



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS
Y TECNOLOGÍAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Title of Research Work

“The Teaching of the English Language to people with hearing disabilities;
the case of the students of the Second Bachillerato class "A" in the Unidad
Educativa Especializada Sordos de Chimborazo, in the city of Riobamba –
Chimborazo province, academic period 2021-2022”

**Graduation Thesis for the Degree of Licenciado en Pedagogía de los
Idiomas Nacionales y Extranjeros.**

Author:

Sebastian Andres Uvidia Echeverría

Thesis Tutor:

Mgs. César Narváez Vilema

Riobamba, Ecuador. 2022

DECLARATION OF AUTHORSHIP

I, Uvidia Echeverría Sebastian Andres , with citizenship card N° 060418418-4, author of the research work entitled: **"The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022"**, certify that the production, ideas, opinions, criteria, contents and conclusions exposed are my exclusive responsibility. Likewise, I assign to the Universidad Nacional de Chimborazo, on a non-exclusive basis, the rights for its use, public communication, distribution, dissemination and/or total or partial reproduction, by physical or digital means; in this assignment it is understood that the assignee will not be able to obtain economic benefits. The possible claim of third parties with respect to the copyright (a) of the referred work, will be of my entire responsibility; releasing the Universidad Nacional de Chimborazo of possible obligations.

In Riobamba city, 23rd February 2022



Sebastian Andres Uvidia Echeverría

C.I: 060418418-4

DICTAMEN FAVORABLE DEL PROFESOR TUTOR

Quien subscribe, Mgs. César Augusto Narváez Vilema, catedrático adscrito a la Facultad de Ciencias de la Educación, Humanas y Tecnologías, por medio del presente documento, certifico haber asesorado y revisado el desarrollo del trabajo de investigación **"The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022"**, bajo la autoría de Uvidia Echeverría Sebastian Andres, por lo que se autoriza ejecutar los trámites legales para su sustentación.

Es todo en cuento puedo informar en honor a la verdad; en Riobamba a los 23 días del mes de febrero de 2022.



Firmado electrónicamente por:

**CESAR AUGUSTO
NARVAEZ VILEMA**

Mgs. César Augusto Narváez Vilema

C.I: 060347127-7

COMMITTEE MEMBERS CERTIFICATE

We, the undersigned, professors appointed Members of the Degree Tribunal for the evaluation of the research work "**The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022**", presented by Uvidia Echeverría Sebastian Andres, with ID number 060418418-4, under the tutorship of Mgs. César Augusto Narváez Vilema; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with the applicable regulations we sign, in Riobamba 11/03/2022

Dra. Mónica Torres

President of the Tribunal



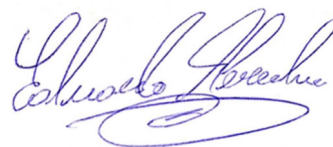
Mgs. Mercedes Gallegos

Member of the Degree Tribunal



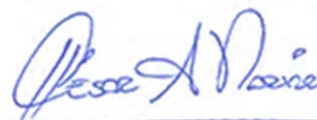
Mgs. Eduardo Heredia

Member of the Degree Tribunal



Mgs. César Augusto Narváez

Tutor



PLAGIARISM CERTIFICATE



Dirección
Académica
VICERRECTORADO ACADÉMICO



UNACH-RGF-01-04-08.15
VERSIÓN 01: 06-09-2021

CERTIFICACIÓN

Que, **Sebastián Andrés Uvidia Echeverría** con CC: **060418418-4**, estudiante de la Carrera **Pedagogía de los Idiomas Nacionales y Extranjeros**, Facultad de **Ciencias de la Educación Humanas y Tecnologías**; ha trabajado bajo mi tutoría el trabajo de investigación titulado " **The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022**", cumple con el 1 %, de acuerdo al reporte del sistema Anti plagio **Urkund**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 23 de febrero de 2022



Firmado electrónicamente por:
**CESAR AUGUSTO
NARVAEZ VILEMA**

Mgs. César Augusto Narvárez Vilema
TUTOR

DEDICATION

This research work is dedicated first to God, who has guided me all the way to complete this stage. To my mother, whose immense love, effort, and support has helped me to achieve my goals. To my father, whose tenacity has inspired me to never lose heart. To my siblings, who have been by my side giving me their encouragement and love. Finally, I would like to dedicate this work to my beloved Brittany, my protective angel who has always been with me in good and bad times and has never abandoned me.

Sebastian A. Uvidia Echeverría

ACKNOWLEDGMENTS

Foremost, I want to thank God for giving me the strength and blessing to move forward without fear. I also want to thank my family, for supporting me and being by my side at all times, and for always helping me. I would also like to thank my tutor, Mgs. César Narváez Vilema, who has helped me immensely in the development of this project and has shared his valuable knowledge with me. Finally, yet importantly, I would like to thank my friends who have always encouraged me to keep going, to give my all and never look back in the face of difficulties.

Sebastian A. Uvidia Echeverría

ÍNDEX

COVER PAGE	I
DECLARATION OF AUTHORSHIP	II
DICTAMEN FAVORABLE DEL PROFESOR TUTOR	III
COMMITTEE MEMBERS CERTIFICATE	IV
PLAGIARISM CERTIFICATE	V
DEDICATION	VI
ACKNOWLEDGMENTS	VII
ÍNDEX	VIII
LIST OF ABBREVIATIONS	X
RESUMEN	XI
ABSTRACT	XII
CHAPTER I	13
1 INTRODUCTION	13
1.1 RESEARCH PROBLEM	15
1.2 PROBLEM STATEMENT	15
1.3 PROBLEM FORMULATION	16
1.4 JUSTIFICATION	17
1.5 OBJECTIVES	18
1.5.1 GENERAL OBJECTIVE	18
1.5.2 SPECIFIC OBJECTIVES	18
CHAPTER II	19
2. THEORETICAL FRAMEWORK	19
2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED	19
2.1.1 STATE OF ART	20
2.2 THEORETICAL FOUNDATION	24
2.2.1 PARADIGMS, APPROACHES - EDUCATIONAL THEORIES AND POLICIES FOR PEOPLE WITH DISABILITIES	24
2.2.2 CHRONOLOGY OF EDUCATION FOR PEOPLE WITH DISABILITIES ..	28
2.2.3 UNDERSTANDING DISABILITY	30
2.2.4 TEACHING ENGLISH	32
2.3 BASIC TERM DEFINITIONS	34
CHAPTER III	35
3 METHODOLOGICAL FRAMEWORK	35

3.1	APPROACH	35
3.2	RESEARCH MODALITY	35
3.3	LEVEL OF RESEARCH.....	36
3.4	METHODS OF RESEARCH.....	36
3.5	POPULATION	36
3.6	SAMPLE	37
3.7	TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA.....	37
3.8	TECHNIQUES AND INSTRUMENTS FOR ANALYSING DATA.....	38
CHAPTER IV		39
4	RESULTS AND DISCUSSION.....	39
4.1	RESULTS.....	39
4.1.1	TEACHER INTERVIEW	39
4.1.2	STUDENT INTERVIEW	45
4.1.3	OBSERVATION FORMS	47
4.2	DISCUSSION	49
CHAPTER V		51
5	CONCLUSIONS AND RECOMMENDATIONS	51
5.1	CONCLUSIONS.....	51
5.2	RECOMMENDATIONS.....	52
BIBLIOGRAPHY		53
ANEXES.....		57

LIST OF ABBREVIATIONS

RIC: Receiver in Canal (listening device).

ASL: American Sign Language.

WHO: World Health Organisation.

IN-T: Teacher interview.

IN-S N°1: Student interview N°1.

IN-S N°2: Student interview N°2.

IN-S N°3: Student interview N°3.

RESUMEN

En los últimos años, la idea de una educación inclusiva y diferenciada ha tomado gran impulso. A diferencia de siglos atrás, donde a las personas con discapacidad se los consideraba como producto de un pecado o de castigo divino. Hoy en día, las personas con discapacidad han logrado integrarse a la sociedad y obtener una educación. Actualmente, donde el manejo de una lengua extranjera (inglés) es de gran apoyo para la vida, surge la intriga de conocer como es el proceso de enseñanza del inglés en personas con discapacidad, haciendo hincapié en una discapacidad sensorial como es la sordera. Es así como el objetivo del presente proyecto es el análisis de la enseñanza del inglés a estudiantes con discapacidad auditiva que cursan el Segundo de Bachillerato “A”, en la Unidad Educativa Especializada Sordos de Chimborazo en la ciudad de Riobamba en la provincia de Chimborazo, en el periodo 2021-2022. En este marco, el estudio adopta un enfoque cualitativo, con una modalidad de investigación de campo y documental. Alcanza un nivel descriptivo y utilizó los métodos de investigación bibliográfica, biográfico-narrativa y etnográfica. La población estuvo conformada por seis estudiantes de Segundo de Bachillerato de la Unidad Educativa Especializada Sordos de Chimborazo y el profesor encargado de la enseñanza del inglés, quienes fueron entrevistados y observados durante una serie de clases. Los resultados sugieren que la ausencia de un profesor de inglés especializado provoca un bajo nivel de inglés, y para mitigar este problema, los demás docentes han asumido la enseñanza de esta asignatura. Los temas y las horas de enseñanza son mínimos, entre dos y tres horas a la semana y sólo temas de vocabulario A1. A pesar de ello, los alumnos con discapacidad auditiva disfrutaban de la asignatura, y a menudo les ayuda emocionalmente. Para ellos, aprender una lengua extranjera les hace sentir más incluidos en la sociedad y que su educación responde a la igualdad. Pero, como era de esperar, todavía hay deficiencias que deben abordarse para lograr una verdadera inclusión y una educación diferenciada de calidad. Naturalmente, todo esto depende del Ministerio de Educación, ya que ellos mismos han difundido la idea, pero en realidad todas estas palabras se han quedado en el aire, son sólo la idea de una utopía.

Palabras clave: Discapacidad auditiva, enseñanza del inglés, inclusión, lenguaje de señas, educación diferenciada, sordera.

ABSTRACT

In recent years, the idea of inclusive and differentiated education has gained momentum. In contrast to centuries ago, where people with disabilities were seen as a product of sin or divine punishment; today, they have been able to integrate into society and get an education. Considering this and the fact that nowadays, the use of a foreign language (English) is a valuable support for life. The intrigue to know-how the English teaching to people with disabilities is and specifically with deafness, arose. Thus, this study aimed to analyse the particularities of this academic process with students affected with hearing disabilities and who are coursing the Segundo Bachillerato class “A” in the Unidad Educativa Especializada Sordos de Chimborazo “ located in the city of Riobamba, Chimborazo province during the academic year 2021-2022. In this framework, the study adopts a qualitative approach, with a field and documentary research modality. It reaches a descriptive level and used the bibliographical, biographical-narrative and ethnographic research methods. The population consisted of six students at Segundo de Bachillerato of the Unidad Educativa Especializada Sordos de Chimborazo and the teacher in charge of teaching English, who were interviewed and observed during a series of classes. The results suggest that the absence of a specialised English teacher leads to a low level of English, and to mitigate this issue, the other teachers have taken over the teaching of this subject. The topics and teaching hours are minimal, ranging from two to three hours per week and only A1 vocabulary topics. Despite this, the hearing-impaired students enjoy the subject, and it often helps them emotionally. From their view, learning a foreign language makes them feel more included in society and perceive that their education is responding to equality. But, as expected, there are still shortcomings that need to be addressed to achieve true inclusion and quality differentiated education. Naturally, all this depends on the Ministerio de Educación, as they have spread the idea themselves, but in reality, all these words have remained in the air, they were only the idea of a utopia.

Keywords: Hearing impairment, English language teaching, inclusion, sign language, differentiated education, deafness.

Reviewed by:
Mgs. Mónica Noemi Cadena Figueroa
Language Career Director
C.C. 0602935926



Firmado electrónicamente por:

**MONICA NOEMI
CADENA
FIGUEROA**



CHAPTER I

1 INTRODUCTION

Over the years, the conception of people with disabilities has evolved, beginning in the classical era and the Middle Ages when they were considered demonic in nature. Moving through the Renaissance to the 18th century, when the first educational experiences with this population began to take place. From the 19th century to the 20th one, research into disabilities began to increase, giving rise to nosological differentiation and emphasising the diagnosis of disabilities as well as their treatment. In the middle of the 20th century, the model of special educational needs finally emerged, just as education focused on individual needs. Finally, we reach the 21st century in which we find the inclusive school, as García Erika (2009) mentioned.

At present and on a global scale there are five countries which inclusive education laws are highly recognised, including Italy, Luxembourg, Portugal and in Latin America, we find Chile and Paraguay. Although Ecuador is not recognised globally, it has laws that protect people with disabilities and offer quality education, all of which are included in the 2008 Constitution. That is why in 2010, the *Ministerio de Educación* created the "*Proyecto Modelo de Educación Inclusiva*", whose purpose is to ensure that the educational process complies with the requirements established in the constitution, focusing on responding to the needs of all and their right to non-discriminatory and inclusive education.

For this reason, education for people with disabilities (also known in Ecuador as "*capacidades especiales*") has gained more strength in recent years, giving priority to the teaching of what is known as "Activities of Daily Living" (ADL) or "Activities of Personal Autonomy". As the name itself gives an idea, this subject allows the student to rely on themselves to perform activities that look like simply ones but become a challenge such as cooking, going to the bathroom, or moving around any room at home. ADL is only part of the adapted curriculum for disabled people. The other teaching subjects are the same as in common schools such as Mathematics, Language and Literature, Natural Sciences, Foreign Language, etcetera. Obviously with their respective adaptations. This was how this research project arose, intending to analyse and describe the teaching process, in this case, the teaching of a foreign language (English) to people with hearing impairment. This is of great importance, not only professionally but also humanly.

The relevance of this project is immense, it is always necessary to put oneself in the shoes of others to know better their reality and thus be able to understand it even more, which is why the beneficiaries are the *Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros*, by being able to learn more about this studied theme. Myself since it will help me to grow as an individual and know even more about our reality and the possible environments that I could be immerse. Finally, the teachers and students of the *Segundo de Bachillerato* of the *Unidad Educativa Especializada Sordos de Chimborazo*, who have had to adapt to a different education and even more at the moment of learning a new language, that is why this project arises to understand their situation.

To be able to carry it out, the research was centred on the interpretative paradigm, as it allowed us to understand the different realities constructed and their characteristics. That is why; the research took a qualitative approach, to understand the phenomena from the perspective of those involved. In the same way, it had a descriptive level, thus the singularities in relation to time-geographical circumstances were described. The methods used for this research were the bibliographic, which consists of the search of existing studies. The biographical-narrative whose interest was the analysis and understanding of the background history of each person involved. Finally, the ethnographic, that was useful for learning the way of life, beliefs, and more, of our population. The members of the institution, the headmistress and the teachers, who were glad to share their knowledge, support this.

The data collection instruments used were observation, which helped to contemplate and understand the social situation of this research. Similarly, interviews were needed to obtain a more accurate exchange of information from those involved, using semi-structured interviews. All of these helped to analyse the teaching of the English Language to students with hearing disabilities.

This study includes some essential components such as the referential framework, is a brief and precise compilation of concepts and theories to be found throughout the project and its administrative information; theoretical framework, where it found the background or previous works that contribute to this research and all the theory was based. The Methodological Framework was where, all the methods were applied to analyse and develop the subject, was presented; and finally, the Results, where the social reality experienced by our population was captured, understood, and described.

1.1 RESEARCH PROBLEM

In education, it is known that certain subjects are challenging for students, and one of these subjects is English. In educational institutions, English is considered a dull, tough, and repetitive subject. However, why not go deeper and find out what it is like to teach English to people with sensory disabilities, and more specifically, to students with hearing impairment.

For this reason, the *Unidad Educativa Especializada Sordos de Chimborazo* opened its doors to be more aware of the process of teaching a foreign language (English). As already mentioned, the English subject for "normal" students is already complicated, but what about deaf students and learning English? The teaching will not be the same. There will be many changes and adaptations that the host institution has to make. Some of the questions that arose were: How is English taught to deaf students? Are there specialised teachers both in the area of English and sign language? What methodologies are applied to teach English? What are the contents reviewed? What is the opinion of the students about the learning of English? Et cetera. Thus, all the answers to the previous questions will help to understand more clearly the essence of differentiated teaching.

1.2 PROBLEM STATEMENT

At a global scale and a deeper understanding of disability, the "Convention on the Rights of Persons with Disabilities" was created in 2008 by the United Nations, which consists of several articles that protect disabled people, including Article 24, related to education, which recognises the right of persons with disabilities to quality education, without discrimination and based on equality. Ensuring that persons with disabilities are not excluded from the education system, that reasonable accommodations are made for their education and that support is provided to persons with disabilities throughout the education process.

In Latin America, Chile and Paraguay have legislative frameworks that promote education for all, including persons with disabilities and people in contexts and situations of risk. In Ecuador, there has been a change in thinking and conception for individuals with disabilities. In 2008, the Ecuadorian Constitution decreed articles among which we can find in the sixth section, article 47, which recognises an education that achieves the development of their potential as well as their integration and participation. This has led to the creation

over the years of educational models that meet the different disabilities, so that in 2019 the "*Modelo Educativo Nacional Bilingüe Bicultural para Personas con Discapacidad Auditiva*" was issued, which is a set of components that frames the teaching process and guidelines to be followed for quality education.

Going further into Ecuador, in the province of Chimborazo, there are nine special and inclusive education institutions, five of which are in the city of Riobamba and one specialised in hearing disabilities, the *Unidad Educativa Sordos de Chimborazo*, whose vision is the habilitation and rehabilitation of hearing and language, it energises the educational process and pursuing the same aims and objectives of a regular education, taking into account the contexts and requirements of society, which has been of great help for deaf people to have a quality education and thus to be taken into account in society. It is easy to verify that the special education is very marked nowadays, so the subjects taught are the same as in regular schools. Therefore, teaching English is implicit here, but as it is to be expected, each subject is modified and adapted, it means, curricular, content, and methodologies.

In the case of English teaching in the institution mentioned above, this subject had certain peculiarities. Some of them were evident at first sights, such as the limited timetable for teaching the subject and the lack of specialised teachers. Some other problems needed further analysis, such as teaching content and teacher training and support.

