UNIVERSIDAD NACIONAL DE EDUCACIÓN

Carrera de:

Pedagogía de los Idiomas Nacionales y Extranjeros

Didactic Proposal for Teaching English Grammar as a Foreign Language to Deaf Adults through Task-Based Language Teaching (TBLT)

Trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Febrero, 2025

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TODA LA INFORMACIÓN EXPRESA EN EL PRESENTE TRABAJO DE TITULACIÓN ES DE ABSOLUTA RESPONSABILIDAD DEL AUTOR Y TUTOR Y SE ENCUENTRA DEBIDAMENTE AUTORIZADA PARA SU CORRESPONDIENTE PUBLICACIÓN

Agradecimiento

Quiero expresar mi gratitud a mi familia, quienes han sido el pilar fundamental de este logro, brindándome su apoyo incondicional a lo largo de todo este proceso académico. Asimismo, un profundo agradecimiento a mi tutora, Mahly Martínez, y a mi cotutor, Jaime Ullauri, por su valiosa orientación en el transcurso de mi investigación. Finalmente, quiero extender mi agradecimiento a las Personas Sordas quienes contribuyeron en el desarrollo de mi investigación., y por siempre inspirarme a hacer de la educación un espacio más inclusivo

Resumen

El objetivo de la enseñanza del inglés como lengua extranjera es proporcionar a todos los estudiantes de las competencias lingüísticas esenciales para potenciar su capacidad de comunicación en diferentes contextos. Para lograrlo, es necesario no solo utilizar estrategias establecidas, sino también tener en cuenta las características y necesidades del estudiante. Por lo tanto, el objetivo del presente trabajo de integración curricular fue reflexionar sobre el uso de una propuesta didáctica apoyada en la Enseñanza de Idiomas basada en Tareas (TBLT) para la enseñanza de la gramática del inglés a Personas Sordas. El estudio se enmarcó en el paradigma sociocrítico, bajo una investigación cualitativa y la metodología de investigación-acción participativa. Los instrumentos utilizados fueron entrevistas semiestructuradas, prueba de nivel, bitácoras y diarios de campo reflexivas. Luego de aplicar la propuesta, los resultados indicaron que la comprensión de la gramática de los estudiantes mejoró mucho con la inclusión del apoyo visual, como imágenes, videos y colores. Además, la combinación del inglés y la Lengua de Señas Ecuatoriana en las instrucciones de enseñanza junto con el apoyo de la escritura y la traducción, facilitó la comunicación y ayudó a abordar las fortalezas de los estudiantes. Finalmente, TBLT demostró ser un método apropiado para los estudiantes Sordos, ya que aprenden de manera secuencial utilizando su conocimiento previo, iniciando con una tarea significativa y luego con la explicación de la gramática. Sin embargo, cabe recalcar que fue necesario ajustar las tareas debido al nivel de competencia en inglés de los estudiantes.

Palabras claves: Propuesta didáctica, TBLT, estudiantes Sordos, inclusión, inglés.

Abstract

The goal of teaching English as a foreign language is to equip all students with essential language skills to enhance their ability to communicate in different contexts. In order to achieve this, it requires not only using established strategies but also considering the student's characteristics and needs. Therefore, the objective of the present study was to reflect on the use of a didactic proposal based on Task-Based Language Teaching (TBLT) for teaching English Grammar to Deaf Adults. In the study, a socio-critical paradigm was adopted based on qualitative research and participatory action research. The instruments used were semi-structured interviews, placement test, field diary and reflective field notes. After applying the proposal, the results indicated that students' comprehension of grammar was much enhanced by the inclusion of visual support like images, colors and videos. Additionally, mixing the target language and Ecuadorian Sign Language in teaching instructions along with writing support and translation support, facilitated communication and helped address students' strengths. TBLT proved to be an appropriate method for Deaf students as they learn sequentially using their prior knowledge by beginning with a meaningful task and then explaining the grammatical point. However, it was necessary to adjust the tasks to meet their needs because of their English-level proficiency.

Keywords: Didactic proposal, TBLT, Deaf students, inclusion, English.

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CHAPTER I

1. Introduction

1.1 Context of research

The primary goal of learning English as a second language implies ensuring that every student acquires proficient language skills from the beginning of their education to the advanced levels. In achieving this goal, it is crucial to consider each student's unique characteristics and educational abilities. In addition to using established language learning methodologies, which can be challenging and require skills that students with disabilities, such as Deaf students, may not have access to when learning this language (Booth & Ainscow, 2011).

Although the Ecuadorian curriculum establishes that the purpose of a foreign language is to develop the personal, social and intellectual skills necessary to reach one's potential and participate in a more globalized world, the planning and practice have faced some challenges in the teaching-learning process (Ministerio de Educación, 2016). It is due to the diversity of students and since the same teaching has been generalized for all without considering the differences between each student.

According to (Hilzensauer (2010) the most important aspect of teaching language to Deaf students is to know how they learn and not only their diagnosis. However, most of the lessons are focused on planning and using appropriate resources for some students, but not all, which creates challenges in the teaching-learning process for the diversity of students. In that regard, teachers resort to other strategies without appropriate resources in their daily practices, creating an exclusive atmosphere.

As a result of inappropriate teaching practices in English subjects or the lack of information about how to teach English to Deaf students, some of them have found barriers that are affecting their adult life. A lack of teaching methodology and an insufficiency of learning resources designed expressly for language learners with special needs place these people at a significant disadvantage (Csizér & Kontra, 2020). Thus, teaching must include aspects that consider characteristics and needs, as well as different conditions, cultures or situations of vulnerability.

Teachers need to be aware that Deaf people are eager to learn a new language since they know the benefits of foreign languages, such as having access to information, knowing about technology advances and communicating with foreign people. They need to use foreign languages like their hearing peers because they have the same rights and benefits from the advances of globalization of this generation, even though in our context they cannot yet fully participate (Domagała & Kontra, 2016). Hence, it is crucial to pay attention to all the challenges that Deaf people face in order to find some solutions from the educational field, communication and socialization to work and learn a new culture, which is also the purpose of learning English.

1.2 Research problem

Learning English is not a luxury but an undeniable necessity, giving its importance in many countries and turning it into the first language in a globalized world. However, in today's society, the inaccessibility of education is evident. Based on previous information obtained from informal interviews it was possible to identify several English learning limitations, such as the lack of appropriate teaching strategies and inaccessible resources. As a result, they struggle to understand or produce the language, particularly in grammar and writing, which has been a

barrier when they have wanted to finish a degree, communicate with people from another country or participate in important decisions in their adult lives.

In addition, based on a bibliographical review of Article 47 of the Organic Law on Intercultural Education (LOEI), it is suggested that "schools, are obliged to welcome all people with disabilities and to create physical, curricular, promotional supports and adaptations appropriate to their needs"

"Los establecimientos educativos están obligados a recibir a todas las personas con discapacidad a crear los apoyos y adaptaciones físicas, curriculares y de promoción adecuadas a sus necesidades" ((Ministerio de Educación del Ecuador, 2015, pp.14).

In our context, there are some alignments about some adaptations for Deaf students in the classroom; conversely, there is a lack of specific strategies that promote real inclusion. After a documentary review, information and investigations are scarce regarding teaching methods or strategies for Deaf Adults in English as a Foreign Language (EFL) in Ecuador, despite the existence of a document with curricular adaptations to classrooms seen from an inclusive perspective where all the students can benefit and addressing their needs. This situation may lead to inappropriate educational practices and become daily barriers and challenges that prevent deaf adults from meaningfully participating in society.

1.3 Importance of the study

Currently, to guarantee access to education with equal opportunities in teaching, the principal element is the teacher (Moriña et al., 2015). As English teachers promoting this language teaching, which is an educational right for our students, we are offering the capacity to develop skills and prepare them regardless of different conditions. Consequently, the reality of

our educational system must be oriented towards diversity, which requires the best preparation of teachers to overcome existing barriers to student learning by responding to their needs and abilities.

Therefore, according to the Ley Orgánica de Educación (LOEI) (2012), teachers must teach students according to their cultural and linguistic diversity which enables students to learn and develop academically based on their characteristics. In this sense, recognizing diversity is not only about access at schools but also eliminating and minimizing the barriers, and promoting participation where students are part of the learning process (Booth & Ainscow, 2011). For that reason, is necessary that English teachers get involved in change through questioning and reflecting on pedagogical practices that generate meaningful experiences in an EFL classroom.

Herein lies the importance of English teachers being able to modify methods and strategies when teaching grammar, as it involves many carefully planned steps and procedures in their didactic. In response, Task-Based Language Teaching, a contemporary method in English as a Foreign Language, engages students in the learning process by completing meaningful tasks (Nur et al., 2020).This method could help Deaf Adults master English, effectively communicate in multilingual communities, equip them to seize opportunities and enhance their independence and autonomy in any context.

During the teaching process, it is important to hear the voices of those who are experiencing difficulties in their learning, enhancing the teaching and learning of English for Deaf students to improve their quality of life. The creation of a teaching proposal that focuses on the characteristics of deaf adults will guarantee future teachers to better understand this reality and use effective strategies to work with their students. Finally, this study aims to open a new line of research where teachers can enhance their teaching skills from an inclusive perspective

and inspire other Deaf people of all ages to enhance their English skills that have not yet been fully developed.

1.4 Research question

How does implementing a didactic proposal using Task-Based Language Teaching foster the learning of English grammar skills for Deaf Adults?

1.5 Objectives

1.5.1 General objective:

- To reflect on the use of a didactic proposal based on Task-Based Language Teaching for teaching English Grammar to Deaf Adults.

1.5.2 Specific Objectives:

- To identify the perspectives of Deaf adults regarding their previous English learning.
- To assess the current proficiency in English grammar of Deaf adults.
- To design a didactic proposal based on Task-Based Language Teaching tailored to the needs, language knowledge, and current proficiency in English grammar of Deaf Adults.
- To implement a didactic proposal using Task-Based Language Teaching for teaching English grammar to a group of Deaf Adults.
- To explore the learning progress or any relevant aspects found in implementing TBLT during the sessions on English grammar of Deaf Adults and propose adjustments.

CHAPTER II

2. Literature review

This section analyses academic articles, and previous national/international studies about teaching English grammar, Deaf people, and TBLT, offering useful information about the topic and providing important insights for this research. This review also aims to provide a deeper understanding of the findings and extract relevant information that can be applied to this didactic proposal.

2.1 Preview research/antecedents

In our context, there are a limited number of studies that can guide teachers, curriculum, and guidelines for teaching English to Deaf students, which poses a major challenge for English teachers in the educational field. Conversely, some international studies offer teaching guidelines and highlight useful theoretical frameworks for teaching English as a foreign language to deaf students, which allows us to analyze their results and provide support for this study.

