



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

TEACHING ENGLISH TO A DEAF PRE-SERVICE ENGLISH TEACHER

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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AUGUST 2023

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I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, Agosto 2023

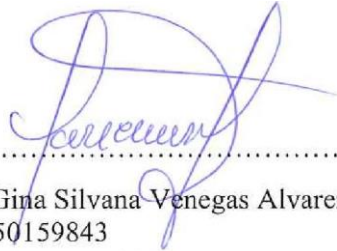


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COMMITTEE APPROVAL

The research report entitled “**Teaching English to a Deaf Pre-service English Teacher**”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, Agosto 2023



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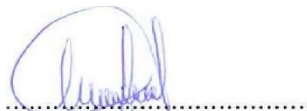
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GRATEFULNESS

We thank God for giving us strength and guiding us on our way as students. To our beloved alma mater at the Technical University of Cotopaxi for giving us the opportunity to form as humanistic and quality professionals. And finally, a sincere thanks to our tutor, Ms. Fabiola Soledad Cando for guiding us during the development of this research.

Karen and Enma

DEDICATION

I dedicate all this effort with much affection to my family, especially to my sister Deysi Quera for supporting me in my studies despite the adversities to reach this achievement.

To my friends Jefferson Cuasque and Karen Plazarte for their moral support and sincere friendship during these years of professional preparation.

Enma

DEDICATION

I want to dedicate this research work to the people who have influenced me the most in my life, giving me the best advice and guiding me, with all my love I dedicate it to my grandmother Elsita who is watching over me from heaven and with her blessing I keep going, I know what you are always with me, my parents Luis and Emma and my little sister Elisa who have been my greatest motivation, for their unconditional support that they always give me and the great effort they have made to give me a career to forge my future. Finally, I want to dedicate to my friend Enma Quera, an incredible friend who has been my research partner, her dedication and effort in this project were exceptional.

Karen

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ENGLISH MAJOR

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ABSTRACT

The main objective of this action research was to analyze the teaching and learning experiences based on Grammar Translation, Total Physical Response with word wall pictures, and Writing Product Approach Methods in peer teaching to a deaf pre-service English teacher at the Technical University of Cotopaxi during the academic term April-August 2023. This study is a qualitative, and followed action research process: the problem identification phase, the planning phase, the implementation phase, and the reflection phase (Atweh, et.al, 1998). Nine lesson plans were designed and implemented, three with each methodology. Data was collected by means of reflection forms completed by participants. For data analysis, the triangulation method was used. Participants' experiences with the methods were classified into positive and negative aspects. The study shows that Grammar Translation methodology positively influenced the deaf pre-service English student grammar learning and vocabulary learning while the negative aspects were communication problems, sign language interference, poor knowledge of Spanish, and low student motivation. Regarding the positive aspects of Total Physical Response with word pictures; it was found the contribution of visual resources for comprehension, motivation, and the learner's positive attitude. On the other hand, it also faced a challenge due to the deaf pre-service English students' poor command of the language. The deaf pre-service English teacher demonstrated positive attitudes toward providing model examples in Product Writing. However, the negative aspects were the complexity model texts, poor reading comprehension, grammatical errors, and plagiarism. Nevertheless, there were some negative aspects of the complexity model texts, poor reading comprehension, grammatical errors, and copy of the model text. This research faced some challenges due to sign language was not considered to foresee difficulties to apply the Grammatical Translation method, the small number of classes to teach with each method, the number of deaf students, and the physical space to teach the classes, difficulties when applying the Grammatical Translation method, the small number of classes to teach with each method, the number of students, and the physical space to teach the classes.

Keywords: Deaf pre-service English teacher, peer teaching, English teaching and learning, Grammar Translation, Total Physical Response, Product Writing.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

TEMA: TEACHING ENGLISH TO A DEAF PRE-SERVICE ENGLISH TEACHER

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RESUMEN

El objetivo principal de esta investigación-acción fue analizar las experiencias de enseñanza y aprendizaje basados en los Métodos de Traducción Gramatical, Respuesta Física Total con imágenes de palabras y Enfoque del Producto Escrito en la enseñanza entre pares a un profesor de inglés sordo en formación en la Universidad Técnica de Cotopaxi durante el período académico abril-agosto 2023. Este estudio es cualitativo y siguió el proceso de investigación-acción: la fase de identificación del problema, la fase de planificación, la fase de implementación y la fase de reflexión (Atweh, et.al, 1998). Se diseñaron e implementaron nueve planes de clase, tres con cada metodología. Los datos se recogieron mediante formularios de reflexión de los participantes. Para el análisis de los datos se utilizó el método de triangulación. Las opiniones de los participantes sobre sus experiencias con los métodos se clasificaron en positivos y negativos. Los aspectos positivos en la enseñanza y aprendizaje del inglés con la metodología de Traducción Gramatical fueron el aprendizaje de la gramática y del vocabulario, mientras que los aspectos negativos fueron los problemas de comunicación, la interferencia de la lengua de signos, escaso conocimiento del español y baja motivación del estudiante. En cuanto a los aspectos positivos de la Respuesta Física Total con imágenes de palabras, se constató la contribución de los recursos visuales, la comprensión, la motivación y la actitud positiva del alumno, pero mostró un poco dominio del idioma del estudiante. En cuanto a las experiencias con el Enfoque del Producto Escrito, se evidenció un aspecto positivo la incorporación de ejemplos modelo mientras que los aspectos negativos fueron la complejidad de los textos modelo, la escasa comprensión lectora, errores gramaticales y copia del texto modelo. Por último, en el proceso de investigación hubo limitaciones como que no se tuvo en cuenta la lengua de signos para prever dificultades a la hora de aplicar el método de Traducción Gramatical, el reducido número de clases a impartir con cada método, el número de alumnos y el espacio físico para impartir las clases.

Palabras Claves: Estudiante sordo, enseñanza de inglés, traducción de gramática, respuesta física total con imágenes de palabras en la pared, escritura de productos.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: Teaching English to a deaf Pre-service English Teacher

Starting Date:

April 2023

Ending Date:

August 2023

Place of Research: Technical University of Cotopaxi

Sponsoring Faculty:

EXTENSION PUJILI

Sponsoring career:

National and Foreign Language Pedagogy English

Linked Research Project (if applicable):

Macro project of the career:

Research Group:

- Karen Aneth Plazarte Román
- Enma Janeth Quera Bonilla

Work Team:

- MSc. Fabiola Soledad Cando Guanoluisa
- Karen Aneth Plazarte Román
- Enma Janeth Quera Bonilla

Knowledge area: Education

Research line: Education and communication for human and social development.

Research line of the career (if applicable): Innovation in the teaching and learning of English as a foreign language.

2. PROBLEM STATEMENT

Problem Statement

Teaching English as a foreign language (TEFL) refers to teaching English in a country where English is not an official language. TEFL teachers encourage students to improve their English language skills through listening, speaking, reading and writing (Imaniah & Gunawan, 2017). In order to facilitate this process, it is necessary to use the correct methodology according to the student's needs. Domagala (2016) mentions that “for teaching English as a foreign language to deaf students, any method is valid as long as it is effective according to the learner's needs” (p.135). For that reason, teaching deaf students requires more preparation and time on the part of the teacher than it is usually done for teaching students without disabilities (Hamidah, 2018).

There is little know about the teaching and learning experiences based on Grammar Translation, Total Physical Response with word wall pictures and Product Approach methods in peer teaching to a deaf pre-service English teacher in English Mayor. However, there are few studies about application and experiences with traditional methods to deaf students, but in schools and colleges (e.g., Sultanbekova 2019; Hamidah 2018; González et al., 2021). Moreover, the educational practice shows shortcomings in teaching deaf students due to the lack of knowledge of methodologies and didactic material according to their needs, for which the poor development of linguistic skills in the foreign language is observed. Besides, The lack of training of teachers on curricular adaptations to serve students with special educational needs in the area of English is evident in the degree of uncertainty when they have students with hearing impairment in the classroom and the lack of knowledge of the methodology to meet the educational requirements demanded by these students, which is why the training of teachers should be promoted to make modifications or curricular adaptations that help to have an egalitarian and inclusive education (Andrade et al., 2022).

The purpose of the research is to analyze the teaching and learning experiences with Grammar Translation, Total Physical Response with word pictures, and Writing Product

Approach Methods in peer teaching a deaf pre-service English teacher at the Technical University of Cotopaxi during the academic term April-August 2023; this will contribute to the deaf student' professional formation and it will provide better opportunities. Additionally, the information will provide important details to English teachers about the function of each traditional method with deaf students to enrich the learning and improve their level of English focusing on writing and reading skills. Finally, this study will provide a great contribution within the EFL education field, and it will be useful for future research.

Consequently, in this action research, the following research questions have been raised,

- What are the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with Grammar Translation Method in a peer teaching process?
- What are the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with Total Physical Response with word wall pictures in a peer teaching process?
- What are the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with Product Approach in a peer teaching process?

3. RESEARCH OBJECTIVES

3.1 General objective

To analyze the teaching and learning experiences based on Grammar Translation, Total Physical Response with word wall pictures, and Writing Product Approach Methods in peer teaching a deaf pre-service English teacher at the Technical University of Cotopaxi during the academic term April-August 2023.

3.2 Specific objectives

- To describe the theoretical foundation about teaching to deaf learners and Grammar Translation, Total Physical Response with word wall pictures method, Product Approach, peer teaching.

- To analyze the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English based on Grammar Translation.
- To analyze the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English based on Total Physical Response with word wall pictures.
- To describe the peer teachers and the deaf pre-service English teacher's experiences in teaching and learning English based on Product Approach.

4. Activities and Task System in relation to the objectives proposed.

Tabla1

Objectives and activities		
Specific objective	Activities	Verification Means
To describe the theoretical foundation about teaching to deaf learners and Grammar Translation, Total Physical Response with word wall pictures method, Product Approach, peer teaching.	<ul style="list-style-type: none"> ● To analyze Topics and Subtopics to structure the theoretical framework. ● To examine current, accurate, and reliable sources of studies related to the epistemic foundation. ● To cite meaningful research and authors to enrich the theoretical framework, about Grammar Translation method, Total Physical Response, Product Approach Method 	<ul style="list-style-type: none"> ● Background ● Theoretical Framework
To identify the peer teachers and the pre-service deaf student's experiences in teaching and learning	<ul style="list-style-type: none"> ● Lessons Plan with Grammar Translation Method 	<ul style="list-style-type: none"> ● Analysis and discussion about the experience

English with Grammar Translation Method in the context of remedial teaching	<ul style="list-style-type: none"> ● Reflections Forms about the lessons with Grammar Translation. ● Teacher's Reflection ● Peer as an observer's Reflection ● Student's Reflection 	with Grammar Translation
To analyze the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with Total Physical Response with word wall pictures.	<ul style="list-style-type: none"> ● Lessons Plan with Total Physical Response with word wall pictures ● Reflections Forms about the lessons with Total Physical Response with word wall pictures ● Teacher's Reflection ● Peer as an observer's Reflection ● Student's Reflection 	<ul style="list-style-type: none"> ● Analysis and discussion about the experience with Total Physical Response
To describe the peer teachers and the pre-service deaf student's experiences in teaching and learning English with Product Approach in the context of remedial teaching.	<ul style="list-style-type: none"> ● Lessons with Product Approach Method ● Reflections about the lessons with Product Approach Method ● Teacher's Reflection ● Peer as an observer's Reflection ● Student's Reflection 	-Analysis and discussion about experiences with Product Approach

Note: This table shows the objectives and activities of the investigation.

5. JUSTIFICATION

Teaching English to deaf students requires knowledge and application of methods according to the students' need to develop linguistic skills such as reading and writing. In Ecuador, 1230 are deaf students in Universities, Polytechnic Schools, and Technological Institutes (Ministry of Public Health, 2022). Furthermore, according to the Pujili Extension Analyst, currently, in 2023, one (1) student is studying undergraduate courses at UTC Pedagogy of National and Foreign Languages (English); the student attends regular classes accompanied by her interpreter. (See annex 7)

The bibliographic review of the background reveals that there are very few studies related to teaching English to deaf students with Grammar Translation, Total Physical Response with world wall pictures method, and Writing approach that provide knowledge about the development of these methods with deaf students in teaching and learning the English process in the University context (Sultanbekova, 2019) For this reason, this research work was developed at the Technical University of Cotopaxi- Extension Pujilí to analyze the teaching and learning experiences with Grammar Translation, Total Physical Response with word wall picture, and Product Approach Methods in a peer teaching process with a deaf pre-service English teacher in English Major during the academic term April-August 2023.