For all the above mentioned, was proposed the research entitled "The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022." In the aim of knowing and understanding how the process of teaching a foreign language (English) to people with hearing disabilities was being carried out and at the same time wishing that it could serve as a pillar for future research related to the subject.

1.3 PROBLEM FORMULATION

Which are the characteristics and foundations that the teaching of English process adopts when working to students with hearing-impairment? This was the based question for the development of the study, and for this, the participants are the students and the teacher of the second year of baccalaureate of the specialised educational unit for the deaf in

Chimborazo, during the period 2021-2022. As a result, the students and teachers themselves benefit as well as the Universidad Nacional de Chimborazo.

1.4 JUSTIFICATION

The proposed research will be focused on exploring the process of teaching a foreign language (English) to hearing-impaired students. As it is widely known, nowadays, being able to handle an extra language gives greater opportunities to excel in society, both in the workplace giving greater opportunities to get a job or get a higher position, as well as in the academic field and thus be able to apply for scholarships abroad. However, leaving aside the commercial aspect of learning English, this subject can fulfil several functions, not only cognitive but also therapeutic. We must stop seeing the teaching of English as an obligation or a subject to be fulfilled. It can become a tool to support students with hearing impairment, and perhaps not only them, but all people.

It is well known that education has been adapting and at the same time evolving to meet the new needs of the educational community, so inclusive education is gaining momentum. Since these people account for 14% of the world's population according to the latest survey conducted in 2019 it is thus specialised institutions are created for students with disabilities, where specialised teachers help them in their academic training as well as in everyday life so that they can excel and not be at a disadvantage to "common people". For this reason, the Ecuadorian government has created 108 special education institutions throughout the country since the 1940s, during the presidency of Carlos Alberto Arroyo, and up to the present day.

That is why the objective of this research was to analyse the teaching of the English language to students with hearing impairment in the *Unidad Educativa Especializada Sordos de Chimborazo*. Therefore, we will take into account the methodology applied, resources, experiences of teachers and students among others, and to capture all this, interviews and observation sheets will provide that help. Thus, this research project was achievable, since we had all the necessary resources to be able to develop it, as economical, technological and above all human resources, since we had the collaboration of the teacher in charge and the rector of the institution who were willing to help in this research by offering their knowledge and experiences. Thereby becoming the beneficiaries, as well as the students of that institution and the *Universidad Nacional de Chimborazo*.

The purpose of this study, and the reason for which it arose, was to help to find out what the process of teaching English is like in a population that is sometimes distant because it is "somewhat difficult" to work with. The hearing - impaired students, who represent 14.13% of the entire Ecuadorian population and only in the province of Chimborazo in the canton of Riobamba, 3.6%. Perhaps with this research, I will be able to encourage future professionals to work with this population, so that more and more research projects will arise on this topic which is little dealt but it may be found in our professional future.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyse the teaching of the English Language to students with hearing disabilities who course the Segundo Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo " in Riobamba city, Chimborazo province during the academic year 2021-2022.

1.5.2 SPECIFIC OBJECTIVES

- To describe the methodologies used for teaching English to students with hearing disabilities.
- To characterize, from the teacher's experience, the English teaching and learning process with students with hearing disabilities.
- To interpret, from students perceives, the teaching of English to people with these characteristics.
- To understand how the pedagogical and didactic principals for teaching English to students with hearing disabilities are put in practice in English classes.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED

Education, as well as social conceptions, have evolved over the years, so it is of vital importance to know what were the conceptions that were held about people with disabilities. To do so and with the help of García Erika (2009), we first go back to classical antiquity and more deeply to ancient Greece, where it was an era characterised by strength and beauty; when, a child with a disability was born was considered useless, as already mentioned. It was a time of strength so these people were not fit to be part of the army as they were categorized as monsters because they did not fulfil or did not fit in the "beauty" that was considered at that time and in more extreme cases they were considered as if they were possessed by a demonic spirit that punished the family for some act they committed against the gods.

Going back a few more years to the present, from the Renaissance to the 18th century, the first steps are taken towards a better conception of people with disabilities. Thereby, the steps are timid and few. Nevertheless, there is already a change in the mentality of society as they become aware that everyone has equal responsibility with this population. Consequently, sensory, and physical disabilities began to be addressed.

At the end of the same century, great personalities such as Roseau, Voltaire emerged. This led to the Industrial Revolution, which allowed the state to take even more responsibility for people with disabilities and to no longer see them differently or scornfully.

In the 19th century, the study of the causes of disability began, which was very complicated, as it was thought to be due to family sins. However, at this period, the first manual alphabet for the deaf was developed, and, in Munich, the Technical Industrial Institute was created, which is considered to be the first institution based on the economic development of people with disabilities.

In the 20th century, there was an advance and a setback at the same time. It is here where terms such as "handicapped", "invalids", and "impaired" were born, so named because they were considered as a work of evil. In another instance, more researches were carried out and with the advance of medicine, three forms of disability were discovered:

Congenital, Genetic and Acquired. In the same way, social movements emerged, advances in science and education had a great impulse.

Finally, in the 21st century, with the signing of the Versailles Peace Treaty, which sought the enactment of laws and government regulations to protect people with disabilities, a 360-degree turn was made in all aspects. Specialised schools for the education of disabled people were created, as well as the inclusion of disabled people in society. There is a significant advance in medicine that helps to improve the treatment of this population.

For this purpose, some studies helped the development of this research, such as the one by Granizo Soñia (2015), which is "*Elaboración y aplicación del módulo de inglés básico "easy English" para el desarrollo de la expresión escrita inglesa en los estudiantes con deficiencias auditivas del primer y segundo año de bachillerato del instituto de sordos de Chimborazo cantón Riobamba provincia de Chimborazo período febrero – julio del 2013*". The study by Amate Alicia and Vásquez Armando (2006), "*Discapacidad, lo que todos debemos saber*" (Disability, what we should all know) was also used. Finally, the work of Zavala Verónica (2013), "*Las ocho herramientas prácticas para enseñar inglés a estudiantes con pérdida auditiva*" (The eight practical tools for teaching English to students with hearing loss). These were essential works that provided relevant information to the present work and related studies were also used to provide additional information.

2.1.1 STATE OF ART

The tremendous progress and development that human beings have achieved over the years, starting from limited knowledge to now being able to have the information we want in the palm of our hands, is unquestionable. However, there is one aspect of the human being himself that has not changed at all. This refers to "thinking", we still retain a thought full of stereotypes, conceptions, and systematic concerning social aspects. Some examples of this are the conceptions about the indigenous community and people with disabilities. Both populations are still struggling to be recognised in society and to be treated equally.

What is most salient in this regard is that both issues have been around throughout the history of human evolution, they are not subjects that have arisen recently. In the case of the disabled population, the conception ranges from considering them as a product of divine punishment to demonic action. In this sense, education for this community has undergone minor changes because the idea of highlighting the deficits and omitting the abilities has been preserved.

The biggest problem hindering these communities today is simplistic and uncritical thinking. To be able to address an issue of any desired community, it is necessary to have a critical and reflective way of thinking. The same is the case with this project. It is necessary to take a broad approach to the educational aspects that have marked a starting point for a radical change in special education, and with greater emphasis, in the education of hearing-impaired students.

Education has reached the point where it is a right for all people since it was established in 1948 by the United Nations in the Article 26 and in Ecuador in the 2008 Constitution in the Article 11, which guarantees education without discrimination and that responds to the needs of all. Thus, inclusive education and special education have emerged based on quality education. However, it must be kept in mind that quality education is not measured if the student with a disability, in this case, deafness, is in a special school or an inclusive school. From the perception of Díaz-Estébanez & Valmaseda (1995), both should respond to the needs of the pupils and especially provide spaces where deaf students and "common" students can mutually participate and thus ensure that all are included in one society.

The importance should not only lie in including deaf students or students with any other disability in regular or specialized schools but also in bringing this population into contact with society and the world around them. Talking about inclusion is not only about placing students with disabilities in schools. So, are we living a genuine inclusion? The answer is no, true inclusion is not only determined in the educational field. The key to have a real and solid inclusion lies in knowing the people within society their characteristics, abilities, thoughts, and needs, and at the same time, society must learn from all its members, since all of them contribute something essential and for which they should be recognized equally. (Que Curioso, 2021)

The word "inclusion" is currently in its heyday. Nevertheless, inclusion should not be considered as a simple aspect or fall into a simplistic paradigm as it is happening and, in some cases, it is considered intrusive. We need to start looking at teaching from all its angles to understand it better. Godino & Luján (2021) highlight that inclusion ceases to be intrusive when education is understood as the axis of change and support for students. However, to achieve this, it is necessary to start with teacher training, as this should be aimed not only at teaching but also at integration work.

Education and the perception of the deaf community are often seen from a positivist paradigm, from an ontological stance "a disease to be treated or normalised". The human side concerning the integration of the deaf community in society is being neglected. A change of thought and conception must be made immediately but, for this, as Agurto (2012) points out, a socio-cultural paradigm is necessary, where the deaf community is viewed as a community with its language, culture and intelligence. At that point, the spectrum begins to mitigate, people with hearing impairment would begin to be increasingly recognised and supported.

The postulate of recognising them as a culture would push them towards social development. A premise that is shared by Vite & Fernández-Viader (2017), where it is recognised that deaf people have the right to their language and culture. From this speech, children develop cognitive skills for learning other tongues. All advances in bilingual education and the deaf population's rights are transcendental for the progress, identity and citizenship of the deaf populace.

Something that should be stressed is that the deaf community is bilingual by nature. The first language they learn is Sign Language and, then they continue with Spanish. However, sign language over the years has suffered from impediments, from religious to socio-cultural. Belles (1995) was aware of this and found that lack of recognition of sign language and the expulsion of deaf teachers has led to a setback in the education of deaf children. This is because the benefit of spoken language persists in society. How can you pretend to have an equitable and just society when you veto a community from its language?

Institutions specialising in students with hearing impairment assist in the usage of sign language, as the teachers in their facilities are fluent in this language and the students can express themselves without any problems. As far as the curriculum is concerned, the same curriculum is used in Ecuador as in "ordinary" education, the difference lies in the curricular adjustments. The first adjustment lies in the timetable, which is malleable, that is to say, the hours can be modified according to the needs and interests of the students. The class hours of a subject can be increased or decreased, as in the case of the Foreign language subject (English) where only at the *Básica Superior* this subject is taught for two hours per week and in *Bachillerato* for two to three hours per week.

The second adjustment is methodological. In terms of education for deaf students, the core methodologies are three, which are experiential teaching, experience-based and

simple association. The first one consists of teachers bringing problems from outside life into the classroom, getting the student to make decisions, fail and learn. The second is based on student exploration and self-exploration. Finally, the third one consists of establishing a relationship between a picture, a sign and a word. (National Bilingual Bicultural Educational Model for the Hearing Impaired, 2019).

A fundamental aspect of special education must not be overlooked: specialised teacher training in this field. Even though this education is significant nowadays, few Ecuadorian universities offer a degree in this type of education, two of them being the Universidad Nacional de Educación and the Universidad Nacional de Loja. However, it is worth noting that the rest of the universities and degrees aimed at education have subjects within their curricula, oriented towards teaching students with special abilities and inclusive education, but; Are these subjects really helpful for future teachers to be able to work with students with disabilities? or Are they just subjects that must be fulfilled because the authorities dictate it?

It is possible to say that the answer is focused only on the fulfilment of the curriculum. Since a traditional formative approach is preserved, where teachers assign importance to the diagnosis of difficulties and deficiencies, to request the transfer of students to special schools or simply have them sit and do nothing, as teachers do not know and are not trained to work with these students. Nevertheless, what is sought, are professionals who respond to an inclusive approach, student diversity, the incorporation of these students in educational institutions and work with a predisposition. (Herrera et al., 2018)

Unfortunately, it is not known the percentage of English teachers who are specialised in the education of students with hearing impairment. However, there is research focused on students who are preparing for the field of English teaching, such as the study by Flores & Villardón (2015), where the students were intervened on the subject of inclusive education, and, although the students have an inclusive vision and are willing to work on this approach. The mentioned fact has triggered the necessity to create courses and workshops that allow a better formative process and thus be able to incorporate in their classrooms and meet the needs of all based on educational quality.

Concerning the education of deaf students, it was mentioned that they have bilingual education. Now the aspect to be emphasised is the teaching of a foreign language, which on this occasion is English. The starting point is, if for "ordinary" students English becomes a

difficulty, what happens to students with hearing impairment? Muñoz (2015) found that deaf students included in mainstream schools can achieve an optimal level in the written production of English as a foreign language and that the role of the teacher and the strategic behaviour of the student are key factors in achieving it. More than the learning difficulty of hearing-impaired children or whether they study in a special institution or not, the focal point is the work of the teacher. The use of strategies: cognitive, metacognitive, affective, socio-cultural interactive, an inductive teaching style, which is adapted to the principles of a cognitive approach to language and learning, favours interaction with learners and the presentation of language in real contexts of use. Of course, the teacher must not neglect the empathic and human aspect, because if the teacher only sees them as beings who have to learn no progress will be made. The teacher must love and understand that teaching deaf students is a way to help them feel better about themselves and at the same time not exclude them.

As it is possible to observe, English can be taught to students with hearing impairment and, it can even play a fundamental role, as Domagala-Zysk (2010) further determined, in life and education, knowledge of English can fulfil several functions, not only cognitive but also therapeutic. We must stop seeing the teaching of English as an obligation or a subject to be fulfilled. It can become a tool to support students with hearing impairment, and perhaps not only them, but all people. The only thing necessary is to have a proactive vision, participatory, empathetic, and willing to change things so that education can achieve its goal, which is to form upright, critical, and empathetic citizens.

2.2 THEORETICAL FOUNDATION

2.2.1 PARADIGMS, APPROACHES - EDUCATIONAL THEORIES AND POLICIES FOR PEOPLE WITH DISABILITIES

2.2.1.1 EDUCATIONAL PARADIGMS

According to Marquiegui (1997), a paradigm is understood as the model from where a person can look at reality, and from there to identify it, describe it, analyse it and reflect on it. It should be emphasized that there is not only one paradigm, on the contrary, there are several paradigms that help the human being to understand the reality, but from different points of view. In the case of special education, there are several types of paradigms mentioned by Cabrera (2012), such as the following:

Functionalist paradigm

Trying to understand human behaviour has been of interest to many people for many years, that is why this paradigm arises, whose interest lies in the adaptability of human beings in the different contexts that may surround them. Special education is therefore based on this first paradigm, since it tries to fight for integrative actions, considering each person as an indispensable part of society, whose contribution is essential for its development. Seen from this perspective, people with disabilities will be treated in a participatory way and their autonomy will be developed.

Structuralist paradigm

The basis of this psychological current is to make radical or total changes to things that do not work properly. For special education, this paradigm dictates that changes need to be made in general education, in other words, the educational changes that need to be made must be geared towards the needs of people with disabilities and of course depending on the type of problems they have. Structuralism has to respond and support educational processes, methods and strategies to be adapted to the abilities of all people and the demands of their environment. (Cabrera, 2012)

Interpretative Paradigm

For this paradigm and for Cabrera (2012), the definition of a problem is the result of direct interaction between the mind and objects. The purpose of this is to study the behaviour of the person and based on this to be able to elaborate strategies that adapt to their needs. This current makes differentiation of each individual, whether it is their abilities, needs, problems and more. Special education seen from this paradigm admits the differences of the individuals for which processes and programmes adapted to them will be elaborated and applied.

Humanistic Paradigm

In the study of Cabrera (2012), the humanistic perspective considers that all people can develop healthily and positively through choice, creativity and self-fulfilment. The contribution of this current in special education is to promote respect and the right of people with disabilities to achieve the development of their abilities. To accomplish it, this paradigm emphasises motivation for learning and results in permanence in education and academic development.

2.2.1.2 EDUCATIONAL APPROACH AND THEORIES

In special education, the principal pedagogical approach used is the functional ecological approach, which is based on attending to the diverse contexts where the student develops, prioritising teaching in natural environments. In other words, the functional ecological approach focuses on the teaching of activities that take place in everyday life and that are functional for the independent development of the student that is useful throughout life. The perspective of this development lies in the stages of the learner's growth and the acquisition of skills and abilities.

Some of the theories on which the functional ecological approach is based include

Discovery learning theory

Developed by Bruner (1915), it insists on giving the learner active participation in the teaching process, where the learner will be involved in "problems" where he or she must discover the solutions. Here the students' curiosity is emphasised and encouraged.

Meaningful learning theory

Proposed by Ausubel (1918), it indicates that the student should only learn things that make sense and logic. To carry out this process, there must be prior knowledge that allows the student to relate and merge it with the new knowledge and obtain general knowledge.

Sociocultural Theory

Lev Vygotsky (1986) developed this theory is based on the cognitive development of individuals is related to social interaction. In other words, students' learning is based on their environment and on living and participating in it. It frames the importance of the social ties and relationships that the learner must possess.

2.2.1.3 EDUCATIONAL POLICIES

In Ecuador, since the 2008 Constitution, articles have been established that protect persons with disabilities and at the same time provide them with education support.

“Todas las personas son iguales y gozarán de los mismos derechos, deberes y oportunidades. Nadie podrá ser discriminado por razones de etnia, lugar de nacimiento, edad, sexo, identidad de género [...]” [All persons are equal and shall enjoy the same rights, duties and opportunities. No one shall be discriminated against on the basis of ethnicity, place of birth, age, sex, gender identity] (Ecuadorian Const. Art. XI, § 1, 2)

“La Constitución del Ecuador, en lo relativo al derecho a la educación, garantiza este derecho a la persona con discapacidad para que desarrolle sus potencialidades y habilidades y para su integración [...]” [The Constitution of Ecuador, with regard to the right to education, guarantees this right to persons with disabilities so that they can develop their potential and abilities and be integrated into society] (Ecuadorian Const. Art. XLVII, § 7, 8)

These are just two of the many articles found in the Constitution, and as it is possible to read, they are framed to guarantee the equality of all people, and at the same time, in the educational field, it guarantees that all people with disabilities will have access to an education that will help them to enhance their abilities and of course, that they feel part of society.

Ley Orgánica de Educación Intercultural, 2011. This law establishes the principles, aims of education, the rights and obligations of students and teachers at the *inicial*, *básica* and *bachillerato* levels.