For instance, Birinci and Sariçoban (2021)carried out a study in Turkey to evaluate the effectiveness of using visual materials in teaching vocabulary and grammar to Deaf students. The students were divided into two groups: an experimental group, which was taught using visual materials and sign language, and a control group, which received instruction through sign language alone. According to the results using visual materials alongside sign language was more effective for teaching English vocabulary to Deaf learners than using sign language alone, since learners remember better by using visual aids for long-term retention.

It is evident that incorporating visual materials enables significant learning for Deaf students, guiding them to a better understanding of English vocabulary and remembering grammar by complementing other didactic resources. In the proposal, it is necessary to include visual aids to respond to their needs and strengths during the lessons. Furthermore, only using language is insufficient to understand some content that could be difficult for them when they are learning a second language, which is why Spanish and Sign Language will be included during the explanations of the content.

Likewise, Tahang et al. (2023) aimed to discover teaching strategies English teachers apply when teaching English to Deaf students. The context of this research was an English teacher who teaches English to 8 deaf students, through descriptive qualitative research. The results emphasized that the two main strategies to teach Deaf students are repetition and visualization because they help the teacher in guiding and assisting the students' learning progress effectively. Also, they highlighted the importance that those strategies were tailored to the conditions and abilities of Deaf students.

In this context, it is essential to include the repetition strategy during the grammar explanation apart from visual resources, since it is appropriate when teachers want to clarify the content that may be difficult for them to understand. Moreover, it enables teachers in this study during the implementation of the proposal and designing the lesson plans to consider providing feedback or repeating some topics that could help to create a more accessible and inclusive environment.

Conversely, a study made by Dragobuzhda (2020) in Kosovo whose objective was to investigate the role of TBLT in teaching grammar, was conducted by quantitative method with 60 teachers who were notified to be part of the study answering questionnaires about the use of

TBLT in their classes. The results showed that the use of TBLT is effective in increasing the grammar knowledge of the learners and teachers' teaching processes of grammar. Also, it has a communicative approach that avoids including traditional grammar instruction and enables students to apply it in real life.

This research is relevant to the study because the focus of modern education is to provide students with tools and guide them from what they know, using a communicative approach such as TBLT, while avoiding traditional methods that use only memorization. Besides, it will allow this research to create the lesson plan taking into account real-life contexts where students can see the importance of learning grammar to express their ideas.

Along the same line, regarding the use of TBLT to teach English to Deaf students, as is the case of a study developed in Turkey by Yildiz and Senel (2017), the objective was to investigate the effects of Task-Based Language Teaching on students' grammar knowledge in the field of teaching grammar. Through quantitative design with pre and post-tests, the results mentioned that TBLT significantly raises the grammar knowledge of the students rather than the traditional language teaching method. The use of TBLT raises a motivated classroom environment, taking real-life situations to make the environment much more entertaining.

The findings of both studies suggest that TBLT works as a good method to teach English to Deaf students and the whole class as it connects topics to real-life situations, creating a more significant learning experience for them. For that reason, in this study, TBLT will be applied since it could organize and start from their previous knowledge and create a better understanding of English topics. In addition, the use of this method allows us to create interactive learning where Deaf students feel free to participate in each task or activity and enhance their academic strengths.

2.2 Theoretical Framework

2.2.1 Constructivism in Teaching English

Constructivism is the modern face of learning paradigms and forms the basis of many theories proposed for self-regulated and self-directed learning for adults. The main principles of constructivism are that knowledge is built, and that the learner is an active creator. Piaget (1977) can be considered the father of the theory of constructivism, who suggested that learners should be proactive in their approach to learning, taking in new information and shaping it according to their understanding, rather than passively absorbing information like a sponge.

In recent decades, this method of learning has gradually become more popular in the school system. John Dewey (1983), psychologist and precursor of constructivism, proposed a philosophy of education based on individual social experience and emphasized that humans are sociable beings, interacting with others and with context, to build society and culture. Therefore, in the education field, students need to be able to build their knowledge based on their previous experiences and cultural environment. Also, the role of the student is to take ownership and voice in the learning process and help in developing their goals and assessments.

In the same way, Schunk (2012) states that constructivism is formed in the learner by integrating learning activities with prior experiences of the learner. Furthermore, emphasis in the studies of Lev Vygotsky (1978) played a vital role in defining the basic principles of this approach. This learning theory ensures teachers to support the learning process since it considers the learning experiences, needs, and context of each participant. In addition, Bruner (1996) worked on scaffolding, which is a principal element in constructivism where the teacher provides

guidance to students as they engage in difficult tasks, progressively reducing help as their understanding develops.

Moreover, Gul (2016) showed that constructivist ways of teaching English are better than the traditional approach since they provide meaningful activities where students can show their previous knowledge to the new one. The key to constructivism is that learning should include learner-centred, task-based, hands-on and mind-on activities related to practical and real-life experiences (Lenjani, 2016). In that sense, constructivism responding to the diversity of the students will help teachers to do the lesson plan, understand how the students learn and in which aspect we must provide more support.

Constructivism believes that students construct their own knowledge and understanding by reflecting on the interaction between their experiences and ideas. When students learn something new, they must reconcile it with the previous experience and relate it with the new knowledge and to do this, they must ask, explore, and assess what they know (Saarsar, 2018). Moreover, constructivism emphasizes the significance of active engagement where learners are encouraged to ask and research topics in English, rather than only memorizing information such as grammar or following instructions.

2.2.2 Teaching EFL Grammar

Teaching grammar to EFL students is a crucial part of learning a language since learners use grammar rules to create sentences and convey their thoughts. In the English as a Foreign Language curriculum, it is indicated that for the development of reading as Curricular Thread 3, students develop a series of other linguistic skills (such as spelling, grammar, vocabulary, and writing) (Ministerio de Educación del Ecuador, 2016).

Grammar is the knowledge that indicates where words can be and what form they should take in a sentence. It involves factors such as sentences and clauses, verbs, nouns or noun phrases, adjectives, and adverbs (Harmer, 2015). Furthermore, Özkan (2015) states that grammar teaching allows learners to discover the nature of the language of predictable patterns that make it comprehensible. Certainly, grammar plays a paramount role in teaching English, as a foreign language since students will have the ability to understand the language in all its structure and forms which allows them to create their ideas and use the language properly.

Likewise, the author states that one way to teach grammar is to use an explanation and practice procedure, for example, when teaching the present simple to usual actions, teachers can show pictures of someone acting (marathon runner) and talk about running through some questions like “Do you like running?”. Then, they see the next pictures and model the sentence “She gets up at six o’clock” and some questions “Does she get up at half past five on Wednesday, Thursday?”, to make sure they understand the concept. Finally, students look at the second picture and we try to get the sentence and try to create their sentences using the proper grammar (Özkan, 2015).

In introducing grammar, Harmer (2007) mentioned that there are two ways to teach, deductive (rule-driven) and inductive (rule discovery):

> In the deductive approach, students are given explanations or grammar rules and then, based on these explanations or rules, they make phrases and sentences using the new language. Meanwhile, in the inductive method, instead of having meaning and construction explained to them, students see examples of language and try to work out how it is put together. This type of lesson is called Boomerang-type, where the elements follow a sequence: engage + activate + study (p.203).

In the context of the study, the inductive method will enable students to start from what they know, the level and characteristics that will be applied during the process of the lessons. Furthermore, to facilitate teacher practice there is a list of activities or types of practice to teach grammar: controlled practice activities; semi-controlled practice activities and freer practice activities. In controlled practice, activities are focused on accuracy such as completing, unjumbling, and gap filling. In semi-controlled practice, activities have a limited selection of correct answers to each question: in-side/out-side circles, two rows, mingling or pair work. Free practices are focused on fluency and communicative purposes, enabling students to apply the language freely through role-plays, debates, discussions, and designing varied materials (Harmer, 2007).

During the implementation of the proposal, taking these aspects into account will allow us to organize activities where students can work in groups, individually and with the teacher's support. Changing activities makes the lesson more interactive and gives the students opportunities to express and share their ideas with the whole class. They will feel free to ask any questions and the teacher can monitor the lesson by checking the learning process, making repetitions and giving feedback all the time.

2.2.3 Task-based language teaching in EFL teaching grammar

In early times, teachers used to teach students rules and expected them to memorize everything; however, today the reality is shifting bit by bit since grammar is being into real-life scenarios through contemporary methods which create a better learning environment. One of these types of methods is Task-based language teaching (TBLT) which aims to involve students in communicative language use by completing tasks under teacher guidance and meaning-

focused activities in the target language where students have chances to interact with each other (Celik, 2017; Güvendir & Hardacre, 2020).

TBLT was the first which established that language needs to be learned through the exchange of meanings, rather than only form. That is when students get involved in different tasks, they learn more because they concentrate on the task instead of doing it in a strict or memorized way (Dragobuzhd, 2020). In TBLT, when learners learn grammar through tasks and activities they learn its form, together with meaning and learners use the target language naturally even if they do not know the grammar structures, but they will do their best to use it correctly. Hence, this method tries to promote students' participation and confidence by providing them with many opportunities in the classroom without being afraid of making mistakes.

This principle states that “people can learn a language not only to use the target language for particular purposes but also by doing so” (Van den Branden, 2012, p.133). In that sense, there are many benefits when using TBLT in an English classroom, for instance, a natural context is developed from students' experiences with the language that is personalized and relevant to them. Moreover, it emphasizes the central meaning of language in use, and it could be responded to with some strategies like jigsaw tasks, information gap tasks, problem-solving tasks, etcetera. The idea of including this method in the study is that the teacher motivates the students to invest mental energy in task performance and to support their level of motivation through the different phases of the task-based activity.

In TBLT, teachers take on additional roles, including task selection and organization, where the teacher's significant role is to adapt and/or create tasks according to students' needs, interests, and language skill levels. In addition, the teacher prepares students for tasks and

suggests that they should not perform new tasks and that some pre-task preparation might include introducing topics, clarifying task instructions, and helping students learn or remember useful words and phrases to facilitate task completion (Richards & Rodgers, 2014).

On the other hand, Willis (1996) proposes three phases for teachers to plan a task: **the pre-task phase, the task cycle, and the language focus.** In the pre-task phase lexicon is introduced where the teacher presents the topic and uses activities to help students recall or learn vocabulary and phrases. Then, during the task phase, students are actively engaged in completing a communicative where they work individually, in pairs, or in groups to prepare the report, while the teacher monitors and observes how groups function. Finally, in the language focus, learners are conscious of the grammar structures and focus on meaning (Dragobuzhd, 2020; Yildiz & Senel, 2017). It is noted that this task organization emphasizes an active learner role, structuring the lessons in a sequence that promotes thinking skills by completing different activities and enhancing their awareness of language use.

