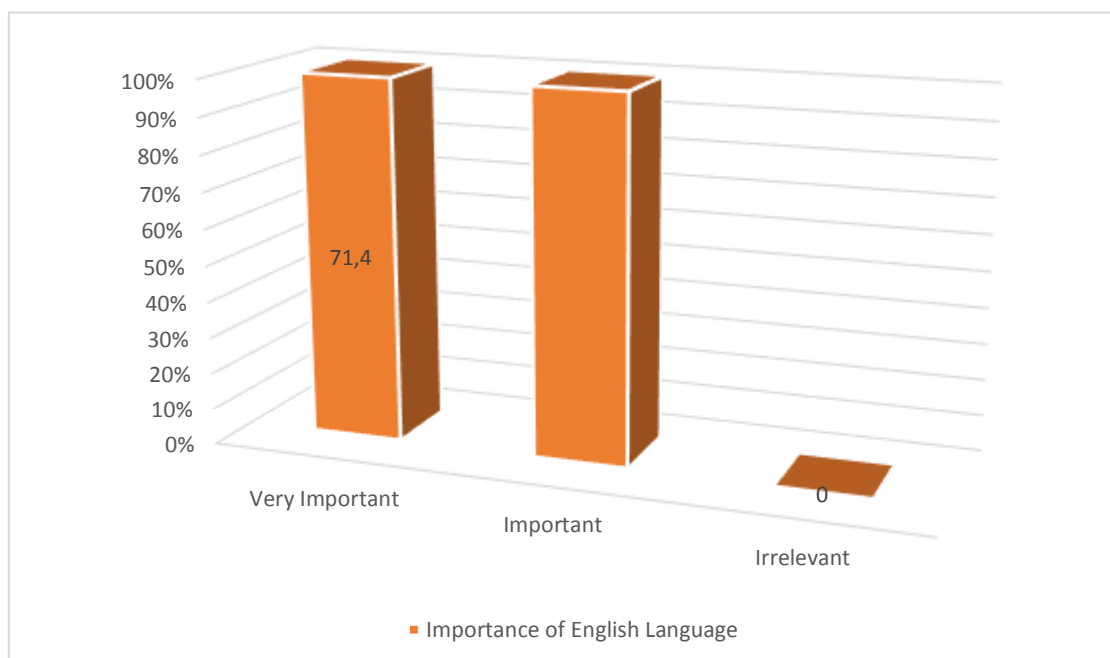
Chart 6

Importance of visual resources

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------------------|-----------|-------------|
| Very important | 5 | 71,4% |
| Important | 2 | 28,6% |
| Irrelevant | 0 | 0% |
| TOTAL | 7 | 100% |

Graphic 5

Visual Resources



Note: Importance of Visual Resources

Interpretation: Some of the surveyed teachers think that it is very important to include visual didactic resources at the moment of teaching, but the other think that it is just

important. Which tend to believe that the use of visual didactic resources is quite important.

Question 5

How many times have you tried teaching English to hearing impaired students?

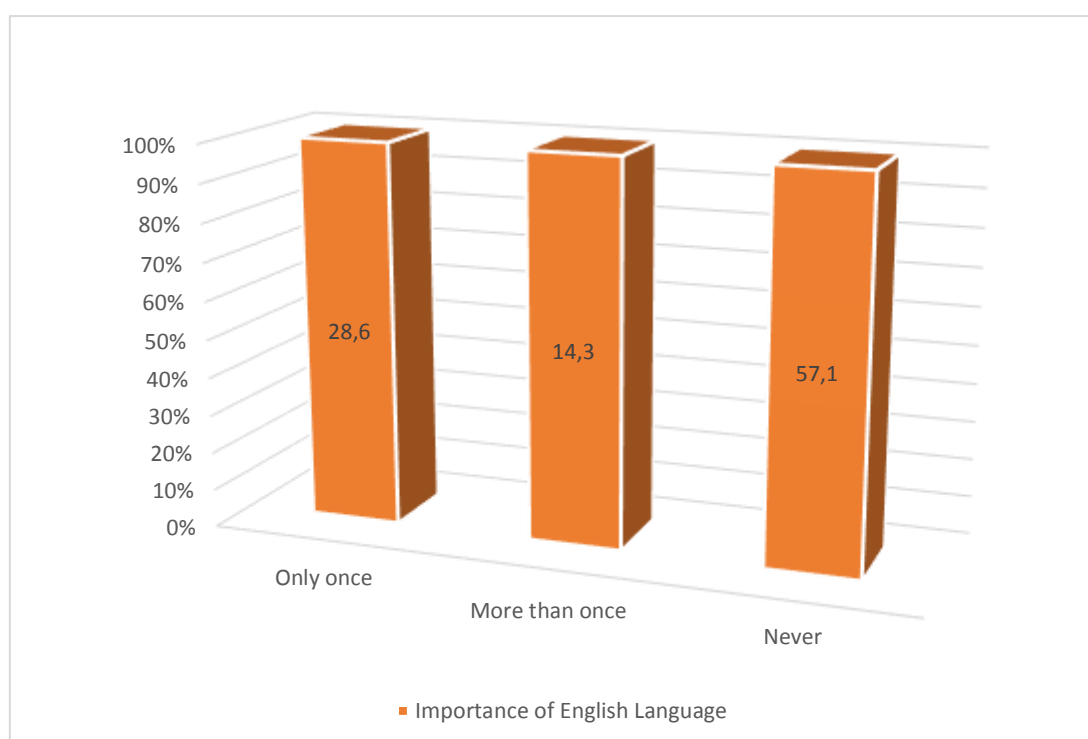
Chart 7

Importance of learning English

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------------------|-----------|-------------|
| Only once | 2 | 28,6% |
| More than once | 1 | 14,3% |
| Never | 4 | 57,1% |
| TOTAL | 7 | 100% |

Graphic 6

Teaching Deaf Students



Interpretation: The result of this question is that some of the surveyed teachers have tried to teach deaf students only once. Other have experienced this situation more than once, but the other the majority of them have never taught to a hearing-impaired

student. These results represent the need of the institution to count on special materials for teaching to deaf students.

Question 6

What would you probably do when experience teaching English to these students?

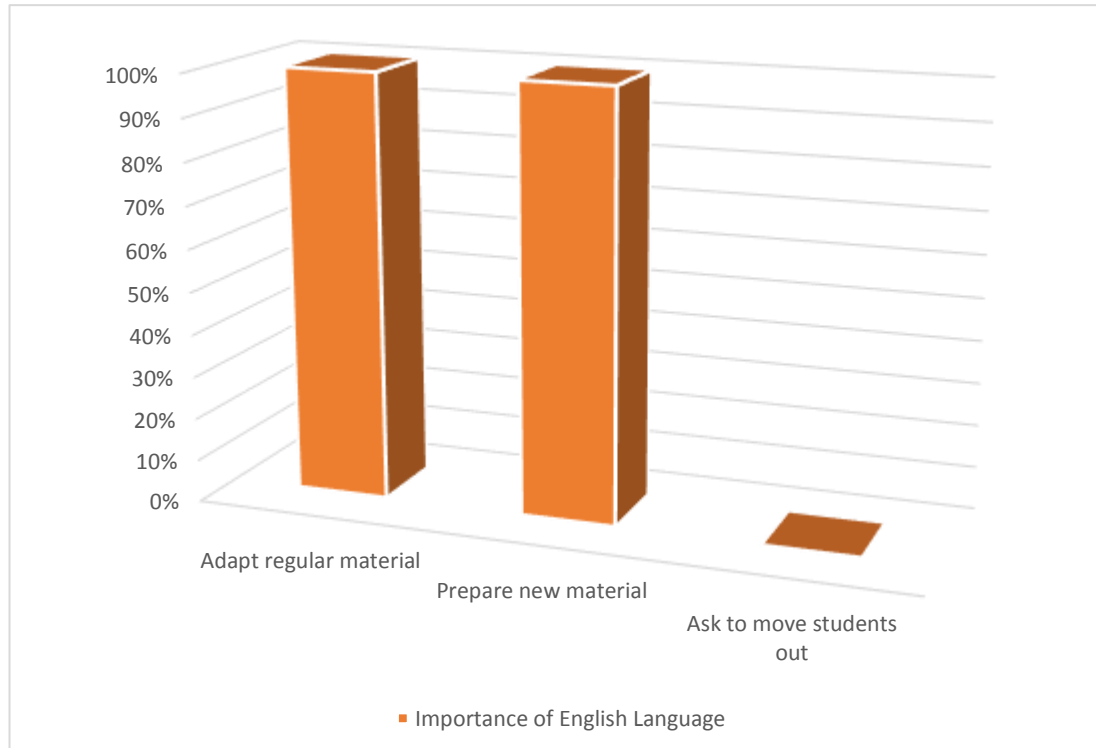
Chart 8

Probability of actions facing deaf students

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------------------------------|-----------|-------------|
| Adapt Material | 4 | 57,1% |
| Prepare other material | 3 | 42,9% |
| Ask to move out students | 0 | 0% |
| TOTAL | 7 | 100% |

Graphic 7

Experience on Teaching Deaf Students



Interpretation: For this question, 57,1% of the teachers agree on the idea that adapting regular materials for hearing impaired students is the most accurate thing. On the other hand, 42,9% of them answered that preparing other material is more suitable because of the students' needs. This tend to conclude that creating a solution is better than desegregating the students from the group.

Question 7

Do you think that the University has enough resources to handle students with hearing disability?

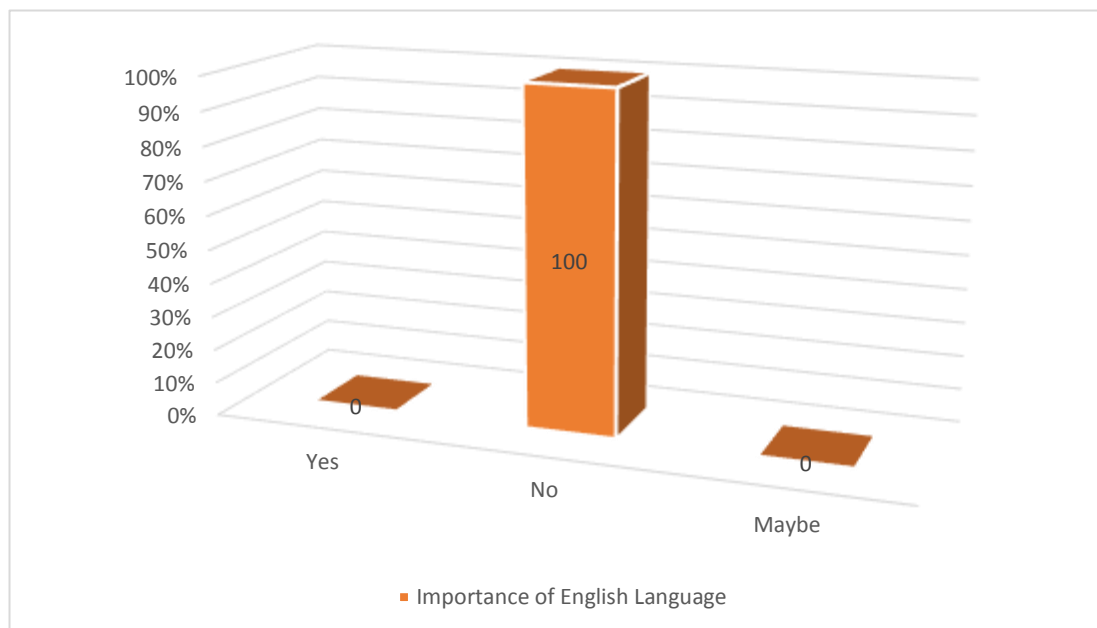
Chart 9

UPSE's resources to support deaf students

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 0 | 0% |
| No | 7 | 100% |
| Maybe | 0 | 0% |
| TOTAL | 7 | 100% |

Graphic 8

Resources for Deaf Students



Interpretation: For this question, 100% of the surveyed teachers agree on the fact that Universidad Estatal Península de Santa Elena does not have the enough resources to fulfill hearing impaired students’ needs, which allows the researcher to understand the biggest issue is the lack of resources to support deaf students’ learning process.