Further, the contribution of this research is significant because the information is truthful. It was obtained through the experience of teachers and deaf pre-service English teacher in the reflection form, pointing out the positive and negative aspects of each of the methods. This information will provide important details to English teachers about the function of each method with deaf students to enrich the learning and improve their level of English focusing on written and reading skills. It will also benefit deaf students and teachers of the English language area, guaranteeing an inclusive education where "each individual's needs are taken into account and that all learners participate and achieve together and of quality, allowing them to reach their maximum potential" (UNESCO, 2023).

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Sultanbekova (2019) conducted qualitative descriptive research to investigate English as a Foreign Language (EFL) teachers' experience of teaching English as a foreign language (FL) to primary and secondary school students with hearing impairments in the Kazakhstani context. The sample was an English teacher, a speech therapist, and ten grades (zero, three, five, and six in primary school and eighth grade in secondary school) with deaf students. The instruments were the semi-structured interview and the classroom observation. The triangulation method was used to analyze the participants' experiences. As a result, English teachers face challenges in teaching deaf students due to a lack of knowledge of student learning. Secondly, the learners learned twelve words per lesson translating from English to Russian with traditional methods. However, other students learned a basic level of English, and there were complications in explaining grammar. The effectiveness of the Audiolingual method is doubtful with deaf students while with Suggestopedia the student was motivated and did not mind fail the tasks. Finally, there is inadequate classroom configuration and a lack of experience in curriculum design.

Hamidah (2018) conducted qualitative descriptive research. The main objective was to describe the strategy used by the teacher in teaching English to deaf learners at SLB Manunggal Slawi. The source of information were the principal, English teacher, and deaf students who had various types of deafness, both conductive and nerve deafness, with different levels of deafness, from mild to profound. The instruments to collect information were observation, interview, and image documentation. The author used data reduction, data visualization, and data analysis to analyze the information. As a result, this study showed that the teacher always tried to deliver the lessons by repeating the material and constantly checking the students' comprehension. The use of Total Physical Response, Grammar Translation as English language development strategies in teaching English to deaf learners combined with oral speech and sign language used, SIBI. Finally, teaching English by using these traditional methods can be achieved by focusing on reading and writing.

Astuti (2019), conducted an exploratory mixed method investigation and it was action research. This research objective was to expand the vocabulary mastery of English as a second language in deaf students, especially by applying the Total Physical Response strategy and images of the word wall pictures in the first-grade classroom of SMP Luar Biasa Negeri Martapura during the 2014/2015 school year. The instrument was the observation, and a test was; it was applied to nine deaf students. The action cycle consisted of planning, acting, observing, and reflecting, and the cycle was repeated three times. Before the action cycles the punctuation was less than 50% after the application of the cycles, the results increased even 56.67, 63.89, and 78.89 percent. As a result, Total Physical Response with word wall pictures evidenced that it is effective for vocabulary acquisition. Therefore, the researcher mentioned that Total Physical Response can be an alternative to teaching vocabulary to deaf students.

González et al., (2021) carried out an exploratory action research, using the qualitative method, its aim was to identify the use of visual aids contribution in the EFL teaching of written vocabulary to five D/HH students in a public school in Chile. The participants involved in this project were five deaf students in the fifth grade of the Concepcion school, Chile, who use sign language. Some characteristics about the students are that 2 of them use cochlear implants or as most people know it hearing aids while 3 students entered the school when they were 6 years old. Moreover, the instruments were a semi-structured interview, observation, and two multitask tests. The results showed a positive influence of the visual aids on the deaf students because they remembered easily and deaf learners related with their previous experience the vocabulary learned. It also showed that it is important to use sign language to complement good teaching.

Carrera (2021), carried out a descriptive quantitative and non-exploratory research. The main objective was to demonstrate the impact of didactic strategies in English teaching with deaf students at the Language Center of the Peninsula de Santa Elena State University, Santa Elena province, Ecuador, in order for the students to produce the English language. The researcher applied a survey to seven English and six deaf students.

The data analyzed demonstrated that the didactic material is effective for teaching English to students with hearing disabilities. On the other hand, it showed that teachers did not use enough didactic strategies during classes, and there is little professional training to teach deaf students. In the same way, some strategies are useful such as sign language, lip reading, and classroom organization. Finally, the researcher recommends that teachers pay more attention to students, create teaching materials, and an adapted space for learning English as a foreign language.

6.2 Theoretical Framework

6.2.1 Teaching English

Teaching English as a second language refers to teaching English to non-native speakers who live in a country where English is the dominant language (Rustamov, 2022). Learning a foreign language is about mastering the four skills of speaking, listening, writing, and speaking. Speaking and listening are when a person interacts with another person and at the same time develops listening skills. While reading and writing is about visual communication (Wahyudi, 2015). English is considered a compulsory subject in most Latin American countries and it must be taught in any educational institution's curriculum. Although activity-based curricula are implemented in educational institutions for students to practice oral communication inside and outside the classroom, many researchers have concluded that students need more practice to better their performance (Al-Seghayer, 2011; Farooq, 2012 as cited in Shorouq et al. 2019, p.72).

6.2.2 What is Deafness?

The terms currently used by the deaf community are deaf and hard of hearing. In 1991, the World Federation of the Deaf voted to use the official terms "deaf" and "hard of hearing." The National Association of the Deaf supports these terms and they are used by most organizations related to the deaf community. The evolution of terminology allows individuals to describe themselves based on their hearing status, cultural orientation, and communication preferences. In addition, each deaf or hard-of-hearing person is unique in

their hearing status and in their ability to communicate using spoken language (Hunter, 2013).

World Health Organization [WHO] (2021), defines a deaf person as “who is not able to hear as well as someone with normal hearing – hearing thresholds of 20 dB or better in both ears – is said to have hearing loss”. Deaf people have some barriers to communication due to a lack of self-confidence to interact with other people (Megawati, 2020). Nevertheless, deaf people are much more than a sick ear and they have the same abilities; and the same rights as other citizens although they face many communication barriers on a daily basis (Hamidah, 2018).

6.2.3 What are the causes of deafness?

Audition loss can be mild to moderate, severe, and profound. Deaf people use sign language to communicate. World Health Organization [WHO] (2023) mentioned different causes for deafness can occur throughout life or at birth.

- **Prenatal period:** Influences genetic factors and hereditary and non-hereditary hearing loss due to intrauterine infections.
- **Perinatal period:** Asphyxia in childbirth due to lack of oxygen, low weight of the baby, and inadequate development in childhood and adolescence.
- **Childhood and adolescence:** Chronic ear infections called otitis. Collection of fluid in the ear. Meningitis or infections are not treated on time and appropriately in adults.
- **Chronic diseases:** Caused by smoking or Otosclerosis. Neurosensory degeneration due to age and sudden sensorineural hearing loss.
- **Factors across the lifespan:** Blockage or accumulation of wax in ear. Head trauma or powdery mildew. Extreme noises or sounds. Ototoxic drugs or chemicals. Ear or viral infections. Hearing loss in a genetic way and feeding.

6.2.5 Characteristics of deafness

The volume or loudness of a sound is determined by the sound pressure level. The higher this is, the louder the sound is. Sound pressure level is measured in decibels (dB).

- People with hearing loss (20-40 dB) do not have problems with language acquisition but they have difficulty understanding the oral expression and written language.
- People with (40-70 dB) hearing loss have articulation problems and difficulty in social communication.
- People with hearing loss (more than 90 dB) present problems in cognitive development due to the lack of information, which leads them to perform impulsive actions.
- The trouble with abstraction, reasoning, and reading comprehension tasks.
- In the sensory and motor functions, the vision has the fundamental function.
- In socio-affective development, communication and interaction are reduced due to the lack of information.
- Deaf people do not understand moods through pitch, intensity, and rate of voice because they are visually persuasive. The lack of information generates distrust, egocentrism, and sometimes impulsive actions (Aguilar et al., 2008).

6.2.6 What is Inclusive Education?

According to the United Nations Educational, Scientific and Cultural Organization [UNESCO] (2023) defines inclusive education as each individual's student needs are taken into account and that all learners participate and achieve together. In the same way, United Nations International Children's Emergency Fund [UNICEF] (2021) mentions that inclusive education is the most effective way for all children to have the same opportunities to attend schools, learn and develop different skills for personal and professional training.

6.2.7 Inclusive Education Principles

The European Agency for Development in Special Needs Education [EADSNE] (2009) mentions some principles of Inclusive Education. It requires significant participation and classmates, teachers and parents' positive attitude to interact. Team learning involves teachers, parents, classmates, and institutions. Applied effective strategies for efficiency learning. Create an individual education plan focused on needs but without exclusion. The teachers' evaluation supports learning and includes tutorials in pairs. Learning objectives need to have alternative routes and feedback.

6.2.8 Inclusive Education in Ecuador

Reglamento General a la Ley Orgánica de Educación Intercultural [LOEI] Ley No. 675 (2023) Article 3 literally *a* mention that educational inclusion implies knowing the diversity of all people as an opportunity to enrich society through participation and interaction in the family, social, educational, and work dimensions. Ley No. 675 (2023) Article 153.- mentions that educational inclusion guarantees the full right to quality education through continuous access to learning, participation, promotion, and completion of all students in the National educational system in the different modalities and levels; with an educational environment that provides physical and emotional well-being in the priority population.

6.2.9 What is a Special Educational Need?

A Special Educational Need is understood to mean that there is extra or unique help for a learner as opposed to other students. Teachers make accommodations according to the needs of students who have special needs. Educational institutions recognize that a student has a need when they need extra support. A medical evaluation is not necessary to identify these educational needs (Sendiass, 2021).

6.2.10 Special adaptations to the curriculum

Students with Special Educational Need (SEN) linked to disability will be enrolled in school at the ages established in accordance with educational regulations. The established curriculum is adapted or modified to the extent necessary for students with SEN to achieve the general objectives and content. These adaptations can be adaptations of access to the curriculum or curricular adaptations, such as modification of objectives, content, methodology, activities and evaluation criteria and procedures, which are carried out within the classroom planning (Ministerio de Educación, 2013).

Ministerio de Educación en su acuerdo No. 2018-00055-A MINEDUC (2018) mentions in Art.4 that there are 3 Grades of Curricular Adaptations:

- **Grade 1.** - Modifications are made in the following aspects: space, resources or materials, infrastructure, temporization, and communication.
- **Grade 2.** - The elements of methodology and evaluation are modified; the educational objectives and performance criteria may be the same.
- Educational objectives and performance criteria may be the same as those of their class.
- **Grade 3.** - The elements of the curriculum are modified, which are: objectives, skills, and content.

6.2.11 Universal Learning Design for Inclusive Learning (UDL)?

Center for Applied Special Technology [CAST] (2011) mentions that Universal Learning Design “helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs” (p.4), and it allows inclusive education. In Ecuador, the Red Pedagógica de Educadores presented the Universal Learning Design (DUA) on March 11, 2021, as one of the principles of the National Education System because DUA grants a flexible curriculum for students to access learning according to their strengths and needs (Lopez et al., 2021) mentioned that Ministerio de Educación (2020) issued an article about the Universal Learning Design with detailed information on the same in order to respond to inclusive education.

6.2.12 Universal Learning Design for Inclusive Learning (UDL) Principles

Gaviria (2019) mentions that “The Universal Design Learning has three principles that underpin the educational approach and allow for the construction of the design for classroom practice” (p, 45).

6.2.12.1 Principle I.

Provide Multiple Means of Representation: It takes into account the way each learner perceives information, whether from a sensory or cognitive disability. In addition, students' learning styles are taken into account so that they can better assimilate information through visual, auditory or kinesthetic stimuli. (Gaviria, 2019).

6.2.12.2 Principle II. *Provide Multiple Means of Action and Expression:* Cooperative learning is applied for students to lead, support classroom processes, establish strong interpersonal relationships, foster social values, and develop skills for expression and communication (Gaviria, 2019). Besides, it takes into account the way in which students develop their learning, some express themselves adequately in writing but not in speaking or vice versa (CAST, 2011).

