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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ARTÍCULO CIENTÍFICO

TÍTULO:

La lengua de Señas y la enseñanza del Idioma Inglés a los estudiantes sordos en las unidades educativas de la ciudad de Chone, en el periodo 2022 – 2023

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work called: **“La lengua de Señas y la enseñanza del Idioma Inglés a los estudiantes sordos en las unidades educativas de la ciudad de Chone, en el periodo 2022 – 2023”** has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of its author: **Alcívar Arteaga Cinthya Marina**, being her sole responsibility.

Chone, March 2023

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Chone, March 2023

Dedication

I dedicate this assignment with appreciation and affection to my grandfather, the man who taught me the best values of my life; to my parents, the promoters of my dreams; my siblings, perfect accomplices, and comrades; to my partner, who gave me his love and understanding since I met him and his special support when I was overwhelmed by the completion of this work; thank you for believing in me and teaching me everything I can achieve with dedication and perseverance.

You all showed me that «True love is nothing more than the inevitable desire to help the other to overcome.»

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The main thanks to God who has given me the right people and situations in my existence.

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To my wonderful friends who made me see and carry on my studies with more happiness and less stress.

And to everyone who I forget to mention but who have left a part of themselves to achieve what I am today.

Abstract

The role of teachers is fundamental in all teaching and learning processes, they are the ones in charge of directing, molding, and guiding the knowledge in the students, therefore, they have a primordial function together with the monitoring of the legal representatives.

However, there are many teachers who indirectly discriminate against the principles of students with SEN, such as the deaf, and the blind, among others. For this reason, this research aims to determine the use of sign language in the teaching of English to deaf students in educational institutions in the city of Chone, as well as to diagnose the level of English in deaf students, and then establish the use of curricular adaptations in the teaching of the aforementioned language. Thus, relevant work was carried out based on the qualitative method, using interviews, surveys, and diagnostic tests directed to authorities, teachers, and deaf students, which allowed to know the unfavorable educational situation of deaf students regarding the teaching-learning process of the English language.

Key words: LSEC, teaching-learning, curricular adaptations, communicative competences, hearing impairment.

Introduction

Language is a uniquely human, non-instinctive method of communicating ideas, emotions, and desires by means of a system of symbols, primarily auditory, produced in a deliberate manner. (Sapir, 1966). According to this author's definition, language is the most essential and indispensable tool of human beings, since it is the primary source for communicating with other individuals.

Indeed, this quality originates and is fostered from the first days of a person's life, but it is not until the educational context that it is really molded and taught for academic, social, and labor progress, contributing to the expected development of each subject, which is why Cassany, Luna, and Sanz (1994) show a study on language teaching with a special emphasis on the four macro-skills: speaking, listening, reading, and writing.

However, MINEDUC (2013) states that in this educational context, there may be students with different conditions, i.e., with an intellectual disability, physical-motor disability, hearing disability, or visual disability, among others...which prevents the development of those four macro-skills. Specifically, hearing impairment refers to the alteration of the functioning or structure of hearing that prevents normal sound perception (MINEDUC, 2019)

The history of deaf people dates back to Ancient Rome, where the deaf did not have access to their rights (Storch de Gracia y Asencio, 2007). In Ecuador, there are currently advances such as the participation of deaf people in civil rights, a legal basis based on the Constitution of the Republic of Ecuador, curricular organization of the National Bilingual Bicultural Educational Model for People with Hearing Impairment, creation of a working

guide of pedagogical strategies to meet special educational needs and the National Model of management and care for students with special educational needs associated with disabilities in specialized educational institutions.

In spite of these advances, the lack of a progressive action of MINEDUC in attention to the Special Educational Needs of the deaf students belonging to the different educational institutions of the Chone canton causes these educational entities do not to have all the material resources such as sheets, texts in sign language... etc., nor with the adequate human resources such as sign language translators to offer a better education in terms of the teaching-learning process of the foreign language English to this group of students.