Question 8

Do you think you are capable to communicate with these students?

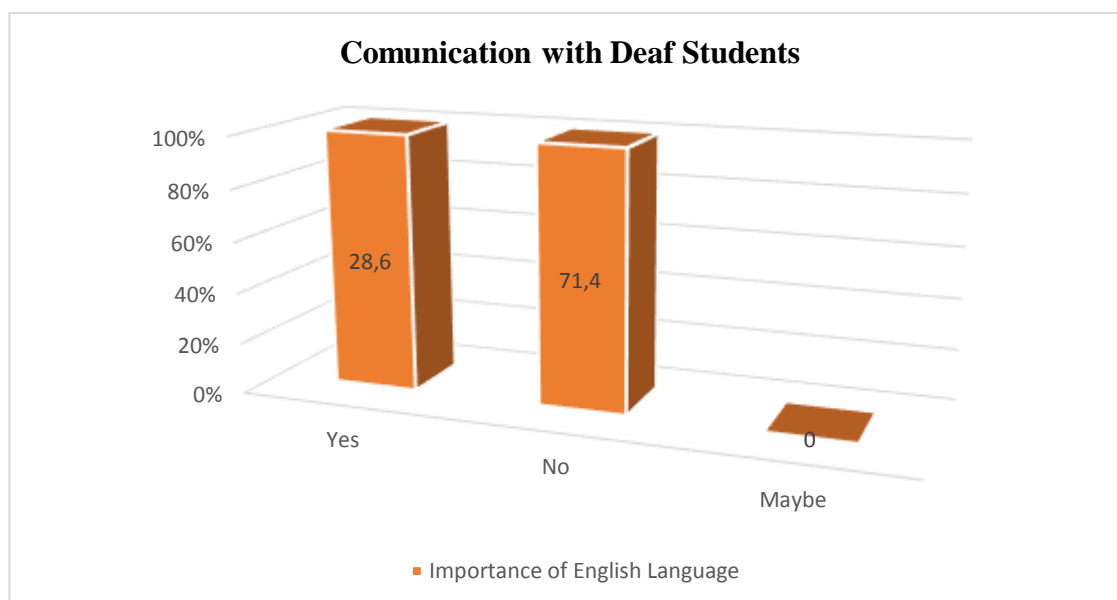
Chart 10

Ability to communicate with deaf students

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 2 | 28,6% |
| No | 5 | 71,4% |
| Maybe | 0 | 0% |
| TOTAL | 7 | 100% |

Graphic 9

Ability to communicate with deaf students



Interpretation: For this question, some teachers argued that they are capable to communicate with hearing impaired students, while the other not consider themselves capable to create a conversational environment with these students. This helps to

conclude that Upse´s teachers are nor enough prepared to face a deaf student within the classes.

3.4.2. Students' Survey

Question 1

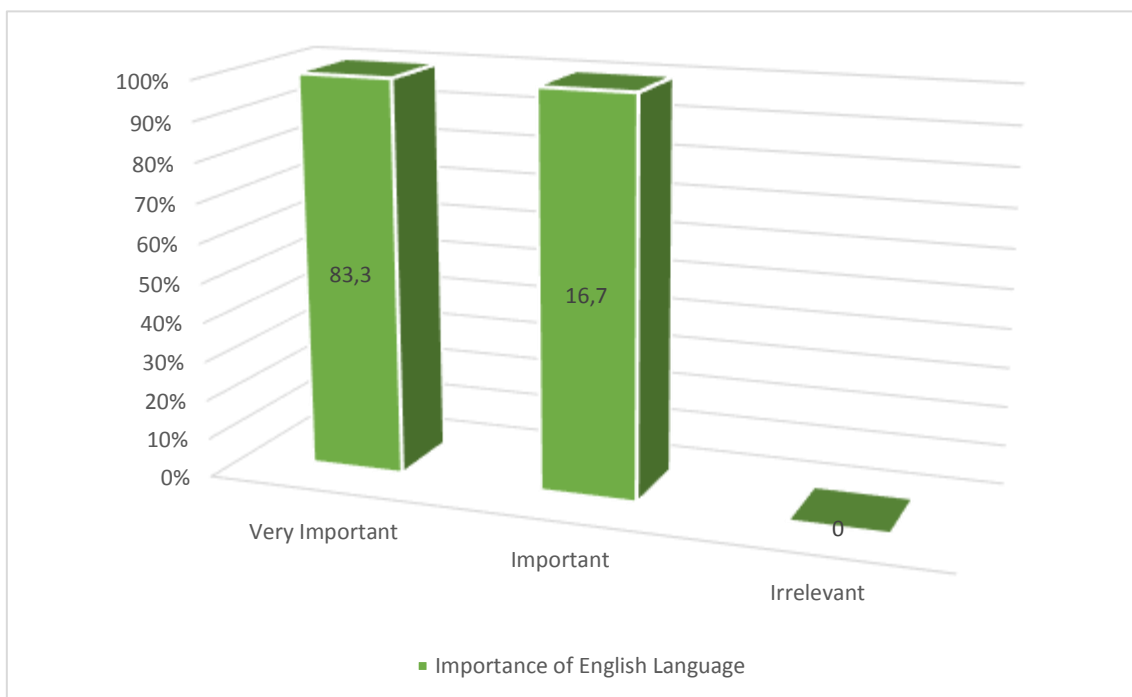
In what measure is English important for you?

Chart 11

Importance of English

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------------------|-----------|-------------|
| Very important | 5 | 83,3% |
| Important | 1 | 16,7% |
| Irrelevant | 0 | 0% |
| TOTAL | 6 | 100% |

Graphic # 10: Importance of learning English



Interpretation: For some students it is very important to learn English. On the other hand, the 16,7% left argued that it is just important; which means that students from

other majors expect that English is important but in some specific situations more than daily.

Question 2

How long have you studied English so far?

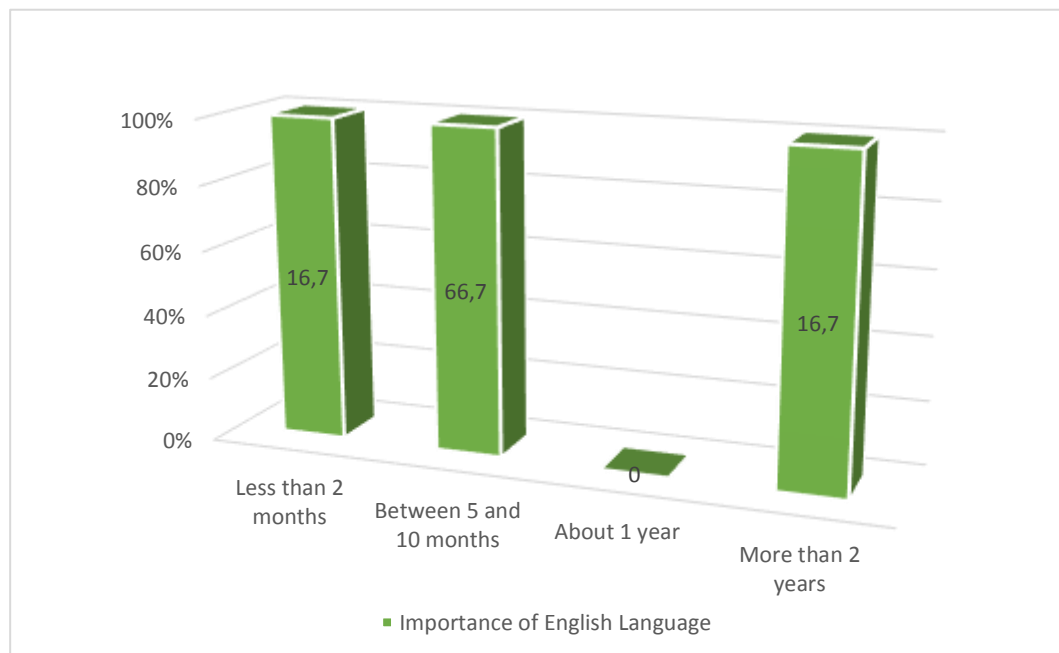
Chart 12

Spent Time at studying English

| OPTIONS | FREQUENCY | PERCENTAGE |
|-------------------------|------------------|-------------------|
| Less than 2 months | 1 | 16,7% |
| Between 5 and 10 months | 4 | 66,7% |
| About 1 year | 0 | 0% |
| More than 2 years | 1 | 16,7% |
| TOTAL | 6 | 100% |

Graphic 11

Spent Time at English



Interpretation: For this question few of the surveyed students argued that they have just been studying English for less than 2 months, others said that they have studied English between 5 and 10 months, meanwhile few of them answered that has studied English for more than 2 years. The time they have spent at learning English might be a problem at trying to study it now.

Question 3

Have you ever used the sign Language?

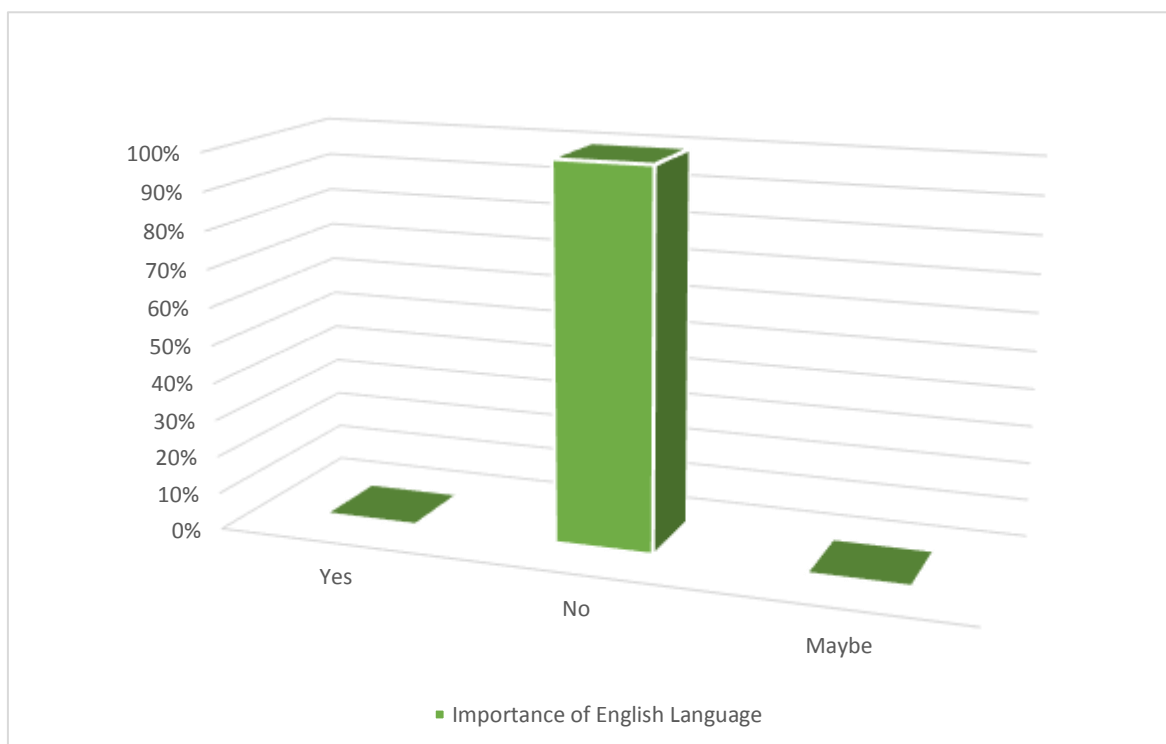
Chart 13

English Sign Language

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 2 | 33,4% |
| No | 4 | 66,6% |
| Maybe | 0 | 0% |
| TOTAL | 6 | 100% |

Graphic 12

English Sign Language



Interpretation: For this question, the total number of the surveyed students ignore the use of the sign Language because they do not know it. It means that their percentage of disability is mild and their communication ability is not strongly affected.