Likewise, Van Gorp and Bogaert (2006) describe the following sequence of activities in task-based lessons:

1. **Task presentation:** In this phase, the key is to motivate students to do the task; prepare them to do it by analyzing prior assumptions; and organize the execution phase.

2. Supporting task execution: Promote the teacher mediating between the demands of the task and the student's current abilities; support interventions focused on clarifying meaning or guiding language choice; and combine a focus on meaning with a focus on form.

3. The post-task phase. This involves reflection on the task and how it was carried out; and focusing on form. This implies that learners are motivated and engaged with the task, preparing

and discussing concepts and the teacher provides support clarifying meanings or guiding with meaning and form. Moreover, the post-task phase fosters reflection and explanation of the language, solving doubts and questions that learners could have during the lesson.

2.2.4 Deaf people as a community

The concept of Deaf people appears in the context of collective efforts where Deaf communities focus on recognizing the population as a minority possessing cultural characteristics. The National Federation of Deaf People of Ecuador mentions that the Deaf community is a group of Deaf people who refer to themselves as having characteristics that make the visual experience a predominant role in their language, culture and values (FENASEC, 2012).

Deaf people establish their own culture "Deaf culture" which is defined by the traditions, values, experiences, social and educational experiences, and customs of the Deaf community. (FENASEC, 2012). Furthermore, Domagala and Kontra (2016) argue that promoting a cultural view of deafness also refers to Deaf people with a capital D as it constitutes a linguistic minority whose first language is Sign language, a visual-gestural culture which has its own extensive vocabulary and complex grammar. This highlights the importance of understanding the culture, using the correct terminology for Deaf people when interacting with them and helping to avoid some social barriers in the education field where teachers need to know their characteristics to be more flexible with the classes, responding to their needs.

Furthermore, it is essential to mention that their Linguistic identity is a preference for a language and is determined by factors such as emotions with language, linguistic and communicative competence, the relationship with society, and integration into a community

(Leeman & Fuller, 2021). For instance, it is stated that some individuals within the Deaf community prefer identity-first language, such as "Deaf person," to reflect their cultural identity and pride. Additionally, the term deaf is used to refer to an audiological situation and is beginning to be replaced by a capital letter –Deaf– to refer to social groupings and cultural identity (Tomlinson, 2017). This highlights the importance of understanding Deaf identity and their particularities by using the correct terminology, recognizing their culture and reflecting the existence of cultural groups by having a hearing disability in common and common rights.

On the other hand, Sign Ecuadorian language is the native language of Deaf people because it is their language where it forms its grammar and structure. According to FENASEC (2012), this language is visual-gestural, it is understood through the visual channel and is expressed mainly through the configuration, position, and movement of the hands, body and facial expression. It is notable that, Deaf people acquire this language as their native language and its use in educational or social settings permits them to communicate with others, even though barriers continue to exist since the lack of knowledge of this language.

Deaf students emphasize that in their education, they need to respect their language since this is the primary channel of communication and every day are fighting for the teacher to be more prepared or give them accessible materials. For instance, Mejía and Ullauri (2022) mentioned that limitations perceived by students were that teachers did not have sufficient preparation in the field of educational inclusion; they require, for example, knowledge and mastery of Ecuadorian Sign language, in addition to other aspects that provide the support and help necessary for effective participation in a classroom context.

2.2.5 Deaf adults and learning English as a foreign language

First, it is essential to mention that the education of Deaf Adults has been evolving by considering various approaches. The National Bilingual Bicultural Educational Model for people with hearing disabilities, this model has an inclusive approach and considers education for Deaf Adults from an anthropological-social approach that responds to the right of Deaf Adults to be accepted and educated according to their characteristics and needs as a visual-gestural linguistic community (Ministerio de Educación del Ecuador, 2019).

In this model, the hearing-impaired student needs to learn English to communicate with the world because a second language teaching methodology is already applied to this language. However, a grade 3 curricular adaptation is necessary for skills, knowledge, and evaluation since the English language will not be replaced by American Sign Language (Ministerio de Educación del Ecuador, 2019). In our context, there are some alignments about some adaptations for Deaf students in the classroom; however, there is a lack of specific strategies that promote real inclusion.

Likewise, the use of audiovisual texts would help them overcome the barrier of a foreign oral language with the aid of visual support (Corisco & Gonzalez, 2020). Likewise, the use of written support enables Deaf students to understand the teacher's instructions, as they can read what they are going to do. As Domagała-Zyśk & Kontra (2016) stated during free practice, they can communicate with others in writing, with one asking and the other responding. In this regard, teachers should consider visual texts and written support as essential materials during an English class to teach diverse students.

In the same line, Birinci and Sancoban (2021) revealed that using visual materials such as pictures, illustrated stories, maps, movies, and facial expressions is more effective than using Sign Language to teach Deaf Students. They stated that this is a good method for Deaf students since they have low linguistic memory but a better visual memory in a foreign language, and they can associate the vocabulary with the concept in a meaningful way. Considering their strengths, such as visual memory, enables teachers to prepare appropriate materials that are adjusted to them and their learning.

Furthermore, using several language instructions, providing lots of examples, simplifying the material and simplifying the task could guide students in their learning of English (Yunisari et al., 2021). Furthermore, including Sign Language is significant for grammar explanations and reference points since students find it useful. As Csizér & Kontra (2020) stated that the use of sign language plays an essential role in motivating students who have severe hearing impairment or cannot use lip-reading as a main form of communication. It is evident that providing instructions by using examples, using Sign Language and simplifying the activities enable Deaf students to understand the content better and promote their participation in the classroom.

In addition, technology and multimedia will provide a range of activities, increase the use of visual material for Deaf students and make the lessons more appealing as the topics become easier for them to remember through the use of visual tools (Domagala-Zysk et al., 2021) Notably, the use of technology is an essential and beneficial element for Deaf people in learning English because it helps them to participate through visual and writing channels. Also, students should be in a place where they can see the teacher and their classmates; use videos, smart board programs, videos with subtitles or sign language; avoid students looking at their notebooks or the

board at the same time the teacher is explaining a topic; vary activities during a lesson and provide time for practice and feedback (Domagała and Kontra, 2016).

Teachers must take into account Deaf students' characteristics and know that each one may have completely different needs from others, for instance, some may prefer to watch video captions or look at the written script. Also, the language used to provide instructions will depend on the teacher's abilities and students' needs (Membreño & Pineda, 2022) and teachers must know that native sign language users tend to think in Sign Language to understand what the teacher is explaining or teaching. In other words, consider the student's presence, such as the use of sign language, and the written support that they visualize and sign at the same time since the teacher can observe their understanding of the content and provide help if necessary.

Similarly, Domagala-Zysk et al. (2021) found that mixing the target and national language in teaching instruction boosts the students' motivation and aspirations. Nevertheless, grammar is difficult for most Deaf students in their national language with grammatical rules even in their first spoken language (in this case in the Serbian language). Sometimes Deaf students deal with reading achievement since they cannot read because they did not get enough language exposure and the same reading level as their peers (Nugroho & Lintangsari, 2022).

It is fundamental to mention that although Deaf students improve their English proficiency during a course, in most cases, they only master the basics of foreign language skills and the reason for this is that the teacher lacks an adequately developed, effective form of communication with these students and modified teaching methods and techniques that meet the student's special needs. In addition to this, Moritz (2016) is crucial that teachers have an adequate understanding of Deaf students' challenges, for example, consonant errors, like

substitution, and omission. In essence, the language to be used for the classes will depend on the teacher's abilities and students´ needs.

Finally, flipped teaching could help students because they can check the material in advance for the class and give them time for questions and doubts (Domagala-Zysk et al., 2021). In this context, it is important to take into consideration all these essential aspects when teaching deaf students, because these results allow us to create a good intervention or planning that does not only concern the content but also takes into account the characteristics of deaf students such as their visual strengths, sign language, written support, technology and other strategies that will make this research more inclusive.

2.2.6 Teaching English Grammar through TBLT to Deaf Adults

According to Fazilatfar and Afzali (2018), TBLT can be a more efficient approach than old traditional ones because it allows the design of interesting and motivating tasks where the teachers can increase the efficiency of foreign language instruction for Deaf people. Furthermore, they establish that since Deaf people are vision-oriented, they need different tasks with pictures, maps, games, graphs, role-playing, and body-gesture activities.

Hence, from the results of this study, even though Deaf learners are not able to master English lexical items by using TBLT in comparison to their typical peers, the teachers of these learners, by using new and current methods, can help them learn much more compared to the traditional ones. In terms of the study is necessary to take advantage of TBLT since it could help Deaf students to understand differently than they used to learn.

In a similar vein, Yunisari et al., (2021) argue that the teacher should use tailored effective communicative activity strategies such as the TBLT approach to enhance the hearing-

impaired students' English skills based on their current English proficiency in which students can be engaged in learning by doing, applying what they learn, and solving the problems learning in English. Using this method allows to design the proposal taking the student's level into account and starting from their previous knowledge and English skills.

CHAPTER III

3. Methodology

This section presents the methodology used during the research. The first part shows the socio-critical paradigm, which is the basis of the study. The second part indicates the type of research, focusing on critical and qualitative participatory action research on which the research was based. The third part details the data collection method, presenting the techniques and instruments used to collect information before and after the didactic proposal. The fourth section explains the research procedure and describes the phases used according to the type of research implemented, highlighting the sample used. Finally, the analysis of the data collected is described.

3.1 Paradigm

The research was based on the socio-critical paradigm, which allowed an understanding of reality involving educators in the process and fostering self-reflection (Schuster et al., 2013). Furthermore, according to Forcael et al. (2018), this paradigm used self-reflection and internal knowledge that enabled people to become active subjects of their learning processes since it invites the process of reflection and the possibility of generating changes. In connection with the study, this paradigm contributed by ensuring the proposal is more flexible where participants feel involved in their progress. This allowed improvements in the lesson from the participants' feedback and the teacher's reflection to adjust based on their insights.

3.2 Type of Research

This research was performed under qualitative, which implies an interpretive and naturalistic perspective to understand actions in their natural environments based on the meanings

people give them (Creswell & Creswell, 2018). In addition, qualitative research studies the nature of phenomena, which involves their quality, different manifestations, the context in which they appear, or the perspectives to better understand ideas, opinions, or experiences, using non-numerical data like text, video, or audio to gather and analyze information (Hyginus & Eze, 2023). In relation to the study, qualitative research contributed to observing and interpreting the actions during the implementation of the proposal, using different qualitative instruments such as interviews, field notes, and others. This helped to collect data from the students' perspectives and reflections on the proposal.