“La Autoridad Educativa Nacional, velará porque las necesidades educativas especiales no se conviertan en un impedimento para el acceso a la educación [...]” [The National Education Authority shall ensure that special educational needs do not become an impediment to access to education] (*Ley Orgánica de Educación Intercultural*, 2011. Art. 47, par 1)

“En el caso de las personas con discapacidad los establecimientos educativos están obligados a recibir a todas las personas con discapacidad, a crear los apoyos y adaptaciones físicas, curriculares [...]” [In the case of persons with disabilities, educational establishments are obliged to receive all persons with disabilities, to create physical and curricular supports and adaptations] (*Ley Orgánica de Educación Intercultural*, 2011. Art. 47, par 5)

The *Ley Orgánica de Educación Intercultural* focuses on ensuring that all educational institutions accept people with disabilities without any distinction. Thus achieving the creation, adaptation and modification of the educational process so that it responds to a differentiated and quality education.

Ley Orgánica de discapacidades, 2011. It aims to ensure the prevention, timely detection and rehabilitation of disability and the dissemination and exercise of the rights of persons with disabilities.

“La autoridad educativa nacional asegurará la capacitación y enseñanza en lengua de señas ecuatoriana en los distintos niveles educativos, así como la promoción de la identidad lingüística de las personas sordas [...]” [The national education authority shall ensure training and teaching in Ecuadorian Sign Language at the different educational levels, as well as the promotion of the linguistic identity of deaf people] (Ley Orgánica de discapacidades, 2011. Art. 39)

Acuerdo Ministerial 0295-13, 2013. It is a unilateral administrative act issued by the competent authority or appointing authority containing decisions of a general nature.

“Define a la educación inclusiva como el proceso de identificar y responder a la diversidad de necesidades especiales de todos los estudiantes [...]” [It defines inclusive education as the process of identifying and responding to the diversity of special needs of all learners] (Acuerdo Ministerial 0295-13, 2013. Art. 11)

As far as deaf people are involved, the *Ley Orgánica de Discapacidades* and the Acuerdo Ministerial 0295-13, guarantees the teaching of sign language at all educational levels and the recognition of the same language. This is accompanied by the identification of special needs to be addressed.

2.2.2 CHRONOLOGY OF EDUCATION FOR PEOPLE WITH DISABILITIES

It is not necessary to go back to an extensive history in the past to talk about education for people with disabilities, since the first steps for a special education model were taken in the 20th century. As Gonzales Erika (2009) rightly mentions, this century was characterised by innatism and special educational stability, in other words, emphasis was placed on the detection of the disorder and the special educational need required for each student, but at the same time, it was a segregated education, far from an ordinary educational organisation.

At the end of the 20th century and the beginning of the 21st century, there were drastic changes in education, not only in general education but also in special education. Advances were made in medicine and pedagogy. This is how the constructivist model for both general and special education was incorporated, whose objective is the existence of an interrelationship between teacher and student, maintaining a dialectical exchange and thus ending with meaningful knowledge, as well as the development of both cognitive and affective skills. One of the many authors whose work has been of great support for people

with disabilities is Vygotsky and his theory of social learning, which maintains that learning is the result of the interaction between the individual and his or her environment.

Following the same path, the humanist paradigm is used, which takes into account the person as he/she is and not as he/she should be, leaving aside the distinctions between people's capacities, and at the same time the pedagogical humanism comes to light with the following characteristics

- Respect for the uniqueness
- The classroom is a sacred space without discrimination.
- Revaluation of the individual
- Love for the other
- Improvement of the teacher's ability to deal with different cases

2.2.2.1 INCLUSIVE EDUCATION

At present, special education has undergone many changes, until we can arrive at what we know as "Inclusive Education" and taking the words of Dussan Carlos (2010), this educational perspective makes the right to education effective, contemplating a framework of equal opportunities and elimination of barriers for learning and participation.

Inclusive education has been embraced worldwide by several countries whose legislation and regulations frame the protection of persons with disabilities. Among the countries whose regulations are strongly dictated, we have Italy, Luxembourg, Portugal, Chile and Paraguay.

In the case of Ecuador, despite not being recognised globally, it has laws in the Constitution of 2008, that stipulates the right to education for all, free of discrimination and with unimpeded access. In previous years, Ecuador had special education adapted to the needs of people with disabilities, i.e. there were specialised institutions for people with different types of disabilities, which achieved a better teaching and learning process for this population.

However, in 2010, the Ecuadorian state ruled the educational inclusion, its purpose is to include people with disabilities in regular schools, where they can have a better approach and feel more integrated with society. This has had both positive and negative effects: on the one hand, people with disabilities are more in contact with society and are no longer discriminated. On the other hand, their education tended to decline because teachers in regular schools were not trained to teach them according to their needs, for example, they could not use sign language or Braille.

2.2.2.2 EDUCATION FOR DEAF PEOPLE

The history of this education starts with Fray Ponce de Leon (1520-1584), who is known as the first teacher to teach hearing-impaired people, which he did in the monastery. He did not work entirely with deaf people to a degree of 100% deafness. Therefore, his basis of teaching was to control the sounds that the children could make and their manners.

In the same century, Juan Pablo Bonet, the second teacher known to teach deaf people, incorporated for the first time a methodology based on dactylology which he used to teach reading. With this, in the year 1771, Michel de L'epée inaugurated the first institute for the deaf. His methodology was based on the creation of a link between teacher and student, as well as the use of Parisian sign language to which he introduced more signs, thus making it more complete.

With the expansion of sign language to various countries and over the years, underwent necessary variations to meet the needs of deaf children in each institution and country.

That is why in the year 1987 in Finland, at the Congress of the World Federation of the Deaf the following resolutions were presented and approved

- Sign language should be considered as the first language of the deaf child.
- Establishment of special schools
- Support for psychological and social growth
- Integration in university education

In Ecuador, the education for deaf children had its beginnings with the clinical approach, this was focused on the deficit of the child, so its approach was by a rehabilitation process, to achieve equal or close to the conditions of regular students. On the other hand, we find the socio-anthropological approach, which, unlike the clinical approach, is based on the potential of the deaf child and at the same time responds to the right to be accepted and educated according to his or her needs, recognised by the visual-gestural linguistic community and with his or her own culture.

2.2.3 UNDERSTANDING DISABILITY

2.2.3.1 WHAT IS A DISABILITY?

In terms of Castellero Oscar (2021), we understand disability as the situation in which the person faces limited participation of any kind or action due to the existence of impairment in any organ, extremity or intellectual capacity.

For the WHO, disability is a term, which encompasses impairments and limitations when acting, thus producing restrictions in the person's participation. In the same way, an impairment is a problem that affects the body structure.

2.2.3.2 CAUSES OF DISABILITY

At the current time, three causes of disability can be distinguished by MAPFRE (2019), as follows:

Congenital. - they are presented from birth and on many occasions are transmitted by the parents and sometimes not. In other words, this disability can be caused by environmental factors or exposure of the mother to toxic substances or drugs during gestation.

Genetic. - it is a hereditary disability, in short, it is transmitted by the genetic material of the parents. Unlike congenital, in some cases, it is not present at birth but develops as the baby grows.

Acquired. - as the name implies, these are acquired due to diseases or accidents, as they are unpredictable and can occur at any age.

2.2.3.3 TYPES OF DISABILITY

There are six general types of disabilities encompass subtypes according to Castellero Oscar (2021), among which we have

- a) Physical disability. - characterised by a problem associated with the elimination of physical or motor abilities. Examples include people on crutches, wheelchairs, etc.
- b) Sensory disability. - associated with the existence of problems or deficiencies in some of the sense organs, both external and internal. Clear examples are visual and hearing impairment.
- c) Intellectual disability. - is defined as limited intellectual functioning which produces difficulty in social participation and the development of areas such as academics or work.
- d) Psychiatric disability. - This is defined as the presence of behavioural disturbances.
- e) Visceral disability. - occurs when people suffer from a deficiency in their organs.
- f) Multiple disabilities. - although its name already mentions them, it is associated with an individual who has more than one of the disabilities mentioned above.

2.2.4 TEACHING ENGLISH

It is well appreciated learning a new language gives major opportunities in different fields, such as work, academic, or more personal aspects such as travelling abroad. Now then, in most Spanish-speaking countries, the most required language is English, as it is considered a lingua franca, one of the most widely spoken languages around the world, so its demand is high.

This is why the Ecuadorian government has implemented an English foreign language curriculum that responds to the needs of its population. Since Ecuador is a multicultural country, the curriculum must be adapted to certain degrees of bilingualism because not all Ecuadorian citizens have Spanish as their mother tongue.

Some of the characteristics that the foreign language curriculum of 2016 includes are:

- Communicative language approach
- Learner-centred approach
- Critical thinking skills
- Content-Integrated Learning for Foreign Languages
- International Standards

The teaching of English both in schools and in the College follows the Common European Framework for Languages, thus, for the academic level of pre-basic English Pre A1 and Pre A2, for the academic level of *Educación Básica* A1 with division A1.1, A1.2 and A2 with A2.1 and A2.2. Finally, for *Bachillerato* English B1 and its division B1.1 and B1.2 are used.

2.2.4.1 TEACHING ENGLISH TO STUDENTS WITH DISABILITIES

The first thought maybe that it is impossible to teach a foreign language to people with disabilities because of their condition. However, the answer is, yes, it can be. Of course, this teaching should depend on the disability of the student, unlike regular teaching where the four skills (reading, writing, speaking, reading) are the focus of everything. In education, it is somewhat different. As already mentioned, it depends on the type of disability, in the case of people with visual impairment, work is done on speaking and listening skills. On the

other hand, for hearing impaired students, writing skills are worked on through reading and writing.

For people with motor disabilities, there does not impede for them to learn the four skills, rather it has been demonstrated that learning a second language has become extremely productive. In the case of people with intellectual disabilities, it should be emphasised that the way they work depends on the degree of disability.

It should not be overlooked that while English is already a challenge for "normal" students, teaching and learning English is an even greater challenge for people with disabilities. The workload becomes heavier; a simple topic that can be reviewed in one or two days may take a whole week for students with disabilities. Teaching English to people with disabilities is not only about teachers' compliance with a timetable, but quite the opposite. Inclusive and differentiated education are already a step forward for justice and equity, but the teaching of English becomes the trigger for everything. It promotes and establishes that even if students have a disability, they are capable enough to learn the same as other students.

To achieve the best possible second language education (English) for people with disabilities, there are different methodologies and resources. One resource that undoubtedly provides the best results is the use of visual or auditory resources. Depending on the disability the student has, one or several senses tend to develop more, the most common being auditory and visual. However, perception and analysis are also developed to a large extent. As far as methodologies are concerned, experiential learning is the most widely used, as not only does the learner learn something but he/she gains experience that will help him/her with later problems.

2.2.4.2 TEACHING ENGLISH TO HEAR-IMPAIRED LEARNERS

Teaching English to hearing-impaired people, it is necessary to remember the two existing approaches and methodologies mentioned in the Modelo Educativo Nacional Bilingüe Bicultural Para Personas Con Discapacidad Auditiva (2019), clinical and socio-anthropological. When talking about the clinical approach, we mean that the deaf student does not have 100% deafness so the use of RIC (receiver in the canal) hearing aids will be sufficient and teaching can be continued normally.

For those students who have total hearing loss, the socio-anthropological approach is used, based on the development of the student's potential. For this approach, there are

various forms of teaching such as reading and writing, gesture-manual, sign language, dactylogy, the use of flashcards, lip-reading, etc. The deaf student will not be able to develop all four English skills (speaking, reading, writing and listening). However, reading and writing are their best-developed skills and depending on the degree of deafness, the listening skill can also be developed, not to a great extent of course. But lip-reading plays a significant role right here, which is also taught to deaf students, with this addition, they will be able to understand listening better, as long as it is face-to-face as with audios the disadvantage is another one.

It should be pointed a deaf student is a multilingual learner whose mother tongue is sign language, while his/her second language is Spanish, which makes him/her bilingual. Finally, his/her third language to learn is English. The subjects of teaching, as well as the method of assessment, is purely dependent on each institution. What is known for sure is that the first step is to teach vocabulary through ASL since Ecuadorian and American Sign Language have similarities. There must be two possible scenarios for teaching English. One is that the teacher is specialised in the area of English and knows how to use sign language, and the other is that the teacher needs a translator to help with the sign language.

Some of the strategies that could be used and that Zavala Verónica (2013), mentions to us are

- Use of sign language
- Visual support
- Use of the textbook
- Detailed explanation
- Use of the blackboard
- Interpretation of meanings

2.3 BASIC TERM DEFINITIONS

Bilingualism: a person's ability to use two languages in any communicative situation.

Multilingualism: the ability of a person or community to express themselves in different languages.

Dactylogy: use of fingers and hands to communicate.

Gesture-manual: use of facial or body gestures to communicate.

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

3.1 APPROACH

This research is qualitative, as expressed by Sampieri (2014), qualitative research is based on understanding the phenomena from the perspective of those involved, within their environment or context and how they experience them. Blasco and Pérez (2007), point out that this type of research is carried out within the context in which it takes place to extract and interpret the characteristics of the phenomenon from the understanding of those involved. Having said that, it is possible to observe that this research is purely qualitative because it understands the problem from the perspective or experience of both the teacher and the students, and, for this purpose, it takes place within their environment, in other words, during their class hours.

As mentioned above, this research resides under the Interpretative paradigm. In the words of Ayala Maite (2021), this paradigm seeks the relationship between the research subject and his or her environment. As its name suggests, it aims to interpret and understand the reality, which in this case is presented multiply and holistically, as perceived by each individual and influenced by external agents. Thus answering the ontological question posed by Guba and Lincoln (2002), what is the form and nature of reality and what can be known about it? For the epistemological aspect, what is the relationship between the seeker and what is already known? The answer is that it is transactional and subjectivist as there is a relationship between what is researched and myself, whose findings were created as the research developed. Finally, for the methodological question, how does the researcher find out if what he or she believes can be known? The ethnographic method is used, as it allows for the identification, analysis and interpretation of the data.

3.2 RESEARCH MODALITY

The present project takes the field and documentary modalities. Thus, field research is understood as the means of collecting qualitative data directly from the people involved, in other words, the data will be collected by being immersed in the context where the phenomenon develops (Arias, 2006). For this purpose, observation will be used. On the other hand, according to Alfonso (1995), documentary research is that which allows the collection,

consultation, analysis and interpretation of bibliographic data such as books, journals, theses, etc. On a particular topic.

3.3 LEVEL OF RESEARCH

Its level is descriptive, since, as Sabino (1986) mentions, this level of research works on the reality of the facts, with their most fundamental characteristics, to be able to give a reliable interpretation of the phenomenon. As the name itself says, the objective of this study is to get to know the situations in which the study population is immersed, and that is the deaf students of the Segundo de Bachillerato and with that to be able to give a description of the activities such as methodologies, techniques, strategies, adoptions and more, that occur during the process of teaching the English language.

3.4 METHODS OF RESEARCH

The first method of this research is the bibliographic method, which allowed information to be obtained from sources or documents from previous research. This was the first step to be able to understand the problem from the perspective of other authors who have spent years researching this topic, such as Acedo Clementina, Castellero Oscar, Dussan Carlos, among others, and thus explore theories and information with relevant results that were of great help as they form a solid and truthful pillar in the development of this project.

The second method is the biographical narrative, which is focused on education, which is why it was essential to use it. Its function is to broaden the knowledge about the reality of the educational process and in this case the process of teaching English, its characteristic is that it takes as a support point the experiences of the participants.

The third and last method is the ethnographic, which helped to describe and analyse the beliefs, practices, experiences, or behaviour of the population within its context. Its main characteristic is to be able to be immersed in the context, hereby, fieldwork is required.

3.5 POPULATION

The study population was a teacher and students in the second year of Bachillerato at the Unidad Educativa Especializada Sordos de Chimborazo (Specialised Educational Unit for the Deaf of Chimborazo). This institution was taken into account because it is the only one specialised in the education of hearing-impaired people in the city of Riobamba. This population is known to be one of the vulnerable populations recognised by the Ecuadorian

government, but at the same time, they are somewhat reclusive. The decision to work with them is based on the curiosity of knowing how their educational process and the teaching of English is done, but also, because it is of interest to my person both in the human and academic field. Furthermore, teacher and students are eager to participate and to be taken into account.

To guarantee adequate and safe participation of all the project responded to the respect of autonomy. In other words, all participants had the freedom to decide whether to be part of the research or not. Similarly, the principle of beneficence was applied. The aim was to reduce the risks that could be caused by the interaction of the participants and thus maximise the benefits they would obtain. Finally, the principle of justice could not be missing. All participants involved in the project had equal treatment and benefits none stood out more than another.

3.6 SAMPLE

Since the population is small, it is not necessary to draw a sample.

3.7 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Three types of techniques were used in the research, each with its instrument. All of them are based on specific objectives, focusing on the teacher's perspective, student's perspective and classroom development. The research design and the theoretical framework were also taken into account in their construction. Finally, the validity and reliability of each of the instruments were checked by an expert academic peer from the Universidad Tecnológica de Cancún in Mexico City. The expert, with his experience in research and knowledge about differentiated education and disabilities, analysed, and after some suggestions and corrections, validated the instruments for their application.

Literature review. - This technique helped to extract information from previously carried out studies, and its function was to discern all the information that will be found on the methodologies for teaching English to deaf students to select the most useful for this research and to make a detailed description and for this as an instrument, bibliographic files were used, which contain the identification data of the different authors used.

Interview. - The purpose of an interview is to obtain information orally about events, experiences or opinions, where two or more individuals establish a conversation about a specific topic employing questions. However, the type of interview used was semi-

structured, in other words, there were questions already posed, but there was the freedom to ask new questions as the conversation flows and if the case warrants it. All this, to know the teacher's experience and the students' perspective in the process of teaching and learning the English language.

Observation. - For Cerda (1991), this technique helps the formation of true knowledge, since it is obtained directly and instantly, through observing and analysing the phenomenon. With this, it was understood how pedagogical and didactic characteristics were put into practice during English lessons. Its instrument was an observation guide, a document in which the objects and processes that had a greater emphasis on their verification during the observation were found.