Question 4

In your opinion learning English is:

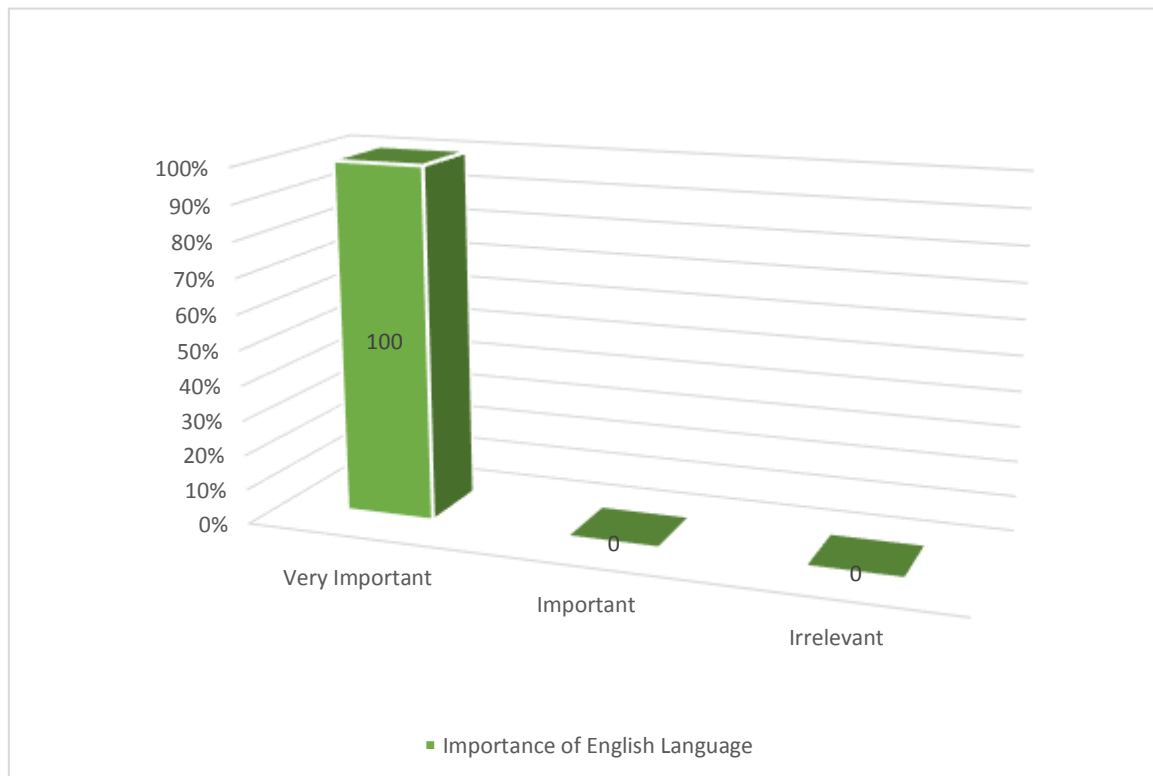
Chart 14

Learning English

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------------------|-----------|-------------|
| Very important | 6 | 100% |
| Important | 0 | 0% |
| Irrelevant | 0 | 0% |
| TOTAL | 6 | 100% |

Graphic 13

Learning English



Interpretation: For question number four, the complete number of students agree about learning English is very important for everyone that is involved within an educational setting, which means a complete acceptance of the favorable characteristics that English give to students learning process.

Question 5

Is English important for your professional growth?

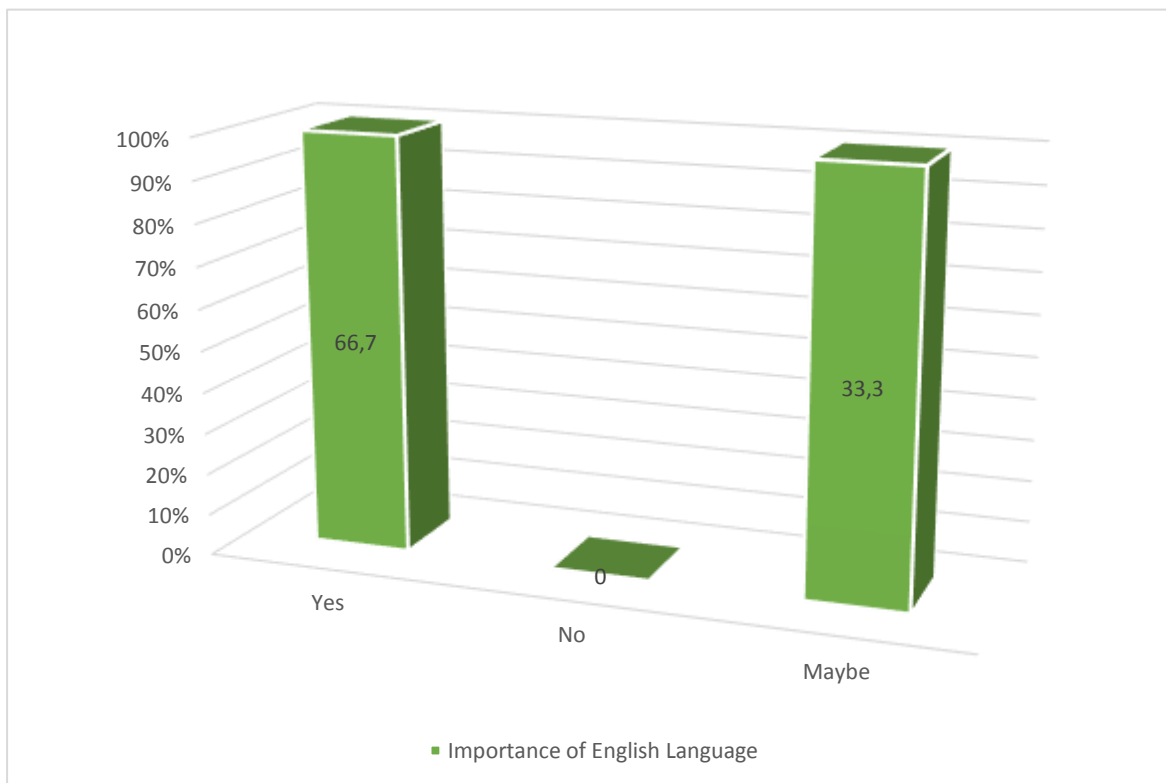
Chart 15

Professional Growth

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 4 | 66,7% |
| No | 0 | 0% |
| Maybe | 2 | 33,3% |
| TOTAL | 6 | 100% |

Graphic 16

English for professional growth



Interpretation: For this question, some of the surveyed students answered that English is very important for their professional growth. On the other hand, other hesitated and answered that it may be important. This means that within their majors English is not considered as important as their other subjects.

Question 6

Do you consider that visual didactic resources will improve your English learning experience?

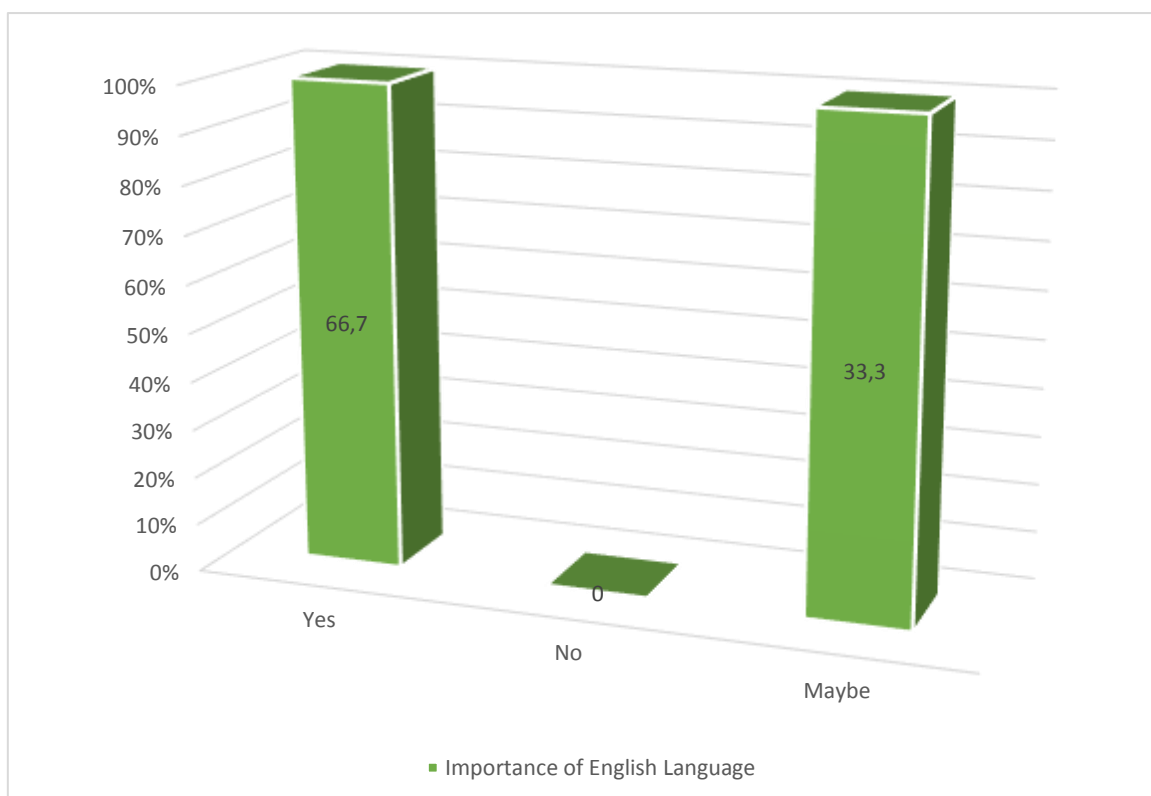
Chart 16

Visual Didactic Resources

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 6 | 100% |
| No | 0 | 0% |
| Maybe | 0 | 0% |
| TOTAL | 6 | 100% |

Graphic 17

Visual Didactic Resources



Interpretation: For all of the surveyed students it is actually important that the teachers use visual didactic resources for improving their English Language experience, because they feel like learning better meanwhile they attend to classes that adjust to their needs.

Question 7

Would you like to attend to English classes that use TICs as a tool?