In response to the problems already shown, the article aims to determine the use of sign language in the teaching of English to deaf students in public and private educational institutions Chone city, as well as to diagnose the level of English in deaf students, identify the use of sign language in English classes and establish the use of curricular adaptations in the teaching of English to deaf students.

Literature Review

A communicative process is a transcendental act, when it comes to the history of communication, reference is made to a long period in which diverse social, cultural, ethnic, and technological factors have significantly influenced human interaction. According to Medina's personal blog (2021), she expresses concerning the history of communication: "The history of communication took place when the first human inhabitants of the earth began to use language to transmit messages. Of course, their way of interacting was based on the emission of sounds and shouts, very different from the style of language we know today". The author in her personal blog shows an essential role in humanity, demonstrating

that communication began when the first inhabitants of the planet began to use language to convey messages. Of course, their interaction was based on emitting sounds and shouts, a very different way of language than the one used today.

It is of vital interest to recognize the importance of oral communication, therefore, Colop (2019) in his portal expresses that: "Communication is a way of expressing our emotions and feelings. We can express ideas or opinions through oral communication". Explaining that thanks to oral communication it is possible to share emotions and feelings by expressing one's own opinions within the same society.

Oral communication can be negatively affected when there are hearing problems in the person since hearing is a very important sense that, among other things, allows access to language. Sometimes this change due to hearing loss causes a person to be hearing impaired.

Hearing losses are classified into different types according to the:

- Part of the ear affected.
- Degree of loss.
- Time of acquisition.

Ear

To continue with this section, the definition of the ear is of vital importance, therefore, "The external ear is formed by the auditory pavilion (also known as the auricular pavilion or pinna) and the auditory canal." (Larissa Hirsch, 2021), who demonstrates that the ear is a complex and complete organ found in the human body, its main function is to

receive sound information and transmit it directly to the brain with the purpose of making any individual able to communicate with another correctly in the environment that surrounds them.

According to the article published by Heart-it (2018), argues that: “The external ear is the outer part of the ear. The function of the outer ear is to capture sound waves and direct them into the ear. Among its main parts, we find the auditory pavilion, the auditory canal, and the eardrum.” showing that the person in charge of receiving the sound waves and directing them to the interior of the ear is the external ear.

Likewise, there is information about the middle ear that according to the publication of Quiroga (2019), states that: “The middle ear acts as a sound amplifier, while the inner ear is a transducer that converts mechanical sound waves into an electrical signal that is transmitted to the brain through the auditory nerve.” Sharing with the author, it is added that the middle ear is formed by the tympanic membrane and the ossicles: hammer, anvil, and stirrup, having the function of transmitting the vibrations produced by sound waves.

Hearing Impairment

World Health Organization (2021) defines hearing impairment as hearing loss greater than 25dB, this concept also includes hearing loss, deafness, and occupational deafness. Severe hearing loss can affect academic performance and self-esteem. Often accompanied by limitations in daily activities, the same ones that affect communication skills and interaction with the environment, creating a significant psychological impact.

Types of Hearing Impairment

Within the types of disability, there are two; deafness and hearing loss, which in turn are divided into two types.

Deafness:

According to the scientific article published by Rojas Clevel and Sánchez Zambrano (2022) show that: “Deafness is the total loss of the ability to hear, which is classified according to the manner of hearing loss, which can be due to genetics or infections, the degree of loss reached, and the place where the problem arises, what comes to be hypoacusis.” For this reason, it is clear that deafness is the general loss of the ability to listen, this hearing problem can be obtained due to hereditary problems, as well as infections to such an extent that total hearing loss is achieved.

Hearing Loss:

According to the scientific article published by Rojas Clevel and Sánchez Zambrano (2022) state that: “This occurs when the hearing loss is partial, this means that it affects one or two ears. However, he has a minimum degree of hearing ability in which he has the option of using a device that allows him to hear better.” These authors formulated that in the case of hearing loss, there is the fabulous possibility of increasing hearing by using a device that amplifies sounds.