3.8 TECHNIQUES AND INSTRUMENTS FOR ANALYSING DATA

For the analysis of the data, discourse analysis and triangulation were used.

Thus, discourse analysis is understood as the technique that allows synthesising the results, taking as a central point the justification of the problem, description of the facts, the action of the participants, and the social importance of the problem, as mentioned by Sayago (2014). That is why this technique helped greatly in the interpretation of the data obtained from both the interviews and the observation sheets.

On the other hand, triangulation provided support for the analysis of the results, which although the data may agree with all the participants of the study population, they may not. This agreement or disagreement helps to push the research to take new perspectives and evolve. Achieving a wider coverage of the proposed problem. (Torres Ruiz,2021)

No data analysis software was used to carry out the triangulation. In short, manual data coding was used. Thus, the categories used were Professionalisation, Characterisation of the process and Phenomenological reflections. The information processed responded primarily to the specific objectives. Then, to the State of the art as a transversal axis. Finally, to the data obtained from the instruments applied. All the information was analysed and interpreted.

CHAPTER IV

4 RESULTS AND DISCUSSION

4.1 RESULTS

The study is focused on the analysis of the teaching of the English language to students with hearing impairment. The aim is to find out how the educational process is carried out with this population and also to have a more direct approach with the children and young people, as the teaching vocation should be based on knowing how to work with all types of students.

To this end, four specific objectives emerged that would help the development of the project. Thus, to describe the methodologies used to teach English to hearing-impaired students.

To obtain all this information, it was necessary to create semi-structured interviews, directed both to the teacher and to the students. Similarly, an observation sheet was very useful to record the characteristics found during the classes. For the analysis of the data, discourse analysis and triangulation were used, which helped to have a better understanding of the central problem of this study. All these instruments and data collection techniques helped to analyse, discuss and reflect to draw conclusions and made recommendations.

To begin the analysis, the interview with the teacher is the first step.

4.1.1 TEACHER INTERVIEW

One of the biggest problems that specialised education for hearing-impaired students must face is the lack of specialised teachers in this area. This is the case of some of the teachers working at the "*Unidad Educativa Especializada Sordos de Chimborazo*". This led to the question: What training does the teacher have to teach deaf people? The response was that none. However, their willingness to help has enabled them to learn sign language and then, be able to teach. Thus, the key must be, the search for inclusive and specialised professionals who know how to respond to all the needs of the students. (Herrera et al., 2018)

“No soy una docente especializada en la educación para niños con discapacidad, yo llegué a la educación diferenciada por circunstancias de la vida, y me enamoré de este tipo de educación.... Hoy con todo mi esfuerzo y amor que tengo a mis estudiantes aprendí el lenguaje de señas.” [I am not a teacher specialised in education for children

with disabilities, I came to differentiated education because of life circumstances, and I fell in love with this type of education. Now, with all my effort and love I have for my students, I have learned sign language.] (IN-T)

It is evident at first glance that, although the teacher does not have adequate preparation to teach these students, her love for her work has made her advance and learn each time, making her increasingly prepared to teach. Her human side plays a key role, determining that teaching is not only about transmitting knowledge but also about being empathetic with all people.

Going deeper into the education of deaf people, and emphasising the teaching of English, it was possible to discover that the teacher was not specialised in the field of foreign languages (English). Thus, increasing the lack of teachers to cover all the vacancies for the education of these students. However, Flores & Villardón (2015), analysed the thinking and behaviour of trainee teachers of English, who demonstrated a willingness to work with students with disabilities. There may be a lack of specialist sign language and English teachers at present, but gradually more and more trainees are becoming more inclusive in their thinking.

The problem encountered is that even though trainee foreign language teachers show a willingness to work with people with disabilities, this will develop in the future. Now, what about the actual education of these students? Well, once again empathy plays a central role, the teachers of the *Unidad Educativa Sordos de Chimborazo* may not be specialised in languages, but their vocation and willingness to help motivate them to get involved in other branches such as English, to provide a fair education to the deaf students.

What skills have you acquired in teaching English to the deaf community? This was another question that came up. In this situation and not knowing the English language to be able to teach, the teacher had to learn on her own. The problem lies in the fact that there are no workshops or training courses available to help her improve her teaching. This has led her to self-training, searching for and using texts, doing research on the internet, and going to the school library to gather all the necessary information on how to teach English.

“No ha habido cursos o talleres para nosotros que nos ayuden al menos a conocer un poco más sobre la asignatura de inglés y de cómo enseñarla a personas con discapacidad auditiva. Por mi parte, me he dedicado a leer libros, me he auto-capacitado y he ido a la biblioteca escolar para poder saber que temas al menos debo

enseñar...” [There have been no courses or workshops for us to at least help us to know a little more about the English subject and how to teach it to hearing impaired people. For my part, I have been reading books, self-training and going to the school library so that I can know what subjects I should at least teach.] (IN-T)

The love of teaching and fair treatment has helped the teacher to get ahead in teaching deaf students. Even though the government itself spreads the idea of fairness, it does not carry out processes to achieve this. The teacher rightly points out that there are no workshops or training to help them. It seems that the government only spreads the idea of inclusive education, with equal opportunities for people with disabilities, but when it comes to implementation, it doesn't happen, they are just empty words.

Based on what has been said above, the intrigue arises to know what are the challenges that the teacher faces when teaching English to deaf students? The teacher has faced several challenges which she considers to be very difficult. One of the problems is grammar, as for her English has different structures and she has sometimes found it difficult to understand. Another problem is assigning a sign to a word she does not know in English, making it even more difficult to teach the language. However, she sees these challenges as beneficial, as they help her to improve. For example, she learned some strategies that would make it easier for her to teach, such as the use of pictures combined with written words and illustrations in sign language. This strategy is one of the eight most used and cited by Zavala Verónica (2013) since deaf students learn much better through the sense of sight.

Díaz-Estébanez & Valmaseda (1995), commented, whether the student with hearing impairment or any other disability studies in a specialised school or a "normal" school, both must respond to the quality of teaching and learning. This postulate is agreed by the teacher interviewed in the question on What are the curricular adjustments that are handled in inclusive education? Starting with the thematic as a first reasonable adjustment. Themes are the simplest and are based on vocabulary. Another example is visual resources, for deaf people, the main resource is pictures with words and their own sign. Of course sign language is the most necessary thing to teach. Citing an example of some students who decided to leave the specialised institution to be part of a "normal" school. Thus, two teachers from the specialised institution itself needed to move to the other school, playing the role of interpreters to help the deaf students to learn.

Thus, it can be seen that the institutions themselves are not suitable for inclusive education. Inclusion is not only about letting students with disabilities into "normal" schools but also about members of the educational community knowing how to work with these students. Unfortunately, inclusion remains an elusive issue. Whether it is the handling of sign language, the use of Braille or the knowledge to be able to interact with children with autism. All these actions bring a huge step towards a correct immersion of children with disabilities.

The teaching content of the foreign language subject was another point to be considered in the interview.

“Yo enseño las temáticas más sencillas, básicamente solo vocabulario. Por ejemplo, el alfabeto, los números, la familia. Y para los grados superiores como mucho logro enseñar a formar oraciones simples.” [I teach the simplest subjects, basically just vocabulary. For example, the alphabet, numbers, the family, and for the higher grades at most I manage to teach how to form simple sentences.] (IN-T)

As far as the teaching contents of the subject of foreign languages are concerned, the subjects are basic, because they are not language teachers themselves, they have this limitation, causing the alphabet, numbers, family, and fruits to be taught at the basic level. For the *bachillerato*, word formation is taught and at most the verb To Be. For the teaching methodology, the teacher emphasises the "Global" methodology, one of the various methods set out in the *Modelo Educativo Nacional Bilingüe Bicultural Para Personas Con Discapacidad Auditiva* (2019). This method starts from the general to the specific, always accompanied by concrete and eye-catching material, where teachers can support themselves with didactic material.

Although the efforts of teachers to teach the subject of English are tremendous, the topics covered are extremely minimal, especially at the *Bachillerato* level, where students only get to learn the use of the Verb To Be; in contrast to the rest of the Institutions where students must reach B1 level. On this basis, Cannot deaf students have a good knowledge of the English language? And, Is the proposal of a B1 level for the students exempted for the deaf? The educational reality for differentiated education is slowly coming to light and with it various problems and absences.

In 1995, Belles identified that the main problem in deaf education was the lack of teachers who know sign language as well as being experts in their fields. For the teacher, the

problem remains, the lack of teachers who are specialised in the field of languages as in the rest of the subjects and who know sign language has led to people outside education, but with the impetus to help deaf people to take charge of their education, and little by little to move forward. However, the problem will continue to exist unless new educational professionals decide to work with this population.

It is likely that the problem also lies in the fact that in the training of education professionals, no subject teaches them about differentiated education. If such a subject does exist, it is only theoretical at best. To have professionals suitable for special education, it is necessary to implement both theoretical and practical subjects, where teachers in training know how to act and thus become more and more interested.

Nowadays, the term "inclusion" has been used countless times, but are we living a real inclusion? The teacher is aware that the mission and vision of the Ministry of Education are to build equitable education. However, for the teacher, the processes are not on the right track. There is talk of inclusion, but in "normal" schools there are no teachers who are specialised in educating students with disabilities. This thought is shared by Godino & Luján (2021), where they point out that inclusion is not intrusive when it is understood that education is a means for change and support for all students. A process that will undoubtedly take a long time.

“La idea de una inclusión por parte del Ministerio de Educación es excelente, pero los procesos están mal encaminados. Solo se hace referencia a la idea de una temática y su adaptabilidad... No se hace énfasis en ayudar al docente a enseñar a estos estudiantes. Muchas de las veces solo nos entregan al estudiante a nuestra suerte, y nosotros tenemos que hacer hasta lo imposible para ayudarlo, sin contar con la ayuda del Ministerio de Educación.” [The idea of inclusion by the Ministry of Education is excellent, but the processes are misguided. There is only reference to the idea of a subject and its adaptability. There is no emphasis on helping the teacher to teach these students. Often the student is just handed over to us, and we have to go to great lengths to help him/her, without the help of the Ministry of Education.] (IN-T)

It is interesting to see that although the *Ministerio de Educación* itself calls for inclusion and education for all, the reality is different. It is easy to spread the idea of educational equity, but it is complicated to achieve it. And it is precisely this that causes that

even differentiated education is seen as a challenge and extra work, rather than help and support.

For the teacher, taking on the subject of foreign language (English) was a challenge, as teaching something you do not know about is a complex situation. But the love and vocation of teaching deaf students has led the teacher to look for methods, strategies, and tools to teach them. The point is not to stand idly by; you must know how to fight against adversity. Even though, English is already a challenge for "normal" students, for deaf students it is an even bigger challenge. What makes it more complicated is that ASL has no connectors or prepositions. For example, expressing the Spanish phrase "*Vamos a casa*" in sign language would be translated only as "*Vamos casa*". This problem, as the teacher rightly says, needs to be solved with an English language specialist.

There is no denying that English is difficult for many students to understand, as it has different structures to their mother tongue, in this case, Spanish. For deaf students, the mother tongue is American Sign Language (ASL), after which they are taught written Spanish and finally English. The challenge arises when ASL has its structures and, as the teacher mentions, there is the omission of connectors in this language. So, teaching English must be done through written Spanish, and then sign language, but the problem lies in the adaptation of the structures that are different for the three languages. Therefore, the presence of a language teacher is of vital importance to face this challenge.

Despite all the above, one question was how do students feel about learning English? Even though this subject represents a difficulty for the teacher, what is clear is that the deaf students are happy, as it represents a new situation. The simple act of writing "I love you" they see as a wonder. It is a very nice experience that encourages the teacher to go on and teach them something new each time, but in the process, both teacher and student learning. Hearing that, it is impossible not to believe that English can become a therapeutic method as Domagala-Zysk (2010) rightly believes. The foreign language subject is not only about passing it, but it also becomes an emotional support for the students.

“Los estudiantes se sienten felices al aprender inglés. Para ellos, este idioma es una situación novedosa, única y muy bonita, y la disfrutaban al máximo; a pesar de que solo aprendan lo mínimo.” [Students are happy to learn English. For them, this language is a completely new, unique and beautiful situation and they enjoy it to the fullest, even if they only learn the minimum.] (IN-T)

It is remarkable to see that, while for students in "normal" schools, English can be tedious, for deaf students it is a unique experience, even though they only learn the basics, for them, it is the best. And it is precisely this energy and enthusiasm that they transmit when learning English that has motivated the teacher to continue teaching them little by little, a path where teacher and student teach and learn from each other. This is the purpose of education, that both parties support each other and learn. This process is very well evidenced in differentiated education, giving that gratification that all these efforts are well received.

Finally, the interviewer invites trainee teachers not only of English but of all subject areas to spend time with these students, because as the teacher puts it, it is something "wonderful". An experience they will never forget, they will be able to learn so much from them, see their human side, see their efforts to excel despite having a "disadvantage", and that will inspire them to be better people and teachers. Comment with which I fully agree, differentiated education is an experience that opens our minds and knowledge to new experiences that we will undoubtedly enjoy.

“Invito a todos a que convivan con estos estudiantes porque es algo maravilloso, es una experiencia que nunca se olvidaran ya que aprenden tanto de ellos, como es su forma humana, podrán ver todos sus esfuerzos por sobresalir y esto los inspirará a ser mejores personas y docentes.” [I invite everyone to spend time with these students because it is something wonderful, it is an experience that you will never forget because you learn so much from them, how they are as human beings, you will see all their efforts to excel and this will inspire you to be better people and teachers.] (IN-T)

We will be able to see the reality of this population and learn from it. Most importantly, our empathy will grow, encouraging us more and more to teach differentiated education, breaking down all those barriers that deaf students and students with different disabilities have, allowing for a quality and equitable education, and all this can be achieved with a simple decision, which is to change the world.

4.1.2 STUDENT INTERVIEW

Now it is time to know the other side of the coin. To find out what the students' perspectives are. The initial intrigue was to determine whether the students like the subject of English. On this occasion, the participants responded unanimously with a Yes. The reasons were, of course, different, for example learning English made them feel good and happy, as it was something new to them. Similarly, it makes them feel smart, as this subject

challenges them to learn something new, and motivates them to continue. The last reason was that it makes them feel that they belong to society.

“El saber inglés me hace pensar que tenemos una educación justa y equitativa, aunque sería más equitativo si hubiera docentes que si sepan inglés y que nos enseñen.” [Knowing English makes me think that we have a fair and equitable education, although it would be more equitable if there were teachers who do know English and who teach us.] (IN-S N°2)

“El aprender inglés me hace sentir que a pesar de que tengo una discapacidad, los docentes se esfuerzan por que tengamos una educación muy semejante a la de los demás.” [Learning English makes me feel that even though I have a disability, teachers make an effort to ensure that we have an education that is very similar to that of others.] (IN-S N°3)

The question of whether learning English makes them feel more included in society was a key consideration. Apparently, it does. The students stated that learning English is synonymous with being taken into account and that they have the same right to learning as in "common" institutions. However, one thing to keep in mind is that they do not consider their education as equitable because if they did, then there would be teachers who are specialised in languages and who know sign language. This is similar to the teacher's opinion, there is the idea of equitable education, but there is no means to achieve it.

Now, what will be the difficulties that deaf students have when learning English?

“La dificultad está en las reglas gramaticales que son diferentes al español y al lenguaje de señas.” [The difficulty lies in the grammatical rules that are different from Spanish and sign language.] (IN-S N° 1)

“La utilización de preposiciones que no ocupamos en el lenguaje de señas pero que son importantes en el inglés.” [The use of prepositions which we do not use in sign language but which are important in English.] (IN-S N° 2)

One of the difficulties is grammar for them, English has grammatical structures that must be fulfilled to understand the sentence. This is very different in sign language, where communication is direct and uncomplicated, without the need for prepositions or certain expressions. Another difficulty is the spelling of some words, which can be quite complicated. Not surprisingly, for "normal" students, English becomes a difficulty.

However, even though this subject becomes a challenge for deaf students, they enjoy it and do their best to excel.

So, what needs to be improved or modified for them to learn English? For them, the main thing that needs to be taken into account is the existence of a teacher who is an English teacher and who knows sign language. I agree, having a trained teacher will greatly benefit the students, and even, as they mention, they will be able to revise a wider variety of subjects and not just the basics. They could broaden their knowledge and perhaps even reach a B1 level, at least in the writing and reading section.

But what can be done so that more teachers or trainee teachers join differentiated education? What recommendations can be given so that teachers decide to work with deaf students?

“Que se animen a trabajar con nosotros porque nosotros si queremos aprender y representa una ayuda grande el aprender un nuevo idioma.” [They should be encouraged to work with us because we do want to learn and it is a great help to learn a new language.] (IN-S N°1)

“Que conozcan más de nosotros para que se den cuenta de nuestro mundo.” [They should get to know more about us so that they become aware of our world] (IN-S N°2)

“Al ser a veces rechazados por la sociedad y a veces por nuestras familias, la escuela llega a ser nuestro verdadero hogar y si hubiera más docentes sería de gran ayuda.” [Being sometimes rejected by society and sometimes by our families, the school becomes our real home and if there were more teachers it would be a great help.] (IN-S N°3)

From the students themselves, they invite everybody to spend time with them, to find out what their reality is like, to feel the problems they have, like the rejection of society and even their families. But it is precisely this that makes them value the work of teachers, that they come to consider them as a father or a mother, and so they see that all the effort that teachers make is not undervalued. On the contrary, the gratitude and love that they return is the driving force to continue teaching.

4.1.3 OBSERVATION FORMS

It may be thought that a differentiated education class is different from one in a "normal" institution. It certainly is, but at the same time, it is not. Let's start with the

statement of Díaz-Estébanez & Valmaseda (1995), which states that education should be of quality regardless of whether the student with a disability, in this case deaf, is in a special institution or not. Having said that, it could be observed that the classes are carried out with total normality, an activation of knowledge, presentation of the subject and the objectives, development of the class, autonomous or group activities, etcetera. What is common in a class, but what is different in the classes is the way of communicating. How to teach students who do not hear or speak? Here is where sign language comes in handy.