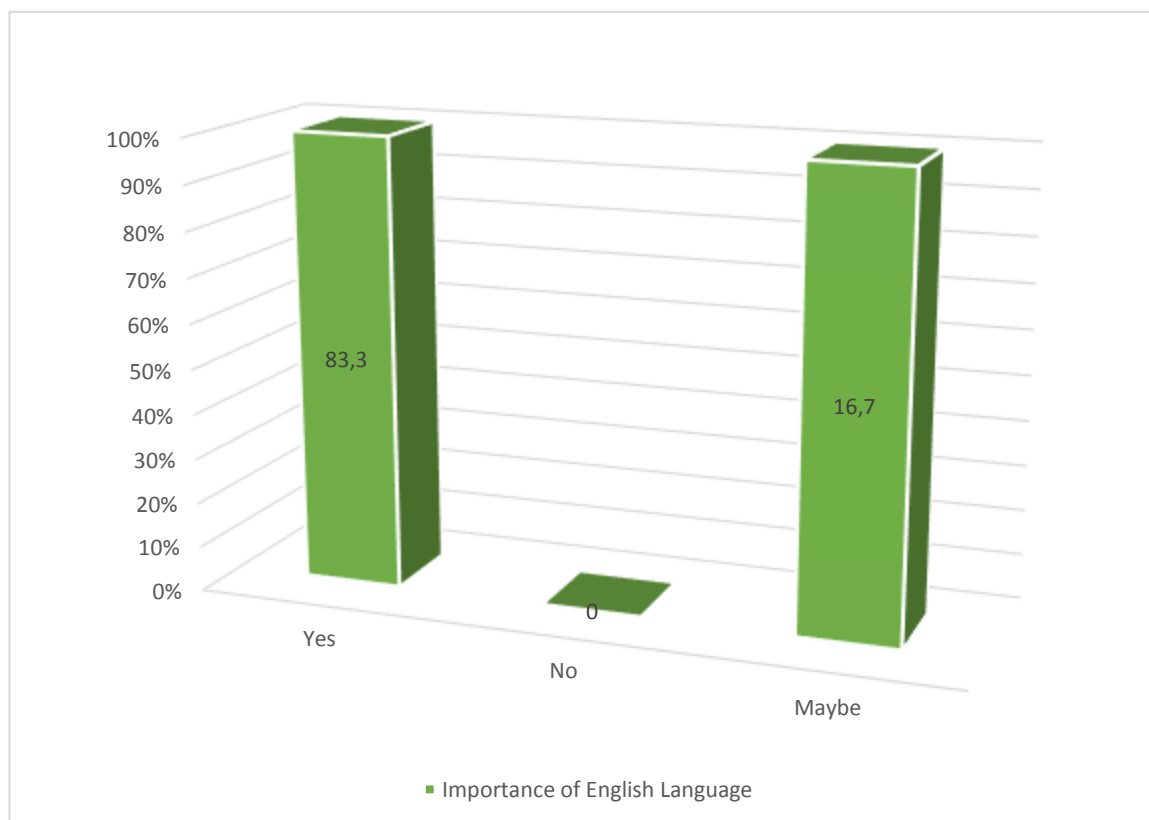
Chart 17

English Classes

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 5 | 83,3% |
| No | 0 | 0% |
| Maybe | 1 | 16,7% |
| TOTAL | 6 | 100% |

Graphic 18

Tics at English Classes



Interpretation: Some of the surveyed students said that they would like to attend to English Classes that use TIC's as a tool for improving teaching, but the others answered maybe because they have doubts on it. Which concludes it is mor important than not.

Question 8

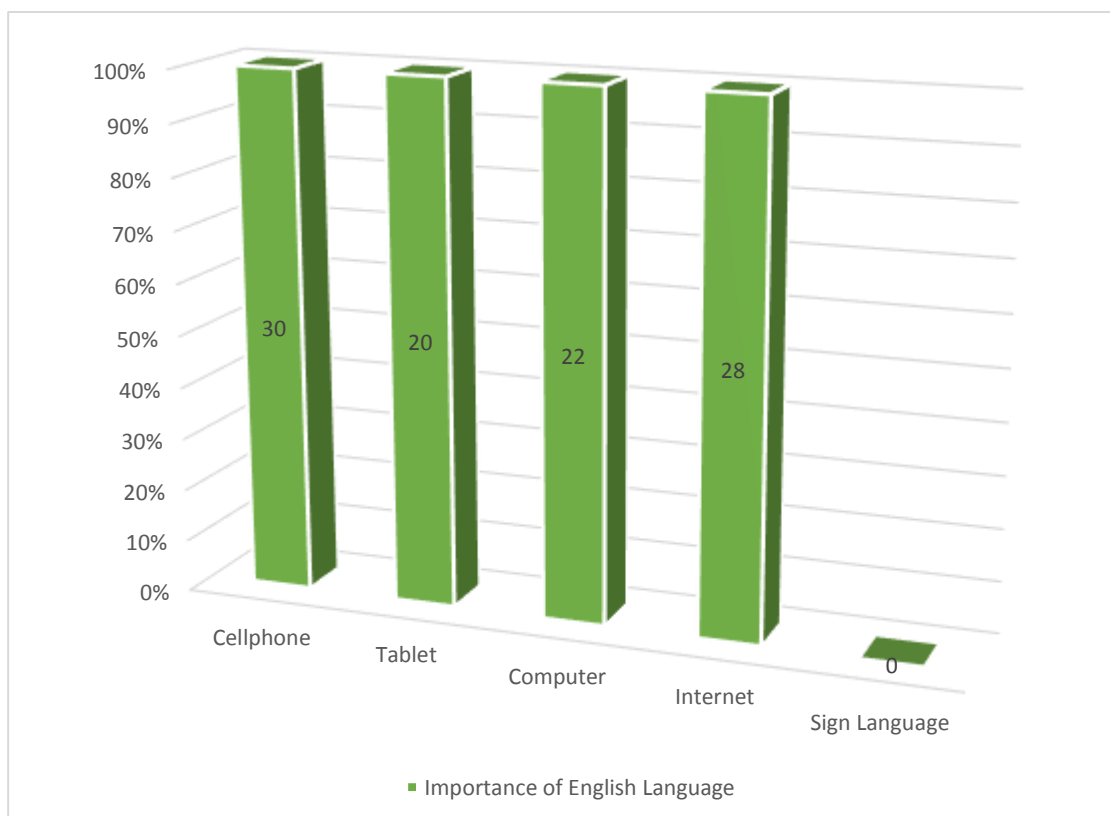
Which of the following tools are you able to handle? You can select more than 1.

Chart 18

Tools for Learning English

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------------|-----------|-------------|
| Cellphone | 6 | 30% |
| Tablet | 4 | 20% |
| Computer | 5 | 22% |
| Internet | 4 | 28% |
| Sign Language | 0 | 0% |
| TOTAL | 6 | 100% |

Graphic # 19: Tools for learning



Interpretation: For this question, some students answered they are able to handle cellphones, tablets, and even a computer with internet as well, but what it is relevant is that none of them manages sign Language to communicate. It means their average of disability is mild.

Question 9

Do you consider that learning English helps to get better opportunities in life?

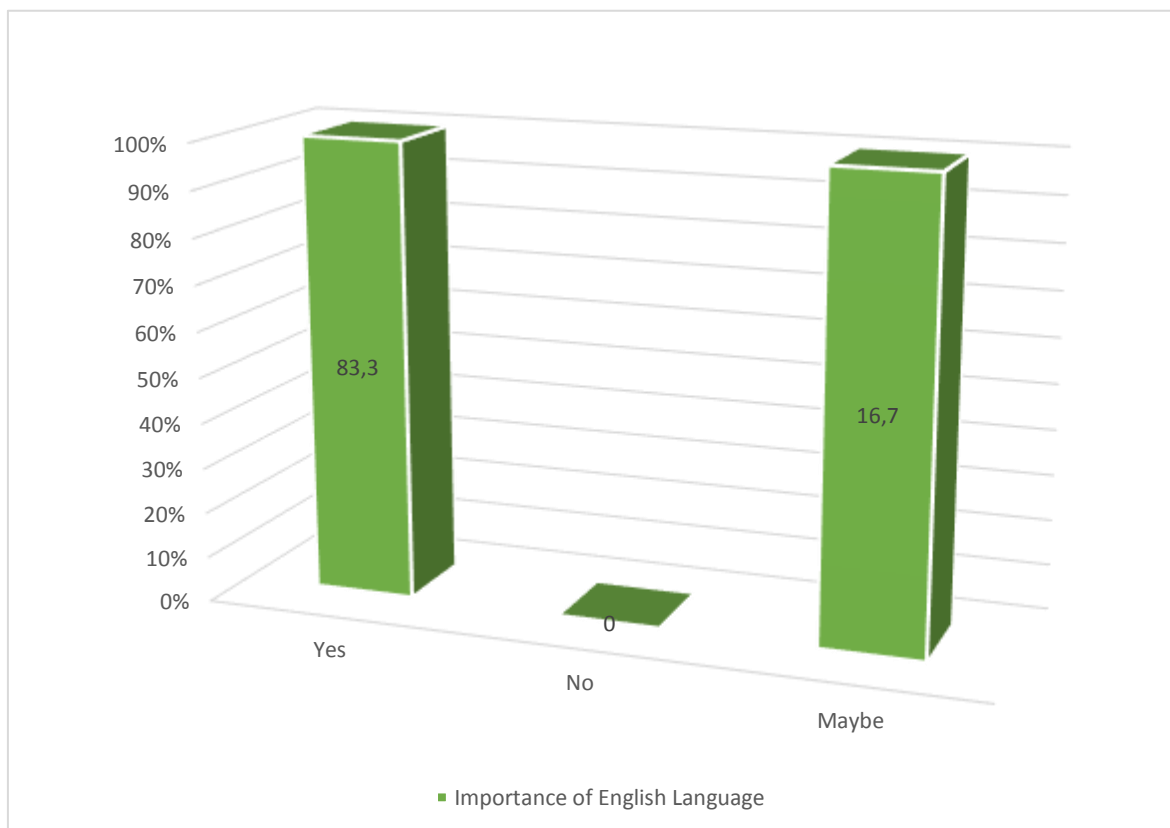
Chart 19

Enhancing Opportunities

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 5 | 83,3% |
| No | 0 | 0% |
| Maybe | 1 | 16,7% |
| TOTAL | 6 | 100% |

Graphic 20

English enrich Opportunities



Interpretation: Some of the surveyed students answered that learning English help them to get better opportunities in life, but others answered maybe because they are actually focused on his major and English is not that important for them.

Question 10

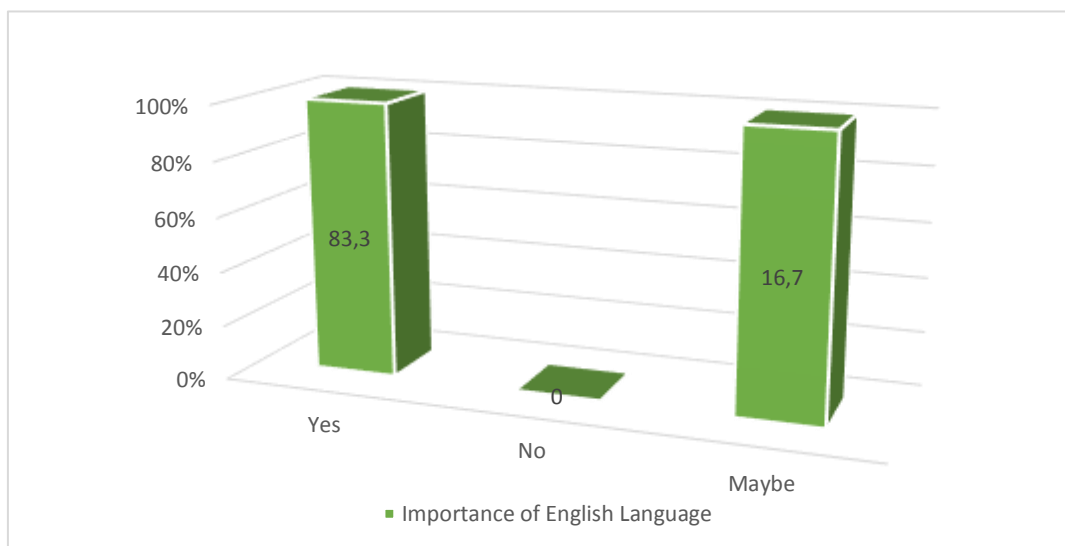
Do you think English modules are useful for your major?

Chart 20

English Modules

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Yes | 5 | 83,3% |
| No | 0 | 0% |
| Maybe | 1 | 16,7% |
| TOTAL | 6 | 100% |

Graphic # 21: Usefulness of English Modules



Interpretation: For this question, some of the surveyed students agree on the idea that English Modules are completely useful for their Major. On the other hand, some of them answered maybe which means they are slightly sure about the importance they give to English modules.