3.3 Research Method

The preset carried out critical participatory action research, characterized by self-reflective and collective practice to explore social realities to make them more rational productive, just, and inclusive (Kemmis et al., 2014). Additionally, according to Fine and Torre (2021), critical participatory action research draws from a range of critical perspectives such as critical race, feminist, decolonial, disability, and Indigenous, in collaboration, participation and dialogue with those who experienced those situations or were affected by injustice. Regarding the study, this research method contributed to the proposal to think about the diversity of students, adjusting strategies, materials and other important aspects considered in the data collected. Also, it provided the opportunity for the researcher (teacher) to analyze and reflect on their practices by doing a cycle of improvements during the implementation.

This study employed semi-structured interviews in order to ensure that the individual interviews follow the same structure, and the key points are discussed with each participant but at the same time there is a chance to add further issues that they consider relevant to the topic which

consists of a conversation based on questions that were prepared before to gain a greater understanding of the participants' experiences, opinions, and issues related to the investigation (Efrat & Ravid, 2013). The interviews were conducted in two phases: a preliminary phase before the participants engaged in the learning experience of teaching English grammar to Deaf students, and a subsequent phase following the completion of that experience. These two phases aim to capture the participants' perceptions and perspectives on the learning processes, both before and after the hands-on teaching experience.

Additionally, participant observation was employed within the classroom context, which refers to obtaining the data where the researcher is actively involved in the group to gather the information. Moreover, this type of observation provides descriptions of the events based on the experience and the feelings of the person who observes (Díaz, 2016).

In this regard, the instrument to gather data was a placement test to assess the participant's current English grammar proficiency, which was checked and reviewed to adjust for the Deaf people's needs. Furthermore, an initial interview guide (See Appendix 1) to gather the participants' perspectives on their previous experience learning English; and reflective field notes (See Appendix 2) to collect information about what is happening during the observation without inferring feelings or responses (Efron & Ravid, 2013). Moreover, a field diary (See Appendix 3) was implemented, where each student participated actively in their learning process by providing reflections, opinions and feedback about the sessions (Barrios et al., 2012). Finally, a final interview guide (See Appendix 4) was designed with questions that refer to the study and respond to the interview objective (Schettini & Cortazzo, 2016).

Table 1

Initial interview guide

Category	**Subcategory**
Language learning background	Previous knowledge
	Language experience
Learning in the classroom	Accessible sources
	Limitations and challenges
	Affective component

Note. Categories and subcategories to structure the initial interview guide. Author's elaboration.

Table 2

Final interview categories

Category	**Subcategory**
Teaching EFL grammar	Teaching strategies
	Teaching materials
Teaching English through TBLT	Lesson sequence
	Learning support

Deaf adults and learning EFL	Limitations and challenges
	Affective component

Note. Categories and subcategories to structure the final interview guide. Author's elaboration.

3.4 Participants

In the present research, the study group consisted of four Deaf people, including two women and two men, aged between 30 and 35. The two women are from Cuenca and the men are from Santo Domingo de los Tsáchilas. The participants have varying degrees of hearing loss, but their native language is Ecuadorian Sign Language. All participants completed high school and some studied English as part of their formal education curriculum. It is important to mention that the study started with the four Deaf people who participated in the first phase; however, one of them was not part of the proposal, due to work-related difficulties and the electrical situation that affected the country. Therefore, the study worked with the three Deaf people who participated in the whole research.

3.5 Research Procedure

In this research, four steps were formulated and implemented, with each phase organized and adhered to a specific cycle. This cycle is defined by Kemmis et al. (2014) which are: a) Planning; b) Action; Observation; d) Reflection.

a) Step 1: Planning

In this phase, semi-structured interviews were designed. The placement test was checked for Deaf people's needs. Subsequently, the participants took the test to assess their English

grammar proficiency before carrying out the intervention or application of the strategies. In addition, a semi-structured interview was carried out with each participant to determine their knowledge of the English language.

On the other hand, the teacher investigated TBLT and created activities based on this method and the selection of the strategies was considered for several factors such as Deaf needs and strengths, learning resources, and the number of students. Additionally, a schedule was developed, establishing the time, resources, and preselected activities to carry out its application and follow up on its progress.

b) **Step 2: Action**

In this phase, students participated in 10 sessions once a week, each class lasting 90 minutes on the Zoom® platform. During those sessions, the method was applied based on the topic, objective, and skills. Each session was recorded to capture the general impact on the learning process as well as the interaction and behavior of the students during sessions.

c) **Step 3: Observation**

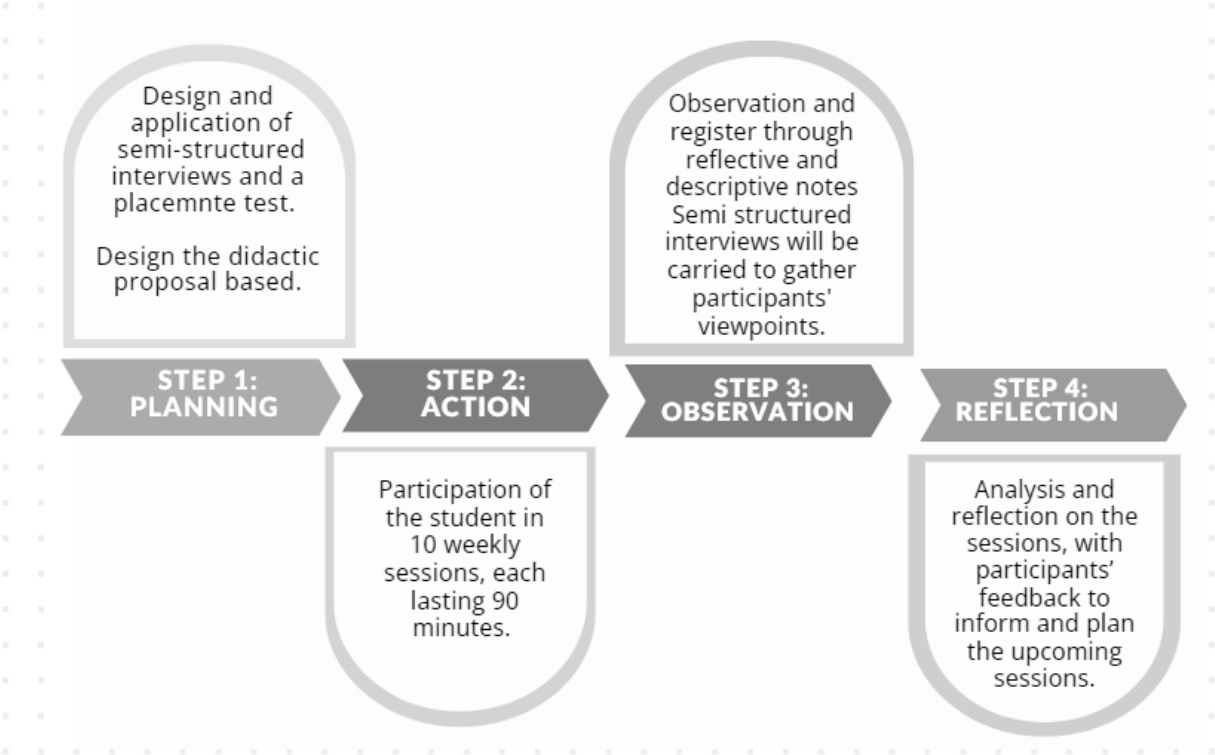
This phase was observed and registered through reflective notes and identified relevant aspects of the sessions such as strengths, challenges, or any necessary adjustments in applying the method and strategies. Moreover, a final semi-structured interview was conducted with each participant to know the viewpoint of the participants about the sessions. Every session was exhaustively recorded, capturing every interaction and behavior of the children inside the learning environment.

d) Step 4: Reflection

Finally, in this phase, the researcher analyzed and reflected on the applied activities after completing the cycle. All these reflections, coupled with the use of reflective notes, and interview discussion helped to decide and plan the forthcoming sessions.

Figure 1

Research procedure



Note. This figure represents the research process based on the methodology of the study. Author's elaboration.

3.6 Data Analysis

The data was analyzed using thematic analysis, which allowed the identification, analysis, and reporting of patterns (themes) within the data. This approach is a combination of

theoretical knowledge and understanding, which allowed the researcher to identify patterns or themes, select those of interest, and systematically and creatively thematize and interpret data (Willig, 2013). The coding process was deductive, providing structure and aligning with theoretical concepts or themes derived from existing with a pre-existing coding frame (Graebner, Martin & Roundy, 2012). Additionally, the ATLAS.ti 24® program was used as a technological tool to assist in coding and organizing the data for the results section.

3.7 Expert judgment of instruments

Expert judgment of instruments allowed professionals in the field to strengthen a specific topic with arguments and assess the weaknesses and strengths of the topic presented. In this sense, the participation of three experts was requested to review the interview guide for later application in the research process (Robles & Rojas, 2015).

The validation format comprises the general data of the researcher, the experience of the expert unit of analysis and evaluation indicators. Moreover, a request was sent to the experts and the criteria classification format with the areas and questions of the interview so that they could express their suggestions and comments.

Among the results, two experts agreed on adding questions about the emotional aspect of Deaf people concerning learning and motivation in English. In addition, one expert considered adapting the questions to be more understandable for Deaf people with more straightforward language. Nevertheless, she emphasized that since interpretation will be done in Ecuadorian Sign Language, it could be adapted at the time of the interview. Finally, another expert mentioned adding questions about learning in other spaces such as institutes or other languages.

4. Designing Teaching proposal

- **Title:** "Building Grammar Skills – A1.2 English Deaf Collective"
- **Objective:** To enable students to learn and use basic everyday expressions and simple phrases at the A1.2 level, highlighting the application in real-life communication.
- **Introduction:**

  Learning English is crucial for students as it broadens their minds, and develops communication and emotional skills, contributing to a better quality of life in their academic and personal future. However, during this learning, some students may face some challenges if their needs are not properly addressed. In response to this, the educational system must be oriented towards diversity, which requires the best preparation of teachers to overcome existing barriers to student learning by responding to their needs and abilities (Hernández & Samada, 2021).

  Hence, this didactic proposal aims to teach A1.2 English content to Deaf students, using a constructivist approach, TBLT as the principal method for planning the lessons and considering the needs and characteristics of Deaf students from an inclusive perspective. Finally, the fundamental aspect of the proposal is that during the sessions, through the teacher's reflection and student's feedback, strategies will be adjusted to improve teaching to Deaf students.

- **Proposal:**

  The sessions were structured with the Harmer lesson plans format and structured with the TBLT sequence (See Appendix 6). They were presented to students through PowerPoint® presentations (See Appendix 7) In addition, they incorporated strategies such as joint reflection, cooperative work, pair work, individual work, videos,

and autonomous work in the virtual platform in Mil Aulas® (See Appendix 8). Furthermore, online resources like Padlet®, Nearpod®, Wordwall®, Kahoot®, virtual pictures, videos from Youtube®, comics, flashcards, and online boards made the sessions more interactive.