Something peculiar is that sign language is not believed to be a language in its own right and it is only used by people with hearing impairment. Vite & Fernández-Viader (2017) postulated that sign language should have a wider reach in society, meaning that more and more people know this language, but; Is sign language a real language? The answer is yes. The United Nations in the year 2008, proclaimed sign language as another language of instruction and culture, as is Spanish, English, French etcetera. Thus, every 23rd of September is celebrated as Sign Language Day.

Another outstanding aspect of the observation is the use of didactic material and especially pictograms. Deaf students learn visually, as is to be expected. However, what is remarkable is that the use of this didactic material is to a large extent. The use of adapted pictures is what is most striking among the other things. Zavala Veronica (2013) listed eight strategies for teaching English to deaf students. Among them is visual support. The adapted pictures used in the institution consist of the written word, the figure, and a representation of the sign in ASL.

The time dedicated to English classes should also be mentioned. According to the *Modelo Educativo Nacional Bilingüe Bicultural Para Personas Con Discapacidad Auditiva* (2019), the English subject at the *Bachillerato* level is two to three hours per week. However, these hours are malleable depending on the needs of the students. So, in this case, students only receive two hours per week on this subject. Is English not a necessity for them?

Regarding the previous question, it could be said that more than a necessity, it is a pleasure. In the observations, it was noted that the students love learning English. They participate actively and carry out the activities to the best of their ability, which is in accordance with Domagala-Zysk (2010), where English can be therapeutic.

All this being said, the aspect of the teacher should not be overlooked. It is well known that the teacher is not a specialist in the area of English. However, the teacher's

enthusiasm, despite her lack of knowledge of the subject, makes the classes as productive as possible. Making it clear that teaching is not just a degree, but also the desire to help and love teaching so that it allows her to break down the barriers that affect all students.

4.2 DISCUSSION

Being able to understand the reality of differentiated education from the teacher's own experience has made it clear that, despite not being professionals in the field of inclusive education or experts in the English language, the love and desire to teach blind people or any other disability motivates them to search for information and self-teaching. Thus, emphasising that a teacher should never leave aside the human aspect, to provide help to all students no matter what the case may be.

The time and vocation for teaching on the part of the teachers have allowed the deaf students of the *Unidad Educativa Especializada Sordos de Chimborazo* to have the opportunity to receive an education that, step by step is improving and solidifying. The teachers are therefore looking for new strategies, methods, and sources of information to help them in this process. But, why are there no teachers of English or any other subject teaching deaf students? It may be because of the perception they have of this community. As Agurto (2012) rightly stated, this community is seen for its deficiency and not for its talent.

This may be precisely why there are not so many teachers who specialise in sign language, because they focus on the difficulty they will have when teaching. The real mission of the teacher, which is to teach and help everyone without any distinction, is being left aside. In the students' own words, society and even their families separate or exclude them. But they managed to meet people who see them not as a problem or illness to be dealt with, but as equal beings.

Therefore, in the *Unidad Educativa Especializada Sordos de Chimborazo*, the education received by the students, with a special focus on the subject of English, is directed towards equity. In other words, teachers try to ensure that students learn the same as in "normal" institutions. However, there are difficulties as in any other institution. One problem is the time. In other educational institutions, the English subject has a time load of six to eight hours per week. The reality in this institution is different. A load of hours for English is only one to three hours per week, but malleable. This means according to the

needs; these hours can be increased or not. The reason why this subject does not have more hours is due to the absence of English teachers.

Another problem is the content. At the *bachillerato* level, the topics they review are basic and are focused on vocabulary acquisition. Among these are family, sports, fruits, and others alike. And as a maximum subject to be reached, is the formation of sentences. Due to the effort that the teachers have to make, such as the elaboration of didactic material, the self-learning of a branch of which they are not familiar, and the interpretation of sign language, which is sometimes a problem because the Ecuadorian sign dictionary consists of only 4000 words, some signs must be taken from other countries or created with the students' help to be able to give a class, cause the English subject to lag behind.

It is for this very reason that the teacher and the students recommend to the future teachers to try to spend more time with them, to discover all their abilities, their efforts, and their struggle to learn in a society that sometimes turns its back on them. Differentiated education is more than a problem, it is an opportunity, and a valuable one, wherein in exchange, they will receive affection and gratitude from the students and the satisfaction of helping those in need.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The teaching of English to deaf students is somewhat complex, starting from the fact that they do not have their teacher who knows sign language, but the teachers have been able to cope with this absence and have managed to teach the subject based on their efforts.
- Even today, the perspective for people with disabilities is still focused on what they lack, and their abilities are neglected. However, the effort and love of teachers overcome these barriers and fosters an education that meets the needs of all.
- It is possible to conclude that the English subject, although limited in its hours (two hours per week), represents not only emotional support for the deaf students but also a space that allows them to feel part of society.
- Methodologies that help in teaching deaf people were found, among them *Aprendizaje Vivencial* and *Aprendizaje por Experiencia*. But the most widely used, and which serve to a large extent for teaching English is the Global methodology, which starts from the whole to the branches, beginning with the simple, and the simple association methodology, meaning putting together a written word with its picture and the respective sign.
- Inclusion is still a utopia. Institutions are not prepared to receive students with any special abilities. Inclusion does not refer to allowing students with disabilities to enter regular schools but rather that all educational professionals know sign language as well as Braille or other features depending on the needs of the students.
- Although the idea of true inclusion is difficult to achieve, differentiated education is coming to light step by step. A clear example is the specialised disability teachers, who, although few, are already part of a revolution in education.
- The concept of working with students with disabilities is often seen as a challenge and extra work for teachers rather than as a support and help.
- The challenges faced by English teachers who decide to work with deaf students will be several. One of them is the use of prepositions. For example, the sentence "Vamos a casa" in sign language would only be interpreted as "Vamos casa". A problem that only an English teacher will be able to solve.

- The presence of an English teacher is necessary. For students to learn a simple word in English, it must first be written in Spanish and then given a distinctive sign. Throughout this process, the word can vary. Thus an English teacher would omit the written translation into Spanish, and a direct sign would be given to the word.
- No matter how simple the teaching topic, such as learning to write "I love you", for deaf students, it is a marvel. English is one of the deaf students' favourite subjects, and many times this subject becomes an emotional therapy,

5.2 RECOMMENDATIONS

Considering the importance of learning a second language nowadays, especially English, and considering the results of this research, I formulate three suggestions that are directed towards the Universidad Nacional de Chimborazo, and to everyone who reads this study.

- It is recommended to encourage new education professionals, of any speciality to be immersed in the reality of people with disabilities, not only sensory disabilities but for all disabilities. To accomplish this, Teaching Practices and *Vinculación* play a central role. So those trainee teachers can attend institutions specialising in differentiated education. Similarly, the creation of subjects that help young university students to understand inclusive languages, such as Sign language or Braille, could be very useful in the future in their working life.
- It is also advisable to change the mentality where we focus on what people with disabilities lack and begin to see the potential they possess. Only in this way, the bias of inequitable education can be set aside.
- On the other hand, it is recommendable and necessary that more English teachers become interested in teaching within a differentiated education. It has been shown that this subject can provide emotional support.

BIBLIOGRAPHY

- Acedo, C. (2008). *EDUCACION INCLUSIVA* [Inclusive Education] (1 ed., Vol. 38). Perspectivas.
- Agurto, A. (2012). *Las inteligencias múltiples en la educación para sordos*. [Multiples intelligences in the education of deaf] [Ebook]. Polis. Retrieved from <http://journals.openedition.org/polis/4414>
- Amate, A., & Vásquez, A. (2006). *Discapacidad: lo que todos debemos saber*. [Disability: what we all need to know] Pan American Health Org.
- Bellés, R. (1995). *Presentación: Modelos de atención educativa a los sordos. Infancia Y Aprendizaje*. [Presentation: Models of educational care for the deaf. Childhood and Learning], 18(69-70), 5-17. <https://doi.org/10.1174/021037095321263033>
- Blasco Mira, J. E., & Pérez Turpin, J. A. (2007). *Metodologías de investigación en educación física y deportes: ampliando horizontes*. [Research methodologies in physical education and sport: broadening horizons] Editorial club universitario.
- C. (2019). *Diferencia enfermedad genética, hereditaria y congénita*. [Differentiate between genetic, hereditary and congenital disease] canalSALUD. <https://www.salud.mapfre.es/enfermedades/reportajes-enfermedades/diferencia-enfermedad-genetica-hereditaria-y-congenita/>
- Cabrera, A. (2012). *PARADIGMAS DE LA EDUCACIÓN ESPECIAL*. [PARADIGMS OF SPECIAL EDUCATION] (1.a ed.). RED TERCER MILENIO S.C. http://www.aliat.org.mx/BibliotecasDigitales/derecho_y_ciencias_sociales/Paradigmas_de_educacion_especial.pdf
- Castillero, O. (2021). *Los 6 tipos de discapacidad y sus características*. [The 6 types of disability and their characteristics] Retrieved from Psicología y mente: <https://psicologiaymente.com/salud/tipos-de-discapacidad>
- Díaz-Estébanez, E., & Valmaseda, M. (1995). *En el camino hacia una educación de calidad para los alumnos y alumnas sordos*. [The road towards a good education for deaf students]. *Infancia Y Aprendizaje*, 18(69-70), 45-60. <https://doi.org/10.1174/021037095321263060>
- Di Bella, E., Lugo, R., & Luque, D. (2016). *LINEAMIENTOS DIDÁCTICOS PARA LA ENSEÑANZA DEL INGLÉS COMO TERCERA LENGUA (L3) EN JÓVENES CON*

DISCAPACIDAD AUDITIVA. [Didactic guidelines for teaching English as a third language (13) to young people with hearing impairment] REDHECS.

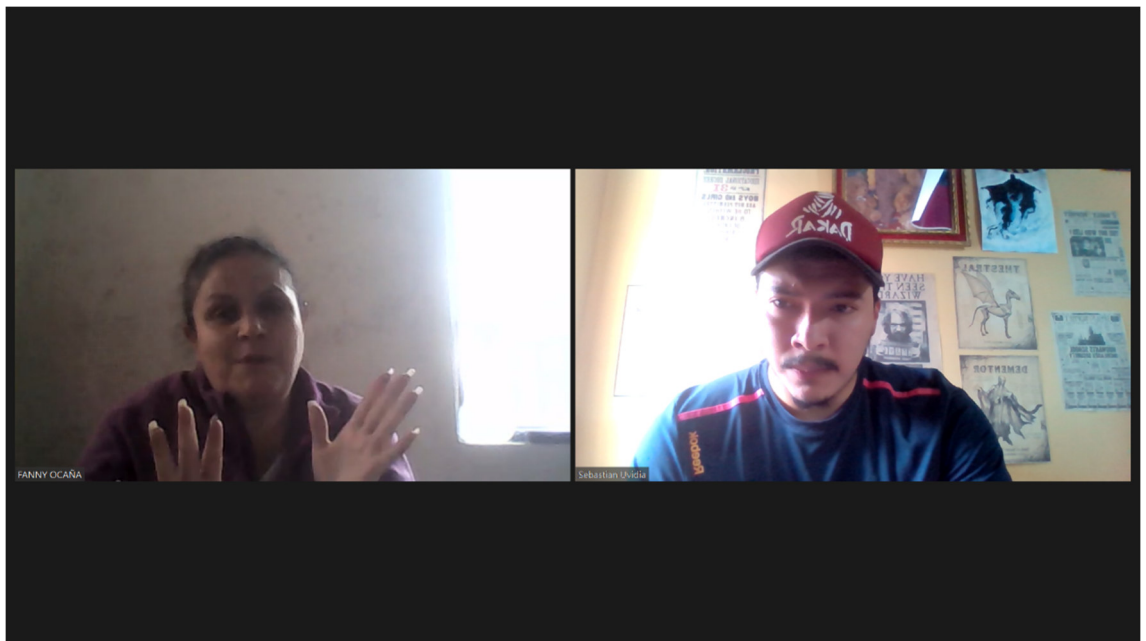
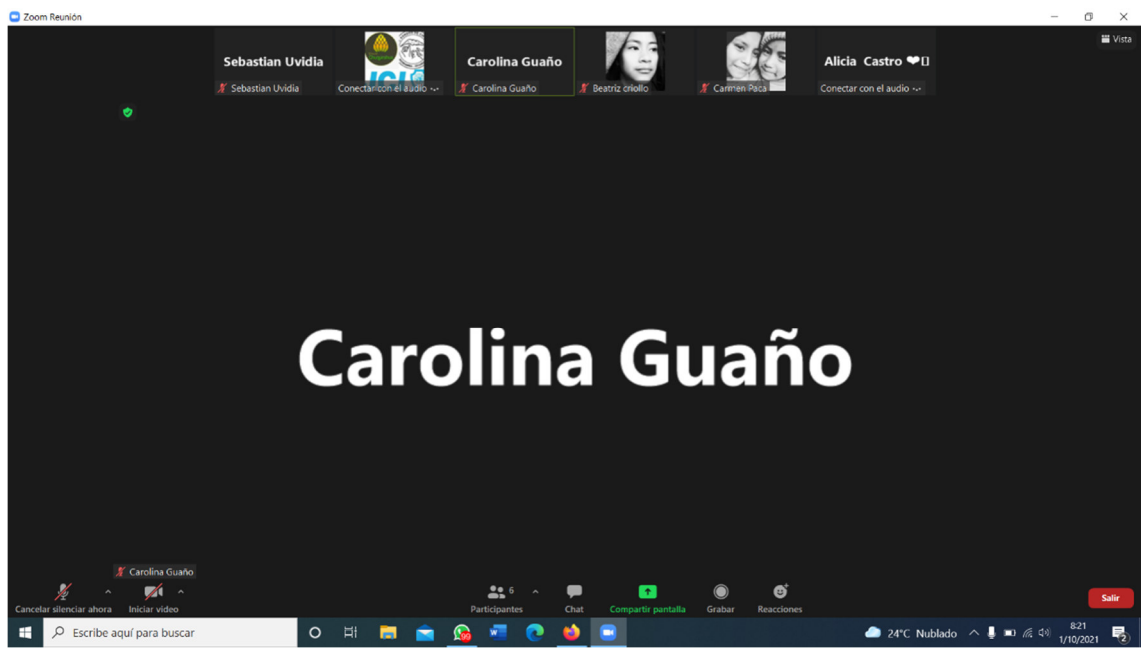
- Domagala-Zysk, E. (2010). *Uso de las "Tic" en el aprendizaje de lenguas extranjeras en estudiantes sordos universitarios. Una experiencia en la Universidad Católica de Lublin*. [Using computer and information technology in teaching English as a foreign language to the deaf] Dialnet. Retrieved 19 June 2021, from <https://dialnet.unirioja.es/servlet/articulo?codigo=3603589>
- Dussan, C. P. (2010). "Educación inclusiva: Un modelo de educación para todos". [Inclusive education: A model of education for all] ISEES, 73-84.
- Flores, L., & Villardón, L. (2015). *Actitudes hacia la inclusión educativa de futuros maestros de inglés*. [Attitudes towards inclusive education of future teachers of english]. *Revista Latinoamericana De Educación Inclusiva*, 9(1), 63 - 75. Retrieved 20 June 2021, from <http://www.rinace.net/rlei/numeros/vol9-num1/art3.html>.
- García, C. E., & Sánchez, A. S. (2001). *Clasificaciones de la OMS sobre discapacidad*. [WHO classifications of disability] Boletín del RPD, 15-30.
- García, E. G. (2009). *Evolución de la Educación Especial: del modelo del déficit al modelo de la Escuela Inclusiva*. [Evolution of Special Education: from the deficit model to the Inclusive School model] Universidad Pública de Navarra.
- Giraldo, B. (2013, Enero 22). *Marco Metodológico*. [Methodological Framework] Retrieved from Metodología de la Investigación: <https://bianneygiraldo77.wordpress.com/2013/01/22/marco-metodologico-2/>
- Godino, C., & Luján, M. (2021). *¿La inclusión educativa como intrusa? Diálogos entre estudiantes y formadores del nivel superior en el marco de una investigación*. [Is Educational inclusion an intruder? Dialogues between students and trainers of the university level in the framework of a research]. *Entramados*, 8(9), 112 - 124. Retrieved 20 June 2021, from <https://fh.mdp.edu.ar/revistas/index.php/entramados/article/view/4997>.
- González, Fredy. (2005). *¿Qué Es Un Paradigma? Análisis Teórico, Conceptual Y Psicolingüístico Del Término*. [What is a Paradigm? Theoretical, Conceptual and Psycholinguistic Analysis of the Term] *Investigación y Postgrado*, 20(1), 13-54.