CHAPTER IV

PROPOSAL

4.1 Informative Data

4.1.1 Name of the proposal

“LIPREADING WEBPAGE FOR TEACHING ENGLISH LANGUAGE COMMUNICATIVE SKILLS TO STUDENTS WITH HEARING IMPAIRMENT FROM ENGLISH MODULE I AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA’S LANGUAGE CENTER, SCHOOL YEAR 2021-2”

4.2 Description

This research was centered on students with hearing impairment from Universidad Estatal Península de Santa Elena who aim to course English Module I within the Language center.

The proposal aims to promote the use of visual resources for improving the learning experience that hearing-impaired students have. It will also encourage teachers to take advantage on visual skills in order to develop students’ communicative skills, in terms of pronunciation and the usage of words.

4.2.1 Location

Illustration 1

Universidad Estatal Península de Santa Elena



Source: <https://goo.gl/maps/KPHdHPPQog7Bdi628>

Author: Christian Josué Carrera Rivera

4.2.2 Responsible People in Charge

Author: Christian Josué Carrera Rivera

Advisor: Ab. Leonardo Chávez Gonzabay, Msc.

4.3 PROPOSAL BACKGROUND

Since it was created in 1945, United Nations for Education, Science and Culture Organization (UNESCO) has promoted quality in education as a fundamental right which guarantee the equality of opportunities for every individual regardless each ones' differences. Furthermore, this organization collaborates with governments and some associations in the fight against exclusion and inequalities in education. With regard to marginalized and vulnerable groups, it pays particular attention to children with disabilities as they are disproportionately the majority of the out-of-school child population.

On the other hand, the international Convention on the Rights of People with Disabilities has got its basis onto social standards and also it adopts an important dimension on inclusion. The organization lies on the position that all the people with all types of disabilities must enjoy all human rights and fundamental liberties (CRPD, 2015).

Within this framework, public educational institutions fulfill the function of training young people to make favorable changes for the community in general, being these in fact, governed by higher entities such as the regional government and existing ministries in their demographic space.

The educational Ministry of Ecuador encourages every educative organizations to apply the most inclusive basis from the curricular system. The English Major from Universidad Estatal Península de Santa Elena allows every student to course any of its majors, although, students with disabilities. The major's professional profile is focused on forming students able to stand out within the branch of English by applying the use of the language in terms of their vocations. Even though, it is one of the best institutions

for a higher degree; it lacks of a specific program to support the acquisition of English Language Communicative Skills in students with such any kind of disability.

It is relevant to mention that UPSE institution also bases its programs on the model from an inclusive curricular system; in the way it encourages students with disabilities, but it does not contain enough resources to improve these students' quality of learning. During the current year, the institution has welcomed 7 students with hearing disability to four different majors: Tourism, Business Administration, Communication and Information Technologies (TICs) and Initial Education.

The following research paper aims to propose the use of a webpage with interactive activity and didactic resources adapted to deaf students' needs and improve their communication process due to the large amount of disaggregation they all are experiencing within the society.

4.4 SIGNIFICANCE

Nowadays, Education is experiencing bias in structure; and the globalization changes are allowing some changes to happen. For this reason, Ecuadorian Universities are feeling the need to create inclusive spaces for students with disabilities.

By the argument above, it is relevant to center this proposal to help students with hearing impairment to enrich their opportunities to improve their English skills, mainly their speaking one. The main reason lies on the fact that communication covers a wide range of human relationships, and it normally includes understanding on what we hear and express as well.

Every teacher can find different technological instruments for improving English skills on students, but Universidad Estatal Península de Santa Elena does not allow learning English correctly to students with hearing impairment because of the lack of material that adapt to these students' needs.

4.5 OBJECTIVES

4.3.1 General Objective

To promote the use of visual materials for the teaching of English language communicative skills to English impaired Students at Universidad Estatal Península de Santa Elena's Language center.

4.3.2 Specific Objectives

- To identify the suitable didactic resources for teaching English to hearing impaired students.
- To encourage the use of visual-technological resources for teaching English to deaf students.
- To enhance the use of lipreading activities for improving English communicative skills

4.4 PROPOSAL'S DEVELOPMENT

Illustration 2

Lip-reading Webpage

English for Deaf

ABOUT THE PAGE | LEARNING ENGLISH | MODULE I | EXTRA MATERIALS | More

HELLO TEACHERS!!!
WELCOME TO OUR INTERACTIVE WEBPAGE WHERE YOU WILL FIND INTERESTING ACTIVITIES FOR YOU TO APPLY WHEN TEACHING HEARING IMPAIRED STUDENTS... CHECK IT OUT!!

LIPREADING
Level: Elementary (A1)
When pronunciation is hard to understand, try to check out the lips movement!
GO

WORK-SHEETS
Level: Elementary (A1)
Haz clic aquí para agregar tu propio contenido o conectate a los datos de tus colecciones.
GO

LET'S PRACTICE
Level: Elementary (A1)
Haz clic aquí para agregar tu propio contenido o conectate a los datos de tus colecciones.
GO

Cambia

Source: English for Deaf

Author: Christian Josué Carrera Rivera

The development of this Lipreading Webpage is proposed for educators to use visual resources to teach English communicative skills to students with hearing impairment in English Module I. This webpage makes use of lipreading handmade activities for the students to find it easier to get the accurate pronunciation of words and phrases, and help them to create a confident environment for them to speak freely.

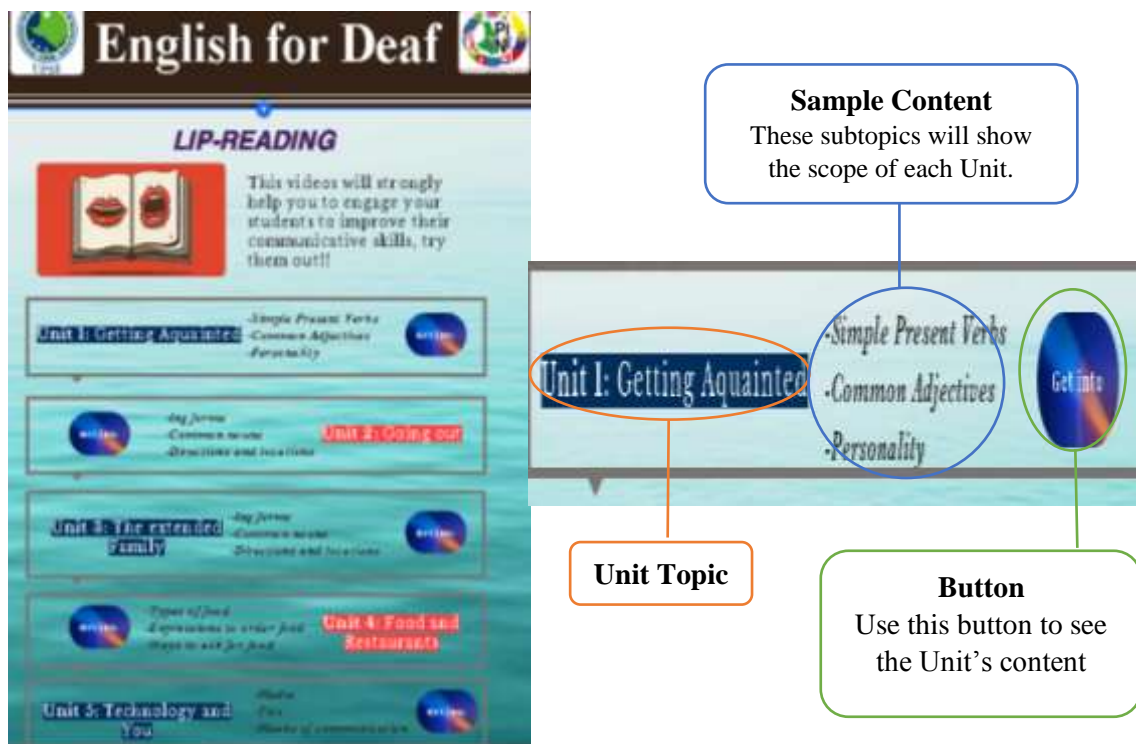
4.4.1. WEBPAGE DESIGN

The page is arranged in 3 different sections for the teachers to organize every lesson according to the speed they are going straight to another topic. Once the activities are all done, the teacher will consider to be done with the course as well.

The first section of the webpage is called Lip-reading, which contains explicative videos on topics from every single content taken from the book Top Notch 1 – Second Edition. These videos will center on activities of pronunciation that help students with hearing impairment to follow the lips movement, and automatically understand what the speaker means.

Illustration 3

Section 1: Lip-reading videos



Source: English for Deaf
 Author: Christian Josué Carrera Rivera

After clicking on “Get into” button, it will be shown the proposed videos per unit. These videos will be used for the teacher while introducing a new topic and whenever he wants to reinforce pronunciation for the hearing impaired and also regular students to understand better while watching the way the lips are moving on.

Illustration 4

Section 1: Lip-reading videos

The screenshot shows a webpage titled "English for Deaf" with a section for "Greetings and Common Expressions". It features three video thumbnails. The first video, "Introduction to Greetings", is highlighted with an orange circle. A callout box labeled "Video" points to this video, stating: "This video contains pronunciation and lip-close up for the students to use lip-reading". Another callout box labeled "Brief Content Explanation" points to the text on the right side of the video player, which reads: "Good Morning, Good afternoon and good evening are very common greetings in English. They can be used in any situation, formal or informal, and are a good way of opening a conversation with someone. It is a very friendly greeting and people will probably respond with the same phrase." A third callout box labeled "Activities' Button" points to a button at the bottom of the video player, stating: "Use this button to see the Activities for this video".

Source: English for Deaf
Author: Christian Josué Carrera Rivera

On the other hand, there is a section called **Worksheets**, which contains digital materials for supporting the knowledge given within the short videos into the lip-reading section. As far as this webpage is focused on improving hearing impaired students’ English communicative skills, these activities will help the students to analyze the way lips move while pronouncing the words, and also to compare them with their written form.

Illustration 5

Section 2: Work-sheets / Activities



Source: English for Deaf
Author: Christian Josué Carrera Rivera

Finally, the *Practice section* will be helpful for the teacher to allow the students to send audios straight through the webpage, though, repeating words and even simple sentences. This might be taken as part of the individual evaluation the teacher needs to do and also will improve the way students pronounce the words, because, the more the student practice with these exercises, the better his pronunciation is.

Illustration 6

Section 3: Practice and Production



Source: English for Deaf

Author: Christian Josué Carrera Rivera

4.4.2. ORIENTATION GUIDE

The activities included within this proposal come from the teachers and regular students' ideas, in terms of understanding that the main features of this digital source are its availability to visual material. On the other hand, these activities motivate hearing impaired students to go further than just understanding written words but also to encourage them to pronounce them correctly by using first the sign language and even lipreading.

Every presented activity might be adapted either to hearing impaired students or to regular ones. The main reason is that within the language center at UPSE, there is not one course for just hearing-impaired students, but teachers have to deal sometimes with

a mixed class, with regular students and also students with hearing disabilities. Although, the mentioned webpage is a flexible tool that could be adapted to not just directed tasks but also it might be included to the reinforcement of activities at home, similar to autonomous work but focused on students' production.

The proposal aims to enrich teachers' methodology and also to help students to improve their communicative skills by using visual digital resources. The teachers' functions center on creating lesson plans by including these visual materials in order to get students with hearing impairment to increase their capacity to pronounce English words.

4.4.2.1. Learning English for Hearing Impaired Students

As soon as these students' problem is hearing, teachers much concentrate of improving their English skills by making use of other senses like vision and even touch. When vision is trained, students will feel motivated to learn the language because the main important thing is students' comfortability; when students feel comfortable within a classroom, it means that this student is prepared to acquire new useful knowledge.

The two characteristics mentioned, sign language and lipreading, are vitally important in the way students will first understand by watching its pronunciation in sign language and how lips move and pronounce the words.