According to Cochlear (2019) expresses that the types of hearing loss are the following:

- **Conductive hearing loss:** Conductive hearing loss is caused by an impediment in the path of sound waves from the outer and middle ear to the inner ear.
- **Sensorineural hearing loss:** This type of hearing loss occurs when the auditory nerve or hair cells are damaged.

- **Mixed hearing loss:** Mixed hearing loss is a combination of conductive hearing loss and sensorineural hearing loss.

Each type of disability entails a degree of deafness. These are calculated with decibels which measure the sound level. The following classification highlights the different degrees of loss that can occur depending on the decibels.

TYPES OF HEARING LOSS	DEGREE
Mild hearing loss	20-40 dB
Moderate hearing loss	40-70 dB
Severe hearing loss	70-90 dB
Profound hearing loss or deafness	More than 90 dB

Occupational Deafness

According to the website Sciencedirect (2019) mentions that: “Occupational deafness is a disease that causes an irreversible bilateral cochlear disorder, secondary to prolonged exposure to high sound levels.” Consequently, occupational deafness develops gradually, appearing months to years after sound exposure, underscoring the critical importance of auditory monitoring. It starts with the high frequencies where it dominates before spreading to the mids and lows. The composition of occupational deafness and its rate of development varies greatly depending on many factors, such as sound level and duration of exposure, age, and individual sensitivity.

Sign Language

According to the blog FENASEC (n.d.) expresses that: It is a natural language of expression and gesture-spatial configuration and visual perception (or even tactile for certain people with deaf blindness), thanks to which deaf people can establish a channel of communication with their environment, whether made up of by other deaf individuals or by anyone who knows the sign language used. Emphasizing that sign language is a natural language with expressive and gestural spatial configuration and perception through which deaf people can establish communication channels with their surroundings

, either with other deaf people or with someone who knows sign language.

Sign language, used exclusively by deaf people, has origins as old as a spoken language (if not earlier) and continues to be used by hearing communities as well. Just as the languages spoken are not universal, each country has its own language. The same thing happens with sign language, each country has its own sign language, this is how in Ecuador 'Ecuadorian Sign Language' (Also recognized by its acronym in Spanish LSEC) is used.

According to the titling project of Peñaherrera Saltos (2021) states that: "The Ecuadorian Sign Language (LSEC) is the main sign language used by the deaf community in Ecuador. Like all natural sign languages, it is a language with its own grammar and vocabulary, not an adaptation of spoken language." Regarding Peñaherrera's degree work, it can be seen that LSEC is the main sign language used by the deaf community of the Ecuadorian country. Like all languages of its kind, this one contains its grammar and vocabulary.

Teaching English to Deaf Students

The National Bilingual Bicultural Educational Model for People with Hearing Impairment is based on the curricula of the different educational levels that constitute the proposal of compulsory education whose organization, allows greater degrees of flexibility and curricular openness and responds to the objective of bringing the proposal closer to the interests and needs of students, while allowing this to adapt in a better way to their different learning rhythms (MINEDUC, 2019, p. 78). This same document emphasizes the linkage of Ecuadorian Sign Language with students from the beginning of their schooling and throughout their schooling. All this indicates that the Ministry of Education of Ecuador has established guidelines and even articles that support the training of deaf students, including the area of English, as well as others.

Domagała-Zyśk (2016) in her scientific article infers that: In some schools, hearing impaired students are educated in a specialized setting with other hearing impaired learners or with other learners who have unrelated difficulties or disabilities. In other schools, hearing impaired students are integrated into classrooms with students who have normal hearing abilities. Teachers may or may not be specially trained to teach hearing impaired learners.

Demonstrating that, in some schools, hearing-impaired students are taught in specialized settings with other hearing impaired students or other students with unrelated difficulties or disabilities. In other schools, deaf students attend classes with hearing students. Teachers may or may not be specially trained to teach students who are hearing impaired.