The content (topics) was structured based on the A1.2 level, the participants' placement test results, the grammar focus, the CEFR organization, and the student's progress during the sessions.

- **Didactic sequence/Lesson Plan**

This section shows in detail the didactic sequence of one of the sessions, with the other 10 attached in the appendix of this document (See Appendix 6). The proposal was implemented over 10 sessions, organized with A1.2 topics and considering the student`s progress. Each lesson plan was structured based on learning goals, objectives, assessment, teaching strategies, TBLT steps, materials and other important elements that helped to have a better organization of the session.

Lesson 7

English Deaf Collective
A1

Teacher's name:	Leslie Mejía	**Students:**	Beginners
Date:	26/12/24	**Time:**	90 minutes
Level:	A1.2	**# of Students:**	3
Topic:	Present progressive		
Learning goals:	By the end of these lessons, students will be able to identify the present progressive to describe actions.		
Total time necessary	90 minutes		
Objectives (Expected Learning Outcomes):	- By the end of the lesson, students will be able to: - Recognize the present progressive tense - Respond to the present progressive questions. - Work in groups and individually. - Write present progressive sentences and questions.		
Teaching Strategy/ Model/Approach	- TBLT		
Assessment Methods:	Observations: - Individual activity (Autonomous) - Peer review - Written exercises		
Teaching / Learning Materials: (Throughout the entire class)	- PowerPoint® presentation - Visual materials (Pictures) - Notebooks - Videos		
Feedback Methods:	- Peer feedback - Written feedback and use of L1 (Ecuadorian Sign Language) - Self-assessment - Reflection ICQs		

Anticipated Problems and Solutions:	**Problems**	**Solutions**
	Students may get confused while receiving the instructions.	Use ICQs to check students' understanding.
	Classroom virtual materials might not work.	Download videos, presentations or other online resources on the computer.
	Internet or Zoom® connection issues	Autonomous work in the virtual platform.
	Run out of time	Manage the time for each activity.

Timing	**Stage Aim**	**Teacher activity (Procedure)**	**Student Activity (Procedure)**	**Resources (specific resources for each activity)**	**Focus (teacher-student interaction)**
15 min	**Pre-task**	-Review the last topic by playing a short game about simple present tense. -Present a video where characters are doing different activities. -Ask the following question: What is he doing?	-Remember the last topic about the simple present tense by participating in the game. -Answer the questions using Sign Language.	-Wordwall® https://wordwall.net/es/resource/31790434/present-simple-practice -PowerPoint®. -YouTube® video https://youtu.be/qTgyihCCNx8	T - Ss
10 min	**Task cycle**	-Present some pictures that reflect people doing different activities. -Create a sentence as an example.	-Look at the pictures. -Create sentences using verbs (play, eat, dance). -Write in a notebook.	-Notebook -PowerPoint®	T- Ss

Timing	Stage Aim	Teacher activity (Procedure)	Student Activity (Procedure)	Resources (specific resources for each activity)	Focus (teacher-student interaction)
20 min	**Planning:**	-Provide help with some vocabulary meaning (LSEC/Spanish)	-Ask for questions or doubts about the task or any vocabulary word.	-Notebook -PowerPoint® presentation. -Zoom® chat	T-Ss
15 min	**Present**	-Ask students to present sentences in Zoom® chat. -Examine the task. -Provide feedback about the sentences.	-Present the sentences in the Zoom® chat.	-Notebook -PowerPoint® presentation. -Zoom chat	Ss-Ss
30 min	**Post-task (Language focus)**	-Go over some errors and feedback on the sentences. -Explanation about present progressive tense using pictures and highlighted important words. -Provide meaning in Spanish or sign language when necessary. -Monitoring understanding and solving some doubts.	-Chance to reflect on the task. -Write some sentences using Zoom® chat. -Do the final activity (game in word wall) with the teacher's assistance in selecting the correct answers. -Ask for some doubts or questions.	-Notebook -PowerPoint® presentation. -Zoom® chat -Wordwall® https://wordwall.net/es/resource/23076383/present-progressive	T - Ss

	-Present a game to practice present progressive by selecting the correct answer to complete the sentence.	

Homework/Future work: **(If required)**	-Check the material on the platform (See Appendix 8) for the next class.

CHAPTER IV

5. Evaluation of the implementation of the proposal/ or discussion of the results.

This section corresponds to the thematic analysis of all the instruments applied by themes, categories and codes: initial interview (transcriptions) (INI_DP) and final interview (transcriptions) (FIN_DP); placement test (PT), field diaries (FD) (See appendix 11), and reflective field notes (RFN) (See appendix 12) in alignment with the themes and categories. This technique helped to organize, analyze and contrast the data collected from the instruments responding to the categories.

Table 3

Categorization of the results

THEMES	CATEGORIES	CODES
Diverse Support System for Learning	1.1 Learning support	1.1.1 Teacher support
	2.1 Personal support	2.1.1 Writing support
		2.1.2 Sign Language
Teaching EFL to Deaf Adults	3.1 Teaching materials	3.1.1 The use of English book
		3.1.2 The use of board
		3.1.3 Technology

THEMES	CATEGORIES	CODES
	3.2 Teaching strategies	3.2.1 Visual support
		3.2.2 Sign Language
		3.2.3 Translation support
		3.2.4 Gamification
		3.2.5 Flipped classroom
		3.2.6 Writing support
		3.2.7 Repetition
Deaf adults and learning English as a foreign language	4.1 Previous knowledge	4.1.1 Basic level
	4.2 Limitations and Challenges	4.2.1 Communication difficulties
		4.2.2 Grammar difficulties
		4.2.3 Reading difficulties

THEMES	CATEGORIES	CODES
Teaching English grammar through TBLT to Deaf Adults	5.1 Lesson sequence	5.1.1 Pre task
		5.1.2 Task cycle
		5.1.3 Planning
		5.1.4 Present
		5.1.5 Post language.

Note. This table presents the themes, categories and codes which facilitate the analysis of the instruments used in the research. Author's elaboration.

Theme 1

Diverse Support System for Learning

This theme covers the category of **personal learning support**, which includes sign language, social media, and writing support. According to participants' interview responses, writing support helped them communicate and participate in activities during their time at high school and in sessions. Notably, the use of sign language during classes made deaf students express their ideas during school time; similarly, in the journals, students mentioned that they felt comfortable using their language to ask, share, and understand the content. For example, they would repeat content in

sign language to show the teacher that they were understanding and following the class. Finally, reflective notes indicate that students feel free to ask questions using mostly sign language.

> **INI_DP_04:** *"Usaba señas porque es mi identidad, pero también puedo aprender señas en inglés con escritura y usar ambos" (I used Signs because is my identity, but also, I can learn Signs in English with writing or use both)*
>
> **RFN_04**: "Students repeat the content learned using Ecuadorian Sign Language after the teacher's explanation, to understand and memorize in their language" "Ask students some questions and allow them to express by using Sign Language enable to connect with their previous knowledge"
>
> **FD_03***: "Mi personal mejor Lengua de Señas" (Personally, Sign Language is better)*

Additionally, **writing support** has been a big support when they need to say something or communicate with the teacher or classmates during group work, or any activity and they suggested that it could be included in all the sessions based on the field diaries and previous interview.

> **FIN_DP_04***: "Para mí, mejor la escritura, es más fácil al escribir" (For me, writing is easier, is easy when writing)*
>
> **INI_DP_04** *"Pero cuando teníamos que hablar, yo soy sorda, no podía, entonces escribía" (But, when we had to speak, I am Deaf, I couldn't, so, I wrote)*
>
> ***FD_02:*** *"Recomendación, imagen visual y escribir"*

During the sessions, **repetition** emerged as another relevant strategy by students, as it helped them to connect with their previous knowledge, thereby understanding better. Likewise, the teacher incorporated repetition when starting the lesson and during the

explanation of the content, recognizing that students engage and follow the lesson without any difficulty.

FD_01: "*Mejor aprender cuando puede repetir y explicar"* (It is better to learn when the teacher repeats and explains).

RFN_01: "*Students remember the last topic, grammar explanation or instructions clearer when repeating twice"*

It is evident that repetition helped students with their comprehension, same as Tahang et al. (2023) who emphasized in their study's results that the two main strategies for teaching Deaf students are repetition and visualization because they help the teacher effectively guide and assist the student's learning progress. They also highlighted the importance of tailoring those strategies to the conditions and abilities of Deaf students.

In the **learning support** section, one of the participants mentioned that during school hours the teacher helped him adapt the English sentences to make it easier for him to understand the topic. This is also reflected in the final interview, where they highlighted that during the sessions the teacher's guidance, patience and support made them feel confident when doing the activities. Similarly, in the field diaries, one participant expressed that the teacher's support improved their understanding of the topic by providing them with the meaning and examples. From the teacher's perspective, when she monitored the activity, the students performed better in each session.

In addition, **teacher support** has also been essential, helping them to solve doubts or questions regarding the topics, and making them accessible during the sessions. In that respect, constructivism allows teachers to support the learning process since it takes into account the learning previous experiences, needs and context of each participant (Schunk, 2012). In that sense,

it allows them to express themselves in their own language or writing way and guides them to have better learning since they feel comfortable in a space that respects their culture and previous knowledge.

> **INI_DP_04:** *"Yo me sentía feliz cuando aprendía inglés, porque cuando eran oraciones, mi profesora me ayudaba en el examen y lo hacía más corto y yo lo podía hacer, yo le explicaba a mi profesora que me ayude"*
>
> **FD_07:** *"Claro confianza en profesora siempre yo pregunto sobre gramática de inglés en tiempo diferente ella explica" (Of course, trust the teacher. I always ask about English grammar in different tense, she explains)*
>
> **FIN_DP_04:** *"Siempre preguntar profesora si está bien con más confianza y paciencia, que es autoridad sabe, pero cuando profesora es mala no hay seguridad en preguntar" (I always ask the teacher if it is right with more confidence and patience, because she is the authority and knows, but when the teacher is bad there is no trust in asking).*
>
> **RFN_03:** "*When teacher provided guidance, they performed better"*

The data collected supports the findings of Domagała and Kontra (2016) mentioned that Sign Language constitutes their first language which has its own extensive vocabulary and complex grammar. This explains the reason why students feel comfortable during the session when they need to express or participate in the activities. Moreover, it allows teachers to understand and allow them to express themselves in their language as Schunk (2012) states constructivism is formed in the learner by integrating learning activities with prior experiences of the learner.