4.4.2.2. Instructional Design

Instructional design is recognized as the creation of resources and instructional materials, in the way the teacher can adapt those materials for the students to success within the lesson. It carries out a systematic order which abbreviated form is ADDIE (2019), and it stands for: Assess needs, Design a procedure to follow, Develop resources and finally, Evaluate their effectiveness. This systematic model is relevant to this proposal in the way it focus on improving hearing impaired students' English Communicative Skills by means of didactic material and interactive activities that will provide a wide opportunity for students to learn.

4.4.2.3. Lipreading as a strategy to teach English

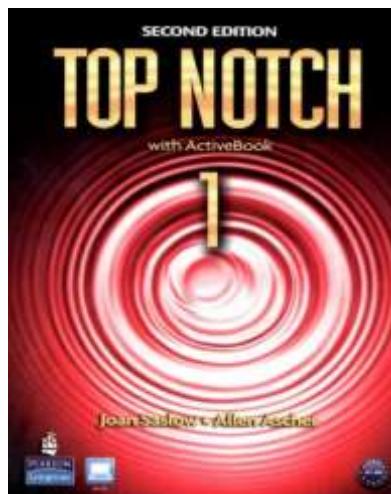
For English teachers it is actually important to understand how students learn language better. To improve student's communication, it is suitable for the educator to center on the students strengths in the way these understand the concepts clearly, and do not misunderstand those materials.

For A student with hearing impairment it is more difficult that for a regular student in the way the auditory system is not working and their senses must be more developed that other children.

4.4.2.4. Model Basis for the Activities

The proposed activities were modeled by content form Top Notch 1 (the first 5 units). It is because this website is proposed to applied by teachers who are aiming to teach Module I at the UPSE's Language Center.

Illustration #7: Top Notch – Teachers' Book







Source: https://cdn.slidesharecdn.com/ss_thumbnails/top-notch-1-pdf-170612150547-thumbnail-4.jpg?cb=1497279983

Author: Christian Josué Carrera Rivera

WEBPAGE ACTIVITIES


ACTIVITY #1

| | | | | | | | | |
|---|--|---|---------------------------|--------------------------|---|--|---------------|----------|
|  | UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS | | | |  | SCHOOL YEAR 2021-2 | | |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | | | | | | |
| 1. INFORMATION: | | | | | | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | | Area/subject: | <i>English</i> | Grade/Course: | <i>Module</i> | Level: | <i>I</i> |
| Unit number: | 1 | Unit title: | <i>Getting Acquainted</i> | LEARNING OUTCOME: | Using simple vocabulary words to greet someone formally or informally. | | | |
| 2. LESSON PLAN | | | | | | | | |
| TIME: | <i>45 Minutes</i> | | | | DATE: | <i>September 2021</i> | | |
| SKILLS AND PERFORMANCE CRITERIA | | ACTIVITIES | | | | RESOURCES | | |
| <p>Display a basic understanding of the different ideas about habitual activities.</p> <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements such as greetings and exclamations.</p> | | <p style="text-align: center;">Use Greetings when meet someone</p> <p>Warm up:</p> <ul style="list-style-type: none"> ✓ Show a blank screen where students can add some words they remember when think about greetings. (For warm up teacher is not rude and even ask for Spanish words, but gives an immediate feedback saying the word in English) <p>Procedure:</p> <ul style="list-style-type: none"> ✓ After the brainstorming, students are shown a video that is already uploaded in the webpage that says the correct pronunciation of the basic greetings and also include a section of lipreading for deaf students. | | | | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Student's Book ✓ Dictionary ✓ Worksheets <div style="text-align: center;">  </div> | | |



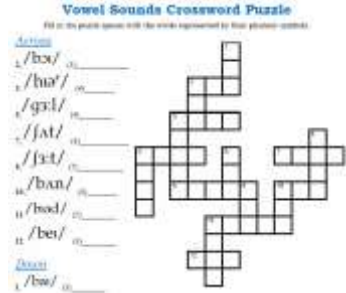
| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ✓ Then, students take turns to try the pronunciation of these words. ✓ After this exercise, students will complete one puzzle that is within the “Worksheet Section” in order to apply the learnt expressions and words. ✓ Then, deaf students will be asked to pronounce the found words for him to give some feedback about the pronunciation. <p>Evaluation:</p> <p>Within the web page, students will have the chance to upload an audio saying the words they have studied. This will be the evaluation section.</p> | <ul style="list-style-type: none"> ✓ Webpage: Lip-reading webpage  |
|--|--|--|

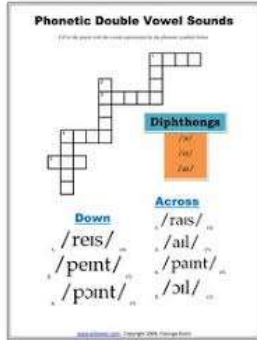
ACTIVITY #2

| | | | | | | | | | | |
|---|---------------------------------------|--|---------------------------|----------------|--------------------------|---|------------------|-------------------------------------|---------------|----------|
| | | UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS | | | | | | SCHOOL YEAR 2021-2 | | |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | | | | | | | | |
| 1. INFORMATION: | | | | | | | | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | | Area/subject: | <i>English</i> | | Grade/Course: | <i>Module</i> | | Level: | <i>I</i> |
| Unit number: | 1 | Unit title: | <i>Getting Acquainted</i> | | LEARNING OUTCOME: | Practice sound reproduction by using phonetic sounds and lipreading | | | | |
| 2. LESSON PLAN | | | | | | | | | | |
| TIME: | | <i>45 Minutes</i> | | | | DATE: | | <i>September 2021</i> | | |
| SKILLS AND PERFORMANCE CRITERIA | | | ACTIVITIES | | | | RESOURCES | | | |



| | | |
|---|---|---|
| <p>Display a basic understanding of the different ideas about habitual activities.</p> <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements such as greetings and adjectives.</p> | <p style="text-align: center;">Use of adjectives to describe people and things</p> <p>Warm up:</p> <ul style="list-style-type: none"> • Present a song with its lyrics on the screen. Let the students take notes on the adjectives they recognize from the lyrics. <p>Procedure:</p> <ul style="list-style-type: none"> • When the song was played, teacher makes a specific review on the pronunciation of each adjective found into se song. • Then, some flash cards and slides from the webpage are presented, in order to the students understand the pronunciation better. • The teacher needs to arrange the classroom in a way the deaf students sit close to the teacher. • Teacher must reproduce slowly each adjective for the hearing-impaired student to follow him through lipreading. • Then teacher presents some exercises on the board in order to the students to complete them and then say out loud the word they have written. <p>Evaluation:</p> <ul style="list-style-type: none"> ✓ After the activity, open questions will be spoken by the teacher and also shown on the board. The main question might be: What adjectives do you normally use in your mother tongue? | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Youtube Video: https://youtu.be/J4jF5UGmsOw?list=PLM57aqHEvHiXGdT2r7wwjQHOw0aOg9quv ✓ Dictionary ✓ Worksheets  <ul style="list-style-type: none"> ✓ Webpage: Lip-reading webpage |
|---|---|---|

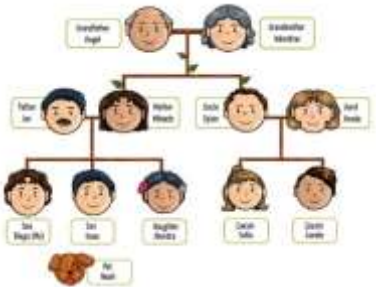

ACTIVITY #3

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|---|--|---|--|
|  | UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS |  | SCHOOL YEAR 2021-2 |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | |
| 1. INFORMATION: | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | Area/subject: | <i>English</i> |
| | | Grade/Course: | <i>Module</i> |
| | | Level: | <i>I</i> |
| Unit number: | 2 | Unit title: | <i>Going Out</i> |
| | | LEARNING OUTCOME: | Using the representations of sounds of some directions to complete crosswords activities. |
| 2. LESSON PLAN | | | |
| TIME: | <i>45 Minutes</i> | | DATE: |
| | | | <i>September 2021</i> |
| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | | RESOURCES |
| <p>Denote awareness on the assimilation of basic concepts and adapt them to a normal activity they do during classes.</p> <p>Students so not only reinforce pronunciation, but also support their knowledge by analyzing every word's written form.</p> | <p>Warm up:</p> <ul style="list-style-type: none"> Teacher check some common phonetic sounds and allow deaf students to apply lipreading. For this warm up, the teacher helps himself by using some flashcards for the students to recognize the phonetic sounds they are supposed to see in the lips' movement. <p>Procedure:</p> <ul style="list-style-type: none"> The teacher will find some crosswords within the web page, and might present them to the students printed. Ask the students to create 4 different groups to work the activity with. When groups are already created, teacher gives the instructions. Inside the group they have formed, the students will try to pronounce the phonetic sounds that appear in every column and row for completing the blank spaces. | | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Youtube Video: ✓ Dictionary ✓ Worksheets <div style="text-align: center;">  </div> |















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| | <ul style="list-style-type: none"> • If there is such a question, the teacher goes from a group to another. • The activity ends up after 20 minutes. If not all the groups are done, the teacher might give them a chance of some extra minutes. <p>Evaluation:</p> <ul style="list-style-type: none"> ✓ After the activity, ask for the students to say some answers in order to check those with the whole class. | <p>✓ Webpage: Lip-reading webpage</p>  |
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ACTIVITY #4

| | | | | | | | | | |
|---|---------------------------------------|--|----------------------------|----------------|--------------------------|--|--|-------------------------------------|----------|
|  | | UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS | | | |  | | SCHOOL YEAR 2021-2 | |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | | | | | | | |
| 1. INFORMATION: | | | | | | | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | | Area/subject: | <i>English</i> | Grade/Course: | <i>Module</i> | | Level: | <i>I</i> |
| Unit number: | 3 | Unit title: | <i>The extended Family</i> | | LEARNING OUTCOME: | To use family vocabulary to call a member of your parental circle. | | | |
| 2. LESSON PLAN | | | | | | | | | |
| TIME: | | <i>45 Minutes</i> | | | | DATE: | | <i>September 2021</i> | |



| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | RESOURCES |
|---|--|---|
| <p>Denote awareness on the assimilation of basic concepts and adapt them to a normal activity they do during classes.</p> <p>Students so not only reinforce pronunciation, but also support their knowledge by analyzing every word's written form.</p> | <p style="text-align: center;">Members of your Family</p> <p>. Warm up:</p> <ul style="list-style-type: none"> ✓ Teacher uses flash cards which are uploaded into the webpage for introducing vocabulary words about family members. ✓ Then the teacher pronounces every word and write on the board the phonetic sound of each member. <p>Procedure:</p> <ul style="list-style-type: none"> ✓ In the web page, it is uploaded a video with lipreading and correct pronunciation of the words. ✓ Teacher show the visual material, in order for the students to follow the correct pronunciation. Deaf students will support their understanding with lipreading images. ✓ Spelling Be Activity: ✓ Students Will Take Turns for spelling some family members' names, meanwhile they appear on the screen. ✓ After spelling the word, the student needs to pronounce it as well. ✓ When all students are done, the teacher repeats all the words for the students to notice out the pronunciation. <p>Evaluation:</p> <ul style="list-style-type: none"> ✓ Within the web page, students will have the chance to upload an audio saying the words they have studied about Family. This will be part of the evaluation section. | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Dictionary ✓ Worksheets  <ul style="list-style-type: none"> ✓ Webpage: Lip-reading webpage  |