Methodology

The following section describes the methods, techniques, and instruments which were used for the development of the title “Sign Language and the Teaching of English Language to Deaf Students in the Educational Institutions of Chone City” all this was directed in a qualitative investigation, since open interviews were carried out with teachers and authorities, likewise, diagnostic tests and surveys of students from different private and public educational centers of Chone city.

Types of research

This scientific article is defined by the qualitative research approach, to identify possible deficiencies in class planning due to the scarcity of curricular adaptations in teachers of the subject of English. This article is of a documentary nature due to the presence of results and approaches of different scientist studies.

Finally, a field investigation was used because an approach was made to the educational institutions and the information collected through the interview, the diagnostic test and the survey was worked on.

According to the research of Dr. Lamberto Vera Vélez (2019) “Qualitative research is one where the quality of activities, relationships, issues, means, materials or instruments in a given situation or problem is studied.” Therefore, qualitative research is one that examines the quality of activities, relationships, problems, assets, materials, or tools in a given field.

On the personal blog of Sesame (2018) expresses: “An open interview is perfect for collecting both quantitative and qualitative data to be able to analyze the professional in

front of you and get to know them much better. Asking the right questions and a good open-ended question can provide you with invaluable information to help you move through the selection process and make a decision.” Implying that open questions are good for collecting quantitative and qualitative data to analyze and better understand who is being interviewed. By asking the right questions and good open-ended questions, timely information can be obtained.

On the other hand, the diagnostic test in education has as its purpose “The diagnostic evaluation is to obtain information about the starting situation of the subjects, in terms of knowledge and abilities that are considered necessary to successfully initiate new learning processes.” (Cols, 2008). In other words, the diagnostic test is the acquisition of information about the subject's initial situation, based on the knowledge and skills that are considered necessary to begin a different learning period.

Another instrument that was used was the student survey, according to the personal blog Questionpro (2023) states the following: “School surveys are questions that are made to collect information from students about courses, classmates, teachers, or any other factor in the educational environment.” Based on the information presented, it can be noted that school surveys are questions formed to obtain information from students about the study plan, classmates, teachers, authorities, or any other factor in the educational environment.

Population and Sample

Population

The population was formed by a total of 13 people and made up of teachers from the English area, authorities, and deaf students from different private and fiscal institutions

of Chone Canton. The institutions covered were: Escuela “Río Chone” (fiscal), Unidad Educativa “San Cayetano” (fiscal), Unidad Educativa “Dr Oswaldo Castro Intriago” (fiscal) and Unidad Educativa Particular “Oasis” (private)

Sample

The sample was the same as the population because it was a significant number of people to be considered for the study, so it was made up of five teachers from the English area, four authorities and four deaf students from different private and public institutions of Chone Canton.

Table 1. Deaf student.

POPULATION	SAMPLE	TOTAL
Escuela “Río Chone”	a deaf student	1
Unidad Educativa “San Cayetano”	two deaf students	2
Unidad Educativa “Dr Oswaldo Castro Intriago”	a deaf student	1
Source: Educational institutions of Chone city. Elaborated by: Alcívar Arteaga Cinthya Marina.		4

Table 2. Teachers of the English area.

POPULATION	SAMPLE	TOTAL
Escuela Fiscal “Río Chone”	An English area teacher	1
Unidad Educativa Fiscal “San Cayetano”	Two teachers from the English area	2

Unidad Educativa Fiscal “Dr Oswaldo Castro Intriago”	An English area teacher	1
Unidad Educativa Particular “Oasis”	A teacher from the English area	1
Source: Educational institutions of Chone city. Elaborated by: Alcívar Arteaga Cinthya Marina.		5

Table 3. Authorities of the educational institutions.

POPULATION	SAMPLE	TOTAL
Escuela Fiscal “Río Chone”	Rector of the educational establishment	1
Unidad Educativa Fiscal “San Cayetano”	Rector of the educational establishment	1
Unidad Educativa Fiscal “Dr Oswaldo Castro Intriago”	Rector of the educational establishment	1
Unidad Educativa Particular “Oasis”	Rector of the educational establishment	1
Source: Educational institutions of Chone city. Elaborated by: Alcívar Arteaga Cinthya Marina.		4

Results

From the different research instruments that were executed, the following results were evidenced and written:

Interviews

An interview was applied to four authorities and five teachers in the English area belonging to public and private educational institutions in Chone city. It consisted of a total of eight open questions in order to “Analyze the use of curricular adaptations in teaching English to deaf students”

Figure 1. Interview with teachers.