Theme 2

Teaching EFL grammar to Deaf adults

This category shows that *the teaching materials* based on the participants' experiences were the use of ***English books*** and ***board*** during their school time. However, what students emphasize is the predominance of the use of books followed by the use of boards, and as the last option accessible sources. Concerning the use of English books, participants mentioned that the books were the principal material used by the teacher and the students.

> **INI_DP_01** *"Nos mostraba en el libro, leíamos, dibujábamos, veíamos fotos y todo". (The teacher showed us in the book, we read, we drew, looked at the photos and everything).*
>
> **INI_DP_02** *"También libros en inglés, solo libro nada de tecnología" (Also, English books, only book, nothing about technology)*

It is worth noting that during the implementation and design of the lesson plans, technological tools played an important role since in the field diaries and final interview participants emphasized that the use of videos, PowerPoint®, Zoom® chat and online games helped them better understand the content because of the animations, colors, and graphics these tools provide.

> **RFN_04: "***They understand the meaning of the words by looking at the pictures in the video from YouTube®"*
>
> **RFN_01:** *"Using Zoom® chat to ask and answer enables students to practice and promote a better communicative process"*
>
> **FD_03:** "*Profesora me explica más claro con PowerPoint® y YouTube®" (Teacher explains more clearly with PowerPoint)*

FIN_DP_04*: "Sí con tecnología, muy clara para enseñar" (Yes, with technology, is more clearly to teach)*

Technology played an important role during the sessions as Domagala-Zysk et al., (2021) stated it will provide a range of activities, increase the use of visual material for Deaf students and make the lessons more appealing as the topics become easier for them to remember using visual tools. Also, this resource can offer much more visual input than traditional didactic materials such as online dictionaries, and online games which are always accompanied by pictures or films that support understanding and learning new vocabulary. It is evident from the findings that the use of videos, smart board programs, subtitle videos or signing varied activities during a lesson provides time to practice and feedback (Domagała and Kontra, 2016).

In the *teaching strategies* category participants in the initial interview, final interview and field diaries emphasized **the translation support** from English to Spanish and Sign language as a good way to comprehend when the teacher explained a topic. In addition to this, participants recommend the translation as a good strategy to teach English to other Deaf people It is also essential to mention that, based on the reflective field notes, using this method takes more time than initially predicted at the beginning of the class, requiring adjustments to the teaching planning.

INI_DP_04: "*Ella me ayudaba, como escribiendo, traduciendo al español" (She helped me, like writing, translating into Spanish).*

RFN_01: *"Giving examples, explaining by using synonyms and translating took too much time of the session"*

FIN_DP_03: *"Si, muy bien, todo el inglés más el español, que significa más explicado me gustó" (Yes, very good, all the English with the Spanish, which means more explained, I liked it).*

FIN_DP_04*: "Explicación para mi más claro, cuando profesora explica significado en español" (Explanation for me clearer, when teacher explains meaning in Spanish).*

The use of **Sign Language** was another strategy that based on the student's perspective reflected in the field diary and final interview, helped them to understand the teacher's explanations of the content. Furthermore, one participant emphasized that, in his experience learning English, the teacher only spoke (orally) to explain the instructions, which were difficult to understand, causing the participant to lose the content of the class.

FIN_DP_02: *"Antes yo no sabía y era difícil porque no usaban señas para explicar, solo hablado nada más, pero ahora esta nueva metodología, todo adaptado ahora es más fácil porque tú sabes señas, eres intérprete, te adaptas a nosotros" (Before I didn't know and it was difficult because they didn't use signs to explain, they just spoke, but now this new methodology, everything adapted now is easier because you know Sign Language, you are interpreter, you adapts to us).*

FIN_DP_04: *"Muy claro, primero señas para aprender mejor, más también español, para ver el significado" (Very clear, first signs to learn better, but also Spanish, to see the meaning).*

RFN_02: *"The use of Sign Language to provide instructions allowed a better student's understanding"*

FD_06: "*Personalmente mejor Lengua de Señas para más claro significado"* (Personally, I prefer Sign Language for a clearer meaning).

Figure 2

Teaching strategies concurrency



Note. This figure presents Sign language as the main strategy to teach Deaf students followed by translation support, gamification and writing practice based on the coding results of the initial interviews in the ATLAS. Ti 24 software®.

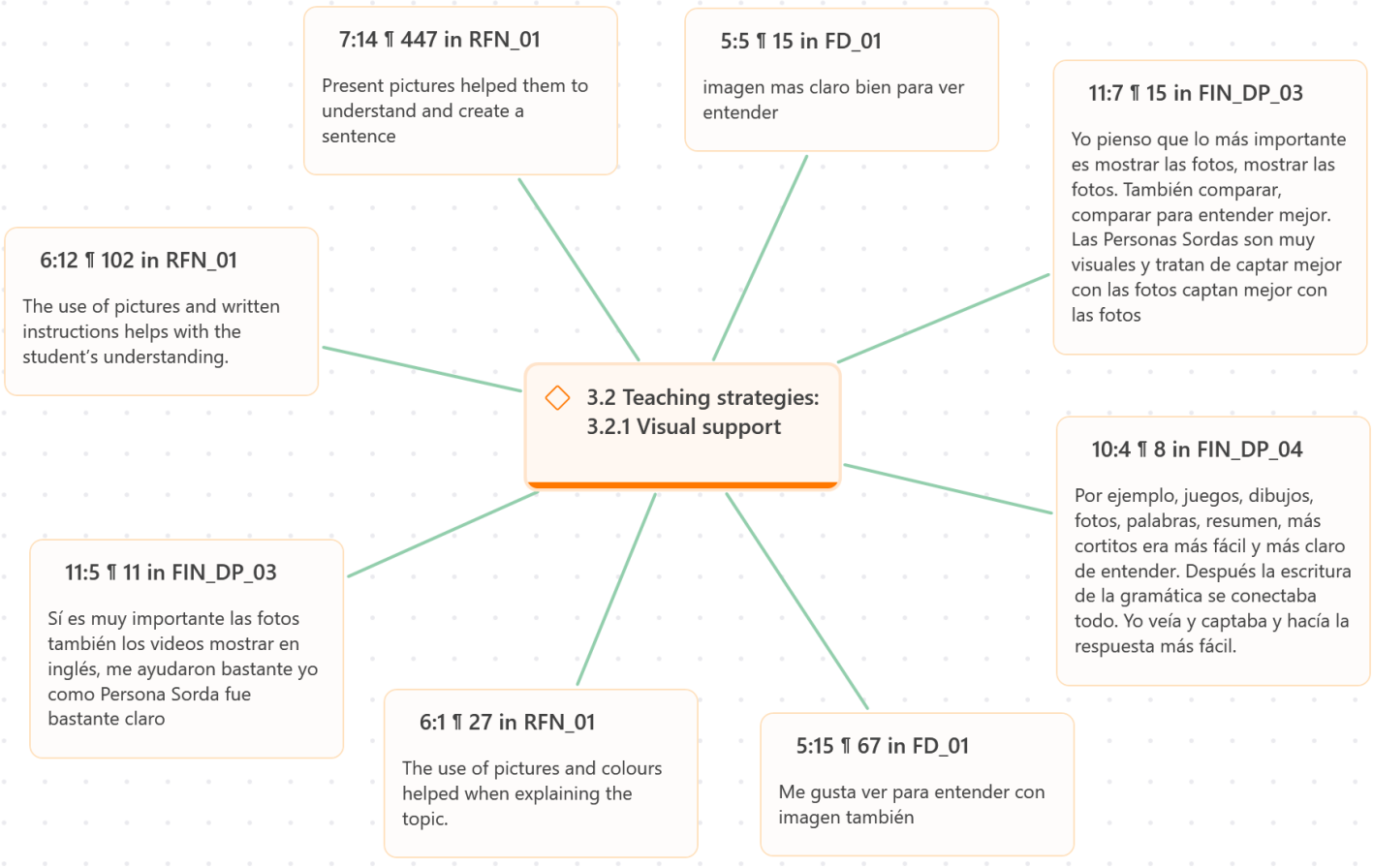
Notably, respecting the use of Sign Language during the sessions allowed students to express and share their ideas. Csizér and Kontra (2020) stated that the use of sign language plays a vital role in motivating students who have severe hearing impairment or who are unable to use lip reading as their primary form of communication. The use of sign language during the session

improved the environment as students reported that they felt understood and free to ask questions about the meaning of words. Similarly, Domagala-Zysk et al. (2021) found that the combination of motivation and specific aspirations led to better word understanding. Despite this, is crucial to consider that the language used to provide instructions, for example, Sign Language will differ on the teacher's abilities and students' needs.

Furthermore, **visual support** is highlighted in the initial and final interview, field notes and reflective field notes. Participants mentioned that during high school, their teacher used a few pictures, for example, in exams providing or adding some pictures to understand and do without too much assistance. In the case of the implementation through the final interview and field diaries, participants mentioned that the pictures allowed them to understand the topic better as they could associate the word with the picture and follow the sequence of the session. Also, they emphasized visual support as a good strategy to implement when teaching Deaf People since they consider as a visual culture.

Figure 3

Systematic network of the subcategory: Visual support



Note. In the figure, the semantic network of the subcategory visual support is presented with significant examples extracted, resulting from the coding and analysis of the final interviews, reflective field notes, and field diaries in the ATLAS. Ti 24 software.

From the perspective of the teacher, the use of colors, pictures, icons and Sign Language images in the presentations enables both students and the teacher to follow the session's sequence and students to better comprehend the grammar and vocabulary.

RFN_08: "The use of pictures and written instructions help with the student's understanding"

Based on the data collected there is a close relationship with studies. For example, FENASEC (2012) mentions that the language of Deaf students is visual-gestural, it is understood

through the visual channel and is expressed mainly through the configuration, position, and movement of the hands, in addition to body and facial expression. Furthermore, according to the results of Birinci and Sariçoban (2021), using visual materials alongside sign language was more effective for teaching English vocabulary to Deaf learners than using sign language alone. This response to students' preferences during the sessions like the use of pictures, colors, and graphics in the presentations due to their characteristics and strengths are visual and that is why as teachers we need to remember to create a positive environment for them.

In the **gamification** subcategory**,** teachers emphasize the use of interactive platforms previously checked, to support students' process, as it captures attention and memory. Furthermore, from the student's perspective, they feel motivated and challenged when playing games at the end of the sessions to practice the topic learned and they also chose this strategy as a good one to learn English.

> **FD_DP:** "*Más práctica viendo, jugar una palabras y fotos" (More practice watching, playing game of words and pictures).*
>
> **RFN_02:** *"Agregar juegos interactivos al final de cada sesión permitió mejorar y repasar lo aprendido, pero siempre con la guía de la docente"* (Adding interactive games at the end of each session allowed us to improve and review what we had learned, but always with the teacher's guidance).
>
> **FIN_DP_02:** "*Tú hacer juegos por Zoom®, también juegos de seleccionar me motivaban aprender, recordar y practicar más"* (You make games on Zoom®, also selection games, motivated me to learn, remember and practice more).