6.2.12.3 Principle III. *Provide Multiple Means of Engagement:* This principle aims to implement didactics in the classroom such as games or new technologies to generate motivation and constant interest in learning in the students. (Gaviria, 2019).

6.2.13 UDL Application

The main reference is to the fact that, in order to apply the UDL, it is necessary to have an educational community that is sensitive to the inclusive theme and also to have trained personnel. The UDL works collaboratively and, therefore, this involves the speech

therapist, the occupational therapist, the psychologist, and the special educator or psychopedagogue (Lopez, 2022).

Lopez (2022) mentions the steps to implement UDL are:

- Identify which learning style predominates in the course.
- Development of a plan with diversified teaching strategies capable of involving all students.
- Diversified evaluation taking into account learning styles and curricular coverage.

6.2.14 English Teaching to deaf student

In English language learning the students develop four skills. The receptive skills: reading and listening. The productive skills: speaking and writing. However, deaf students develop only reading in perception skills to obtain a reading ability, acquire vocabulary while in the productive they only develop the writing skill to express through or ideas (Granizoe et al., 2015). In other ways, Ministerio de Educación (2019) mentions that English is a third language for deaf students due to the naturally learned sign language in childhood. Once the acquisition is solid, begin the second language learning like Spanish, both oral and/or written, and this process is considered bilingualism.

6.2.15 How does deafness affect students?

University of Worcester [UW] (2004) Deaf students who study English as a second language have some difficulties: They make grammatical errors in writing, or omit words. It is produced by the lack of audio and auditory memory that makes it difficult to review the notes. Deaf learners have a restricted vocabulary and low reading level unlike their classmates, for which the learner must constantly investigate jargon or common words to understand and communicate in English. Moreover, they spend a large amount of time reading or doing homework, so they require individual pedagogical support for the language.

Likewise, another problem faced by deaf students is the limited access to the information and life experiences like other students so their writing works can be considered lacking in depth, immature, or uninformed with problems of sequence or structure. Another difficulty that they face is group work. English deaf students may experience frustration with the barriers and language development and some of them may struggle with reading comprehension due to various factors, such as decoding difficulties, lack of background knowledge, or difficulty making inferences (Albertini et al., 2016). Another effect is language interference “when the student uses English, he brings his native language habits into the target language being learned” (Corder, 1987 cited by Muliwana et al., 2021, p.92). Besides, sign language has a different structure from written and spoken language. The structure in writing is subject-verb-object “I eat potatoes” while the sign language uses subject-object-verb “I potatoes like” (Fundación Canaria Personas con Sordera [FUNCASOR], 2021).

Linguistic interferences also affect Spanish language learning, and deaf students have a low level of Spanish because sign language is structurally different. In addition, their linguistic experience is limited, because they receive little reading instruction, and language skills are restricted, such as lexical, syntactic, semantic and discursive skills, which has led to a reduced vocabulary and poor reading comprehension (Herrera, 2005).

English classroom requires authentic materials to encourage and improve students’ learning; the materials allow students are able to understand the main idea and increase their self-confidence in using English to communicate (Chamba, 2019) due to teaching English to beginners is often complicated, so it is important to provide several examples to check their understanding (Bhagan, 2022). Finally, Deaf people who study to be English teachers are essential masters of grammar to be a good teacher and communicate clearly. A solid knowledge of grammar is necessary to impart this knowledge in the classroom (Murdick, 1996).

6.2.16 How to work with deaf students?

Based on this need, Ministerio de Educación (2019) developed the Modelo Educativo Nacional Bilingüe Bicultural para personas con Discapacidad Auditiva to respond to the need, and understand the diversity of the deaf population in Ecuador. Moreover, El Ministerio de Educación (2013) in the Guía de Trabajo Estrategias Pedagógicas para Atender Necesidades Educativas Especiales mentions some strategies to work with deaf students:

- Use resources and supporting visual material to reinforce the teaching.
- Activities with sense of touch and apply images for students to express themselves
- Learn basic words in sign language if the student's means of communication.
- Articulate words naturally and clearly so that the student reads lips.
- Adapt the classroom so that there is visual contact between students.
- Facilitate peer tutoring with a classmate for support.

6.2.17 Motivation

Motivation is an important factor in the English teaching and learning process. Students with a good attitude are more likely to be successful in learning a new language because they work hard and continue despite challenges due to motivation gives learners a positive attitude and makes it easier for them to achieve their goals (Alizadeh, 2016). On the other hand, motivation can also influence “learners’ success or failure in learning the language and it is the key to successfully learning English, and interest in learning English is one of the most important factors influencing how well students learn a foreign language” (Alhamdawe, 2022, p.908).

6.2.18 Interpreter

The interpreter facilitates communication between a deaf person and a hearing person for productive interaction. They ensure that deaf people in the deaf community will have

access to information and various opportunities; the message interpretation is carried out through sign language (World Association of Sign Language Interpreters [WASLI], 2014). Moreover, the interpreter helps to communicate the ideas in the deaf student's mother tongue, sign language. An interpreter must accurately convey messages between two different languages, and it is a skill that takes time to develop (National Association of the Deaf [NAD], n. d.). In the classroom the interpreter clarifies the instructions given by the teacher, facilitates the interaction and communication between the teacher and student, as well as advises and informs about the progress of the apprentice (Antia et al., 2001).

6.2.19 Remedial teaching

Remedial strategy helps students with difficulties to develop their skills. It can be taught in groups or individually and aims to support students who are behind their peers in school performance or the development of academic skills (Beena, 2019). El Consejo de Educacion Superior established through Reglamento de Carrera y Escalafón del Personal Académico del Sistema de Educación Superior [RPCSE] (2021) in article 6, literal *e* states that the teacher's activities: the university teacher must guide and accompany students through individual or group tutorials according to the study modality In the same way, the Consejo Universitario de la Universidad Técnica de Cotopaxi in accordance with the (Reglamento Interno de Carrera y Escalafón del Personal Académico [PCSE], 2021) established in article 7 literal *e* about teaching activities: that the university professor must guide and accompany students through individual or group tutorial.

6.2.19.1 Advantages and disadvantages

Remediation can help students overcome academic problems and become competent in the absence of basic skills such as shyness, communication problems or absence over a period of time (Beena, 2019). Nevertheless, remedial teaching may generate dissatisfaction and feelings of worthlessness in the student since classes are separated from classmates (Beena, 2019).

6.2.19.3 Strategies to apply

- **Separate classroom for low performers:** the student returns to the regular classroom when they achieve the skills.
- **Peer Tutoring:** outstanding students help their peers.
- **One-to-One Tutoring:** the teacher allocates time during the workday.
- **Team Work/Group Work:** students' support during the activities (Beena, 2019).

6.2.20 Peer Teaching

According to Corral (2018) peer teaching refers to "an instructional strategy in a classroom, this can come from students who are not teachers, many times it is peers in the same class who help other students learn content" (p. 2). Similarly, peer teaching is a model that can be used in English as a foreign language class to engage students in class activities and discuss materials inside or outside the classroom. During class, the teacher can work as a facilitator and evaluator to teach the students, or it can be outside of class meeting time, when students learn from their peers without their teachers. On the other hand, students who have a better understanding of the subject matter can support their peers who have difficulty understanding the materials or cannot understand the teacher's explanations correctly or completely (Adil & Mohammed, 2018).

Some studies carried out with peer teaching reveal the functionality of this strategy and one of them is a program conducted at the University of California, San Diego, mentoring was conducted by students with LD. The mentoring sessions focused on developing self-awareness, communication skills, and the ability to cope with one's disability. Twelve pairs of tutor and trainee students participated during this academic year. The results of this study showed an improvement in self-image and a smooth transition to university life among the students as well as facilitating the use of learning strategies and skills (Gimblett, 2000, as cited in Vogel et al., 2007).

Another study was conducted on peer tutoring for students with intellectual disabilities in 25 universities in Israel. The aim of the study was to understand the tutoring process from

the point of view of both mentees and tutors, taking into account the needs of the mentees and the approach to tutoring activities. This study found that tutoring is beneficial to both parties and this group that was chosen for the study demonstrated high satisfaction with this type of tutoring (Vogel et al., 2007).

Adil & Mohammed (2018) conducted this research with the aim of introducing the idea of "peer teaching", a method that is specifically focused on the support given by a student who understands the class very well to another student with a low level of English five students from Garmian University and five English teachers from Garmian and Raparin universities were considered for this research, the qualitative method was used to develop this study, in the same way they took already analyzed data that were extracted from open-ended questionnaires, among English teachers and students to have their opinion on the peer instruction. As a result, it showed that the participants have positive aspects about the implementation of peer teaching in EFL classes to improve students' skills, also peer teaching could be useful for slow learners. In addition, the researcher mentioned that peer teaching is a collaborative and cooperative method that involves most of the learners, therefore teachers can help, motivate the learners.

6.2.21 What are audiovisual aids?

Visual aids are support materials, it allows to represent the meaning of a word through images. It is used in teaching "Visual aids have been used by classroom teachers for generations; some forms, however, are relatively new" (Kinder, 1942, p.336). Therefore, visual aids application in the classroom has favorable results because "to encourage students' learning process and make it easier and interesting. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge" (Shabiraly et al, 2014, p.226).

6.2.21.1 Advantages and disadvantages

Roach (2009) claims the advantages of visual aids. First, it allows more than one sense to be part of the learning process, and the understanding of the subject is immediate. It is less complicated to present a topic, and the knowledge acquisition is lasting. In addition, it facilitates learning in different styles. Nevertheless, Roach (2009) claims some disadvantages. First, there is no permanent record of the writing. It becomes difficult to work with a large group. It is necessary to write lightly, and it is not possible to speak while in front. It also requires the participation of the students.

6.2.21.3 Activities with Visual Aids

- Write new and key vocabulary and concepts on the board.
- Write page numbers and assignment details.
- Draw diagrams, pictures, graphs.
- Provide real objects.
- Use graphic organizers (University of Alberta [UOA], n.d, p.3).

6.2.22 Assessment with deaf Students

Assessment collects information about the knowledge that the student acquires. The teacher can apply the formal assessment through tests or exams, while the informal assessment monitors the students when they carry out activities in the classroom (Cambridge, n.d).

6.2.22.1 Traditional assessment

- **True/False:** “Students make a decision and find out which of two potential responses is true. Since they are easy to score, it is easy to administer true/false tests” (Dikli, 2003).

- **Multiple choice:** Teachers present different options and the students select the appropriate answer.
- **Short test:** They are applied to assess knowledge and require the student to create a short answer.

6.2.22.2 Alternative assessment

- **Portfolio:** Its assessment collects the students' works developed during the course (Meador, 2019).
- **Project:** It is carried out individually or in a group. The students select a topic related to a problem, after that they find a solution (Dikli, 2003).
- **Open/close questions:** Direct the answers in various directions and are found in questionnaires or interviews (Poveda & Chimbo, 2015).

6.2.23 Methods to teach English to deaf students

Traditional teaching methods have proven to be very effective when it comes to providing individualized instruction to students with special needs and those with learning difficulties. In addition, several recent studies suggest that students with special needs prefer traditional classroom instruction and assessments. In this learning environment, the teacher is physically present to answer questions asked by students and address each doubt individually (Rivera, 2017).

6.2.24.1 Grammar Translation Method

6.2.24.2 Origin and definition of Grammar Translation

Grammar Translation is a classical method, it was developed to read, study and translate a language or literature in Latin and Greek in the 16th century. Its aim was to learn and memorize the rules and translate precisely from the L1 to L2 or vice versa. (Benati, 2018).

Grammar Translation is effective for students to learn L2, and it is known for mental discipline. It is used to teach and learn the grammar rules for translating texts into a second or foreign language also (Ayu et al. 2021). Moreover, Richards & Rogers (2014) mentioned that with this method, the mother tongue is crucial in the teaching-learning process of a foreign language, and it is based on the fact that the target language is a communication tool and allows an effective teaching and learning process. Additionally, the classic method can be effective for understanding the grammatical complexity of the new language and facilitating the construction of correct sentence structures, especially for students who have a solid knowledge of the grammar of the native language (Buster, 2023).