Regarding the answers given by the English teachers, it was obtained that concerning the first question, 60% stated that prior to a micro curricular planning, the reality of the deaf student must be known through a diagnosis; regarding the second question, it was stipulated that 100% of them do the planning individually; continuing with the third question, 40% consider as criteria the need and capacity of the student to select the methodology; regarding the fourth question, 40% make use of abstract techniques or interaction with the deaf student; about the fifth question, 100% use didactic materials such

as presentation of images or pictures about sign language; consequently the sixth question, 40% stated that deaf students are encouraged to work with illustrated exercises that do not have much complexity; finally, regarding the seventh and eighth question, 60% stated that there are good interpersonal relationships between deaf students with their peers and teachers.

Figure 2. Interview with authorities.



Through the answers provided by the authorities, it was obtained that regarding the first question, 75% stated that prior to micro curricular planning or of any kind, the context of the deaf student must be known, using a formative needs analysis; concerning the second question, it was stipulated that 100% of the authorities have the English teachers to do the planning individually, continuing with the third question, 50% considered as criteria the performance, skills, and knowledge of the student to outline the methodology; about the fourth question, 50% stated that for teaching deaf students, teachers use techniques of

relationship and cooperation with the deaf student; regarding the fifth question, 100% revealed that the English teachers do use didactic materials such as presentation of images or pictures about sign language; in the sixth question, 50% stated that deaf students are interested in working with activities that contain clear representations. Finally, regarding questions seven and eight, 75% favorably stated that there are good interpersonal relationships between deaf students and their classmates and teachers.

Surveys

A survey was carried out on four deaf students; the objective of this survey was to “Analyze the use of Sign language and curricular adaptations in teaching English to deaf students” individually. Despite the fact that the survey was aimed at deaf students, the information from it was received thanks to the help of the English area teacher and the legal representatives of each student since most of them cannot read Spanish.

Figure 3. Student survey.

1. ¿Cómo te comunicas con tus padres en casa?



Regarding the tabulated data, it was determined that 100% of deaf students use sign language, and 40% use lip reading and body language.

Figure 4. Student survey.

2. ¿Cuándo aprendiste la Lengua de señas?

● 1-5 años de edad	1
● 5-10 años de edad	1
● 10 en adelante	2
● Nunca	0



Based on the data obtained, it was highlighted that 50% learned Sign Language from the age of ten onwards and 25% from one to five years, and from five to 10 years.

Figure 5. Student survey.

3. ¿Tus docentes se comunican contigo por medio de Lengua de señas?

● Siempre	0
● A veces	2
● Casi nunca	1
● Nunca	1



Through the tabulated data, it was obtained that 50% of teachers communicate through Sign Language with deaf students, and 25% almost never and never.

Figure 6. Student survey

4. ¿Tuviste la opción de elegir la escuela a la cual querías ir?

● Siempre	2
● A veces	2
● Casi nunca	0
● Nunca	0



Based on the data obtained, it was found that 50% of deaf students always had the possibility of choosing the institution they wanted to go to, and 50% sometimes.

Figure 7. Student survey.