ACTIVITY #5

| | | | |
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|  | UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS |  | SCHOOL YEAR 2021-2 |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | |
| 1. INFORMATION: | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | Area/subject: | <i>English</i> |
| Grade/Course: | <i>Module</i> | Level: | <i>I</i> |
| Unit number: | <i>2</i> | Unit title: | <i>Going Out</i> |
| LEARNING OUTCOME: | To use family vocabulary to call a member of your parental circle. | | |
| 2. LESSON PLAN | | | |
| TIME: | <i>45 Minutes</i> | DATE: | <i>September 2021</i> |
| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | | RESOURCES |
| <p>Display an understanding of the different ideas about Daily routines by recognizing experiences and habitual activities.</p> <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements like colloquial greetings, exclamations, interactions</p> | <p style="text-align: center;">Action Verbs for Daily Routines</p> <p>Warm up:</p> <ul style="list-style-type: none"> ✓ Review what action verbs are, ask for the students to write on the board the action verbs they remember in order for all students to remember their written form. ✓ For reinforcing pronunciation, the teacher must repeat every word slowly twice for hearing impaired students to understand. <p>Procedure:</p> <ul style="list-style-type: none"> ✓ After the brainstorming, students are shown a video that is already uploaded in the webpage that says the correct pronunciation of the whole | | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Dictionary ✓ Worksheets <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;">  <input type="text" value="dance"/></div> <div style="margin-bottom: 5px;">  <input type="text" value="walk"/></div> <div style="margin-bottom: 5px;">  <input type="text" value="cry"/></div> <div style="margin-bottom: 5px;">  <input type="text" value="run"/></div> <div style="margin-bottom: 5px;">  <input type="text" value="jump"/></div> <div style="margin-bottom: 5px;">  <input type="text" value="swim"/></div> </div> |




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| | <p>familiar member they can even find; and also include a section of lipreading for deaf students.</p> <ul style="list-style-type: none"> ✓ Then, the teacher presents the exercises for the students to complete it. <p>Evaluation:</p> <ul style="list-style-type: none"> ✓ Within the web page, students will have the chance to upload an audio saying the words they have studied. This will be part of the evaluation section. | <p>✓ Webpage: Lip-reading webpage</p>  |
|--|---|---|


ACTIVITY #6

| | | | | | | | | | |
|--|---------------------------------------|--|-----------------------------|----------------|--------------------------|--|--|--|----------|
|  | | <p align="center">UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</p> | | | |  | | <p align="center">SCHOOL YEAR 2021-2</p> | |
| <p align="center">LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA</p> | | | | | | | | | |
| <p align="center">1. INFORMATION:</p> | | | | | | | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | | Area/subject: | <i>English</i> | Grade/Course: | <i>Module</i> | | Level: | <i>I</i> |
| Unit number: | 4 | Unit title: | <i>Food and Restaurants</i> | | LEARNING OUTCOME: | Strengthen pair work and allow students to use English basic vocabulary express a common activity. | | | |
| <p align="center">2. LESSON PLAN</p> | | | | | | | | | |
| TIME: | | <i>45 Minutes</i> | | | DATE: | | | <i>September 2021</i> | |



| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | RESOURCES |
|---|---|--|
| <p>Display an understanding of the different ideas about Daily routines by recognizing experiences and habitual activities.</p> <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interactions, etc.)</p> | <p style="text-align: center;">Order for a Menu</p> <p>Warm up:</p> <ul style="list-style-type: none"> Play a song in the screen: <i>If you're happy and you know it clap your hands</i> https://www.youtube.com/watch?v=E_I1vRGuuM <p>Procedure:</p> <ul style="list-style-type: none"> Introduce some food and restaurant vocabulary by using material from the webpage. Show them a conversation about ordering some food at a restaurant. Ask to the students to form pairs and give them 10 minutes to create a similar dialogue with the structure presented in the webpage. When students are ready, ask them to go in front of the classroom and allow them to read their conversations out loud. Then, ask for some pairs to present their short conversations. <p>Evaluation:</p> <ul style="list-style-type: none"> For assessing all the pairs, teacher will ask the students to record a video by reading their conversations for him to check them out. | <ul style="list-style-type: none"> Teacher's book: Dictionary Worksheets <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Webpage: Lip-reading <div style="text-align: center;">  </div> |



ACTIVITY #7

| | | | | | | | |
|---|--|---|-------------------------------------|---|--|---------------|----------|
|  | UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS |  | SCHOOL YEAR 2021-2 | | | | |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | | | | | |
| 1. INFORMATION: | | | | | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | Area/subject: | <i>English</i> | Grade/Course: | <i>Module</i> | Level: | <i>I</i> |
| Unit number: | 4 | Unit title: | <i>Food and Restaurants</i> | LEARNING OUTCOME: | Use of adjective to describe whether the food is healthy or not. | | |
| 2. LESSON PLAN | | | | | | | |
| TIME: | <i>45 Minutes</i> | | DATE: | <i>September 2021</i> | | | |
| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | | | RESOURCES | | | |
| <p>Display an understanding of the different ideas about Daily routines by recognizing experiences and habitual activities.</p> <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements such as directions and typical dishes.</p> | <p>What does it mean to be healthy or not?</p> <p>Warm up:</p> <ul style="list-style-type: none"> ✓ Brainstorm the kinds of food that are commonly eaten by the students. <p>Procedure:</p> <ul style="list-style-type: none"> • Present some slides with pictures of different kinds of food, including their correct pronunciation for the students to repeat them. • Complete some worksheets from the webpage. | | | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Dictionary ✓ Worksheets  <ul style="list-style-type: none"> ✓ Webpage: Lip-reading webpage | | | |




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| | <ul style="list-style-type: none"> Then, ask the students to voluntarily read some of the sentences presented in the worksheet. <p>Evaluation:</p> <ul style="list-style-type: none"> ✓ Within the web page, students will have the chance to upload an audio saying the words they have studied. This will be the evaluation section. |  <p>A collection of colorful food items with labels: Strawberry, Pears, Broccoli, Tomato, Watermelon. The title 'Healthy Food' is at the top.</p> |
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ACTIVITY #8

| | | | | | | | | | |
|--|---------------------------------------|--|---------------------------|----------------|--------------------------|--|-----------------------|-------------------------------------|----------|
|  | | UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS | | | |  | | SCHOOL YEAR 2021-2 | |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | | | | | | | |
| 1. INFORMATION: | | | | | | | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | | Area/subject: | <i>English</i> | Grade/Course: | <i>Module</i> | | Level: | <i>I</i> |
| Unit number: | 5 | Unit title: | <i>Technology and You</i> | | LEARNING OUTCOME: | To use technical vocabulary to express ideas about means of communication. | | | |
| 2. LESSON PLAN | | | | | | | | | |
| TIME: | | <i>45 Minutes</i> | | | DATE: | | <i>September 2021</i> | | |

| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | RESOURCES |
|---|---|---|
| <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements such as means of communication and pronunciation of media words.</p> | <p style="text-align: center;">Talk about means of Communication</p> <p>Warm up:</p> <ul style="list-style-type: none"> • Ask to students for some examples of means of communication they normally use. <p>Procedure:</p> <ul style="list-style-type: none"> • After the brainstorming, students are shown a video that is already uploaded in the webpage that says the correct pronunciation of the different means of communication. • Find out some words in a puzzle found into the web page. • After the puzzle, ask the students to create simple sentences like: My father works in the central Radio. • For practicing pronunciation, students will send short audios through the web page' chat box for the teacher to assess their intonation and word stress. <p>Evaluation:</p> <ul style="list-style-type: none"> • Give a feedback to the students according to the words they have read so then. | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Dictionary ✓ Worksheets  <ul style="list-style-type: none"> ✓ Webpage: Lip-reading webpage  |

ACTIVITY #9

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|--|--|---|--|
|  | UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS |  | SCHOOL YEAR 2021-2 |
| LESSON PLANNING BY SKILLS AND PERFORMANCE CRITERIA | | | |
| 1. INFORMATION: | | | |
| Teacher: | <i>Christian Josué Carrera Rivera</i> | Area/subject: | <i>English</i> |
| | | Grade/Course: | <i>Module</i> |
| | | Level: | <i>I</i> |
| Unit number: | <i>5</i> | Unit title: | <i>Technology and you</i> |
| | | LEARNING OUTCOME: | To use technical vocabulary to express ideas about means of communication. |
| 2. LESSON PLAN | | | |
| TIME: | <i>45 Minutes</i> | DATE: | <i>September 2021</i> |
| SKILLS AND PERFORMANCE CRITERIA | ACTIVITIES | RESOURCES | |
| <p>Display an understanding of the different ideas about technology by recognizing experiences and habitual activities.</p> <p>Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements such as technological instruments, nouns about media.</p> | <p align="center">Media and Means of Communication (The Odd One Out)</p> <p>Warm up:</p> <ul style="list-style-type: none"> Present to the students some flashcards with pictures of some media and means of communication. Let the students to analyze their usefulness. Ask them all to repeat after you. <p>Procedure:</p> <ul style="list-style-type: none"> First, organize the class into 2 groups, it might be girls vs. Boys. Both groups need to encourage each other to win the battle. | <ul style="list-style-type: none"> ✓ Teacher's book: ✓ Dictionary ✓ Flash Cards  | |

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| | <ul style="list-style-type: none"> • The teacher explains the aim of the game. Each group will be given of several group of four flash cards. Every group contains similar words in context but one. One of the students from this group needs to say the four words Out loud, for the other group to guess what is the Odd one out. • Every group has only 5 seconds to guess and just 2 tries. Whether no one got it right, it is the chance of the other group to present its cards. • At the end, it wins the team with more points than the other one. <p>Evaluation:</p> <ul style="list-style-type: none"> • Give a feedback to the students according to the words they have heard so then. | <ul style="list-style-type: none"> ✓ Webpage: Lip-reading webpage |
|--|--|--|

CONCLUSIONS

1. There are several factors that make Education work hard nowadays, such as, lack of visual resources for teaching English, Low rates of teacher training for preparing them to teach students with hearing disability, that make deaf students to do not feel like learning English.
2. The students with hearing impairment need to have access to visual sources for improving their learning experience. Furthermore, deaf students need their teachers to focus on visual materials more than other skills, by using visual materials that help them to improve their English by watching the resources.
3. There are some useful strategies for students with hearing impairment, as example it is found the use of sign language, the use of lip-reading, and also the way the teacher arranges the classroom, which strongly allow students to feel more confident while learning English.

RECOMMENDATIONS

1. Teachers must pay attention on how to help students when they present problems at learning. This helps might be creating some spaces for these students to participate, include some adapted activities for them, among others,

2. It is recommended that teachers create a better environment while teaching a hearing-impaired student, by focusing on these students' visual ability and take advantage of this feature; this is taking advantage of flashcards, projections, visual games.

3. It is recommended for the Authorities to create awareness on teachers about the use of different strategies while teaching not only hearing-impaired students, but also to regular ones in the way that every student learns differently, such as the creation of new visual materials, the adaptation of seminaries for the teachers to learn how to communicate with these students, etc,

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APENDIX

- Memorandum letter to approve the topic for the project
- URKUND Antiplagio Certificate
- Authorization letter to carry out the project by Language Center Director
- Authorization letter to apply the survey to hearing impaired students form UPSE
- Teachers's Survey Format
- Students' Survey Format



MEMORANDO

REFERENCIA: PINE-019-2021-TT

DE: Lic. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Christian Josue Carrera Rivera
ESTUDIANTE DE CARRERA PINE

ASUNTO: Aprobación de Anteproyecto de UCI

FECHA: 30 de junio del 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-019-2021, Sesión ordinaria del 24 de junio de 2021, fue aprobado el Tema de su Trabajo de Titulación: "Didactic Strategies for the learning of English Language Communicative Skills in students with hearing impairment from Language Center at Universidad Estatal Península de Santa Elena, school Year 2021-2", con la guía del docente tutor:

| APELLIDOS | NOMBRES | CORREO | TELÉFONO |
|-----------------|------------------|--|------------|
| Chávez Gonzabay | Leonardo Augusto | lchavez@upse.edu.ec ccoslac32@aim.com | 0996543470 |

Ante lo expuesto, debe contactarse con el docente con el fin de realizar las tutorías respectivas y registrarlas en el Formato de Registro de Asistencia a Tutorías.