6.2.24.4 Advantages

Khan, et al. (2016), mentioned Grammar Translation allows comprehension of complex word and sentence meanings; structure appropriate sentences and understanding the message of the texts. This method is one of the most effective methods because it focuses on the development of reading skills (Aquel, 2013). Furthermore, the teacher applies little effort and saves time in explaining vocabulary, so it is suitable for teachers with low L2 proficiency.

6.2.24.5 Disadvantages

Grammar Translation method is teacher-centered because there is little interaction between students and teachers during the course of the lesson. It does not aim to get the student to communicate in the target language. Furthermore, it reverses the process of teaching a foreign language since it starts with reading and not listening. Furthermore, it requires the accuracy of the student to translate texts exactly from one language to another (Khan, et al., 2016).

On the other hand, it is considered the language as knowledge and it is not an instrument of communication. Individual needs are not considered so understanding grammar can be complex for non-analytical learners therefore constant correction and precision can

demotivate the learner. Additionally, students often fail to develop the language skills required to be successful in language learning, which leads to student demotivation (Hago, 2020).

6.2.24.4 Principles

- Reading and writing skills are developed while speaking or listening have little attention.
- Grammar Translation select the vocabulary from the literary text “vocabulary selection is based on the reading texts used, and words are taught through bilingual word list, dictionary study and memorization”
- It is focused on the precise when the sentences are translated.
- The student's native language is the medium of instruction.
- The teacher is the authority, and transmits knowledge to the student; the apprentices do not have an active role in class
- It is focused on reading, writing and translating accurately and not on student fluency.
- The vocabulary is memorized in isolation in a list by translation.
- Grammar rules are taught inductively, “grammar is taught deductively, that is, presentation and study of grammar rules, which are then practiced through translation exercises” (Richards et al., 2006 cited by Megawati, 2018, p.98).
- Memorization helps students learn English as long as it is applied correctly (Oanh, 2006).
- The “new grammatical or vocabulary items in the target language are explained in students’ native language in order to have a comparison between the target language and the students’ native language” (Alvior, 2019).
- Teachers first present the rules and then exercises for the students to apply with a deductive approach. This approach is traditional because it is teacher-centered and starts with the rules and then focuses on usage (Kolatz, 2009).

6.2.24.5 Techniques with Grammar Translation Method

Freeman & Martin (2011) mentioned some techniques to apply in class with Grammar Translation Method

- **Translation of a Literary Passage:** students must translate a reading passage from L2 to L1 focused on the previous lesson. Vocabulary and grammatical structures are studied in depth in subsequent lessons. The student must not translate idiomatic expressions literally but rather demonstrate their understanding, and the literary texts can be drawn from literary works, or they can be developed by teachers with a solid knowledge of grammar and vocabulary in the target language (Freeman & Martin, 2011).
- **Reading Comprehension Questions:** After reading the passage, students answer questions in the target language to determine their comprehension of the text. Students must infer from some questions because the answer is not in the passage.
- **Antonyms/Synonyms:** Students must find the synonym or antonym in the literature passage of words assigned by the teacher. On the other hand, students define the words according to reading comprehension.
- **Cognates:** The student learns to recognize cognates through spelling or sound patterns between languages. Learners memorize words that seem cognates but have meaning in the target language and are different from the native language.
- **Deductive Application of Rules:** The teacher presents the grammar rules through examples and indicates the exceptions to the rules when students understand the rules they apply in different examples.
- **Fill-in-the-blanks Exercise:** Students are given sentences with blank spaces. The student fills in the gaps in the sentences with specific vocabulary or grammar items such as prepositions or verbs in different tenses.

- **Memorization:** Students receive a list of vocabulary with their meanings in Spanish which they must memorize. “Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations” (Freeman & Martin, 2011, p.42).
- **Use Words in Sentences:** Students create sentences with vocabulary words to understand meaning and usage.
- **Composition:** The teacher assigns a topic for the student to write in the target language. The theme is related to the reading passage of the lesson. On the other hand, a student's summary of the passage.

6.2.24.6 Evaluations with Grammar Translation Method

- In the written tests, students translate from the mother tongue to the target language or vice versa.
- The student answers questions related to the culture of the target language.
- Students answer questions where grammar rules apply (Freeman & Martin, 2011, p.42).

6.2.25 Total Physical Response Method

6.2.25.1 Origin of Total Physical Response

Total Physical Response was created by Dr. James Asher, based on the learning of the first language of humans (Walton, 2020). It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". When children learn their first language, their parents and caregivers are very physically involved in teaching the language (Bowen, 2020).

6.2.25.2 Definition

Total Physical Response is a language learning method that makes use of body movements for the acquisition of a new language. The Total Physical Response method mimics the way children learn their native language. Initially, the learner is not expected to produce the language, so the pressure is taken off. In other words, the main idea of TPR is to create a neural link between speech and action (Johnson, 2021). One of the benefits of Total Physical Response (TPR) is that it reduces student stress. According to Johnson (2021) "this is because students are not expected to talk. Therefore, there is no pressure. The silent period is highly recommended because it is where the learner builds his or her own understanding of the language" (p.2).

6.2.25.3 Principles of Total Physical Response (TPR)

The TPR method allows students to learn English through physical activity; the meaning of new words and phrases by associating them with gestures and movements. It is a very enjoyable method to use and students tend to learn quickly with little or no stress (Kennet, 2022). One of the major benefits of TPR is stress reduction. According Johnson (2021) "this is because students are not expected to talk. Therefore, there is no pressure of any kind. The silent period is highly encouraged because this is where the learner builds his or her own understanding of the language" (p.4).

6.2.25.4 Advantages of Total Physical Response

Total Physical Response has a lot of advantages, particularly for beginners and young learners.

- The pairing of movement with language is innately associated with effective learning.
- Students actively use both the left and right sides of their brains.
- It works with both small and large groups.
- It sharpens students' listening skills.

- Students are not required to speak until they are ready to, therefore creating a “safe zone” that greatly lowers inhibitions and stress.
- Kinesthetic learners (who respond well to physical activities) and visual learners (who learn best with visual cues) will get a lot out of TPR. (This is another reason why it’s important to know your students’ personalities and learning types).
- TPR is great for introverted students.
- Limited materials and planning mean it’s simple for teachers to prep (Walton, 2020).

6.2.25.5 How to use TPR in class?

Tips for using Total Physical Response in the classroom:

- The teacher performs an action, both demonstrating it and saying it (“I’m brushing my teeth”). Be prepared to exaggerate, use gestures, facial expressions and props if necessary.
- Ask students to repeat the action.
- Write the verb/phrase on the board.
- Repeat with other verbs and return to them regularly during the semester to check for retention (Walton, 2020).

6.2.25.6 Classroom Activities

Perez (2018) mentions some activities to use in the classroom:

- **Simon Say.** - Tell the students the phrase Simon says do something, and the student does it. Teachers in large classrooms often play this game to teach classroom rules.
- **Charades.** - Charades involves a student getting up and performing for the rest of the class. They are told a vocabulary word or action that the rest of the class needs to say, and then it’s their job to get that answer from the class. This helps test the student performer’s ability as well as the ability of the class (Perez, 2018).

- **Storytelling sessions.** -TPR makes it easy to teach vocabulary in context. Choose a story about something that can involve your vocabulary words more than once. For example: If your class has just learned about the five senses, you can tell a story about Sally's first time in the park (Perez, 2018).

6.2.26 Product Writing Approach

6.2.26.1 Definition of Product Writing Approach

Product writing is an approach to teaching writing; it focuses on students' final production. The teacher provides learners with a standard text, usually a model written by a native speaker, and learners are encouraged to follow the model to construct their own text (Khan & Rao, 2014). For the development of the final work, students must carry out some activities because product writing is “the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally” (Brown, 2001, p.335).

This kind of approach leads students to produce a final composition based on models provided by teachers. It focuses on imitating and modeling a text as well as structuring phrases and sentences to complete a specific format of writing based on a provided sample. Teachers save time and avoid the long process of writing; the final product is the center of this approach (Abata et. al, 2017).

6.2.26.2 Advantages and Disadvantages

Campos (2023) described some advantages about the use of product writing as follows:

- It is good for working with large groups
- It can be used to teach beginners.
- Revision is not so strict as this method minimizes difficulties and errors, since it is based on imitation.

- Students know what the final results look like (p.12).

Nevertheless, Campos (2023) described some disadvantages about the use of product writing:

- This approach does not teach students to write independently.
- It minimizes student creativity, since this approach relies heavily on imitation of a model text (p.12).
- When students have not received adequate training in the production of academic texts, lack reading skills and have little knowledge on some subjects, they produce plagiarism. Plagiarism is the use of someone else's ideas or work and includes copying and pasting text.
- This approach does not teach students to write independently. It discourages creativity because this approach relies heavily on imitation of a model text (Ramirez, 2020).

6.2.26.3 Product writing strategies

- **Stage 1: Introducing the model text:** The model text is a tool applied to teach writing in a second language by teachers. It “provides a concrete example for learners to understand what is to be expected as a finished product and to process the rhetorical structures, conventions, and organizational features within the text” (Peloghitis & Ferreira, 2018, p.1). The teacher presents a text model that the student must produce. Afterward, students analyze the characteristics of the text such as vocabulary, organization, grammar, and style (Zakime, 2018). It is a complex cognitive activity for understanding the meaning of words that give meaning to the writing and requires knowledge of vocabulary and prior knowledge (Snow, 2010).

- **Stage 2: Controlled Practice:** After identifying the main features in the text, students practice using gap-fill activities, true or false, finding the mistakes in a text, and so on.
- **Stage 3: Organizing ideas:** Students organize their ideas through notes that they include in the text. Moreover, select the type of language you will use at work.
- **Stage 4: Final product:** Students generate their own text and it does not consist of making several drafts but requires the teacher's comments about the composition (Zakime, 2018).
- **Gender for Product Writing:** Zakime (2018) mentions some genres suitable for product writing: E-mails, Formal letters, Reports, CVs and cover letters, postcards, recipes and personal statements.

7. METHODOLOGY

7.1 Research approach

This project used a qualitative method. Bhandari (2020) states that “Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research” (p.3). This research is qualitative because the peer teachers’ and the deaf pre-service English teacher’s opinions and experiences about the Grammar Translation, Total Physical Response and Product Writing methods application were collected through reflection.

7.2 Sample

The participants were two English students from the eighth level and a deaf pre-service English teacher fifth level from the Pedagogy of National and Foreign Languages (English). One student from the eighth semester acted as a peer teacher while the other acted as a peer as an observer. The peer teacher's role was to teach the deaf pre-service

English teacher while the peer as an observer observed the development of the class. In the following lessons, the peer teacher and the peer as an observer switched places. This study used convenience sampling; it is a non-probability sampling, and the most easily accessible to the researcher (Nikolopoulou, 2022).

Due to ethical considerations, codes were used to identify the participants. The Peer Teacher 1 was identified as [EJQBPT1], Peer as an observer 1 as [KAPRPO2] and Deaf pre-service English teacher as [MPCJPSDT].

7.3 Research Method

The investigation followed the process of action research. According to Avison et al. (1999) action research “combines theory and practice (and researchers and practitioners) through change and reflection in an immediately problematic situation within a mutually acceptable ethical framework” (p.94). The research used the phases proposed by Atweh et al. (1998): 1) The problem identification phase, 2) the planning phase, 3) the implementation phase, and 4) the reflection phase.

- **The problem identification phase.**

The problem of English language learning in a deaf pre-service English teacher was identified by the teacher in Teaching Methods and Approaches. (See Appendix A) In this subject, the deaf pre-service English teacher had difficulties in learning different methods and strategies for teaching English. Moreover, she had a low level of English. According to a previous literature review, it was found that traditional methods were feasible to teach students with special educational needs, including those with deafness. Thus, it was decided to implement peer teaching using traditional methods of Grammar Translation, Total Physical Response, and Product Writing approach.

- **The Planning Phase**

Before planning the lessons with traditional methods, the peer teachers applied a placement test to determine the deaf pre-service English teacher's level of English. The test was taken from Cambridge with the Common European Framework parameters; it was composed of seven parts on reading and writing skills. (See Annex 6).

The placement test helped to make decisions about content for planning lessons therefore the peer teachers developed three lessons with each method and prepared the teaching materials.