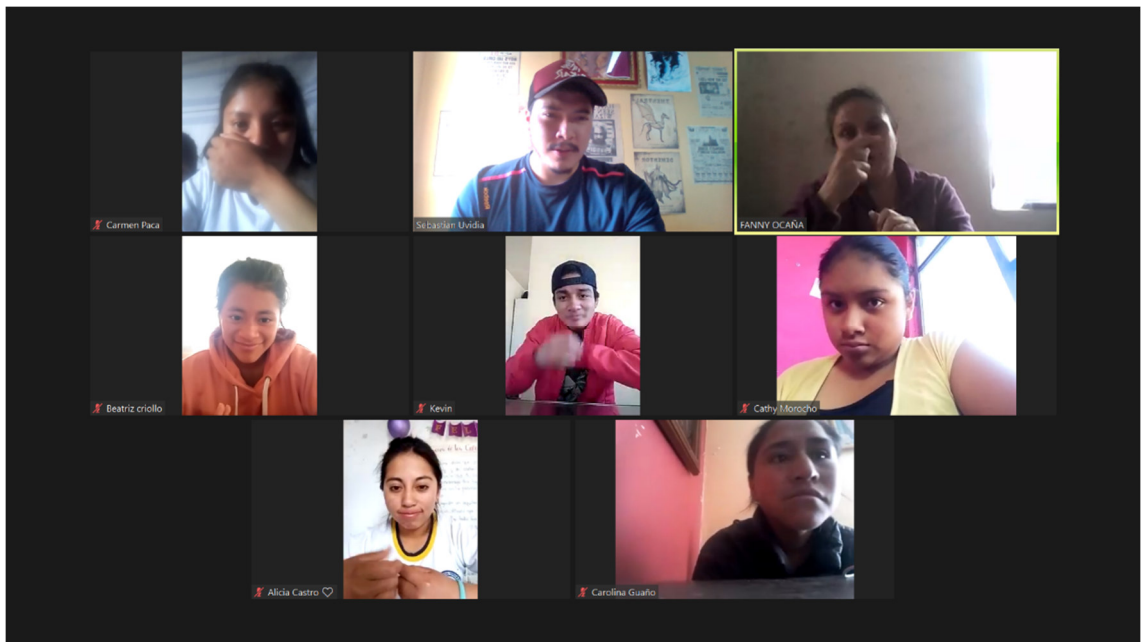
Retrieved from http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1316-00872005000100002&lng=es&tlng=es

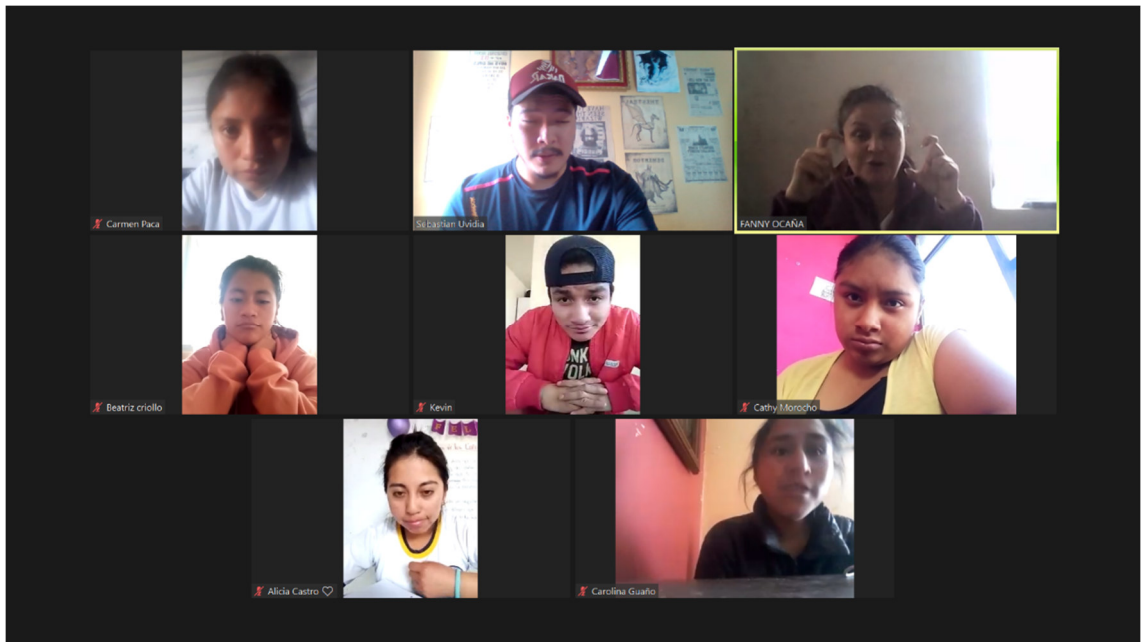
- Granja, D. (2015). *El constructivismo como teoría y método de enseñanza*. [Constructivism as theory and teaching method] Sophia.
- Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. *Handbook of qualitative research*, 2(163-194), 105.
- Herrera, J. I., Parrilla, N., Blanco, A., & Guevara, G. (2018). *La Formación de Docentes para la Educación Inclusiva. Un Reto desde la Universidad Nacional de Educación en Ecuador*. [Teacher Training for Inclusive Education. A Challenge from the National University of Education in Ecuador]. *Revista latinoamericana de educación inclusiva*, 12(1), 21–38. <https://doi.org/10.4067/s0718-73782018000100021>
- Martínez, J. L. A. & Andalucía. Dirección General de Participación y Equidad en Educación. (2008). *Manual de atención al alumnado con necesidades específicas de apoyo educativo derivadas de discapacidad auditiva*. [Manual of care for students with specific educational support needs due to hearing impairment] Dirección General de Participación y Equidad en Educación.
- Ministerio de Educación. (2019). *MODELO EDUCATIVO NACIONAL BILINGUE BICULTURAL PARA PERSONAS CON DISCAPACIDAD AUDITIVA*. [National Bilingual Bicultural Educational Model for persons with hearing disabilities] Quito.
- Muñoz, P. (2015). *LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA A NIÑOS SORDOS E HIPOACÚSICOS INCLUIDOS EN EDUCACIÓN COMÚN EN LA CIUDAD DE SAN JUAN, ARGENTINA*. [Teaching English as a Foreign Language to Deaf and Hard of Hearing Children Included in Mainstream Education in the city of San Juan, Argentina] (Ph.D Graduated). Universidad Nacional de Cuyo.
- NO, V. A. (2006). *Convención sobre los derechos de las personas con discapacidad*. [Convention on the Rights of Persons with Disabilities].
- Peá Ledesma, V. L. (2009). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas*. [Teaching English as a foreign language and the development of language skills]. (Master's thesis, Universidad Andina Simón Bolívar, Sede Ecuador).

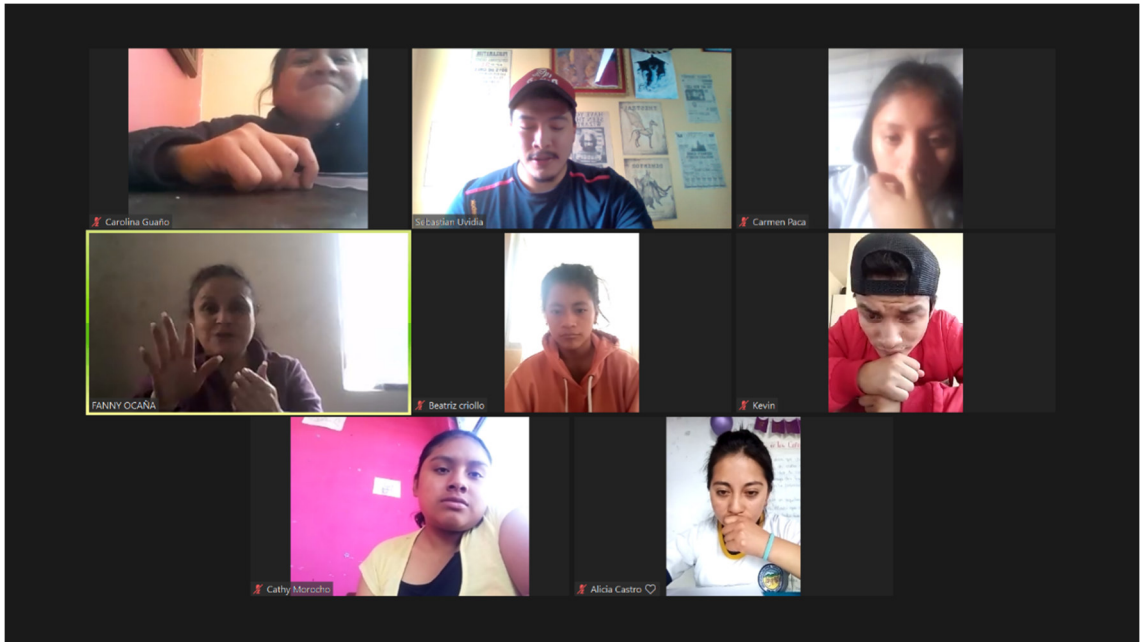
- Que Curioso. (2021, 20 julio). *Esto es la verdadera inclusión y no tonteras!* 🇲🇽 [This is real inclusion and not nonsense] [Video]. YouTube. https://www.youtube.com/watch?v=oh4hEr_2HZA
- Sayago, S. (2014). *El análisis del discurso como técnica de investigación cualitativa y cuantitativa en las ciencias sociales* [Discourse analysis as a qualitative and quantitative research technique in the social sciences]. *Cinta de moebio*, 49, 1–10. <https://doi.org/10.4067/s0717-554x2014000100001>
- Sampieri, R. (2014). *METODOLOGIA DE LA INVESTIGACION*. [RESEARCH METHODOLOGY] (Sexta ed.). McGraw-Hill Interamericana de España.
- Skliar, C. (1997). *La educación de los sordos*. [Deaf education]. Mendoza: EDIUNC.
- Torres Ruiz, A. E. (2021). *El transitar en la investigación cualitativa: un acercamiento a la triangulación*. [The journey in qualitative research: an approach to triangulation]. *Revista Scientific*, 6(20), 275–295. <https://doi.org/10.29394/scientific.issn.2542-2987.2021.6.20.15.275-295>
- Vite, I., & Fernández-Viader, M. (2017). *Sordera y el cuarto objetivo del desarrollo sostenible (ODS4): Propuesta de un proyecto de RED para la educación bilingüe de los sordos bajo el marco europeo*. [Deafness and Sustainable Development Goal 4 (SDG4)]. *Regions And Cohesion*, 7(1), 19-39. doi: 10.3167/reco.2017.070104
- Zavala, V. (2013). Cenedic - Universidad de Colima. Retrieved from http://cenedic.ucol.mx/fieel/2013/ponencias_pdf/9.pdf

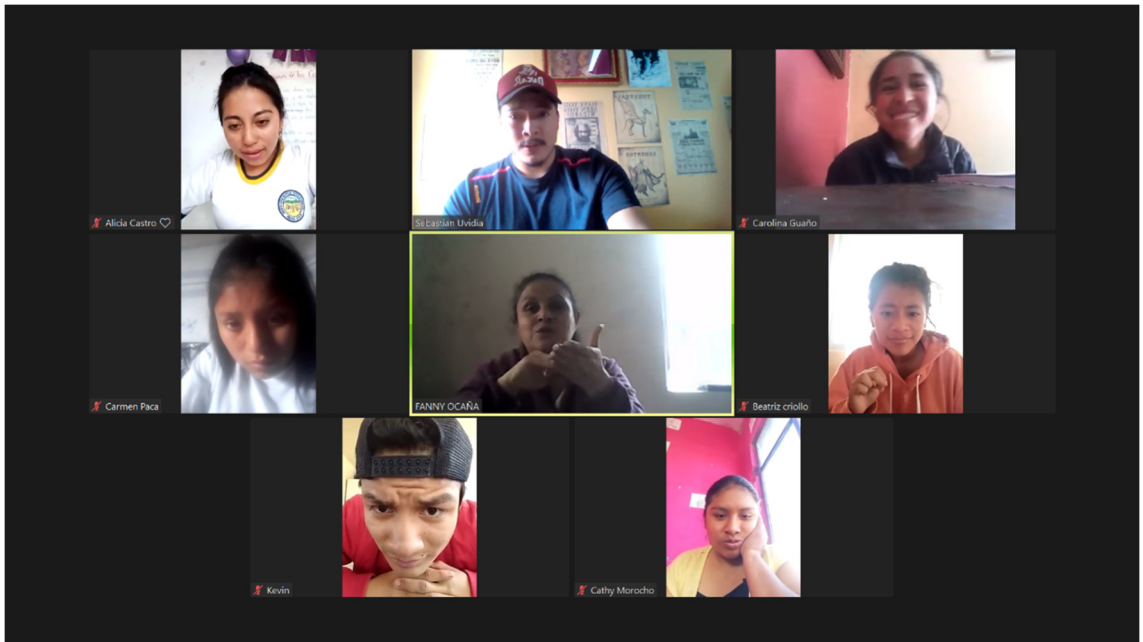
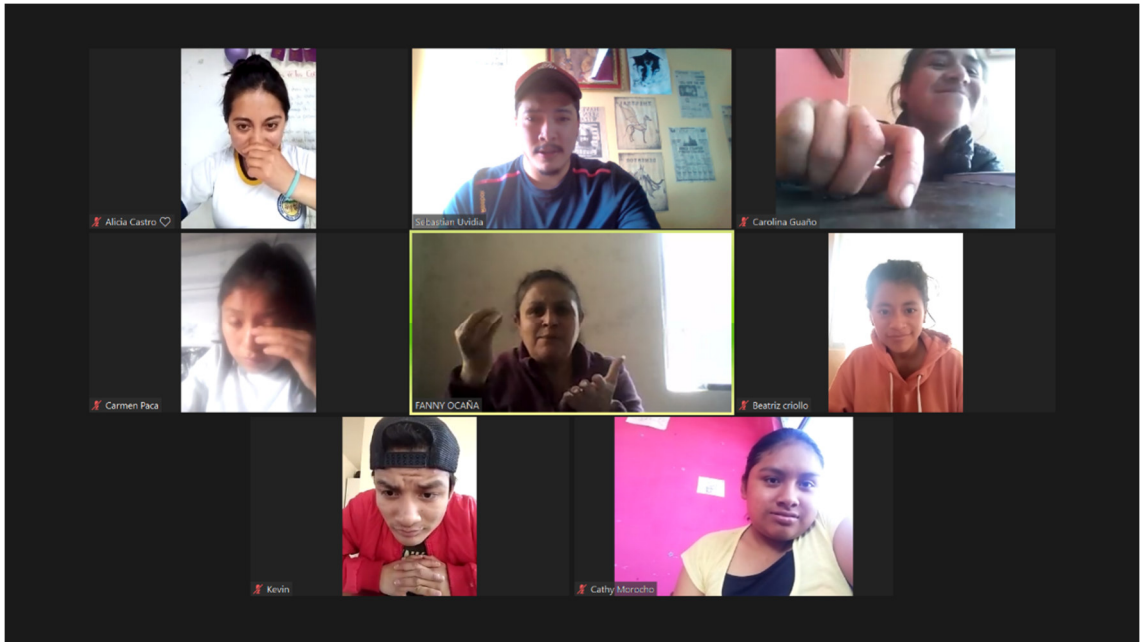
ANEXES

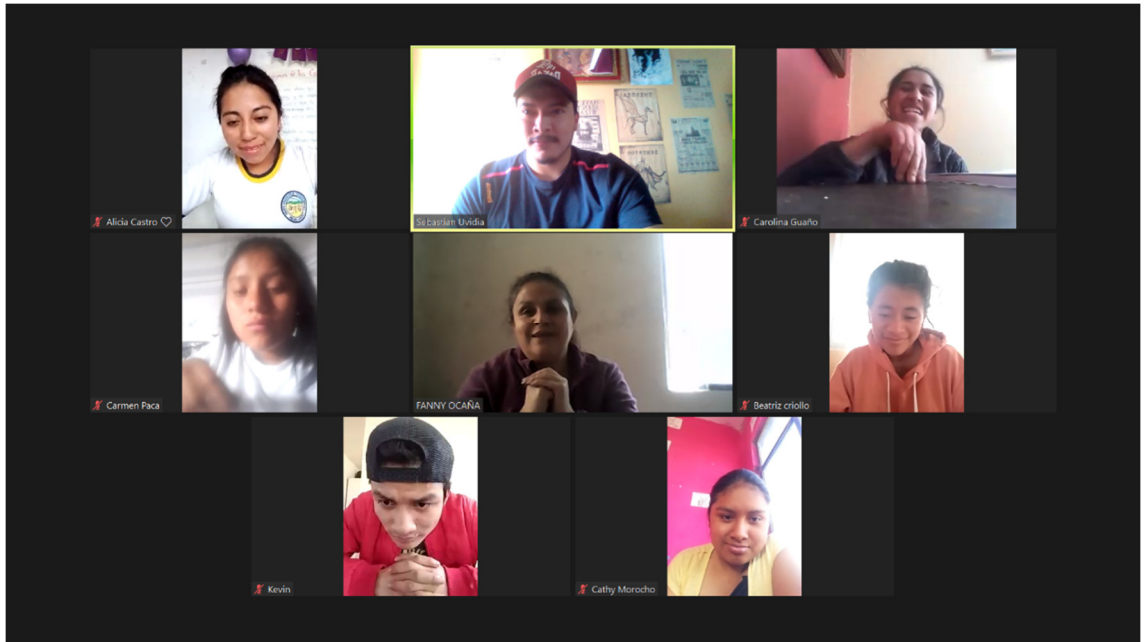


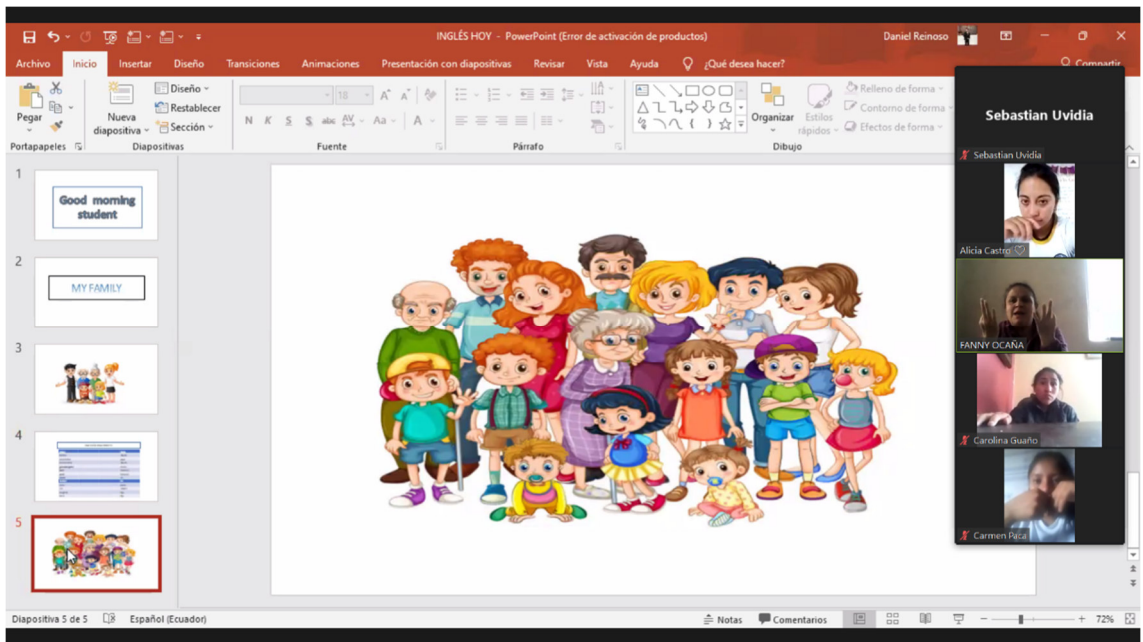












INGLÉS HOY - PowerPoint (Error de activación de productos)

Herramientas de tabla

Daniel Reinoso

¿Qué desea hacer?

Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Ayuda

Portapapeles Diapositivas Fuente Párrafo Dibujo

1 Good morning student

2 MY FAMILY

3

4

5

UNA SEGÚN CREA CORRECTO

Father		Nieta
Mother		abuela
Grandfather		papá
Grandmother		abuelo
granddaughter		mamá
aunt		hermano
uncle		hermana
cousin		tía
brother		tío
sister		primo
son		sobrina
daughter		hija
niece		hijo

Diapositiva 4 de 5 Español (España)

Notas Comentarios

72%

Sebastian Uvidia

Alicia Castro

FANNY OCAÑA

Carolina Guarín

Carmer Pica

INGLÉS HOY - PowerPoint (Error de activación de productos)

Daniel Reinoso

¿Qué desea hacer?

Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Ayuda

Portapapeles Diapositivas Fuente Párrafo Dibujo

1 Good morning student

2 MY FAMILY

3

4

5

UNA SEGÚN CREA CORRECTO

Father		Nieta
Mother		abuela
Grandfather		papá
Grandmother		abuelo
granddaughter		mamá
aunt		hermano
uncle		hermana
cousin		tía
brother		tío
sister		primo
son		sobrina
daughter		hija
niece		hijo

Diapositiva 4 de 5 Español (Ecuador)

Notas Comentarios

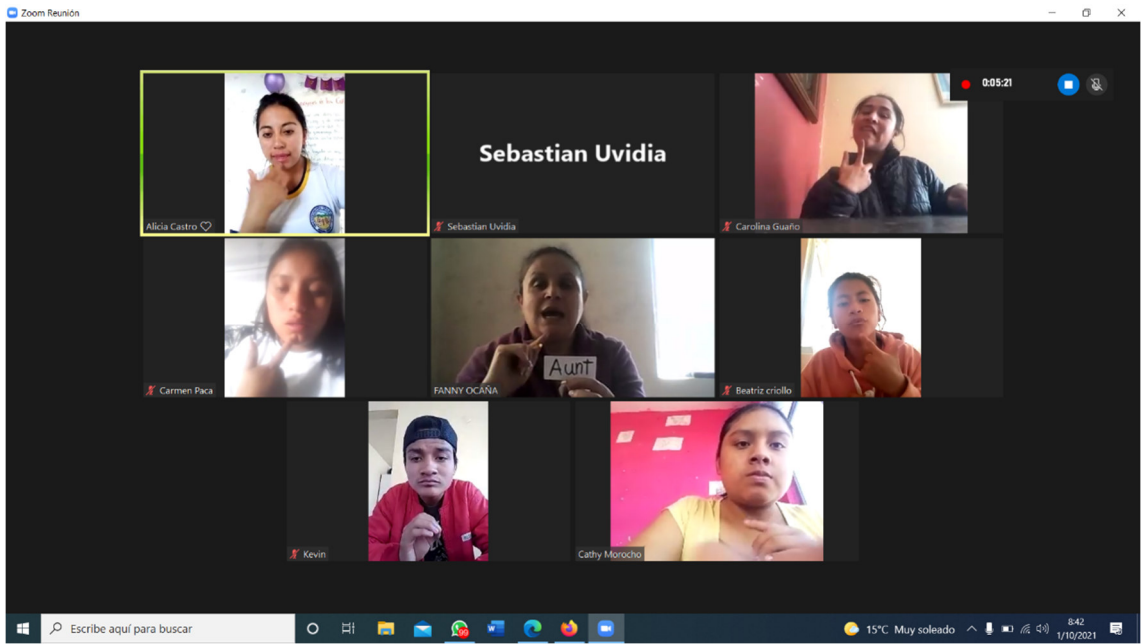
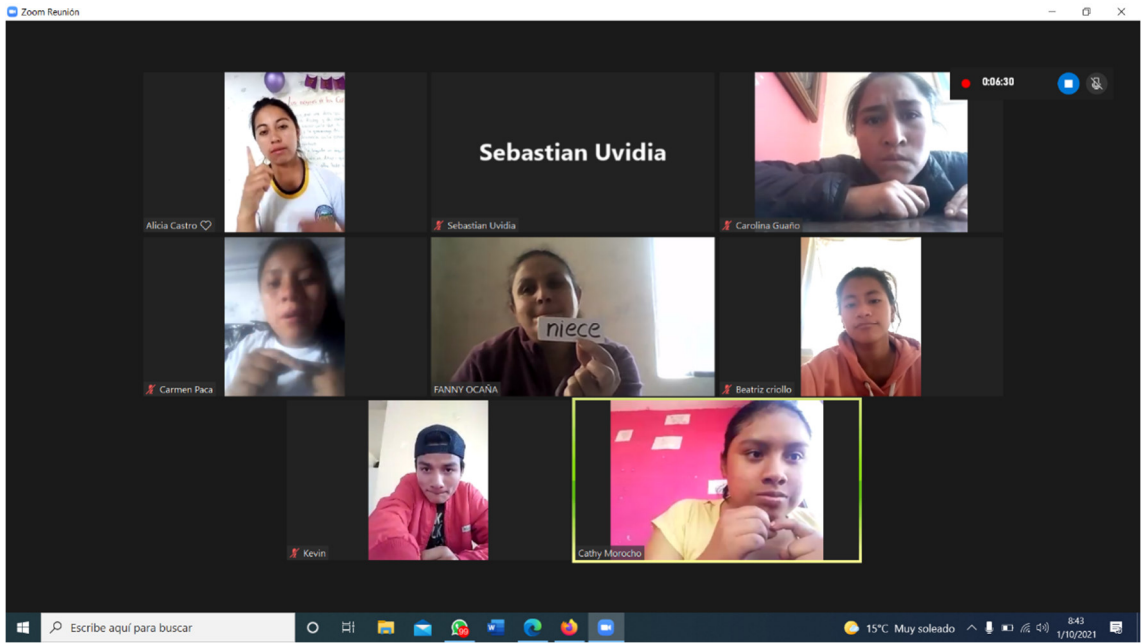
72%

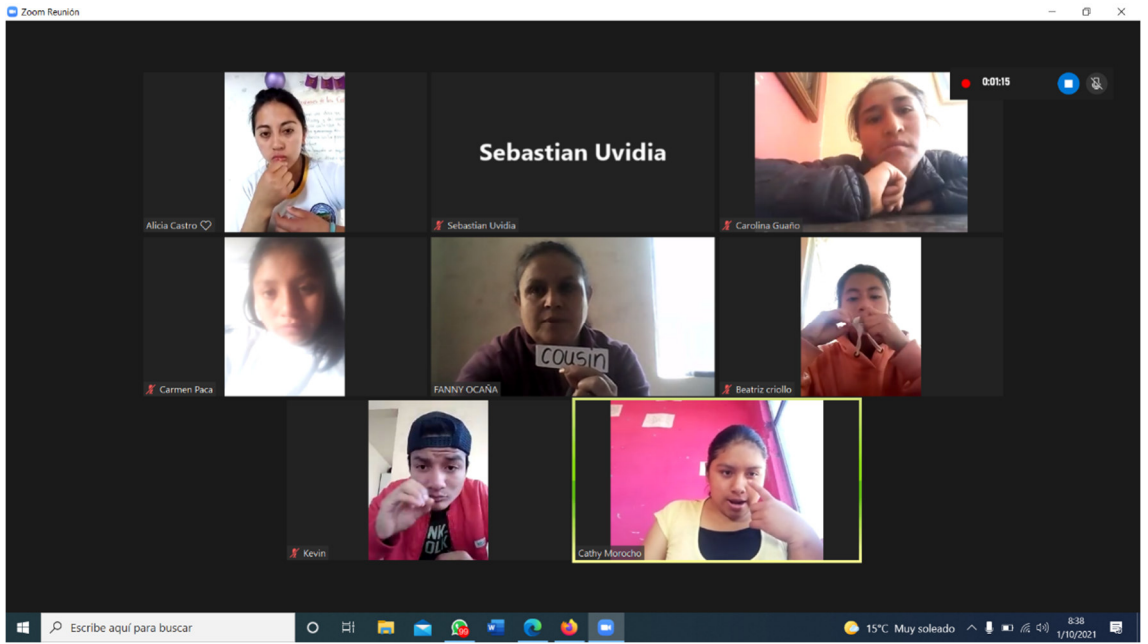
Sebastian Uvidia

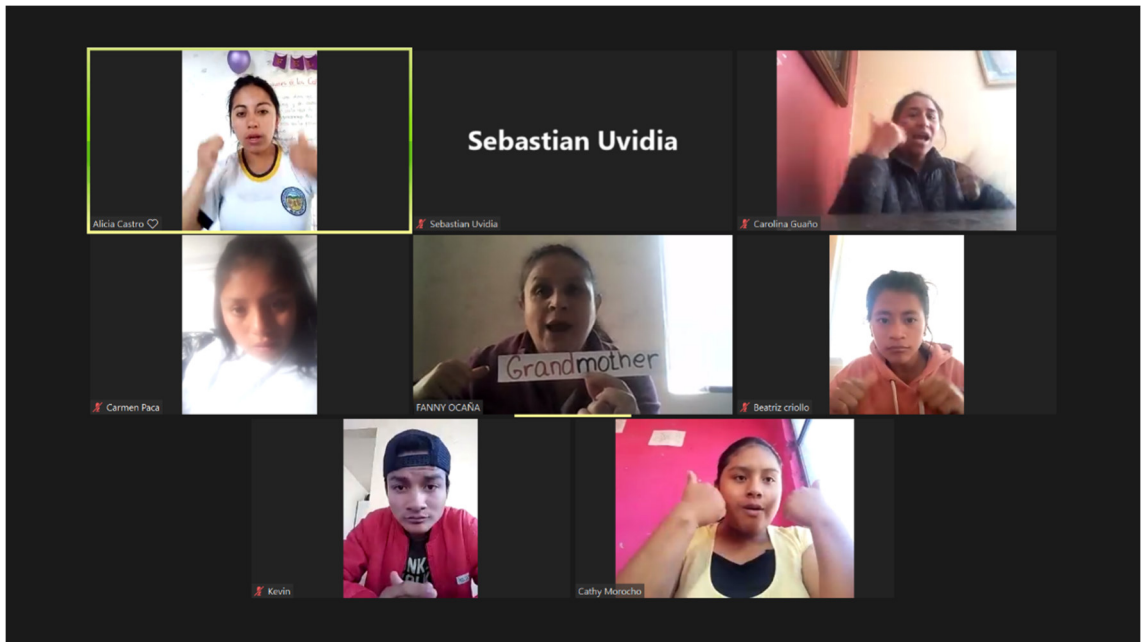
Alicia Castro

FANNY OCAÑA

Cathy Morochu










INGLÉS HOY - PowerPoint (Error de activación de productos) Daniel Reinoso


Archivo Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Ayuda ¿Qué desea hacer? Compartir


Pegar Nueva diapositiva Sección Fuente Párrafo Organizar Estilos rápidos Efectos de forma

1 Good morning student

2 MY FAMILY

3 

4 

5 

ítulo

Sebastian Uvidia

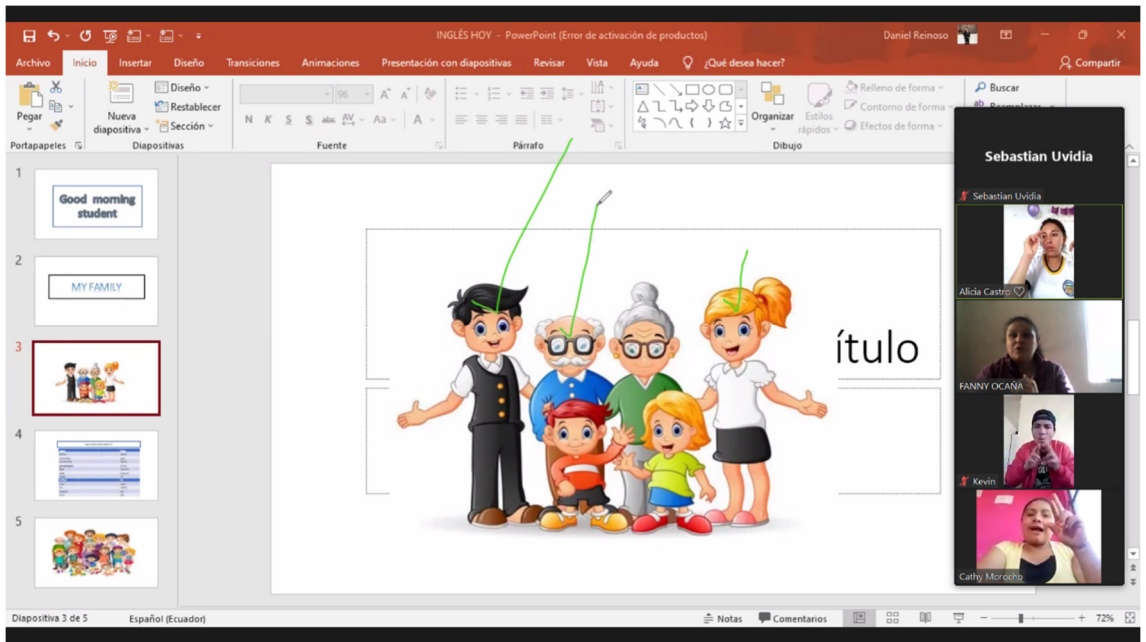
Alicia Castro

FANNY OCANA

Kevin

Cathy Morcillo

Diapositiva 3 de 5 Español (Ecuador) Notas Comentarios 72%




INGLÉS HOY - PowerPoint (Error de activación de productos) Daniel Reinoso


Archivo Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Ayuda Herramientas de dibujo Formato de forma ¿Qué desea hacer? Compartir


Pegar Nueva diapositiva Sección Fuente Párrafo Organizar Estilos rápidos Efectos de forma

1 Good morning student

2 MY FAMILY

3 

4 

5 

Good morning student

Sebastian Uvidia

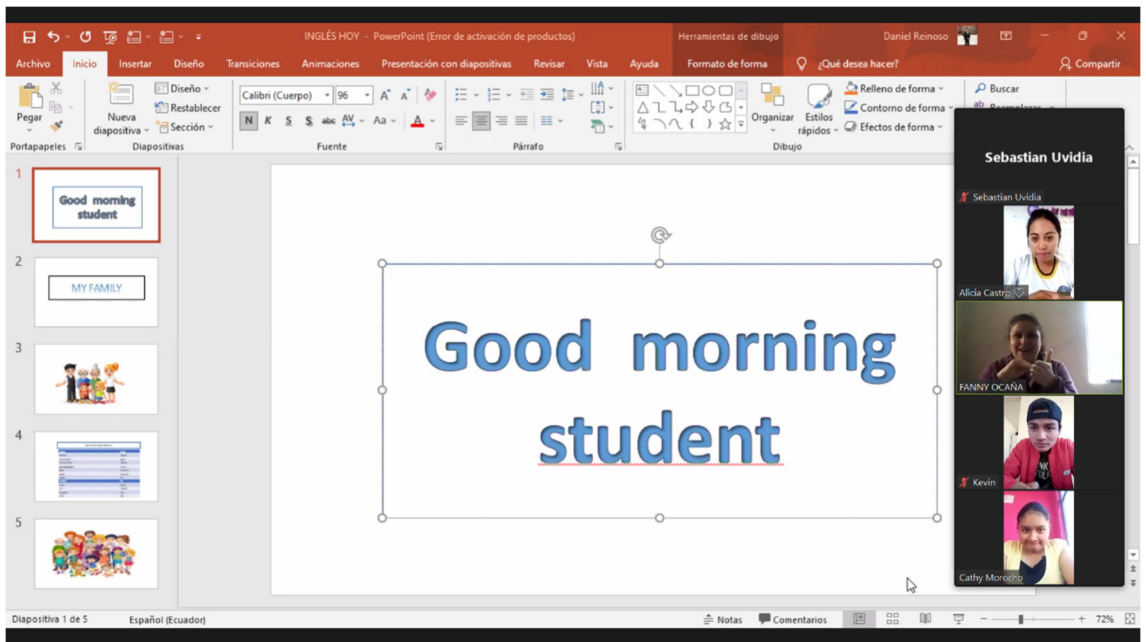
Alicia Castro

FANNY OCANA

Kevin

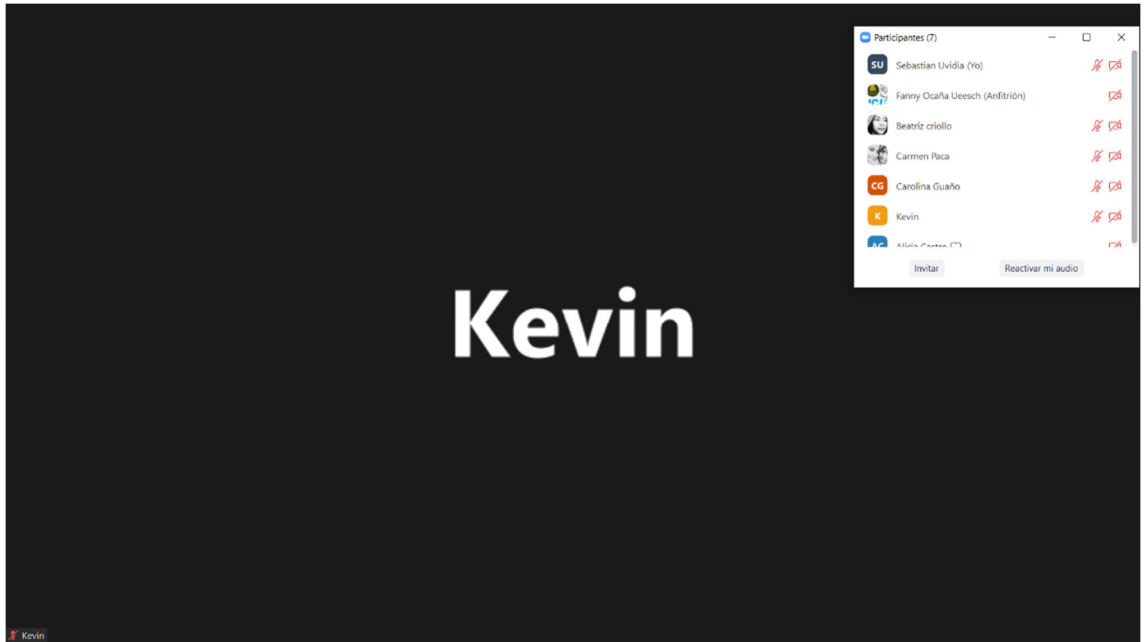
Cathy Morcillo

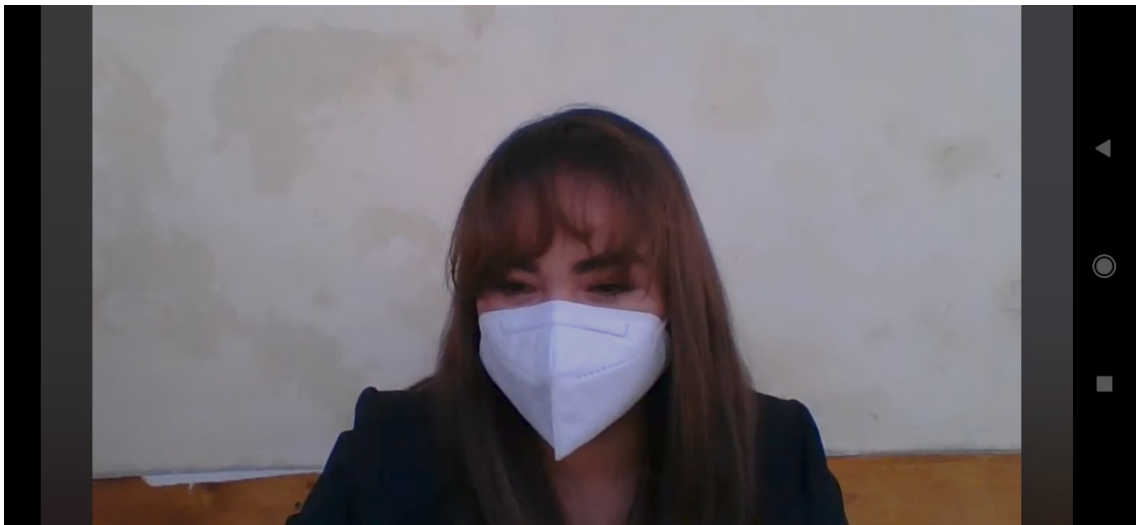
Diapositiva 1 de 5 Español (Ecuador) Notas Comentarios 72%