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Atentamente,



Lic. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c Archivo/RRS



La Libertad, 14 de Septiembre del 2021

CERTIFICADO ANTIPLAGIO
001-TUTOR LACHG-2021

En calidad de tutor del trabajo de titulación denominado "DIDACTIC STRATEGIES FOR THE LEARNING OF ENGLISH LANGUAGE COMMUNICATIVE SKILLS IN STUDENTS WITH HEARING IMPAIRMENT FROM LANGUAGE CENTER AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA, SCHOOL YEAR 2021-2", elaborado por el estudiante Carrera Rivera Christian Josue, gresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

LEONARDO AUGUSTO CHAVEZ GONZABAY
Digitally signed by
LEONARDO
AUGUSTO CHAVEZ
GONZABAY
Date: 2021.09.14
10:41:38 -05'00'

Ab. Leo A. Chávez Gonzabay, MSc.
C.I.: 0906716766
DOCENTE TUTOR



CHAPTER I

CHAPTER I

Introduction

Learning is a process that involves the acquisition of knowledge, skills, and attitudes. It is a continuous process that occurs throughout life. The teacher plays a crucial role in facilitating this process. This chapter introduces the course and its objectives, methodology, and models of teaching.

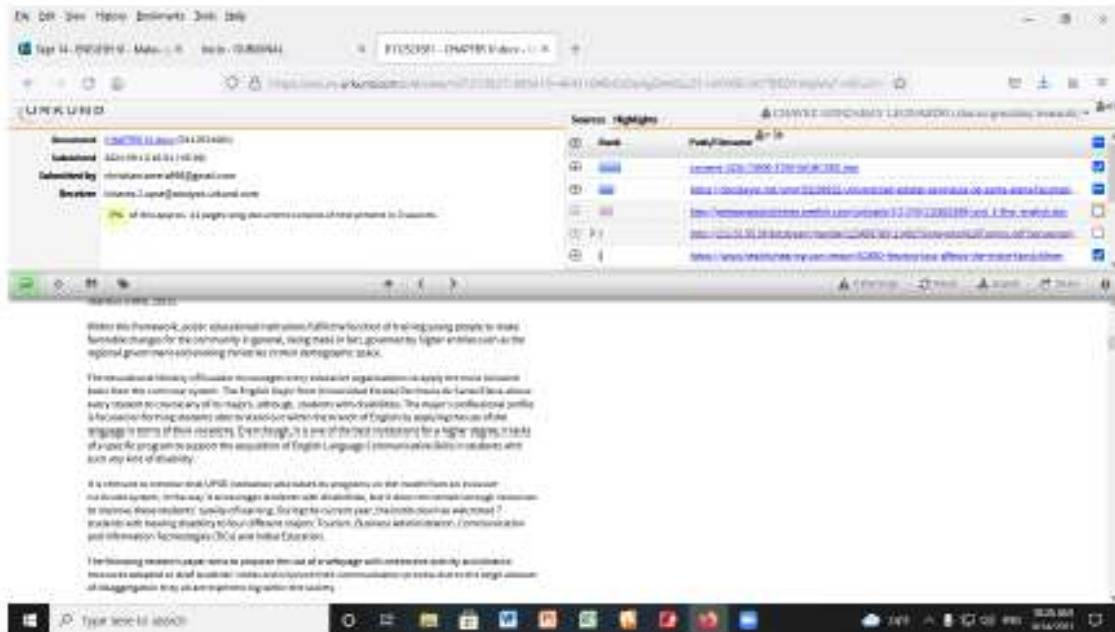
CHAPTER II

CHAPTER II

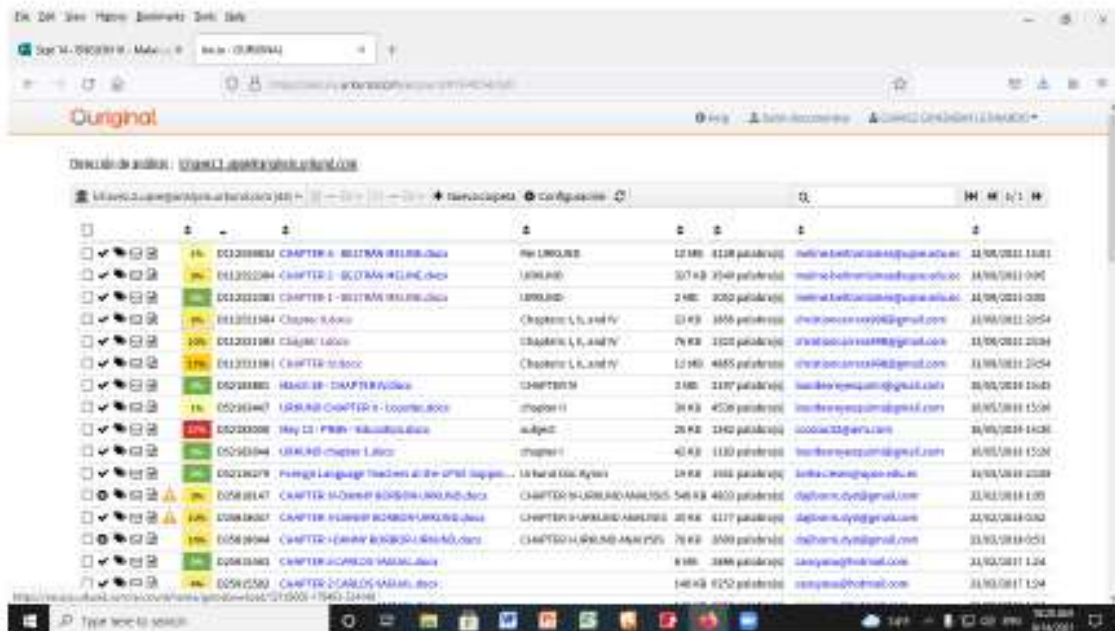
Introduction

An important role in learning is played by the teacher, who acts as a guide and motivator. This chapter discusses the role of the teacher in the learning process and the importance of creating a supportive learning environment.

CHAPTER IV



URKUND INITIAL PAGE





Oficio No. DBEU-162-EE-2021

La Libertad, 27 de agosto del 2021

Sr. Christian Josué Carrera Rivera,
Estudiante de la carrera **Pedagogía de los Idiomas
Nacionales y Extranjeros**
Ciudad.-

Saludos cordiales estimada Directora:

Por medio del presente, en atención a la solicitud enviada mediante correo electrónico, cumpla en remitir lo requerido con información confidencial de estudiantes con la condición de discapacidad auditiva, esperando que se sea de gran utilidad, apoyamos de esta forma para el logro de su proyecto de grado.

Sin más, me suscribo de usted.

Atentamente,

Psic. Sara Yagual Rivera
DIRECTORA

C.c: Archivo.

Somos lo que el mundo necesita

La Libertad 25 de agosto de 2021

Lic. Tatiana García Msc.

DIRECTORA DEL CENTRO DE IDIOMAS

Presente.-

Yo, Carrera Rivera Christian Josué con cédula de identidad N°2450827775 estudiante del Octavo semestre, paralelo 1, de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, en cumplimiento al desarrollo de mi trabajo de graduación titulado: **“DIDACTIC STRATEGIES FOR THE LEARNING OF ENGLISH LANGUAGE COMMUNICATIVE SKILLS IN STUDENTS WITH HEARING IMPAIRMENT FROM LANGUAGE CENTER AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA, SCHOOL YEAR 2021-2”**, solicito me permita la realización de la investigación y propuesta dentro de la Unidad de Centro de Idiomas de la Universidad Estatal Península de Santa Elena.

Por la atención que brinde a la presente quedo de Ud, muy agradecido.

Atentamente,



Carrera Rivera Christian Josué

E-mail: christiancarrera998@gmail.com - christian.carrerarivera@upse.edu.ec

Teléfono: 042933853 - 0994650345

Adjunto: copia de cédula



Teachers's Survey Format

ENGLISH TEACHERS' SURVEY
Survey for Teachers from Language Center
TOPIC: English for Students with Hearing Impairment

E-mail Address

1. Why do you consider teaching and learning English important today? *

Enhance Communication

Provides many professional opportunities

Motivates students and teachers to learn about other cultures

All of the above

It does not matter at all

2. Which of the following didactic strategies do you consider important in English teaching? *

Use of technology within the classroom

Cooperative Learning

Graphic Organizers

Differentiated Instruction

4. How important is it for you to include visual materials within your lesson plans? *

Very important

Important

Unimportant

5. How many times have you tried teaching English to hearing impaired students? *

Only once

More than once

Never

6. What would you probably do when experience teaching English to these students? *

Adapt regular students' material for the students.

Prepare additional material

Ask supervisors to move the students to another classroom

7. Do you think that the University has enough resources to handle students with hearing disability? *

Yes

No

6. What would you probably do when experience teaching English to these students? *

Adapt regular students' material for the students.

Prepare additional material.

Ask supervisors to move the students to another classroom.

7. Do you think that the University has enough resources to handle students with hearing disability? *

Yes

No

8. Do you think you are capable to communicate with these students? *

Yes

No

Students' Survey Format

| Students' Survey | |
|---|--|
| Encuesta de aplicación para estudiantes con Discapacidad Auditiva | |
| 1. ¿En qué medida considera importante el aprendizaje de inglés? * | |
| <input type="radio"/> Muy importante | |
| <input type="radio"/> Importante | |
| <input type="radio"/> Poco importante | |
| 2. ¿Por cuánto tiempo ha estudiado inglés? * | |
| <input type="radio"/> Menos de 2 meses | |
| <input type="radio"/> Entre 3 y 10 meses | |
| <input type="radio"/> Alrededor de 1 año | |
| <input type="radio"/> Más de 2 años | |
| 3. ¿Conoce el lenguaje de señas inglés? * | |
| <input type="radio"/> Sí | |
| <input type="radio"/> No | |
| <input type="radio"/> Sí, pero no sé utilizarlo | |
| 4. En su opinión el idioma inglés es: * | |
| <input type="radio"/> Importante | |
| <input type="radio"/> No importante | |
| <input type="radio"/> No me interesa aprenderlo | |
| 5. ¿Consideras que el inglés es importante para tu crecimiento profesional? * | |
| <input type="radio"/> Sí | |
| <input type="radio"/> No | |
| <input type="radio"/> Tal vez | |
| 6. ¿Considera que la aplicación de recursos didácticos virtuales mejoran su experiencia de aprendizaje? * | |
| <input type="radio"/> Sí | |
| <input type="radio"/> No | |
| <input type="radio"/> Tal vez | |
| 7. ¿Le gustaría asistir a clases de inglés donde utilicen herramientas digitales como medio de enseñanza? * | |
| <input type="radio"/> Sí | |
| <input type="radio"/> No | |

| |
|---|
| 8. ¿Cuáles de las siguientes herramientas puede manejar por su cuenta? Puede seleccionar más de una opción. * |
| <input type="checkbox"/> Celular |
| <input type="checkbox"/> Tablet |
| <input type="checkbox"/> Computadora (Laptop, de escritorio) |
| <input type="checkbox"/> Internet |
| <input type="checkbox"/> Lenguaje de señas español |
| <input type="checkbox"/> Lenguaje de señas inglés |
| 9. ¿Considera usted que el aprendizaje de inglés ayuda a obtener mejores oportunidades de la vida? * |
| <input type="radio"/> Sí |
| <input type="radio"/> No |
| <input type="radio"/> Tal vez |
| 10. ¿Cree usted que los módulos de inglés son de utilidad para su carrera universitaria? * |
| <input type="radio"/> Sí |
| <input type="radio"/> No |
| <input type="radio"/> Tal vez |