- **The implementation phase.**

During the lessons, the students from the eighth level, one student acted like a peer teacher while the other one acted like a peer as an observer. Three classes were developed with the Grammar Translation method. (See appendix A) Three lessons with Total Physical Response with word wall pictures. (See appendix B), and three classes Product Writing Approach. (See appendix C) and each class lasted approximately forty-five minutes. (See appendix B) The peer observer took notes of the whole class by using an unstructured file. At the end of the class, the peer teacher and the deaf pre-service English teacher completed the reflection form. The interpreter was in the class during the implementation helping in communication. (See annex 1)

- **The reflection phase**

Finally, the experience written by the peer teacher, and the deaf pre-service English teacher and the notes from the observation were analyzed in order to determine action points for improving the next lessons. The questions for the reflection form were obtained from a book course of The World Learning SIT TESOL. This model is based on the experience “The role of the learners is central to making learning happen and the trainers’ role is both to structure activities to follow the cycle of experiential learning and to guide participants in optimizing their learning at each stage” (Hernando de la Cruz, n.d., p.10) Besides, the cycle learning was based on Kolb; it has four stages: concrete Experience, descripción, interpretación and Generalization, and Plan action (Hernando de la Cruz, n.d., p.10).

7.4 Research context

This action-research was carried out at the Technical University of Cotopaxi, in one of its extensions located in the canton of Pujilí in an urban sector. The participant was a deaf pre-service English teacher of fifth semester. She is 23 years old. She is studying for a degree in National and Foreign Languages (English). She has a 63% hearing disability, which makes it difficult for her to learn English. The participant signed an informed consent agreeing to participate in the study (See annex 2).

7.5 Data analysis

The data collection, from the peer teachers' form, peer as an observers' and the deaf pre-service English teacher's reflection were triangulated, and it was presented in categories. The triangulation "in research means using multiple data, methods and the researcher's theories to answer a research question. It is a research strategy that can help improve the validity of results" (Bhandri, 2022, p.1). This method was used to ensure the quality of results. Extracts from the reflections have been classified into categories and the owners of ideas were identified with codes.

Tabla2

Participants Code

Methods	Grammar Translation	Total Physical Response	Product Approach
Participants	Peer teacher 1	Peer teacher 2	Peer teacher 1
	1) EJBPT1	1) KAPRPT2	1) EJBPT1
	Peer as an observer 1	Peer as an observer 2	Peer as an observer 1
	2) KAPRPO1	2) EJBPO2	2) KAPRPO1
	Deaf pre-service English Teacher	Deaf pre-service English Teacher	Deaf pre-service English Teacher
	3) MPCJPSDT	3) MPCJPSDT	3) MPCJPSDT

Note: This table shows the codes of the participants in this research.

8. ANALYSIS AND DISCUSSION OF RESULTS

To answer the first research question about peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with the Grammar Translation Method, we analyzed data from reflections and the peer observation file. The experiences were classified into positive and negative points.

Grammar Translation Method

Positive points

Grammar learning

Peer teacher 1 [EJQBPT1]

- The examples I gave the student facilitated the creation of her own sentences.
- The examples helped the student to understand the rules to convert the regular verbs into the past form.

Peer as an observer 1 [KAPRPO1]

- Peer teacher explain grammar rules several times helped to understand
- The student created sentences in the past tense based on examples.

Deaf pre-service English teacher [MPCJPSDT]

- Aprender (í) con práctica. [I understood with practice]
- Entender (í) explicación de oraciones. [I understood the explanation of the sentence]

The peer teacher and the peer as an observer mentioned that giving examples and explaining rules helped the deaf pre-service English teacher's experiences to create sentences. Deaf pre-service English teacher's experiences mentioned that she learned with practice and understood the explanation of sentences. By using Grammar Translation, deaf pre-service English teacher can understand the grammar structure, create appropriate sentences and make out the message of the texts. Grammar Translation allows us to explain the structures of the sentences because "grammar is taught deductively, that is, presentation and study of grammar rules, which are then practiced through translation exercises" (Richards et al., 2006 cited by Megawati, 2018, p.98).

Teaching grammar inductively allows the student to learn grammar and then apply it in exercises. Teachers first present the rules and then exercises for the students to apply with the Deductive Approach. This approach is traditional because it is teacher-centered and starts with the rules and then focuses on usage (Kolatz, 2009). However, teaching English to beginners is often complicated, so it is important to provide several examples to check their understanding (Bhagan, 2022). For that Ministerio de Educación del Ecuador (2019), mentioned that they provide resources and visual aids to help the deaf student reinforce the teaching. In addition, it is essential that the deaf pre-service English teacher master's grammar to be a good teacher and communicate clearly. A solid knowledge of grammar is necessary to impart this knowledge in the classroom (Murdick, 1996).

Vocabulary learning

Peer teacher 1 [EJQBPT1]

-Deaf pre-service English teacher memorized some vocabulary words about the tale in English and Spanish.

Peer as an observator 1 [KAPRPO1]

- Deaf pre-service English teacher memorized the new vocabulary by reading several times and translating the tale.

Deaf pre-service English teacher [MPCJPSDT]

Aprender (i) con observación. [I learned with observation.]

The peer teacher and the peer as an observer mentioned that reading several times and translating the tales helped the deaf pre-service English teacher to memorize the new vocabulary. The deaf pre-service English teacher manifested that she learned vocabulary through observation. By using the grammar translation, the deaf pre-service English teacher can memorize new vocabulary words from the reading and translation exercises, and improve the English language. Grammar translation method has as a principle that the student memorizes new words in isolation, the “vocabulary selection is based on the reading texts used, and words are taught through bilingual word list, dictionary study and memorization” (Richards et al., 2021, cited by Mambrol, 2020, p.98). Also, the “new

grammatical or vocabulary items in the target language are explained in students' native language in order to have a comparison between the target language and the students' native language" (Alvior, 2019). The study developed by Oanh (2006) revealed that memorization is a method that helps students learn English as long as it is applied correctly.

Negative points

Problems in communication

Peer teacher 1 [EJQBPT1]

- In the first class, I had difficulties communicating with the deaf student and asked for help from the interpreter.
- In the second class, I also had difficulties communicating and giving instructions to the deaf student, so I asked the interpreter for help.
- In the third lesson, I had less difficulty in communicating and giving instructions to the deaf students, but I needed the interpreter's help to explain the meaning of some words in the third class.

Peer as an observer 1 [KAPRPO1]

- The interpreter helped the peer teacher to communicate with a deaf pre-service English teacher with sign language.
- When the deaf pre-service English teacher had questions, she said to the interpreter, then, the interpreter asked the peer teacher.
- The Peer teacher needed the interpreter's help to explain the meaning of the word.

Deaf pre-service English teacher [MPCJPSDT]

- Teacher decir todo más o menos. [The teacher explained everything kind of.]

The peer teacher mentioned that she had difficulties communicating and giving instructions to the pre-service deaf student, especially in class one and two, and less difficulty in the third class with GTM, so the interpreter's help was necessary to give clear instructions and to make and ask questions for the explanation. The peer observer mentioned that the interpreter helped the peer teacher and deaf student to communicate

through sign language, and the deaf pre-service deaf teacher mentioned that the peer teacher had difficulties in communicating directly with her. The peer teacher's lack of knowledge of sign language hinders the development of the class with Grammar Translation so it is necessary to have the interpreter's help to communicate in the deaf pre-service English teacher's mother tongue. The language of instruction in the Grammar Translation method is the mother tongue, which facilitates comprehension of rules and instructions (Richards et al. 2006 cited by Megawati 2018), but communication with a deaf student is difficult because the teacher and the deaf learner do not share the same first language. The interpreter's intervention is necessary because it is a person who facilitates the communication between a deaf person and a hearing person for productive interaction. They ensure that deaf people in the deaf community will have access to information and various opportunities, and the message interpretation is carried out through sign language (World Association of Sign Language Interpreters [WASLI], 2014) In the classroom the interpreter clarifies the instructions given by the teacher, facilitates the interaction and communication between the teacher and student, as well as advises and informs about the progress of the apprentice (Antia et al., 2001).

Sign language Interference

Peer teacher 1 [EJQBPT1]

-The deaf pre-service English teacher did not translate the connectors like *to*, *and*, and the preposition like *on*, *of* in the tale translation.

-The deaf pre-service English teacher translated imprecisely the articles and prepositions in the tale.

-The deaf pre-service English teacher omitted the use of prepositions like *you* and articles like *a* or *an* when she writes sentences.

Peer as an observer 1 [KAPRPO1]

-Some words written by deaf pre-service English teacher were incomplete, vowels or consonants are missing to form the word in English or Spanish.

Deaf pre-service English teacher [MPCJPSDT]

-Sentir (î) aprender poco. [I felt that I learned little.]

-Grammar oraciones, desarrollar (é) poco poco. [I developed the grammar and sentences little by little.]

The peer teacher and the peer observer mentioned that the deaf pre-service English teacher did not translate or translate imprecisely some connectors, prepositions and articles. Some words were spelled incomplete. The deaf pre-service English teacher mentioned that she learned little in class and the activities were developed little by little with difficulty. Richards & Rogers (2014) mentioned that with the Grammar Translation method, the mother tongue is crucial in the teaching-learning process of a foreign language, and it is based on the fact that the target language is a communication tool and it allows an effective teaching and learning process. Nevertheless, this method has a principal disadvantage in that it is impossible to translate exactly from one language to another (Khan et al., 2016). Therefore, it is more complicated to work in translation for deaf students because “sign languages are considered to be the native language of the deaf and hard of hearing” (Khan et al., 2016), and deaf people have a different communication structure in sign language. In written language and oral language, the structure is subject-verb-object "I eat potatoes" however, in sign language, they communicate using a different structure subject-object-verb "I potatoes eat" (FUNCASOR, 2021). To apply the Grammar Translation method successfully, the teacher must use sign language as the medium of instruction.

Poor Spanish Knowledges

Peer teacher 1 [EJQBPT1]

- The deaf pre-service English teacher translated some words in the tale to Spanish.
- The deaf pre-service English teacher didn't know how to conjugate the verbs in Spanish.
- The deaf pre-service English did not conjugate verbs according to the personal pronoun when translate the sentences into to Spanish

Peer as an observer 1 [KAPRPO1]

- The deaf pre-service English teacher did not conjugate verbs when she translated from English to Spanish.

Deaf pre-service English teacher [MPCJPSDT]

-Dificultad en la actividad. [Difficulty in activities.]

The peer teacher and the peer observer mentioned that the deaf pre-service English teacher unknown or translated imprecisely some words into Spanish and she did not conjugate the verbs in Spanish. The deaf pre-service English teacher manifested that she had difficulty in translation activities. The deaf learner had poor Spanish knowledge, so she did not properly translate the text into Spanish. Deaf people learn sign language naturally in childhood when the acquisition is solid. Then, they begin learning a second language like Spanish, both oral and/or written. This process is considered bilingualism (Ministerio de Educación, 2019). Herrera (2005) mentions some causes about the low level of Spanish in deaf students. First, sign language is structurally different from oral language. Linguistic experience is limited. They receive little reading instruction, and there are restrictions in linguistic competencies such as lexical, syntactic, semantic, and discursive. Therefore, they have a small vocabulary and little reading comprehension. In the same way, Deaf students do not have access to all information and life experiences like other students, so general knowledge may have been blocked and the written work of deaf students can be considered lacking in depth, immature, or uninformed with problems of sequence or structure, and group work is difficult for a deaf person (Albertini et al., 2016). The student lacks command of the Spanish language which complicates the learning of the foreign language English.

Low MotivationPeer teacher 1 [EJQBPT1]

-In the first, deaf pre-service English teacher felt nervous and confused because she did not understand the teacher's instructions.

-In the second class, deaf pre-service English teacher was unmotivated because she did not know some words to translate into Spanish.

-In the third class at the beginning deaf pre-service English teacher was unmotivated when she did not remember the vocabulary from the previous class, but at the end of the class she felt better and smiled.

Peer as an observer 1 [KAPRPO1]

-The deaf pre-service English teacher was bored when she was reading the tale and translating it.

-The deaf pre-service English teacher felt bad when the peer teacher showed her the mistake and corrected her.

Deaf pre-service English teacher [MPCJPSDT]

-Cambiar clase. [Change the class.]

The peer teacher and the peer as an observer mentioned that the deaf pre-service English teacher felt demotivated especially in the first and second class with GT due to difficulties in understanding instructions and translation of the reading. However, in the third class the students felt better and smiled. Due to the difficulties, the deaf pre-service English teacher mentioned that she would like the class to be changed. The deaf pre-service English teacher felt demotivated translating from English to Spanish because she has poor knowledge of these two languages. English is a third language for deaf students because they naturally learn sign language in childhood. Once the acquisition is solid, begin the second language learning like Spanish, both oral and/or written. This process is considered bilingualism (Ministerio de Educación, 2019). In the learning process motivation is a principal factor in learning a new language. Students with a good attitude are more likely to be successful in learning a new language because they work hard and continue despite challenges. Motivation provides students with a purpose and direction to carry out the goal (Alizadeh, 2016). Nonetheless one of the Grammar Translation disadvantages is that students often fail to develop the language skills required to be successful in language learning, which leads to student demotivation (Hago, 2020).

Total Physical Response

To answer the second research question about peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with Total Physical Response with word wall pictures we analyzed data from reflections and the peer observation file. The experiences were classified into positive and negative points.

Positive points

Comprehension

Peer teacher 2 [KAPRPT2]

-The deaf pre-service English teacher understood the activities of the first class about phrasal verbs and in what context she can use them.

Peer as an observer 2 [EJQBPO2]

-In the first class, the deaf pre-service English teacher understood how to use the phrasal verbs

Deaf pre-service English teacher [MPCJPSDT]

-Comprender (î) las actividades. [I understood the activities]

-Si entender (î) vocabulario. [I understood the vocabulary]

The peer teacher and the peer as an observer mentioned that in the first class with the Total Physical Response method the deaf pre-service English teacher easily understood the vocabulary and was able to solve all the activities. The deaf pre-service English teacher mentioned that she understood all the vocabulary and was able to solve the activities without a problem. Total Physical Response can be a more effective method to teach English to deaf students because this method does not expect the student to speak but to understand the language, the student must use her body to perform actions according to the teacher's command to learn vocabulary. Kennet (2022) mentions that "TPR is a very versatile method and can be adapted to fit any classroom situation. It is also a great way to get students engaged and excited about learning English" (p.111). Furthermore, Pujiningsih (2010) mentions that Total Physical Response (TPR) can also be an effective method for teaching deaf learners. Since TPR relies heavily on physical

movements, it can be especially beneficial for learners who have difficulties with auditory processing of language or oral communication. This method focuses on the idea that language learning is most effective when students respond by performing physical movements or actions to the teacher's commands or instructions. This helps student's associate the meaning of words or phrases with specific actions.

Visual Resources

Peer teacher 2 [KAPRPT2]

- The deaf pre-service English teacher understood faster with word wall pictures.
- The didactic material I used caught the deaf pre-service English teacher's attention.

Peer as an observer 2 [EJQBPO2]

- The visual material was necessary for the deaf pre-service English teacher to better understand the topics.
- Word wall pictures improve deaf pre-service English teacher information retention.

Deaf pre-service English teacher [MPCJPSDT]

Observa (é) tranquilo. [I observed calm]

Observar (é) imágenes. [I observed images]

The peer and the peer as an observer mentioned that word wall pictures were a needed teaching resource to help the student understand better and retain information effectively as it captured the student's attention and understood faster. Likewise, deaf pre-service English teacher affirms that she learned by observing the images in a calm manner. The visual resources used with this method are very practical for teaching the class; it captures the student's attention, and it is necessary to use body language to complement the explanation. In addition, visual resources play a crucial role in the learning of deaf students. Since deaf students rely heavily on sight to access information, visual aids provide a more natural way for them to learn. Walton (2018) mentions that “one of the main advantages of Total Physical Response is that the use of visual resources, and props can enhance the learning experience for deaf students. Pictures are a tool that offers great possibilities in language teaching. These images can represent vocabulary words and

learners can interact with them to reinforce their understanding” (p.6). Further et al. (2021) mentioned that visual memory in deaf students is better for learning a foreign language or other subject and the visual materials used by the teacher such as gestures, facial expressions, or physical material help students associate in a meaningful way and correct the materials in their mind.

Attitude and Motivation

Peer teacher 2 [KAPRPT2]

- The deaf pre-service English teacher was active throughout the 3 classes represents the phrasal verbs physically
- The deaf pre-service English teacher was able to act out each phrasal verb using body language.

Peer as an observer 2 [EJQBPO2]

- The deaf pre-service English teacher had consistently participated in activities
- The deaf pre-service English teacher looked at the new word and she performed the action with her body.

Deaf pre-service English teacher [MPCJPSDT]

- Sentir (î) bien. [I felt good]
- Positivo tranquilo. [Positive and quiet]

The peer teacher and peer as an observer affirmed that the student remained very active during the 3 classes that the Total Physical Response method was used, he constantly participated in each stage, and also the student used physical movements to perform the actions according to the image he observed. The Deaf pre-service English teacher mentions that she felt good during the classes and always remained positive and calm. The main benefits of this method are motivation and stress reduction for the student, thus increasing their energy level and activity level. In addition, this method does not focus on the learner speaking, but rather learning the language. According to Johnson (2021)" this is because students are not expected to talk. Therefore, there is no pressure. The silent period is highly recommended because it is where the learner builds his or her own

understanding of the language" (p.13). Total Physical Response reduces learners' anxiety as they are not required to produce language immediately. Instead, they focus on understanding and responding physically. It can be a fun and interactive way to introduce learners to a new language and build their confidence in using it. However, as learners progress to more complex language skills, other teaching methods are often incorporated to address various aspects of language learning, such as speaking, reading, and writing (Puji, 2010).

Negative Points

Low memory

Peer teacher 2 [KAPRPT2]

-The deaf pre-service English teacher confused the meaning of some phrasal verbs with the meaning of the verbs

Peer as an observer 2 [EJQBPO2]

-The deaf pre-service English teacher felt confused about some verbs.

Deaf pre-service English teacher [MPCJPSDT]

Aprender (î) más o menos. [I learned kind of]

Dificultad en la actividad. [Difficulty in activities]

The peer teacher and peer as an observer stated that the deaf pre-service English teacher did not remember the meaning of some words, which makes writing difficult. Therefore, she has difficulty performing the activities. The deaf pre-service English teacher commented that the deaf student understood little of the new vocabulary and it was difficult to develop the activity. Deaf students have a limited vocabulary; this could be because they have a low reading level, when they learn new words, they have difficulty understanding the meanings, so the student must constantly research common words to understand and communicate. University of Worcester [UW] (2004) Deaf students who study English as a second language have some difficulties: They make grammatical errors

in writing, or omit words. It is produced by the lack of audio and auditory memory that makes it difficult to review the notes.

Product Writing Approach

To answer the third research question about the peer teachers' and the deaf pre-service English teacher's experiences in teaching and learning English with Product Writing Approach we analyzed data from reflections and the peer observation file. The experiences were classified into positive and negative points.

Positives

Usefulness of Examples

***Peer teacher 1* [EJQBPT1]**

- Giving an example at the beginning helped the student to create final writing work
- The deaf pre-service English teacher used the model text as a guide to create her own writing.

***Peer as an observer 1* [KAPRPO1]**

- The example was very useful because the deaf pre-service English teacher constantly reviewed when she was creating her writing.
- The deaf pre-service English teacher used some words and the structure of the sample text when she was writing the email

***Deaf pre-service English teacher* [MPCJPSDT]**

- Experiencia diferente. [Different experience]

The peer teacher and the peer as an observer mentioned that giving examples helped the student to create her own writing because it is used as a guide. The deaf pre-service English teacher mentioned that working with a model text is a different experience. The model text is really useful for the student because it helps the learner to create the final writing. Providing a model text is really useful for the student because it helps the learner to create the final writing. Model text is appropriate for beginners in English language

learning because it is a clear example on which they can base their writing. This model should be at a level attainable for students (Pennington, 2022). Ministerio de Educación (2019), without Modelo Educativo Nacional Bilingüe Bicultural para personas con Discapacidad Auditiva, mentioned that it provides resources and visual aids to help the deaf student reinforce the teaching. In additionally, the model text is vital in the writing process because it “provides a concrete example for learners to understand what is to be expected as a finished product and to process the rhetorical structures, conventions, and organizational features within the text” (Peloghitis & Ferreira, 2018, p.1).

Negative

Complex model text

Peer teacher 1 [EJQBPT1]

-In the seventh class with Product Writing, deaf pre-service English teacher got frustrated because she couldn't understand the chocolate key recipe due to the complex vocabulary

-The student did not want to work because she did not understand the vocabulary of the text.

-In the second class, the deaf pre-service teacher had difficulty understanding the text due to the vocabulary, even though it was less complex.

-I created another extra example with a basic vocabulary for the student to understand.

Peer as an observer 1 [KAPRPT1]

-The deaf pre-service English teacher was frustrated because she had trouble understanding the text because the grammar was unknown to her.

-The student all the time in the class felt frustrated and unmotivated.

Deaf pre-service English teacher [MPCJPSDT]

-No entender (í) gramática y palabras. [I did not understand the grammar and words]

-No entender (í) la lección. [I did not understand the lesson]

-Dificultades leer palabras. [Difficulty in reading]

The peer research teacher and peer as an observer mentioned that the deaf pre-service English teacher was really frustrated, and she did not want to work because she did not understand the complex vocabulary in the recipe seventh class with PW. In the same way, in the eighth and ninth classes, the deaf student continued unmotivated due to the grammar, despite the fact that it was more basic. The deaf pre-service English teacher mentioned that she did not understand the lesson due to complex grammar and vocabulary. The model texts provided to the student were not to the student's vocabulary and grammar level of English, which generated frustration in her. The teacher presents a text model that the student must produce. Afterward, students analyze the characteristics of the text such as vocabulary, organization, grammar, and style (Zakime, 2018). However, Murphy (2013) showed that teachers often have difficulty selecting text for students, so it is recommendable to consider the level of the student to increase the degree of difficulty so as not to overwhelm the student with information. Likewise, some deaf students may struggle with reading comprehension due to various factors, such as decoding difficulties, lack of background knowledge, or difficulty making inferences (Albertini et al., 2016) due to, they have a restricted vocabulary, unlike their classmates, for which the learner must constantly investigate jargon or common words to understand and communicate, and they spend a large amount of time reading or doing homework and require individual pedagogical support for the language University of Worcester [UW] (2004).

Law reading understanding

Peer teacher 1 [EJQBPT1]

-The deaf pre-service English teacher read the model text several times to understand the content.

-The deaf pre-service English teacher represented the words of the reading with sign language to understand.

Peer as an observer 1 [KAPRPO1]

-The deaf pre-service English teacher lost a lot of time comprehending the reading because she didn't know some words.

- The deaf pre-service English teacher requires the interpreter's help to understand some words.

Deaf pre-service English teacher [MPCJPSDT]

No entender (î), ayudar entender. [I did not understand, help to understand]

The peer research teacher and the peer as an observer mentioned that the deaf pre-service English teacher needed to read several times to understand the model texts, so she spent a lot of time. Also, the deaf student needed the interpreter's help and sign language to represent some words and understand them. The deaf pre-service English teacher manifested that she did not understand the example model and she needed help to understand. The student's reading comprehension is poor and she requires the interpreter's help and the use of sign language to understand the model texts. Reading comprehension is a complex cognitive activity for understanding the meaning of words that give meaning to the writing and requires knowledge of vocabulary and prior knowledge (Snow, 2010) Besides, it is also important to keep in mind that deaf students do not have access to all information and life experiences like other students, so general knowledge may have been blocked. Additionally, deaf students have a restricted vocabulary, unlike their classmates, due to their low reading level, for which the learner must constantly investigate jargon or common words to understand and communicate. (University of Worcester, [UW], 2004).

Grammar mistakes

Peer teacher 1 [EJQBPT1]

-The deaf pre-service English teacher wrote unclear sentences, because the structure was wrong.

-The deaf pre-service English teacher applied the verb to be with the inappropriate personal pronoun.

-The deaf pre-service English teacher omitted the article use "a or an" in writing

-The writing had some inconsistencies because deaf pre-service English teacher omitted a lot of information.

Peer as an observer 1 [KAPRPO1]

- The deaf pre-service English teacher made mistakes in the sentence structure.
- The deaf pre-service English teacher did not write prepositions like in the sentences.

Deaf pre-service English teacher [MPCJPSDT]

- Dificultades en la práctica. [Difficulty in practice]

The peer teacher and the peer as an observer mentioned that the student's final writings had some inconsistencies. First, the structure of the sentences had grammatical errors, the articles, and the prepositions were omitted. The personal pronouns were written with the inappropriate verb to be so the product writing was unclear. The deaf pre-service English teacher manifested that she had difficulty practicing writing. Writing is one of the most important skills in foreign language learning because it allows the learner to share ideas and thoughts, but a vast number of students find it difficult due to they make mistakes in writing due to the fact that the organization of the ideas is more important than the ideas themselves and students only complete a single draft. Teachers save time and avoid the long process of writing; the final product is the center of this approach (Abata et. al, 2017) However, writing is one of the most difficult skills for deaf students to develop, since their first language is sign language and it has a different communication structure. In written language, and oral language, the structure is subject-verb-object "I eat potatoes" but, in sign language, they communicate using a different structure subject-object-verb "I potatoes eat" (FUNCASOR, 2021)

Copy of the model text

Peer research teacher 1 [EJQBPT1]

- The deaf pre-service English teacher did not apply much effort because she copied the same words from the model text.

Peer as an observer 1 [KAPRPO1]

- The deaf pre-service English teacher copied exactly the same thing from the model example in the creation of her writing, she did not make big changes.

Deaf pre-service English teacher [MPCJPSDT]

- No aprender (í), cambiar más fácil. [I did not understand, change it easier]

The peer teacher and peer as an observer mentioned that the deaf learner did not apply much effort to create her own writing because she copied exactly the same from the model text. The deaf pre-service English teacher stated that due to the complexity of the content she did not learn anything and recommended to change for something easier. Providing a model text to the deaf student can lead to copying the same content because the student does not apply much effort and simply follows the example even more when students have not received adequate training in the development of academic texts, lack reading, and have poor knowledge about some topics they produce plagiarism. Product Writing does not allow the student to be independent in writing, it discourages creativity, and encourages imitation. It also devalues the student's potential in linguistics (Campos, 2023). That is why some students have difficulty producing writing. They see it with difficulty because this approach doesn't teach students to write independently. It discourages creativity since this approach relies heavily on the imitation of model text (Ramirez, 2020).

9. Research Impacts (technical, social, environmental, education or economic):

The present research project had an educational impact because it allows us to reflect on the performance of three methods in deaf students for teaching English language, these methods are Grammar Translation, Total Physical Response with word wall pictures and Writing Approach through peer teaching in English Major. In addition, the literature review has been of great contribution to this research as it has demonstrated the importance of adapting a method taking into account the needs of the student in order to support the development of the skills of students with disabilities and their inclusion in society.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The peer teachers' and the deaf pre-service English teacher's experience with the Grammar Translation method evidenced positive aspects such as learning grammar, structuring appropriate sentences, and memorizing new vocabulary through reading and translation exercises. On the other hand, the negative aspect was the communication problem because the peer teachers and the deaf pre-service English teacher do not share their first language, so the interpreter's help was required. The interference of the sign language, the poor knowledge of Spanish to translate the text correctly into Spanish. In addition, the deaf student felt unmotivated to translate into two languages that she had low knowledge about English and Spanish.
- The experiences of the peer teachers and the deaf pre-service English teacher using Total Physical Response in the context of peer teaching showed the contribution of visual resources to the student's comprehension, motivation and positive attitude facilitated the development of the class, but the student showed a poor command of the language when she had to write.
- Finally, based on the peer teachers' and the deaf pre-service English teacher's experiences with Product writing approach it was found the model examples helps the deaf student to write her own piece of writing. However, the negative aspects were the complexity to select model text, low reading understanding, grammatical errors in writing, and copy of the model text

Recommendations

- Based on the results of the Grammar Translation method, it is recommended that future researchers have basic knowledge of sign language such as the alphabet and greetings, so that the deaf student can interact in class. Furthermore, future research will be supported by an interpreter to apply the lesson plans with the Grammatical Translation method to achieve better results.
- Regarding the Total Physical Response with Word wall pictures method, it is recommended the use of images that provide a concrete and clear meaning to teach the subjective vocabulary. Additionally, to support this explanation use body language and physical movements to better understand the deaf learner.
- In relation to the Productive Writing Approach, it is essential for the researchers to apply a placement test to know the deaf student's English level in order to provide adequate model texts. This will prevent the student from becoming frustrated in class due to the complexity of the vocabulary and grammar of the content.

Limitations and Further Research

This research has some limitations. First, the research teachers did not consider from the beginning that the deaf student's first language is Sign Language and not Spanish in order to foresee the difficulties with, Grammar Translation method. Other limitations were the number of classes to implement with each method, the number of students, and the physical space for the implementation of the classes. Based on the results, it suggested developing quasi-experimental research to evaluate the effectiveness of these Traditional methods in teaching English to hearing-impaired students. We also suggested developing action research with a larger number of deaf students to collect more experiences of the functionality of these methods.

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12. ANNEXES

Annex 1: Peer Teacher's Reflection Form, Peer Observer Reflection Form & Pre-service Deaf Student's Reflection Form.

Peer teacher's reflection form		
Lesson objective:		
Topic:		
Date:		
About my experience: How useful was this lesson to improve my teaching?		
Positive points	What happened?	
	Why did it happened?	
	And now? My action plan	
Negative points	What happened?	
	Why did it happened?	
	And now? My action plan	
Comments?		
What have I learned?		
What works with these learners on this course?		

Source: These questions were based on Cruz & Jesus, (2018).

Peer observer form	
Topic:	
Positive Points	
Negative Points	
Any suggestions?	

Pre- service deaf student's reflection form	
Date:	
About my experience: How useful was this lesson to improve my learning?	
¿Qué tan bien comprendió esta lección?	
¿Qué aprendió en esta lección?	
¿Cuáles fueron las dificultades que tuvo en esta lección?	
¿Qué cambiaría de esta clase?	

Source: These questions were based on Cruz & Jesus, (2018).

Annex 2: Informed Consent

CONSENTIMIENTO INFORMADO

Estimada

Objetivo:

Usted ha sido invitado a ser partícipe del proyecto de investigación titulado “Teaching English to a Deaf Pre-service English Teacher”, cuyos responsables son las estudiantes Enma Janeth Quera Bonilla y Karen Aneth Plazarte Román estudiantes de la Universidad Técnica de Cotopaxi en la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Este estudio tiene como objetivo analizar el efecto de las estrategias Grammar translation y Total Physical Response with wall word picture and Product Approach en el mejoramiento de la comprensión lectora y escrita en los estudiantes sordos.

Procedimientos:

Si Usted acepta participar en el estudio:

Se le compartirá lecturas que acompañen el contenido de las unidades de estudio correspondientes al nivel A2 de Inglés distribuidas en seis lecciones, a su vez podrá realizar las actividades que se desprendan de las lecturas. Adicional a esto, se contempla la aplicación de instrumentos de recolección de datos como: una prueba de nivelación, encuesta de percepción como estudiante.

Se debe aclarar que su participación dentro de este estudio tendrá efecto, desde el 05 de mayo hasta el 09 de junio del año en curso.

Beneficios:

Al recibir lecciones específicas de lectura usted tendrá como beneficio la oportunidad de desarrollar su competencia lectora, a su vez estará contribuyendo con el mejoramiento de procesos de enseñanza- aprendizaje del idioma inglés.

Confidencialidad:

Todos los datos que usted pueda proporcionar en este estudio serán manejados bajo normas de confidencialidad y con fines investigativos. Por ende, al ser presentados los resultados usted será identificado con un número y no con su nombre o apellido, garantizando así que el análisis de la información se realice de forma científica.

Riesgos Potenciales/Compensación:

El ser partícipe de este estudio lo expone a usted a un porcentaje mínimo de riesgo, puesto que usted no estará expuesto a situaciones que atenten a su integridad como individuo. También se aclara que usted no recibirá ninguna compensación económica como tampoco tendrá que pagar algún rubro.

Participación Voluntaria/Retiro:

La participación en este estudio es de carácter voluntario, usted puede decidir el participar o no. De igual manera, si usted ve la necesidad de retirar su participación del estudio, puede hacerlo en cualquier momento.

Datos de contacto:

En caso de existir alguna duda, comentario o reclamo, usted puede contactarse con las responsables de la investigación, Estudiantes Enma Quera y Karen al correo enma.quera1569@utc.edu.ec o karen.plazarte8394@utc.edu.ec

De antemano agradezco su colaboración, y le saludo cordialmente.

ACTA DE CONSENTIMIENTO INFORMADO

Yo, acepto participar voluntaria y anónimamente en la investigación “Strategies to teach English to deaf students” dirigida por las estudiantes Enma Janeth Quera Bonilla y Karen Aneth Plazarte Román estudiantes de la Universidad Técnica de Cotopaxi en la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Declaro haber sido informada de los objetivos y procedimientos del estudio y del tipo de participación, así como también del hecho de que mi participación no involucra ningún daño o peligro para su salud física o mental, que es voluntaria y que puedo negarme a participar o dejar de participar en cualquier momento sin dar explicaciones o recibir sanción alguna.

Declaro saber que la información entregada será confidencial y anónima. Entiendo que la información será analizada bajo normas de confidencialidad y será utilizada sólo para este estudio.

Este documento se firma en dos ejemplares, quedando uno en poder de cada una de las partes.

Nombre del Participante

Fecha: 05 de mayo hasta 09 de junio del 2023

Annex 3: Photos of the Grammar Translation Method Application.



Annex 4: Photos of the Total Physical Response application



Annex 5: Photos of the Product Writing Approach application.



Annex 6: Cambridge Placement test


Part 1

Questions 1 – 6

For each question, choose the correct answer.

1

For Sale
Women's bicycle (small)
 11 years old - needs new tyres
 Phone Debbie
 - 0794587454



A The bicycle that's for sale was built for a child.
 B Some parts of the bicycle must be changed.
 C Debbie is selling the bike because she's too big for it now.

2

Hi Ben
 I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?
 Tim

A Tim thinks Ben should look on the concert website.
 B Tim hopes that Ben will be able to come with him.
 C Tim wants to know if Ben can pay him back today.

3

ADVENTURE PARK
 Half-price tickets for groups of 12 or more
 Ask at entrance

A You get into the park by going this way.
 B It is more expensive to go here alone.
 C You will have fun if you come with friends.

2


4

Lynne
 Kim's party starts at 8 p.m. but of course you don't finish work until 9. Shall we go together at 9.30? I'll pick you up.
 Emma

A Emma knows that Lynne can't be at the party when it starts.
 B Emma wants to go to the party a bit later than Lynne.
 C Emma wants to go out with Lynne but not to the party.

5

DAN'S ICE CREAMS
 Buy one, get one free!
 (Special offer 12 - 2 p.m. only)



A The ice cream shop is open for only 2 hours.
 B Two ice creams will cost the same as one.
 C You can get free ice creams all afternoon.

6

Anna,
 Sorry you missed today's class. Don't forget about the history project we're working on together - the teacher wants it by Friday. Call me!
 Sophie

Why did Sophie write this message?
 A to check if Anna has completed her homework
 B to let Anna know what they did in class today
 C to ask Anna to contact her about the homework

3 **Turn over ►**

Questions 7 – 13

Part 2

For each question, choose the correct answer.

	Tasha	Danni	Chrissie
7 Who writes both a magazine and a blog?	A	B	C
8 Who says that studying and writing a blog at the same time can be hard?	A	B	C
9 Who answers questions from other people who read her blog?	A	B	C
10 Who plans to stop writing her blog soon?	A	B	C
11 Who didn't have many people reading her blog in the beginning?	A	B	C
12 Who asks a member of her family to help her write her blog?	A	B	C
13 Who says writing a blog is easier than some other types of writing?	A	B	C

4

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

5

Turn over ►

Questions 14 – 18

Part 3

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.



Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

6

14 What is Alice Watson's job now?

- A dancer
- B teacher
- C dress-maker

15 Demi had her first ballet lessons

- A at a very young age.
- B at the National Ballet Company.
- C from her mother.

16 Jack helped his wife and daughter by

- A moving to a larger house.
- B letting them use the living room for dancing.
- C making a place for them to practise in.

17 What was the best thing about the *Swan Lake* show for Demi?

- A It was her first show with the company.
- B All her family were there.
- C She was wearing a new dress.

18 Hannah says that Demi

- A will be a star one day.
- B is her favourite granddaughter.
- C dances better than Alice did.

7

Turn over ►

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple.

At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

- 19 A class B subject C course
- 20 A thinking B trying C deciding
- 21 A way B path C plan
- 22 A day B time C hour
- 23 A brought B turned C opened
- 24 A began B arrived C became

Part 5

Questions 25 – 30

For each question, write the correct answer.
Write **one** word for each gap.

Example: 0

From:	Maria
To:	John

I hope (0) are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre (27) the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29) tennis.

I'll show you my photos (30) I get back.

See you soon,

Maria

Part 6

Question 31

You want to go swimming on Saturday with your English friend, Toni.
Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

Write the email/story on your answer sheet.

Part 7


Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



Write the email/story on your answer sheet.

Annex 7: Certificate

 Universidad
Técnica de
Cotopaxi

EXTENSIÓN PUJILÍ

CERTIFICACIÓN

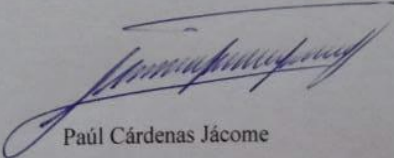
SECRETARÍA DE LA EXTENSIÓN PUJILÍ DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI.-

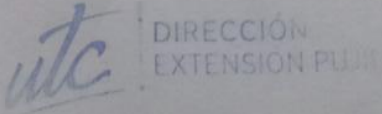
Atendiendo una petición escrita de las estudiantes PLAZARTE ROMÁN KAREN ANETH y QUERA BONILLA ENMA JANETH, se **CERTIFICA** que en la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, en Quinto Ciclo del actual período académico Abril 2023 – Agosto 2023, se encuentra legalmente matriculado y asistiendo a clases de manera normal, un estudiante con discapacidad auditiva.

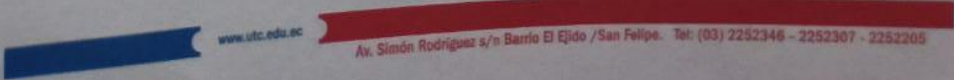
La estudiante puede hacer uso de la presente certificación como creyere conveniente.

Pujilí, a 14 de agosto de 2023.

Atentamente,


Paúl Cárdenas Jácome
ANALISTA - EXTENSIÓN PUJILÍ



 www.utc.edu.ec Av. Simón Rodríguez s/n Barrio El Ejido /San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

13. APPENDIX

Appendix A: Teacher interview

Interview with the English teacher at the Technical University of Cotopaxi.

The purpose of this interview is to describe the problem identification phase. The first phase of the action cycle is action research.

1.) How many years have you been teaching English in Pedagogy of National and Foreign Languages - English career at the Technical University of Cotopaxi?

-9 years

2.) Do you have any deaf students in your class studying to be a future English teacher?

-yes

3.) What subject do you teach the deaf student?

-Teaching Methods and Approaches

4.) What is the student's performance in the subject?

-She has a very low level of English and she has trouble understanding the teaching methodologies and strategies and how to apply them.

5.) According to your experience, why do you consider that the deaf student has this performance?

-Low level of English

-Our poor skills as teachers in how to teach and communicate with her.

Appendix B: Lesson Plan with Grammar Translation.

Lesson Plan 1 Grammar Translation Method

Name: Enma Quera
Karen Plazarte

Date: May 11th 2023

Level: A2

Content:

<https://docs.google.com/document/d/1nvNVrOZdfFTseRBDtxh9SvB3GVNd8Wc0Qu2wNEVhQA4/edit?usp=sharing>

Learning objective: By the end of the lesson, students will be able to translate a short reading about “Police Officer”.

Teacher’s and students’ roles

TIME	STAGE	TEACHERS	STUDENTS
10 minutes	STAGE 1: Warm up/Review	Teacher presents the translation activity about the previous vocabulary classroom things	Students should translate the classroom things.
15 minutes	STAGE 2: New content	The teacher presents the vocabulary about the verbs. The teacher explains the rules to add s -es -ies and the structure of the sentences.	The student tries to memorize the spelling and meaning of words in English. The student tries to memorize the rules and structure.
10 minutes	STAGE 3: Practice the content	Teacher presents the translation activity about the verbs, and the short reading about “Police Officer”. The teacher monitors and helps students.	The student translates the vocabulary and the short reading. Students can use their notes, or a dictionary. Moreover, students can ask the teacher.
10 minutes	STAGE 4: Final activity comprehensive question	The teacher presents the vocabulary and sentence translation.	Students should translate the vocabulary and the sentences into Spanish.

Lesson Plan 2 Grammar Translation Method

Name: Enma Quera
Karen Plazarte

Date: May 12 th 2023

Level: A2

Content: https://docs.google.com/document/d/1-9Zep2htyamGsaSkqWnAV5-SN4BaOEM2PX290_uYfYc/edit?usp=sharing

Learning Objective: By the end of the lesson, students will be able to translate a short reading about “Pinocchio”.

Teacher’s and students’ roles

TIME	STAGE	TEACHERS	STUDENTS
10 minutes	STAGE 1: Warm up/Review	Teacher presents the translation activity about the previous verbs’ vocabulary.	-Students should translate the verbs.
15 minutes	STAGE 2: New content	The teacher presents the vocabulary about the regular verbs. The teacher explains the rules to add d -ed -ied, and the structure of the sentences.	The student tries to memorize the spelling and meaning of words in English. The student tries to memorize the rules and structure.
10 minutes	STAGE 3: Practice the content	Teacher presents the translation activity about the vocabulary and the short reading about Pinocchio. The teacher monitors and helps students.	The student translates the vocabulary and the short reading. The student can use their notes, or a dictionary. Moreover, students can ask the teacher.
10 minutes	STAGE 4: Final activity comprehensive question	The teacher presents the vocabulary and sentence translation into Spanish or English.	Students should translate the vocabulary and sentences into Spanish or English.

Lesson Plan 3 Grammar Translation Method

Name: Enma Quera
Karen Plazarte

Date: May 19th 2023

Level: A2

Content: <https://docs.google.com/document/d/1D7zApoqOp6a1t4Dh8-r-0rGBPKzZonkxIVKM2qMfacc/edit?usp=sharing>

Learning Objective: By the end of the lesson, students will be able to translate a short reading about “The tortoise and the hare”.

Teacher’s and students’ roles

TIME	STAGE	TEACHERS	STUDENTS
10 minutes	STAGE 1: Warm up/Review	Teacher presents the selection activity about the previous regular verbs.	-Students should select the correct regular verbs translation.
15 minutes	STAGE 2: New content	The teacher presents the vocabulary about the adjectives. The teacher explains the use of was and were and the sentence structure.	The student tries to memorize the spelling and meaning of words in English and Spanish. The student tries to memorize structure.
10 minutes	STAGE 3: Practice the content	Teacher presents the translation activity about the vocabulary and the short reading about the tortoise and the hare. The teacher monitors and helps students.	The student translates the vocabulary and the short reading. The student can use their notes, or a dictionary. Moreover, students can ask the teacher.
10 minutes	STAGE 4: Final activity comprehensive question	The teacher presents the vocabulary and sentence translation into Spanish or English.	Students should translate the vocabulary and sentences into Spanish or English.

Appendix C: Lessons Plan with Total Physical Response with word wall pictures.

Lesson Plan 4 Total Physical Response

Teachers' name: Karen Plazarte - Enma Quera

Date: May, 25th 2023

Level: A2

Topic: Daily Routine

Content:

<https://docs.google.com/document/d/1rc7OoH7kUeXMEJi67uzWcbJU885MSjTVVc7NLE4jVT4/edit?usp=sharing>

Learning Objective: By the end of the lesson the student will be able to show understanding of daily routine verbs by pointing out words when she observes actions.

Time	Stages	Procedure		Materials Needed
		Teacher will...	Students will...	
10 min	Stage 1 Pre-teaching key works	Present the vocabulary about Daily Routines with word wall pictures and with actions	Look at word wall pictures and actions	word wall pictures
10 min	Stage 2 Read, watch and do	Point to the picture, point the word and do the action	The students do the actions	word wall pictures
5 min	Stage 3 Read and do	Teacher shows the words	The students do the actions	Words
10 Min	Stage 4 Read and do in jumbled order	The teacher shows the words in jumbled order	Students should put the words in order	Words
10 min	Stage 5 Check understanding	Teacher presents a worksheet to check students' understanding. Example: *Point out words when you see actions *Read words and do actions *Match pictures with words	The students must complete these activities, they must recognize words with pictures or actions	Worksheet
	Homework	Write your Daily Routine in a paragraph		

Lesson Plan 5 Total Physical Response

Teachers' name: Karen Plazarte - Enma Quera
A2

Date: June, 01st 2023

Level:
Content:

Topic: Phrasal Verbs

https://docs.google.com/document/d/1g_jrt9GPIFamYf7UHNLW64fmkqpgqcyd5D2Yf-hY2DI/edit?usp=sharing

Learning Objective: By the end of the lesson the student will be able to show understanding of phrasal verbs by matching pictures to words.

Time	Stages	Procedure		Materials Needed
		Teacher will...	Students will...	
10 min	Stage 1 Pre-teaching key works	Present phrasal verbs with word wall pictures and with action	Look at word wall pictures, words and actions	word wall pictures
10 min	Stage 2 Read, watch and do	Point to the picture, point the word and do the action	The students do the actions	word wall pictures Words
5 min	Stage 3 Read and do	Teacher shows the words	The students do the actions	Words
10 Min	Stage 4 Read and do in jumbled order	The teacher shows the words in jumbled order	Students should put the words in order	Words
10 min	Stage 5 Check understanding	Teacher presents a worksheet to check students' understanding. Example: *Point out words when you see actions *Read words and do actions *Match pictures with words	The students must complete these activities, they must recognize words with pictures or actions	Worksheet
	Homework	Write 5 sentences with phrasal verbs		

Appendix D: Lessons Plan with Writing Product Approach.**Lesson Plan 7 Product Approach****Teachers' name:** Karen Plazarte - Enma Quera **Date:** June, 08th 2023 **Level:** A2**Topic:** **Content:**<https://docs.google.com/document/d/1n2jCu1SE5O7angiqVRYu7qZTPQOXxbixwOAtGIUcH00/edit?usp=sharing>**Learning Objective:** By the end of the lesson, the student will be able to write her own recipe using the model text.

Time	Stages	Activities	Materials Need
10	Model Text	-The student read a model text about the chocolate key recipe. - The student analyzes the main features of the text (context, vocabulary) to understand the reading.	-Worksheet - dictionary
15	Controlled practice	The student does grammar or vocabulary activity (Target Language) of the model text. -First, the student completes the True and False activity. - Second, the student fills in activities with the correct verb.	-worksheet - pen - pencil - eraser
20	Organizing ideas	The student generates ideas to create her own text about a recipe.	-Worksheet - dictionary

Lesson Plan 9 Product Approach

Teachers' name: Karen Plazarte - Enma Quera **Date:** June, 12th 2023 **Level:** A2

Topic: **Content:** https://docs.google.com/document/d/1En-q3-ULTPBXIkqwcGW7D1u-wtjjE95CsS4ZID9_PAY/edit?usp=sharing

Learning Objective: By the end of the lesson, the student will be able to use the past simple to describe her last trip in a postcard to her friend.

Time	Stages	Activities	Materials Need
10	Model Text	The student must read a model text about Theo's postcard. The student analyzes the main features of the text (context, vocabulary) and must underline the words she does not know.	Worksheet dictionary
15	Controlled practice	The student does grammar or vocabulary activity (Target Language) of the model text. -First, the student completes the True and False activity. - Second, the student fills in activities with the correct verbs.	-worksheet pencil eraser
20	Organizing ideas	The student generates ideas to create her own postcard about her last trip.	-Worksheet dictionary