5. Mientras crecías, ¿tuviste contacto con otras personas sordas, amigos, un club, etc.?

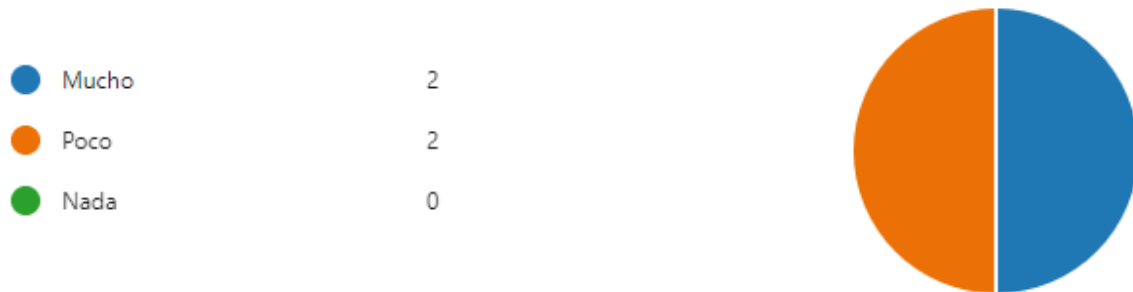
● Siempre	3
● A veces	1
● Casi nunca	0
● Nunca	0



Thanks to the tabulated data, it was verified that 75% of deaf students always had contact with other deaf people, friends, or a club and 25% only sometimes.

Figure 8. Student survey.

6. **¿Sientes que estás aprendiendo de tus clases de Inglés durante el día escolar?**



According to the data obtained, it was highlighted that 50% of deaf students are learning a lot from their English classes during the school day, and 50% little.

Figure 9. Student survey.

7. **¿Tus profesores de Inglés cambian sus enseñanzas (utilizan un proyector, PowerPoint) para ayudarte a comprender las lecciones?**



Through the tabulated data, it was determined that 75% of the teachers in the English area change their teachings such as using a projector or PowerPoint to help deaf students understand their lessons while 25% never use it.

Figure 10. Student survey.

8. ¿Tienes intérpretes de Lengua de señas para todas tus clases de Inglés?

● Siempre	0
● A veces	0
● Casi nunca	0
● Nunca	4



Based on the data obtained, it was highlighted that 100% of deaf students do not have Sign Language interpreters for all their English language classes.

Figure 11. Student survey.

9. ¿Qué tanto te gustan las clases de Inglés?

● Mucho	3
● Poco	1
● Nada	0



Regarding the tabulated data, it was evidenced that 75% of deaf students like English classes very much while 25% do not like them very much.

Figure 12. Student survey.

10. ¿Con cuál o cuáles materiales didácticos te gusta aprender Inglés?



Based on the data obtained, it was shown that 100% of deaf students like to learn English with images, 75% with videos, games, and others (repetition techniques, printed exercises with illustrations, and pictures) and 25% with books.

Diagnostic test

A diagnostic test was carried out on four deaf students for Diagnose their English level. This investigative tool had a total of 20 knowledge questions about vocabulary and grammar of the English language that both the upper basic students and the high school students are expected to know; where the first three questions consisted of writing a maximum of 7 or 9 words while the last seventeen consisted of selecting the correct answer according to the statement. It is worth mentioning that the grades explored were 9th and 10th of Basic General Education and 2nd and 3rd of Unified General Baccalaureate.

Table 4. Diagnostic test results.

		STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
Q. 1	SCORE	No answer	No answer	5/7	7/7
Q. 2	SCORE	No answer	No answer	2/9	7/9
Q. 3	SCORE	1/9	No answer	6/9	4/9
Q. 4	SCORE	1/1	0/1	1/1	1/1
Q. 5	SCORE	0/1	0/1	No answer	0/1
Q. 6	SCORE	0/1	1/1	No answer	0/1
Q. 7	SCORE	1/1	0/1	1/1	1/1
Q. 8	SCORE	0/1	0/1	1/1	0/1
Q. 9	SCORE	1/1	0/1	1/1	0/1
Q. 10	SCORE	0/1	1/1	No answer	0/1
Q. 11	SCORE	0/1	0/1	No answer	1/1
Q. 12	SCORE	0/1	1/1	0/1	0/1
Q. 13	SCORE	0/1	0/1	No answer	0/1
Q. 14	SCORE	0/1	0/1	No answer	1/1
Q. 15	SCORE	0/1	0/1	No answer	0/1
Q. 16	SCORE	0/1	0/1	0/1	0/1
Q. 17	SCORE	0/1	0/1	1/1	1/1
Q. 18	SCORE	1/1	0/1	No answer	1/1
Q. 19	SCORE	0/1	0/1	No answer	1/1
Q. 20	SCORE	0/1	0/1	No answer	0/1

According to the data obtained, it was determined that 75% of deaf students do not master the basic knowledge of the English language, while 25% tend to understand a little more.

Discussion

The results obtained from the instruments applied to the students and authorities of the different private and public institutions concerning the “Sign Language and the Teaching of English Language to Deaf Students in the Educational Institutions of Chone City” presented that the teaching and learning process in deaf students was not satisfactory

due to various difficulties and learning problems that the students had. It is very worrying that deaf students in the ninth and tenth grades of high school or second and third grades of high school do not master basic subjects such as reading Spanish, which is the native language of their families.

Faced with this great barrier of knowledge is where several unknowns lie, one of them is to investigate the role of teachers, to discover the role of teachers in the school needs of these students, as well as to recognize how they managed to pass the year without any impact, completely ignoring the guidelines of the national curriculum of Ecuador.

Another very relevant aspect to highlight is the lack of critical thinking. One of the transversal axes of the profile of the high school graduate is to form critical people, capable of arguing based on their experience, but it is here where a great conflict arises as a result of the lack of practice in reading.

In the work of Villao Villacrés and Pérez Mato (2015) state that: “It is possible to achieve the improvement of the direction of the teaching-learning process in deaf people from an intervention strategy for the teaching of the English language.” Showing a viable alternative that will allow the acquisition of a new language, this acquisition is carried out based on an intervention strategy, and based on expertise, active methodologies would work as an anchor that would allow an ideal teaching and learning process.

In the article of Atar, Aslan Bağci, and Bağci (2021), determine that “Mobile applications may enable them to find friends and interact with them more easily, considering the less face-threatening feature of online platforms.” Giving another option

with technological support where the creation of applications are tools of great benefit for the personal and student development of the deaf person.

On the other hand, Susilo Adi, Unsiyah, & Fadhilah (2017) in their scientific paper argue that there are six challenges faced by the teacher. The first is that the teacher needs to get the students' attention without calling their names. The second challenge is that the teacher finds the students make mistakes in understanding words because of similar lip movements to other words. The third challenge is that the teacher needs to give a definition and example of the word before going to the next material, considering the students' limited vocabularies. The fourth challenge is that the teacher finds the students have difficulties in differentiating similar words in different contexts. The fifth challenge is that the teacher finds some difficulties in delivering the material, in relation to the lack of background knowledge of the students. The last challenge is that the teacher needs to repeat some materials before going to the next material.

Therefore, it is required that English teachers have training and counseling that allow them to obtain the necessary experience to face the different challenges that arise in the teaching-learning process of deaf students and thus, consequently provide them with a timely class.

Conclusions

Thanks to this research work and the instruments used, it was determined that the use of sign language in the teaching of English to deaf students in the educational institutions of Chone city is partial. Thanks to the interview with teachers and authorities, it was observed that teachers should apply in the classroom micro curricular planning, as well

as plan with more methodological and didactic tools, and based on this to obtain that deaf students have good interpersonal relationships with their peers and teachers.

However, the reality sometimes tends to be totally different, in other words, English teachers make their classes monotonous, and many times teachers do not fully comply with the requirements of the Ministry of Education.

Another very relevant counterpoint is the lack of knowledge with respect to the essential skills, that is, students do not master the basic and primordial knowledge, this causes a great void of information and a gigantic delay in the knowledge, limiting in its totality the opportunities to excel in front of a critical and analytical society.

Finally, this research is a compilation of significant information, the same that gave way to knowing the use of Sign Language in the subject of English with deaf students. The realization of this scientific article was very productive and beneficial because it was possible to know, evaluate and meditate on the importance of the teaching role in all areas, but specifically in the teaching of English.

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