Gamification was another important element where according to Fazilatfar & Afzali (2018), Deaf people are vision-oriented, they need different tasks with pictures, maps, games and role-playing. It could be seen from the perspective of students that the best part of the sessions was the games because they motivated them and made the content more interesting and challenging. It emphasizes that the use of interactive games improves and checks the student´s learning progress and promotes motivation.

Applying **flipped classroom** in the session was another strategy considered essential by some participants since they see it useful to check the content before remembering and knowing what the session will be about. In addition, this was a strategy they suggested in the field diaries because they sometimes didn´t remember what they had learned before and it helped them to prepare questions about the new topic.

> **FNI_DP_02:** *"Yo me acuerdo antes tú primero enviar para leer, yo practicar antes y mañana empezar nuevo tema, por ejemplo, con la sesión ocho, yo antes revisaba, luego entendía, me acordaba y preguntaba para relacionar temas" (I remember that you first send it to read, I practice before and the next class start a new topic, for example, in the session eight, I used to review, then I understood, I remembered and asked to relate topics).*
>
> ***FD_05:*** *"Sugerir, dar PDF o Word para leer antes y entender" (Suggest, give PDF or Word to read before and understand).*

Finally, the flipped classroom is highlighted during the sessions from the students' and teachers' opinions since it allowed them to be prepared and remember for the next class that will be taught or learned. This is supported by (Domagala-Zysk et al., 2021) who mentioned that flipped

instruction might help students since they can check the material in advance for the lesson class and give them time for questions and doubts.

Theme 3

Deaf adults and learning English as a foreign language

This theme three includes categories: **previous knowledge, language learning experience and limitations or challenges** each one with their corresponding codes that allow to understand the participants' perspectives about their English learning.

Based on previous knowledge, participants consider their English proficiency to be basic, with a reduced understanding of English content.

> **INI_DP_02** *"Dos años me enseñaron lo básico nada más" (Two years teachers taught me only the basic, no more).*
>
> **INI_DP_04** "*Yo solo sé un poco de lo básico"* (I only know a little of the basics).

This aligns with the results of the placement test since all the participants were assessed at A1.1 according to CEFR Basic User. This level means they can understand everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type.

To determine the participants' current proficiency in English, a level test was administered. This test was sourced from the Europa School of English, a quick, free online test where the level is assessed at a CEFR level (A1 to C2). The following table presents the results of the participant's current English level.The following table shows the results of each participant.

Table 4

Placement test results

Participants	English Level	Common Reference Levels: global scale	
DP_01	A1.1	Basic User	"Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. Can produce simple isolated phrases and sentences" (Council of Europe, 2020).
DP_02	A1.1	Basic User	
DP_03	A1.1	Basic User	
DP_04	A1.1	Basic User	

Note. This table presents the results of the placement test about English proficiency taken by the participants.

Based on the data collected responding to this subcategory it is essential to note that all the participants have a basic level which allows them to research the plan according to what they already know and continue to develop other content. According to Richards & Rodgers (2014) to apply a new methodology or strategy teacher needs to select and organize tasks where the central role is to pay attention to the learners' needs, interests, and language skill levels. Also, the inductive method enables students to start from what they know, level and characteristics, which will be applied during the process of the lessons (Harmer, 2007).

Conversely, *limitations and challenges* when learning English, include **communication, grammar and reading difficulties**. First, they agreed that the most difficult part is to communicate their ideas in another context, with native speakers or in groups with their classmates.

INI_DP_02: *"En la comunicación cuando están frente a frente con alguien es difícil entender" (In the communication when you are face to face with someone is difficult to understand).*

Firstly, in the initial interview participants mentioned that they struggled with **reading difficulties**, mentioning that when they had to read it took a long time in comparison with the other classmates. Some of them mentioned that memorizing and remembering all the structures is hard when long sentences are difficult to understand in reading texts.

INI_DP_04: "*Difícil, muy difícil, me gustaban palabras cortas, pero oraciones largas ya no comprendía mucho" (Difficult, very difficult, I liked short words, but I didn't understand long sentences much anymore)*

During the sessions, some participants mentioned that reading the English subtitles was the most challenging aspect as they didn´t understand and were more focused on watching the video, which sometimes made them feel lost. Also, they emphasized that it was difficult to understand long sentences when they were reading a text, similarly to the teacher's opinions when students read, they took a lot of time to complete the activity.

FIN_DP_03: "*Bueno, yo pienso más difícil los videos en Youtube, los subtítulos como confundir más, las palabras no entiendo" (Well, I think the videos on Youtube are more difficult, the subtitles are more confusing, I don't understand the words).*

FD_07: *"Lee video subtitulado por eso yo falta atención subtítulo porque yo veo video dibujos nada para captar por eso yo falto leer subtitulo" (Watch the video with subtitles, that's why I don't pay attention to subtitles because I see the drawings, that's why I don't read subtitles).*

INI_DP_03 *"Cuando son palabras nuevas, significado toma tiempo y nos atrasamos, por ejemplo, las personas oyentes, escuchan bien, traducen al español y avanzan pero los Sordos al leer toma mucho tiempo y también en la explicación nos cansamos mucho"* (*When they are new words, the meaning takes time and we fall behind, for example, people hear well, they translate into Spanish and move forward, but when Deaf people read, it takes a long time and we also get very tired when explaining).*

Based on the results, participants had reading comprehension difficulties as they struggled with some words in English and lost the sense of the text. One of the causes of this problem is that the early reading experiences of deaf children may not be the same as those of their hearing counterparts, having an advantageous position concerning grammar (Domagała & Kontra, 2016). Sometimes Deaf students deal with reading achievement since they cannot read because they did not get enough language exposure and the same reading level as their peers (Nugroho & Lintangsari, 2022)

Additionally, **grammar** was another limitation that Deaf students had to face because during the classes students struggled with errors such as missing articles or prepositions when creating sentences. It aligned with their opinions, mentioning that it is hard to write because their grammar in Sign Language differs like the conjugation part.

RFN_06: "*Students struggled with creating sentences and have some grammar mistakes."*

FIN_DP_02: "*Tú me explicas bien, pero yo a veces confuso, por problema de español escritura"* (You explain me it well, but sometimes I get confused, because of some Spanish writing).

For Deaf People, using language to communicate with others or contexts has been a challenge and grammar is one of the most difficult aspects. Based on the results, participants had difficulty creating sentences as they forgot some words and some of them had some grammar mistakes even in the Spanish language, since their main language is Ecuadorian Sign Language. This is associated with Moritz (2016), who stated that Deaf students face some challenges, for example, consonant errors, like substitution, and omission. In essence, the language to be used for the classes will depend on the teacher's abilities and students´ needs. Furthermore, Domagała & Kontra (2016), mentioned grammar is difficult for most Deaf students in their national language with grammatical rules even in their first spoken language (in this case in the Spanish language).

Taking into consideration grammar and reading difficulties, **time management** was an element that the teacher had to be aware of. In the reflective field notes the teacher emphasizes that explaining the topic in detail took more time than the planning predicted; however, that time enabled students to understand better and the teacher to follow the sequence of the lesson. Besides, one participant emphasized the extra time as a good strategy for him to practice but since he works and lacks time, he forgot everything he learned which he attributed to personal responsibility.

> **RFN_05:** "*Repeating the rules took more time; however, students understood better them"*
>
> **FNI_DP_02:** "*El problema es el tiempo, necesitaba practicar más y después me olvidaba. Es difícil avanzar por el tiempo que falta practicar y acordarme"* (The problem is time, I needed to practice more and then I forgot. It is difficult to progress because of the time and the lack of practice and remember).

Theme 4

Teaching English grammar through TBLT to Deaf Adults

This theme encompasses the **lesson sequence** that includes the TBLT process such as pre-task, task cycle, planning and post-language**.** Based on the observations and participants' responses students activate their previous knowledge with the videos and vocabulary provided. They also pointed up reviewing the last content as an effective way to remember vocabulary to apply in the activity.

> **RFN_03:** *"Providing the video first made the topic more understandable for them since it connected with the teacher's explanation"*
>
> **FIN_DP_04:** *"Para mí si importante indicar vocabulario y vamos captando y luego ya unir todo para actividad" (*For me it is important to indicate vocabulary, and we understand and then we put everything together for the activity).

In the **task cycle**, participants indicated that they had problems with the meaning of the words and that it was difficult for them to develop the task. Similarly, the reflective noted that the task was difficult for them because they did not have enough vocabulary and sufficient grammatical skills. Despite the challenges, participants considered the first activity to be motivating and that they had to think about it. In the final interview, they also emphasized the importance of providing the activity first.

> **RFN_01:** "*The first task was hard for them since they didn´t have enough vocabulary and grammar skills. Therefore, it was adapted with a selection and filling blank activity".*

FIN_DP_04: *"Si al inicio estuvo difícil, cuando empezamos el significado había palabras que no sabía significado" (*Yes, it was difficult at the beginning, when we started to find out the meaning, there were words that I didn't know the meaning).

RFN_03: *"Provide an activity where they can match the picture in Simple Past helped and guide them"*

FIN_DP_02: *"Si primero con la actividad e igual juego empezar y luego oraciones de gramática, primero la actividad mejor"* (Yes, first with the activity and start with a game and then the grammar sentences, the activity first is better).

In the **planning phase**, the teacher highlighted that students try to complete the activity by themselves; however, she needed to guide giving the meaning of some words. In addition, participants are guided by the examples provided to do like them.

RFN_01: *"Students think, and reflect when creating the sentences"*

RFN_04: "*Sometimes the teacher guides them but makes them do it by themselves*"

In the **present phase**, it is essential to mention that the participants completed the activities despite some grammar mistakes, and in this phase, the use of some resources such as Zoom® chat, Padlet and PowerPoint® slides could present the task. Furthermore, providing feedback helped them to check their mistakes and reflect on them.

RFN_01: *"Give feedback helped students to identify mistakes"*

RFN_05: *"The use of Padlet® and Zoom® chat allowed students to present their answers"*

Finally, in the **post-language** phase, participants expressed in the final interview that they liked the organization of the lesson, where the teacher began with the activity and then with the

grammar explanation. One of the participants expressed that they felt ready after completing the activity to learn the grammar and also it was motivating.

> **FIN_DP_03:** "*Si me gusto mucho la organización. Pienso que la actividad primero te motiva porque primero gramática es un poco aburrido, pesado, pero la actividad te motiva, te pone atenta y luego la gramática" (I really liked the organization. I think that the activity at the beginning motivates you because grammar is a bit boring, but the activity motivates you, makes you pay attention and then the gramar).*
>
> **FIN_DP_02:** *"Si primero la actividad y luego las oraciones, la gramática primero la actividad" (Ye, the activity first, then sentences, grammar first the activity).*

The findings of this study suggest that the TBLT method helped Deaf students to organise the lesson since it started with a motivating activity and then the grammar explanation. In the case of the pre-task phase, Richards and Rodgers (2014) mentioned preparing learners for tasks and suggesting that learners should not go into new tasks and that some sort of pre-task activities might include a topic, clarifying task instructions, and helping students learn or recall useful words and phrases to facilitate task accomplishment.

Similarly, the study made by Dragobuzhda (2020) showed that the use of TBLT is effective in increasing the grammar knowledge of the learners, promoting better learning in students, promoting real-life situations, motivating learning, and creating an adequate classroom atmosphere for all students. It could be confirmed in the participants' responses, where they emphasized the importance of activity at the beginning of the sessions as they feel motivated to complete a task after knowing if it was correct or not with the teacher's feedback. In the same line, Yildiz and Senel

(2017) mentioned that TBLT significantly raises the grammar knowledge of the students rather than the traditional language teaching method.

In addition, is crucial to mention that the task had to be adapted to their language skills such as selecting, and filling in the blanks with basic exercises; however, with the change in the dynamic of tasks students get involved in different tasks, according to Dragobuzhd (2020), they learn more because they concentrate on the task instead of doing it in a strict or memorized way.

CHAPTER V

6. Conclusions

In conclusion, adherence to the specific objectives set out in this study has offered valuable information. The first specific objective aimed to identify the English perspectives and current English grammar proficiency of deaf adults through placement tests and semi-structured interviews. Based on the results of the placement test, all participants were rated A1.1 according to the CEFR, which coincided with the responses of the participants, who indicated that they understood basic grammar and remembered some vocabulary words.

The results also revealed that their difficulties centred on the lack of teaching strategies for deaf students, such as copying the material, using books, or not incorporating technology. In addition, their main difficulties were in communication and writing, due to their lack of grammar skills in their first language. These findings allowed to identify the students' linguistic needs and abilities in order to plan the proposal based on their prior knowledge.

Following this, the second specific objective was to *design a teaching proposal based on task-based language teaching tailored to the needs, language knowledge and current English grammar proficiency of deaf adults*. Based on test results, interview responses and literature review, the teaching proposal was structured around A1.2 level topics, especially on grammar points. The sessions were structured according to Harmer's lesson plan format and adhered to the sequence of the task-based language teaching (TBLT) method, facilitating a step-by-step constructivist approach and an inclusive environment. Furthermore, strategies were selected based on the characteristics of deaf people who are vision-oriented (visual aids) and include other

strategies such as the use of Sign language, translation support and technology support (videos, Padlet) to create a positive classroom environment.

Subsequently, the third objective was to implement a didactic proposal using task-based language teaching to teach English grammar to a group of deaf adults. To achieve this objective, the sessions were organized according to the availability of the students, some classes being individual and others in pairs, depending on the time they had available. Virtual teaching offered the advantage of technological tools that allowed creating the lesson using PowerPoint and designing the content with different colors, images, videos, readable letters and some interactive games to promote student participation. In addition, the classes were taught with the help of translations into sign language and Spanish by the teacher, which allowed for monitoring and verifying the students' understanding and their responses to doubts or questions.

The fourth objective was to *explore the learning progress, or any relevant aspects found in implementing TBLT during the sessions on English grammar of Deaf Adults and propose adjustments.* Thanks to the teacher's reflection and the participants' perspectives including visual support (pictures, videos, Sign Language images) in the lessons helped them to understand better the topics such as grammar points, examples and sentences. It is essential to emphasize the importance of communication by responding to students' needs and strengths, using Sign Language to conduct the classes, ensuring barrier/free information and allowing the students to express their opinions or ask questions. Moreover, writing support, gamification and flipped classrooms have been significant for Deaf students, anticipating the content, communication and interactive learning.

In that context, when the teacher establishes this relation and finds better ways of explaining, students are less likely to feel frustrated and are better able to understand the topic. Additionally,

Deaf students face some limitations and challenges when learning English, including communication, grammar and reading difficulties. For instance, is difficult for Deaf students to read the subtitles of a video since they need to be focused on the pictures and understand English sentences at the same time which makes it difficult because of language proficiency. Since Deaf people struggle with Spanish grammar, they also have some difficulties in creating sentences in English since as they express it takes time because their main language is Sign language and trying to change to those languages is hard.

The inclusion of TBLT in the teaching proposal allowed students to activate their prior knowledge and to better organize the sequence starting from a real scenario and then linking it to the grammar point. It is essential to adjust the tasks to the skill level of the participants, ensuring that the activities are appropriate to their level and needs, allowing deaf students to promote their critical thinking. Furthermore, when teaching a foreign language to Deaf students, it is essential to offer guidance when necessary and to promote independent work to develop critical thinking and problem-solving skills.

Lastly, this study allowed us to address the general objective of reflecting on the use of a didactic guide based on task-based language teaching for teaching English grammar to deaf adults. Based on the analysis and discussion of the results, this proposal allowed us to reflect on pedagogical practice, through students' perspectives and theoretical support. It also provides guidance for teachers when working with deaf students, taking into account the characteristics of deaf people, adjusting activities, using appropriate strategies and paying attention to some challenges to provide them with better learning experiences and creating a more inclusive classroom.

Limitations of the study

The first limitation was not possible to include the fourth participant in applying the proposal, due to work-related difficulties, the electrical situation that had affected the country, and the schedules did not align with those of all the students and the teacher.

The results and conclusions cannot be generalized to other contexts due to the small sample of participants; however, the findings of this study are precise and clear, and they can serve as a reference for future studies with a larger sample.

7. Recommendations

In light of the research findings, it is recommended that schools consider adopting and integrating TBLT into teaching deaf students, but they should also be flexible in adjusting the sequence of the method according to the characteristics of the students.

Furthermore, teachers must be trained at a basic level in Sign language or know about Deaf culture, as this enabled them to establish better communication and teaching with Deaf students, considering their abilities and needs.

Finally, this study could pave the way for future research, applying the proposal using TBLT adapted to different ages, such as adolescents or children, and reflecting on strategies and supports, as well as challenges and benefits within these groups.

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Appendix

Appendix 1. Initial interview guide template

Initial Interview guide		
Title: Didactic proposal for Teaching English Grammar as a Foreign Language to Deaf Adults through Task-Based Language Teaching (TBLT)		
General objective: - To identify the deaf adults' perceptions and knowledge of their English learning process.		
TOPIC	**SUBTOPIC**	**DESCRIPTION**
Language learning	Conocimientos previos	1. Have you ever tried to learn English or another language? If so, what was your experience like?
		2. Where and for how long have you studied English previously?
		3. Have you ever been interested in learning English or continuing to learn? Why?

		4. Have you taken English classes outside of school or college?
		5. Have you learned English through friends, family or social media?
		How do you describe your level of understanding in English (for example, basic knowledge of English; intermediate, can participate in conversations; advanced, high level and can communicate with fluids)?
Learning in the classroom	Accessible sources	6. Have you received any support (such as sign language interpreters, technology, etc..)?
		7. During English classes, does the teacher use technological resources or adapted teaching materials to support the teaching and learning of English? Which ones?
	Limitations	8. Did you find it easy or difficult to learn English? Why?
		9. Do you think it has been a challenge to learn English? What has been the most difficult thing as a student?
	Affective component	10. ¿Have you ever felt frustration during your learning English process? How have you handled it?
		11. Do you think that is important to learn English? Why?

Appendix 2. Reflective Field Note Template

Reflective Field note

Date	
Lesson time	
Lesson type	
Topic	
Level	

Lesson plan Phases	**Learning outcomes Interpretations**	
	Achievements	**Deficiencies / Shortcomings**
1. Pre task		
2. Task cycle		
3. Planning		

4. Present		
5. Post-task		
Other important comments:		

Appendix 3. Field Diary Template

Field Diary (Bitácora)

Date (fecha):	
Topic (tema):	

Reconocimiento de buenas prácticas		**Clarificación de conceptos y propuestas de mejora**	
¿Qué aprendí? What did I learn?	**¿Qué me gustó de la clase?** What did I like the most about the class?	**¿Qué concepto no quedó claro?** What concept wasn't clear?	**Aportes/propuestas/mejoras** Contributions/suggestions

Appendix 4. Final Interview guide

<table>
<tr><th colspan="3">Final interview guide</th></tr>
<tr><td colspan="3">Title: Didactic proposal for Teaching English Grammar as a Foreign Language to Deaf Adults through Task-Based Language Teaching (TBLT)</td></tr>
<tr><td colspan="3">General objective:

- To identify the deaf adults' perceptions about the didactic proposal for Teaching English Grammar as a Foreign Language to Deaf Adults through Task-Based Language Teaching (TBLT).</td></tr>
<tr><th>TOPIC</th><th>SUBTOPIC</th><th>DESCRIPTION</th></tr>
<tr><td rowspan="3">Teaching EFL grammar</td><td rowspan="3">Teaching strategies</td><td>1. What do you think about the explanation of instructions and content during the sessions? Were they clear and easy to follow?</td></tr>
<tr><td>2. Was there any activity or strategy that helped you better understand the topics in English? Which one/ones?</td></tr>
<tr><td>3. Did the teacher communicate in a way that was easy for you to comprehend the topics? Why or why not?</td></tr>
</table>

	Teaching materials	4. What do you think about the virtual sources (platform, videos, pictures) or other material used by the teacher? Were they accessible to you? Why?
		5. What support (sign language, written text, visual aids) helps in your comprehension the most?
		6. What materials did you find most useful in learning English to Deaf people?
Teaching English through TBLT	Lesson sequence	7. ¿What do you think about the sequence of the class?
		8. How did you find the tasks? Were they hard or easy to complete?
	Learning support	9. How did you feel during activities where you had to work alone without the teacher's assistance?
Deaf adults and learning English as a foreign language	Challenges and limitations	10. Did you find any material or activity difficult to understand? Which one/ones and why?
		11. Were there moments when you felt lost during the explanation? Why or why not?
	Affective component	12. How do you feel about using both English and Spanish or sign language in class?
		13. Were the activities engaging and motivating for you? Why or why not?

		14. Do you feel that your grammar skills improve as a result of the English classes? In what aspect?
		15. Would you recommend this type of class to other Deaf adults? Why?

Appendix 5. Lesson Plan

Lesson Plans_Proposal_A1English Deaf Collective

Appendix 6. PowerPoint® Presentation

CLASS 1_example_comparatives.pdf

Appendix 7. Virtual Platform