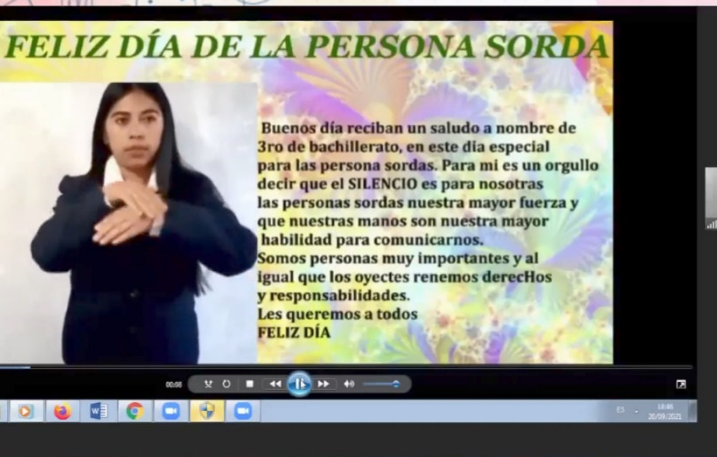




UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO





UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



Love
Amor



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO

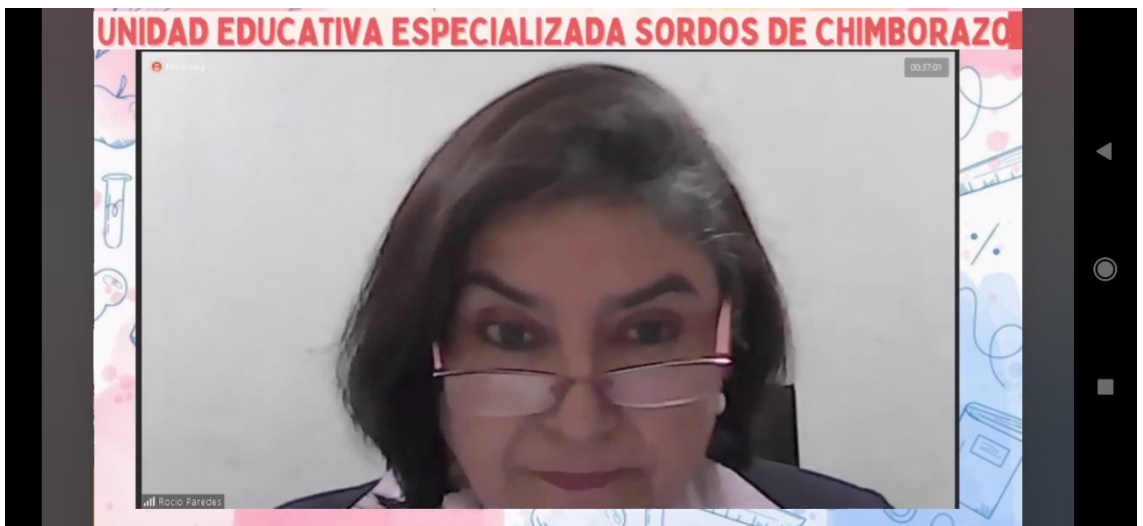
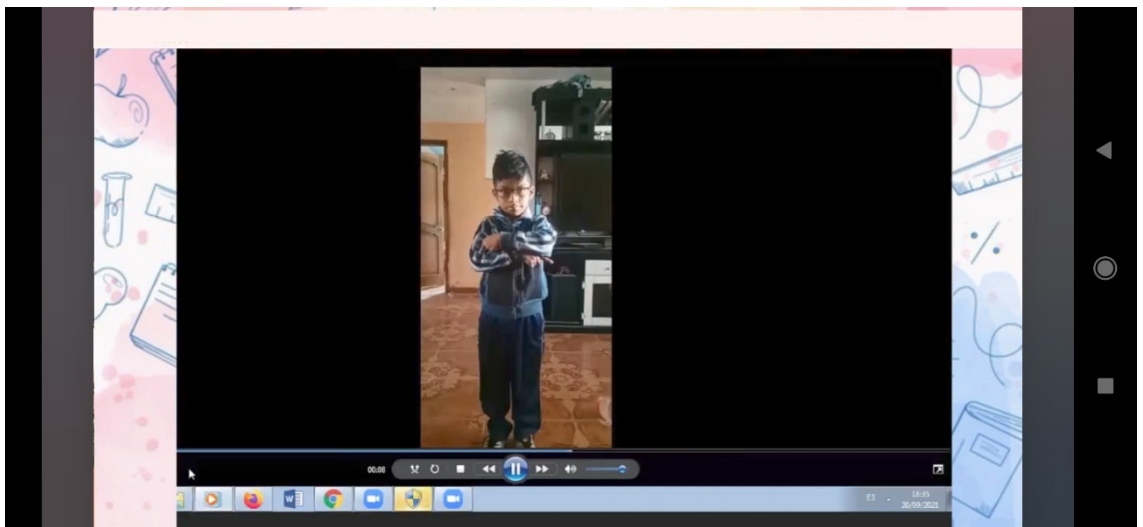
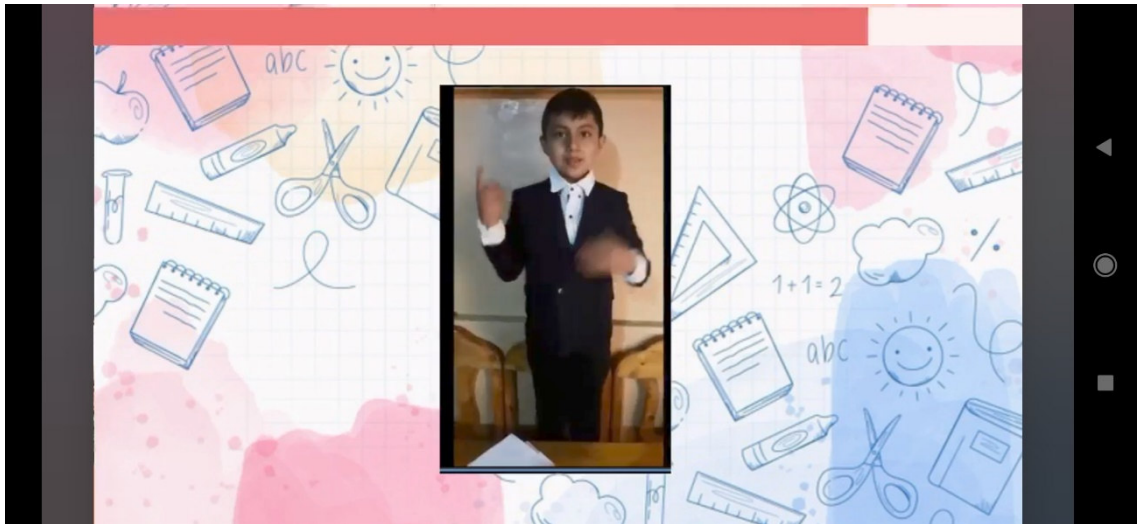


UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO





UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO

Yo antes fui a la escuela de Sordos

Marcelo Viteri

UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO

Mis Padres siempre me apoyaron a mi

Marcelo Viteri

UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO



UNIDAD EDUCATIVA ESPECIALIZADA SORDOS DE CHIMBORAZO





Universidad Nacional de Chimborazo

Facultad de Ciencias de la Educación, Humanas y Tecnologías

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objetivo: Describir a partir de la experiencia del docente el proceso de enseñanza y aprendizaje del inglés a estudiantes con discapacidad auditiva.

Profesionalización

1. ¿Cuál es la formación que ha tenido para enseñar a estudiantes con discapacidad auditiva?
2. ¿Es usted docente especializado en el área de enseñanza del idioma inglés como lengua extranjera?
3. ¿Cuáles han sido los retos con los que se ha encontrado al momento de enseñar un idioma extranjero a personas con discapacidad auditiva?

Caracterización del proceso

4. Al trabajar dentro de una Institución Especializada, ¿Cuáles son los ajustes curriculares que se maneja en la educación inclusiva?
5. ¿Cuáles son los contenidos que se enseña a los estudiantes con discapacidad auditiva en la asignatura de inglés?
6. ¿Qué metodologías responden a las necesidades especiales de estudiantes con sordera al momento de enseñarles el idioma inglés?
7. ¿Cuáles son los recursos necesarios para enfrentar las realidades particulares de estos estudiantes y la enseñanza de una lengua extranjera?

Reflexiones fenomenológicas

8. Desde su perspectiva, ¿Qué es inclusión? ¿Estamos viviendo una verdadera inclusión?
9. ¿Cómo ha sido para usted la enseñanza del inglés a estudiantes con discapacidad auditiva?
10. ¿Cómo cree los estudiantes se sienten con la asignatura de inglés?
11. ¿Tiene alguna recomendación o consejo para los futuros docentes del área de inglés para que decidan trabajar con estudiantes con discapacidad auditiva?



Universidad Nacional de Chimborazo

Facultad de Ciencias de la Educación, Humanas y Tecnologías

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objetivo: Identificar como los estudiantes con discapacidad auditiva, perciben la enseñanza del inglés.

Nota: La ayuda de un intérprete será necesario para poder llevar a cabo la entrevista de Español a Lenguaje de Señas y viceversa.

1. ¿Le gusta la materia de inglés? ¿Por qué?
2. ¿Cuáles han sido las dificultades que ha tenido al aprender inglés?
3. ¿Qué necesita y que se debe de mejorar para que pueda aprender el idioma inglés?
4. ¿El aprender inglés, le hace sentir más incluido en la sociedad y en una educación equitativa para todos?
5. ¿Tiene alguna recomendación o consejo para que los futuros docentes del área de inglés decidan trabajar con estudiantes con discapacidad auditiva?



Universidad Nacional de Chimborazo

Facultad de Ciencias de la Educación, Humanas y Tecnologías

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Observation Guide	
Objective	To understand how the pedagogical and didactic principals for teaching English to students with hearing disabilities are put in practice into regular English classes.
Class N°	
Date	
Aspects to observe	
Beginning of the class	
Knowledge activation	
Reviewing	
Topic Introduction	
Class instructions and objectives	
Development of the lesson	
Content pertinence	
Contextualization	
Propose activities to be worked on	
Time for activity development	

Digital and non-digital resources	
Participation of students	
Skills integrated	
Class organization	
Production	
Closing of the class	
Feedback	
Reinforcement	
Decision making	

Done by Uvidia E. Sebastian

Notes

.....

CONSENTIMIENTO INFORMADO
PARA PARTICIPAR EN EL ESTUDIO DE INVESTIGACIÓN
- ADULTOS -

Instituciones:	Universidad Nacional de Chimborazo Unidad Educativa Especializada Sordos de Chimborazo
Investigadores:	Sebastian Uvidia Echeverría Mgs. César Narváez Vilema (Asesor)
Título:	"The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022"

INTRODUCCIÓN:

Lo estamos invitando a participar del estudio de investigación titulada: "The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022". Este es un estudio desarrollado por investigadores de la Universidad Nacional de Chimborazo.

JUSTIFICACIÓN DEL ESTUDIO:

Estamos realizando este estudio con el objetivo de analizar la enseñanza del inglés en personas con discapacidad auditiva; que se fundamenta en el dominio científico de desarrollo socio-económico y educativo para el fortalecimiento de la institucionalidad democrática y ciudadana y alineado a la línea de investigación educación superior y formación profesional.

Por lo señalado creemos necesario profundizar más en este tema y abordarlo con la debida importancia que amerita.

METODOLOGÍA:

Si usted acepta participar, le informamos que se llevarán a cabo los siguientes procedimientos:

1. Entrevista.
2. Observación de clases.

MOLESTIAS O RIESGOS:

No existe ninguna molestia o riesgo mínimo al participar en este trabajo de investigación. Usted es libre de aceptar o de no aceptar.

BENEFICIOS:

No existe beneficio directo para usted por participar de este estudio. Sin embargo, se le informará de manera personal y confidencial de algún resultado que se crea conveniente que usted tenga conocimiento.

COSTOS E INCENTIVOS:

Usted no deberá pagar nada por participar en el estudio, su participación no le generará ningún costo.

CONFIDENCIALIDAD:

Los investigadores registraremos su información con códigos y no con nombres. Si los resultados de este seguimiento son publicados en una revista científica, no se mostrará ningún dato que permita la identificación de las personas que participan en este estudio. Sus archivos no serán mostrados a ninguna persona ajena al estudio sin su consentimiento.

DERECHOS DEL PARTICIPANTE:

Si usted decide participar en el estudio, podrá retirarse de éste en cualquier momento, o no participar de una parte del estudio sin perjuicio alguno. Si tiene alguna duda adicional, puede preguntar al Investigador principal Sebastian Uvidia o llamarlo a los teléfonos 0998708136.

CONSENTIMIENTO:

Acepto voluntariamente participar en este estudio, he comprendido perfectamente la información que se me ha brindado sobre las cosas que van a suceder si participo en el proyecto, también entiendo que puedo decidir no participar y que puedo retirarme del estudio en cualquier momento.

Firma del Participante

Fecha

Nombre:

C.I:

Firma del Investigador

Fecha

Nombre:

C.I:

ASENTIMIENTO INFORMADO
PARA PARTICIPAR EN EL ESTUDIO DE INVESTIGACIÓN

-De 12 a 18 años-

Instituciones:	Universidad Nacional de Chimborazo Unidad Educativa Especializada Sordos de Chimborazo
Investigadores:	Sebastian Uvidia Echeverría Mgs. César Narváez Vilema (Asesor)
Título:	"The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022"

INTRODUCCIÓN:

Lo estamos invitando a participar del estudio de investigación titulada: "The Teaching of the English Language to people with hearing disabilities; the case of the students of the Second Bachillerato class "A" in the Unidad Educativa Especializada Sordos de Chimborazo, in the city of Riobamba - Chimborazo province, academic period 2021-2022". Este es un estudio desarrollado por investigadores de la Universidad Nacional de Chimborazo.

JUSTIFICACIÓN DEL ESTUDIO:

Estamos realizando este estudio con el objetivo de analizar la enseñanza del inglés en personas con discapacidad auditiva; que se fundamenta en el dominio científico de desarrollo socio-económico y educativo para el fortalecimiento de la institucionalidad democrática y ciudadana y alineado a la línea de investigación educación superior y formación profesional.

Por lo señalado creemos necesario profundizar más en este tema y abordarlo con la debida importancia que amerita.

METODOLOGÍA:

Si usted acepta participar, le informamos que se llevarán a cabo los siguientes procedimientos:

1. Entrevista.
2. Observación de clases.

MOLESTIAS O RIESGOS:

No existe ninguna molestia o riesgo mínimo al participar en este trabajo de investigación. Usted es libre de aceptar o de no aceptar.

BENEFICIOS:

No existe beneficio directo para usted por participar de este estudio. Sin embargo, se le informará de manera personal y confidencial de algún resultado que se crea conveniente que usted tenga conocimiento.

COSTOS E INCENTIVOS:

Usted no deberá pagar nada por participar en el estudio, su participación no le generará ningún costo.

CONFIDENCIALIDAD:

Los investigadores registraremos su información con códigos y no con nombres. Si los resultados de este seguimiento son publicados en una revista científica, no se mostrará ningún dato que permita la identificación de las personas que participan en este estudio. Sus archivos no serán mostrados a ninguna persona ajena al estudio sin su consentimiento.

DERECHOS DEL PARTICIPANTE:

Si usted decide participar en el estudio, podrá retirarse de éste en cualquier momento, o no participar de una parte del estudio sin perjuicio alguno. Si tiene alguna duda adicional, puede preguntar al Investigador principal Sebastian Uvidia o llamarlo a los teléfonos 0998708136.

CONSENTIMIENTO:

Acepto voluntariamente participar en este estudio, he comprendido perfectamente la información que se me ha brindado sobre las cosas que van a suceder si participo en el proyecto, también entiendo que puedo decidir no participar y que puedo retirarme del estudio en cualquier momento.

Firma del Participante

Fecha

Nombre:

C.I:

Firma del Investigador

Fecha

Nombre:

C.I: