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THESIS

THEME:

**THE TEACHING LEARNING PROCESS THROUGH SIGN LANGUAGE
FOR ENGLISH TEACHERS AT “PRIMERO DE ABRIL” HIGH SCHOOL
DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015.**

The project presented previously to obtain the Sciences of Education Degree with major in the English Language.

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December - 2015

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The criterion emitted in the present investigated work THE TEACHING LERNING PROCESS THROUGH SIGN LANGUAGE FOR ENGLISH TEACHERS AT “PRIMERO DE ABRIL” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015, is the exclusive responsibility of the author.

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THESIS DIRECTOR'S ENDORSEMENT

In compliance with the provisions of Chapter IV, Section 9, paragraph f) of Regulation prevocational course at the Technical University of Cotopaxi, reported that the group made up of graduate students: Pacheco Oñate Gabriela Estefanía, have developed their research work according to the arguments made in the Plan of Thesis.

Under the above mentioned. I think the group is enabled to present to act in defense of the thesis **THE TEACHING LERNING PROCESS THROUGH SIGN LANGUAGE FOR ENGLISH TEACHERS AT “PRIMERO DE ABRIL” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015.**

Latacunga, December 15th

Sincerely,

Msc. Mercedes Abata Checa.

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COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Pacheco Oñate Gabriela Estefanía. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **“THE TEACHING LERNING PROCESS THROUGH SIGN LANGUAGE FOR ENGLISH TEACHERS AT “PRIMERO DE ABRIL” HIGH SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015”**. They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

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THANKS

I thank God who guided each step of my life and who provided me wisdom and strength during the educational process at the Cotopaxi Technical University.

In addition, I would like to thank my Director of thesis, Msc. Mercedes Abata, who contributed with motivation and encourage to achieve my purpose.

To our dear teachers for each teaching day by day and their understanding and providing us with all learning facilities to achieve our goals during those 5 years.

Finally, I thank my mother who supported me each day. Being her who has helped me economically and morally.

Gabriela

DEDICATION

I want to dedicate this thesis to my mother because she has supported me during all my schooling life. And for demonstrating all her love, giving her advice in order to accomplish my dreams and challenges. So, I will serve people as a future professional in training them.

Gabriela.



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ABSTRACT

This present project had as purpose to include deaf students in an English class at “Primero de Abril” High School, which is located in Latacunga city. At this institution there are 8 deaf students, which aren’t included in the English classes that’s why English teachers need to know how to teach English through sign language to include them in the English classes. Then, with the use of this material for English teachers, they could know about (ASL) American sign language to teach English to deaf students. It lets to deaf students to develop a new language.

Indeed, It is planned to satisfy the need for teachers to acquire a new knowledge about how to teach English to deaf students using (ASL) in the institution. It will be proposing new challenges that will generate an inclusive education in English language acquisition. Finally, the method of the investigation was the descriptive because this method helps to collect information through instruments as surveys which were applied to all teachers of this educational institution. The information collected was necessary to conclude that English teachers need to know about the use of (ASL) American Sign Language in order to teach to deaf students which are interested in learning a second language through signs. So, this research helps English teachers with appropriate tools to have success at the moment to teach English

KEYWORDS: English Language, American Sign Language (ASL), English teaching-learning process, inclusion.



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RESUMEN

El presente proyecto tiene como finalidad incluir a los estudiantes sordos en una clase de Inglés en colegio "Primero de Abril" que se encuentra localizado en la ciudad de Latacunga. En esta institución hay 8 estudiantes sordos, los cuales no están incluidos en las clases de inglés razón por la cual los profesores de inglés necesitan saber cómo enseñar Inglés a través del lenguaje de señas para incluirlos a ellos en las clases de inglés. Entonces, con el uso de este material para los profesores de inglés, ellos podrán conocer sobre (ASL) lenguaje de señas Americano para enseñar Inglés a estudiantes sordos. Esto permite que los estudiantes sordos desarrollen un nuevo lenguaje. De hecho, está planificado para satisfacer las necesidades para que los profesores adquieran un nuevo conocimiento sobre cómo enseñar Inglés a estudiantes sordos usando (ASL) en la institución. Esto proporcionará nuevos desafíos que van a generar una educación inclusiva en la adquisición del idioma Inglés. Por último, el método de la investigación fue la descriptiva ya que este método ayuda a recopilar información a través de instrumentos como las encuestas que se aplicaron a todos los profesores de esta institución. La información obtenida fue necesaria para concluir que los profesores de inglés necesitan conocer sobre el uso de (ASL) Lenguaje de Señas Americano con el fin de enseñar Inglés a los estudiantes sordos los mismos que están interesados en aprender un segundo idioma a través de señas. Así, esta investigación ayuda a los profesores de inglés con apropiadas herramientas para tener éxito en el momento de enseñar Inglés.

PALABRAS CLAVE: Lenguaje Inglés, lenguaje de señas americano (ASL), proceso de enseñanza-aprendizaje de Inglés, la inclusión.

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INTRODUCCION

The topic, the teaching learning process through sign language for English teachers at “Primero de Abril” high school during the academic cycle April-August 2015 has been selected due to the importance that the English language has nowadays, especially in the education field. Taking into account this aspect, the inclusion in the education is an important right in our country, Ecuador which will receive a relevant increment because of the improvement in the education with English Teachers because they will offer to deaf students in English classes. That is why is needed the use of American Sing Language (ASL) as training through the material done, which will be oriented to develop the use of ASL and their communicative skills.

It is well known that inclusion in education represents an important right for the development of the country the city and to provide a good relation service is essential for deaf students in English classes. In addition, a key aspect to be mentioned is that a project like this has never been applied in our country, which means an advance for the development of the country and the base for future projects in which can be involved different aspects of Education beginning in the city.

The variables taken into account were the English language to deaf students and the use of ASL to teach English, the population was a total of 20 English teachers at "Primero de Abril" high school. Which helps to obtain important information on the surveys.

Also, this research is based on the descriptive method because it allows researchers to describe events, situations, and contexts, detailing how they are manifested and also to analyze the different events and things of the relevant aspects for the investigation.

The information about this project is ensued through surveys, leading to control the variables and also through the results apply ASL American Sign Language through the use of a module which contains English vocabulary using ASL in order to teach deaf students at the same institution.

The present thesis investigation has been divided into three chapters:

Chapter I is a clear description that allows understanding the scientific part of this research that is why there is the theoretical framework which is based on fundamental categories, all of them supported by the corresponding bibliography and websites according to the topic.

Chapter II is an analysis and interpretation of results. It contains a quantitative analysis and interpretation of survey results which were applied to English teachers. Having the results of the surveys is made the conclusions and recommendations.

Chapter III is the proposal. It consists of the development and application of American sign language to English teachers in order to they can teach to deaf

students at “Primero de Abril” High school and in this way they can acquire English language through ASL. This material contains the important topics, sentences and each one show with steps how to express words. In addition, it contains videos which will help teachers to understand how to form words in ASL in every English class with this kind of students.

CHAPTER I

Background

Nowadays, Special education is one of the most important tool that helps to include students who are suffering some kind of intellectual or body illness using different methods, techniques, strategies in the teaching learning process in order to give an equitative education in all educational institutions that's why I am going to research how teachers can teach English through sign language to deaf-mute students to give them an opportunity to learn English as a foreign language.

Federico Sykes for Faculty of Design of Communication at the University of Palermo – Argentina (2009) created a didactic material to teach deaf-mute people He proposes a way to integrate people with hearing disabilities to society, breaking the barriers of communication, impacting positively on the field in which they operate.

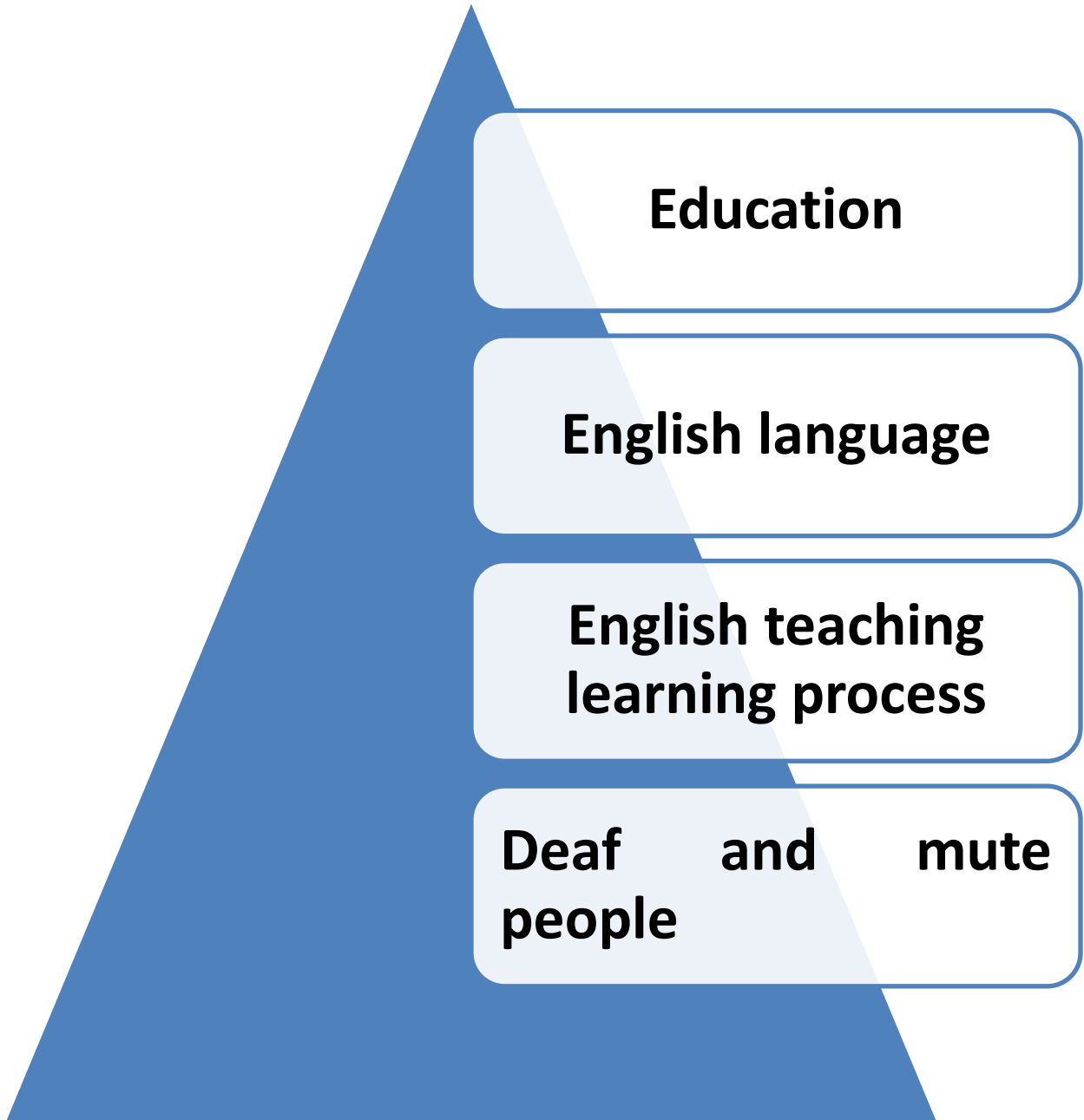
This author mentioned that the use of sign language helps to deaf-mute people facilitate their communication inside the society without distinction of their capacities in an educative institution. Then, he developed material using integrated software, this software has integrated digital content and activities to be evaluated, the software is based on resources such as images, videos, text and animations, the tool Free code is Constructor.

The product is useful for students with hearing disabilities determined in his study, it helps in the development of teaching learning process for deaf-mute people. The purpose of the teaching materials is to bring the student to investigate, discover and build, capturing the motivation, interest, attention, understanding and performance of students and the development of the senses.

It works is about to create an English sign language manual using the hands, body, and facial expressions, with necessities topics as members of family, money, short phrases, colors, request to teach to deaf-mute students. Where all teachers can learn and develop it in order to teach English through sign language. In that way we can include deaf-mute students in the English class, they also can learn a second language. As a result, they will have more opportunities along their life without discrimination because all people have the same right to education.

Both works have the same purpose because it will help with deaf students in the English teaching learning process applying techniques and strategies which are necessary to acquire a second language. This work will facilitate rescue training new challenges, forming better knowledge of the different special needs in the institutions, and thus breaks down barriers of limitations and prohibitions, opening real opportunities for inclusion deaf students.

MAIN CATEGORIES



CHAPTER I

1. EDUCATION

Education is a powerful tool that helps people know about what is going in the world imparting and acquiring knowledge at every moment and on every day through teaching and learning process.

According to Kumar (2008), “Education is defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society”. (Pg. 3)

Henz (1976), “Education is the set of all people from the effects of their activities and events, communities, natural and cultural things that are beneficial to the individual, awakening and strengthening their capabilities”. (Pg. 1)

The researcher mentions that the education is an important tool for people development because the education is one of the most influential factors in the advancement and progress of people and societies. In addition to providing knowledge, education, culture enriches the spirit, values and everything that defines us as human beings. A person assimilates and learns new knowledge day to day and it involves a cultural and behavioral awareness, where new generations acquire the ways of life of previous generations.

1.1 Types of Education

The researcher argues that there are three types of education which help to develop of people in the acquisition of new knowledge in different fields in their lives. In addition, each type of education is acquired in different places, but regardless of the types of education that exist, all are aimed at educating transmit knowledge, values, customs and ways of acting.

1.1.1 Formal Education

Formal education comprises of the basic education that a person receives at school. The basics, academic and trade skills are exposed to the person through formal education. Thus, this form of education is also referred to as mainstream or traditional education. Beginning with nursery education, a person learns the various aspects as he advances towards primary, secondary and higher education. While nursery, primary and secondary education are received by a student at a school, higher education, or post-secondary education, is generally disclosed at a college or university.

1.1.2 Informal Education

Informal education includes educating one through informal communication and reading books. In general, informal education is edifying someone outside the basic form of education, that is, in schools, and without the use of any learning methods.

1.1.3 Adult Education

Adult education is the process of educating the adults as it aims towards educating an adult on literacy, other basic skills and various job skills. Also known as adult basic education, adult literacy education or school equivalency preparation, adult education can be categorized into three further categories: formal class based education, e-learning and self-directed learning.

1.2 Types of Academic Education

The researcher considers that the types of academic education are the base of a good education because through this the students are going to discover their talents since their first steps. Traditionally, the types of Academic Education have been established as the space in which different types of studies are developed and being sought to convey the knowledge acquired by humans through time.

1.2.1 Nursery Education

Also known as elementary or preschool education, nursery education is the first step towards gaining formal education. It includes nursery school and kindergarten. This stage marks the stepping of the child from the comforts of a home to the world outside. Nursery education is usually given to children between the age of 3 and 5 years.

1.2.2 Primary Education

After nursery education, a child is exposed to primary education where he establishes his foundation on various subjects, like mathematics, science, social sciences and language. Primary education starts from the age of 5 or 6 and continues on for the next 6 to 8 years. However, the age of primary education and the subjects taught differ from one country to another.

1.2.3 Secondary Education

Secondary education is the final stage that a child undergoes in a school during his adolescence. The educational format transforms from a comprehensive primary education to optional and specialized training subjects. Here, he receives detailed information and knowledge of his preferred subjects.

1.2.4 Higher Education

School gets over with secondary education and a student now enrolls himself in an undergraduate and postgraduate college or university to receive the highest level of education in his subjects of specialization. Also known as tertiary education, higher education is a non-compulsory level of education.

1.2.5 Special Education

Mentally challenged and handicapped students are educated through special learning methods, known as special education. For a student to be admitted into a special education school, he is first evaluated on the various parameters of disabilities and accordingly, eligibility is determined. Also, Common special needs include learning disabilities, communication disabilities, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.

1.2.5.1 Types of Special Education

The researcher tells that the types of special education provide technical and human resources that facilitate the acquisition of knowledge to students which suffer some disabilities. In this way, students can complete the learning process in accordance with their capacities.

A child is considered educationally handicapped or disabled if he or she is having trouble learning in school because of mental, physical and/or emotional disabilities. A student must be evaluated and determined eligible for special education. A student may be found eligible for special education and related services in one or more of the thirteen (13) disability categories:

- Autism Spectrum Disorder
- Blind or Low Vision

- Cognitive Disability
- Deaf or Hard of Hearing
- Deaf-Blind
- Developmental delay
- Emotional Disability
- Language or Speech Impairment
- Multiple disabilities
- Other Health Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Traumatic Brain Injury

1.3 Importance of Education

Education is important to people because it helps to provide an understanding of something and it facilitates to develop us in the society applying good values and some skills that later are utilized in order to accomplish goals in the future. In addition, education has two important places where it is acquired; the principal base is the family because in that place a person acquires the first values and skills to demonstrate at school and acquire a formal education. The following are some of the reasons that explain why education is currently so important and why people have to study so hard to become good people of the world.

2. ENGLISH LANGUAGE

Nowadays, English is considered as the international language of communication to different fields; it means that through English language the scientific and technic information is produced in order to facilitate the communication between foreign people.

2.1 Language

According to Ormrod (1995), “People use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture”. (Pg.1)

Mitterer mentioned (2001), “Language is the ability to produce an infinite number of sentences using a limited set of rules and words”.(Pg.1)

The researcher argues that the language is a system which helps to transmit ideas, feelings, and needs as people in order to interact with the society, whether through speech, writing or other ways. Then language refers to the set of all signs and sounds that human has used since its inception to the present day, to communicate with other individuals the same species which manifests both what feels and think about a particular issue. . That's mean to use all ways in order to communicate.

2.1.1 Types of language

The researcher argues that life, in the society, there are multiple forms, methods, and ways of speaking and writing, then we can deduce that the fundamental forms or types of language are oral and written and the sign language. These forms are influenced either by the place, the occasion or by the fact that the speaker or writer wants to get their partners, listeners or readers which facilitate the communication and interaction between people.

2.1.1.1 Oral language

Associated dialogue between two or more people to share ideas and feelings verbally it is for the exchange of information among people without the use of writing, signs, gestures, or signs, but using voice only to convey information. It has as a transmission medium such as air and a language code. It involves face-to-face discussion, telephone conversations, presentations and formal speeches.

2.1.1.2 Mimic language

Mimic language refers to our ability to express what we feel or think through gestures. However, beyond the sign language aware (that we use to make ourselves understood by people who do not speak the same language), there is also a sign language that runs automatically and is expressed, for example, when we see a person suffer and we imitate their gestures unconsciously pain or when we see someone happy and our face reflects a smile.

2.1.1.3 Written Language

It is the representation of a language through writing system. Written language is an invention with which the children have to learn, you learn instinctively or creates a spoken language or sign languages. Written language exists only as a supplement to specify the language spoken, and not a purely written natural language. However, the extinct languages may be in effect purely written when only survived by his writings.

Written languages evolve more slowly than their spoken languages. When one or more records of a language come to be strongly divergent from a spoken language, the result is called diglossia. However, such diglossia is considered as a literary language and other records, especially if the writer reflects their pronunciation.

2.2 History of English language

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" and their language was called "Englisc" - from which the words "England" and "English" are derived.

2.2.1 Old English (450-1100 AD)

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words are being, strong and water, for example, derive from Old English. Old English was spoken by around 1100.

2.2.2 Middle English (1100-1500)

In 1066 William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c1340-1400), but it would still be difficult for native English speakers understand today.

2.2.3 Modern English

2.2.3.1 Early Modern English (1500-1800)

Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

2.2.3.2 Late Modern English (1800-Present)

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

2.3 Varieties of English

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call "Americanisms" are in fact original British expressions that were preserved in the colonies while lost for a time in Britain (for example trash for rubbish, loan as a verb instead of lend, and fall in autumn; another example, frame-up, was re-imported into Britain through Hollywood gangster movies).

Spanish also had an influence on American English (and subsequently British English), with words like canyon, ranch, stampede and vigilante being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

2.4 Language Acquisition

Lemetyinen (2012), “Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language”. (Pg. 2)

Skinner (1957), “Children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases”. (Pg.1)

The researcher agrees with that because learning a language is a process in which every child involved since their birth, in this process the child starts to acquire a language firstly, by listening, after that child tries to imitate sounds that he hears around him. In addition, they get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. That is the reason why, children are able to communicate and express ideas, not in a correct way but their parents understand what they say.

2.5 English skills

The researcher agrees with this statement that when learning a language there are four essential qualities that are necessary to communicate in a clear way. That means we learn to listening, speaking, reading and finally learn to write. To Learn English language is necessary to develop these four skills, listening, speaking, reading and writing that in the classroom, the teachers provide to students opportunities to develop each of these skills through daily activities.

2.5.1 Listening

This ability develops in students' hearing and listening can enhance dialogues, readings, songs, conversations, etc. Listening skills are vital for your learners. Of the four skills, listening has been by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. Also is necessary do the following activities:

- **Before Listening**

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

• Listening

Before this activity it is necessary to be specific about what students need to listen to. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward. In addition, after listening it is essential to extend the topic in order to help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.

2.5.2 Speaking

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific

instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role plays.

2.5.3 Reading

There are a lot of resources of written language as articles, stories, poems, announcements, letters, labels, signs, bills, recipes, schedules, questionnaires, cartoons, the list is endless. Literate adults easily recognize the distinctions of various types of texts. This guide will not cover instruction for learners with little or no literacy in their native language; you will need to work intensively with them at the most basic level of letter recognition and phonics.

Finding authentic reading material may not be difficult, but finding materials appropriate for the level of your learners can be a challenge. Especially with beginners, you may need to significantly modify texts to simplify grammar and vocabulary. When choosing texts, consider what background knowledge may be necessary for full comprehension. Will students need to "read between the lines" for implied information. Motivation will be higher if you use materials of personal interest to your learners.

Your lesson should begin with a pre-reading activity to introduce the topic and make sure students have enough vocabulary, grammar, and background information to understand the text. Be careful not to introduce a lot of new vocabulary or grammar because you want your students to be able to respond to the content of the text and not expend too much effort analyzing the language. If you don't want to explain all of the potentially new material ahead of time, you can allow your learners to discuss the text with a partner and let them try to figure it out together with the help of a dictionary. After the reading activity, check comprehension and engage the learners with the text, soliciting their opinions and further ideas orally or with a writing task.

2.5.3.1 Reading Strategies

To read in our minds does more than recognize words on the page. For faster and better comprehension, choose activities before and during your reading task that practice the following strategies.

- **Prediction:** This is perhaps the most important strategy. Give your students hints by asking them questions about the cover, pictures, headlines, or format of the text to help them predict what they will find when they read it.
- **Guessing From Context:** Guide your students look at contextual information outside or within the text. Outside context includes the source of the text, its format, and how old it refers; in context to topical information and the language used (vocabulary, grammar, tone, etc.) as well as illustrations. If students have trouble understanding a particular word or sentence, encourage them to look at the context to try to figure it

out. Advanced students may also be able to guess cultural references and implied meanings by considering the context.

- **Skimming:** This will improve comprehension speed and is useful at the intermediate level and above. The idea of skimming is to look over the entire text quickly to get the basic idea. For example, you can give your students 30 seconds to skim the text and tell you the main topic, purpose, or idea. Then they will have a framework to understand the reading when they work through it more carefully.
- **Scanning:** This is another speed strategy to use with intermediate level and above. Students must look through a text quickly, searching for specific information. This is often easier with non-continuous texts such as recipes, forms, or bills (look for an ingredient amount, account number, date of service, etc.) but scanning can also be used with continuous texts like newspaper articles, letters, or stories. Ask your students for a very specific piece of information and give them just enough time to find it without allowing so much time that they will simply read through the entire text.

2.5.4 Writing

The researcher agrees, that it's ability is important for students because it allows you to transmit your ideas in an orderly and concrete manner, through simple text or paragraphs. Then, a good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that.

2.5.4.1 Types of Tasks

- Copying text word for word
- Writing what you dictate
- Imitating a model
- Filling in the blanks in sentences or paragraphs
- Taking a paragraph and transforming certain language, for example, changing all verbs and time references to past tense
- Summarizing a story text, video, or listening clip (you can guide with questions or keywords)
- Making lists of items, ideas, reasons, etc. (words or sentences depending on level)
- Writing what your students want to learn in English and why
- Writing letters (complaint, friend, advice) - give blank postcards or note cards or stationery to add interest; you can also use this to teach how to address an envelope
- Organizing information, for example, making a grid of survey results or writing directions to a location using a map
- Reacting to a text, object, picture, etc. It can be a word or whole written piece.

3. ENGLISH TEACHING LEARNING PROCESS

This is an indispensable process which lets to teachers and students to facilitate the understanding of English as a foreign language through different methods, techniques, strategies because not all people have the same abilities, styles, attitudes and personalities teach and learn this language.

3.1 English teaching process.

Edmund (2012) “English teaching is an interactive process, primarily involving classroom talk which takes place between teacher and student and occurs during certain activities which are helping to increase the knowledge at the moment to acquire English language”. (Pg.2)

This statement is accurate that the English teaching process produces a set of systematic changes in the people, a series of incremental changes whose stages occur in ascending order. It is, therefore, it is a progressive and dynamic process of transformation with the goal that students learn in the most effective manner, are sequenced actions that are controlled by the teacher and have a high degree of complexity also include teaching aids for their implementation, monitoring and evaluation.

3.2 English learning process

According to the University of Waikato (2009), “English learning process has played an important role in the development of English language education.” (Pg. 1)

Little (2001) “English learning is the process which depends on the environment for students to develop using different strategies, methods and techniques that facilitate the understanding.” (Pg.1)

The researcher finds this affirmation adequate since the English learning process is very important because It’s where the students keep in their mind the knowledge through different activities which help to understand in a better way a new language. Learning is a process

extremely complex nature, the essence of which is the acquisition of new knowledge, skill or ability. For such a process to be considered really like learning, rather than a simple or temporary retention, it should manifest itself in the future.

3.3 Teaching methods

“There are several methods of teaching English to students who are learning the language for the first time, each with their own unique pros and cons. Depending on the teaching situation, setting, and resources available, any one of these English teaching methods could be right for you and your students.” (Paris, 2014 p.1)

The researcher agrees with this statement because it is necessary to identify what are the adequate methods, according to the needs of children, to teach a second language because each one presents different advantages and disadvantages that can be appreciated during the class. It is impossible to apply one and only method since every child learns in different ways.

3.3.1 Grammatical Approach

A focus on grammar rules is one of the most popular English teaching methods in traditional academic settings, perhaps due to the focus on grammar in native language courses. Teaching English as a second language, according to this approach, should not stray from the model.

This approach can only work if the instructor speaks the first language of the students in addition to English, because much of it is based on the teacher's ability to translate. English grammar rules should be taught conceptually in the student's native language, with examples provided in simple English sentences that the teacher can translate back to the native tongue so that a solid parallel can be drawn. These grammar rules should be strictly enforced, and students should be allowed to practice proper structure and syntax through the use of examples and quizzes.

Also important to this method is vocabulary, as students need a large knowledge bank of English words in order to interpret and form their own English grammar examples. Grammar and vocabulary quizzes fuel this approach, and should be at the forefront of instruction. The English language is examined in terms of grammar rules. Get a firm grasp on this side of the English language with this advanced English grammar course.

This approach is best for students who natively speak a language with a dramatically different set of grammar rules from English. The instructor must have a strong grasp of the English language themselves, and the grammar rules of their classroom's native tongue, meaning it's best if all students are coming at English from the same first language.

3.3.2 Aural Approach

The aural English teaching method focuses on the most natural way to learn a language, which is by hearing it. Children who are raised to speak English learn it first by hearing it from their parents and others around them, long before they ever learn how to read or write. The aural approach is similar, meaning it's strictly audio-based and should not focus on the reading or writing until long after the students can grasp the language on a speaking level.

The actual method involves dialogue. In the beginning, the students will mostly be spoken to. The teacher might use visual cues such as objects to give the students something to associate the words they're hearing. Then, they will be instructed to speak the words themselves, coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instruction or writing. Teachers should not write the words they're saying, and let the bulk of the instruction exist in dialogue.

For note taking purposes, students should be allowed to write words they've learned phonetically, in their native language, if applicable. This way, the students can focus on learning the language in its purest, aural form, rather than be distracted and possibly confused by learning the written word as well. That segment of the instruction can come once the students have a firm grasp on the spoken language. Proper pronunciation is a huge part of this method.

3.3.3 English-Only Approach

The English only method is one of the most direct approaches to teaching language. For this method, neither the teacher nor the student should speak their native tongue at all during instruction. All instruction should be done in English only. Vocabulary should be taught first, as it is the easiest to grasp because it can be demonstrated with a visual aid. As the student builds vocabulary, the instructor can begin introducing abstract words and elements of the language, but without explaining or focusing on the actual grammatical structure.

The complexities of the language will be learned inherently, with the student picking up on its patterns through practice and application only. At the end of each class period, there can be an optional question and answer session where students are allowed to ask the teacher about that day's lesson. Here, clarifications may be made and confusion may be cleared up,

but again, this is entirely optional. Sometimes, the best way to learn the language through this method is letting just tough it out and let it come naturally.

This method works best for situations where the instructor does not speak the native language of the students they're instructing. (Of course, this would make the optional question answer sessions an impossibility.) It is also an ideal method for situations where there is a diverse set of students who don't share the same native language, all trying to learn English. This way, the barriers and constraints brought by an inability to communicate natively can be dismissed, and a stronger focus on the language at hand can be made.

3.3.4 Translate Approach

The translate approach is a bit like the grammatical approach, only with a broader focus on the English language's structure in comparison to the native language of the students. This approach must be taught by an instructor who speaks the same language as their students, and all the students must also share a fluency in the same language.

English will be taught as a subject like any other, with different elements of the language such as vocabulary, grammar, syntax, speaking, reading, and writing focused on every day. This method will make strong use of note cards, where students can write English vocabulary and grammar concepts on one side, and then translate the word or idea on the back in their native language.

Quizzes and exams should be given, first asking questions in the native language of the students, and eventually moving into English-only in the latter duration of the course.

Lecturing will be the primary method of instruction during the class, with student questions allowed and encouraged.

This method is best for students learning the English language because of an academic interest in it as a language, and not just an interest or need to know how to speak it. Speaking, reading, and writing the language will be given equal priority, and grammar rules and concepts will not be avoided for a more “natural” approach. It will be taught academically, as any other subject, and is best for students who are interested in this kind of rigorous approach.

3.3.5 Immersive Approach

The immersive approach is one of the best ways to learn the language for older students who are able to travel for their education. Someone who wants to learn English doesn’t even need to be enrolled in an English language course to use this method – all they need are the resources involved in travel. For students wanting to learn British English, a trip to the United Kingdom is recommended.

For students wanting to learn American English, a trip to the United States is recommended. If the student wants an academic-heavy approach, there are foreign exchange programs they can enroll in through colleges, or other academic programs that allow prolonged travel.

Again, an academic program is not required for this method. Staying in a new country and learning the language through pure immersion and necessity is one of the best ways to learn it quickly. Students will be surrounded by the media in that language, and people who speak that language. It is a great way to break off from the distractions of your native tongue, and

learn how to think in the English language as well as speak it. Teachers and students who are able to travel and stay in another country long enough to develop a strong grasp on the English language.

3.3.6 The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is an emphasis on good pronunciation. The direct method of teaching, which is sometimes called the natural method, and is often used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

Characteristic features of the direct method are:

- Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- Teaching grammar by using an inductive approach (i.e. Having learners find out rules through the presentation of adequate linguistic forms in the target language)
- Centrality of spoken language (including a native-like pronunciation)
- Focus on a question-answer patterns.

3.3.7 Audio Lingual Method (ALM).

It is also named the Aural-Oral method .It is based on structural linguistics and behaviorist psychology and places heavy emphasis on spoken rather than written language, stressing habit formation as a mode of learning(Ibid). Its main characteristics are: This method adopts what is called a “natural order” to second language acquisition: listening, speaking, reading, and writing.

ALM textbooks consist of three sections: the dialogue, pattern drills, and application activities. It is focused on stimulus-response pattern drills and memorization of dialogue. The target language should be taught without referring to the first language.

3.3.8 Cognitive - Code Method.

A basic principle of cognitive methodology was that meaningful learning was essential to language acquisition and that conscious knowledge of grammar was critical.

The following elements represent its main characteristics.

The goal of cognitive teaching is to develop in students the same types of abilities that native speaker have.

- Text materials and the teacher must introduce students to situations that will promote the creative use of language.

- Students must be taught to understand the rule system rather than be required to memorize.
- Students should understand all the times what they are being asked to do.
-

3.3.9 The Grammar Translation Method.

This method consist in to change a text between the target language and the native language in order to be understood. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

As a mental discipline where the teacher seeks to strengthen the students' mind through the exploration of literary works and extensive grammatical analysis of the structure of the target language.

Its main characteristics are:

- The teacher presents students with an outline of the grammatical structure or bilingual list of vocabulary.
- Students complete exercise to demonstrate comprehension of the rules and translation in some cases and memorizing bilingual words.
- The grammatical structure of the student's native and the target language are compared and contrasted to learn how second language is constructed.
- Students work individually, primarily engaged in reading and writing tasks. (Pg.44)

3.4 Teaching Techniques

The researcher argues that nowadays there are traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn, but using the technology in the classroom has simply given education a new lease of life allowing to approach old ideas in new ways.

3.4.1 Flipped Classroom (Inverting your class)

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

Exam Time's free online learning tools can be integrated into the Flipped Classroom teaching model. Using Exam Time, you can easily share resources with a group, in this case a class, allowing students to study these resources from home and prepare for the next class.

3.4.2 Design Thinking (Case Method)

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters Classes to analyze real cases experienced by companies in the past.

3.4.3 Self-learning:

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

A perfect example of a teaching technique based on self-learning is outlined by SugataMitra at the TED conference. In a series of experiments in New Delhi, South Africa and Italy, the educational researcher SugataMitra gave children self-supervised access to the web. The results obtained could revolutionize how we think about teaching. The children, who until then did not even know what the internet was, were capable of training themselves in multiple subjects with unexpected ease.

A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each other's. Mind Maps and come to a more comprehensive understanding of the Human Body.

3.4.4 Gamification

Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through play or Gamification is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

The teacher should design projects that are appropriate for their students, taking into account their age and knowledge, while making them attractive enough to provide extra motivation. One idea may be to encourage students to create quizzes online on a certain topic. Students can challenge their peers to test themselves and see who gets a higher score. In this way, students can enjoy the competition with peers while also having fun and learning.

3.4.5 Social Media

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom. The ways you can use this method of teaching are quite varied as there are hundreds of social networks and possibilities.

A good example is the initiative carried out by the Brazilian Academy of Languages "Red Balloon", which encouraged students to review the tweets of their favorite artists and correct grammatical errors that they committed in an effort to improve their English language skills.

3.4.6 Free Online Learning Tools

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge.

3.5 Learning English

Learning English as a foreign language is a complex process which differs according to context, place, time, and types of learners. It focuses on what is happening in the class when learning takes place. There are some factors that influence student's achievement in learning English.

3.5.1 Importance to learning English

English is a universal language and is spoken in many countries in the world because of English is the official language of 45 countries in the world and the communication is very important in today's time because English provides the medium for all the cultures to communicate through books, movies, plays, internet or other resources. Many companies in today's time require their employees to be well versed with English, so that they can communicate with the company's international clients. In such a situation, employees with good command of the language are at an advantage. All computer languages use English as its base language, so one needs to know Basic English to be an IT professional. This is why learning English is really important for a person in this time.

3.6 kinds of learning styles

3.6.1 Visual Learners

It helps to acquire new knowledge in a easy way because the teachers teach through visual materials which need to be interactive to be successful the acquisition. To help your visual learner grasp concepts faster, teach them through pictures, icons, charts, diagrams, and color coded information. For example, if you are teaching a kid how to tie their shoes, walk them through step by step instructions with each step illustrated. Use shoe laces that are half one color and half another to help them identify which side is which. If you are teaching an academic subject like rain forest ecosystems, allow kids to research topics using graphics and compile their findings into a poster. Visual learners can also retain information better if it has been categorized according to colors. Try color coding the parts of speech when you read together to teach grammar. As a teacher, always have different colored pens, pencils, markers, labels, and sticky notes on hand.

3.6.1 Aural Learners

Aural learners thrive on teaching techniques that involve sound. Making up a story or a song with the directions or the main concepts of the lesson will help this type of learner succeed. Encourage them to rewrite the lyrics to their favorite songs to learn new things. You can also use music to set the mood of the learning environment. If the kids are taking an exam, trying to play some classical music. If you need them to be excited about something they find boring (math, grammar, history, could be anything), play some pump-it-up music for a few minutes. For younger children, use oral storytelling and sing-along to teach important lessons. For example, if you are teaching about different body parts, sing the “Heads, Shoulders, Knees, and Toes” song.

3.6.2 Verbal Learners

Verbal learning centers on the use of words. Copying down phrases and words, taking their own notes during lectures, reading out loud, listening to audio recordings, and discussions are effective teaching methods and techniques for this type of learner. Teach spelling by having them write out the word correctly multiple times on a piece of paper or on a white board. Help your children understand the rules by writing them on a poster board that they can see and refer to. If your kids are interested in writing, learn how to help them write a mystery story that they can be proud of.

3.6.3 Physical Learners

Physical learners learn through “doing”. Encourage kids to build, create, act things out, and experience what they are learning. If you are teaching about Ancient Rome, allow kids to build models of ancient buildings and historical sites. If they are not good at building models and structures, try having your students act out what they are learning in a skit, improv, or a play. Field trips, technology, and playing games are also effective teaching methods for physical learners. For example, if you are teaching the angles of triangles in geometry, bring the lesson out to the basketball court. You can have two students demonstrate and make different angles while standing next to the basketball hoop. Experimentation is also a good method to use. Encourage kids to learn from their mistakes and failed attempts. If you are trying to teach kids about entrepreneurship, a subject that is very hands on, try taking this course to learn more about effective teaching methods.

3.6.4 Logical Learners

Logical learners need to know the elusive “why?”. The answer “because” or “it just is” will never sit right with them. They will excel at following complicated directions and using technology and games to reach learning outcomes. You can learn more about how to teach with technology and connect with your students with this course. Children who are logical learners often go on to be engineers or mathematicians, as both of these professional fields typically follow logical rules. Trying to use problem solving as a way to learn new material. For example, have the kids develop a hypothesis that they can test. Discuss the results on whether failed or succeeded and ask them why this was the case. You may be surprised how they articulate their answers.

3.6.5 Social Learners

Social learners thrive on interpersonal communications and learn best in a group atmosphere. You can teach to this learning style through role playing, group projects, volunteering, service projects, and debates. Let kids engage with others, facilitate discussions, and encourage collaboration. You will also find that social learners can make great pen pals.

3.6.6 Solitary Learners

Solitary learners prefer individual teaching or self-paced learning. Being in group situations can cause anxiety and lead to them shutting down. Try centering your lesson plans around things they are already interested in and use their interest as a vessel to learn new things. For example, if you have a child obsessed with airplanes you can use this to teach about gravity, weather, physics, motivation, cultural differences, motivation, or even cooking.

3.7 Learning theories

Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process.

3.7.1 Constructivism

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

3.7.2 Behaviorism

Behaviorism is a theory of animal and human learning that only focuses on objectively observable behaviors and discounts mental activities. Behavior theorists define learning as nothing more than the acquisition of new behavior.

Piaget

Swiss biologist and psychologist Jean Piaget (1896-1980) is renowned for constructing a highly influential model of child development and learning. Piaget's theory is based on the idea that the developing child builds cognitive structures—in other words, mental “maps,” schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities.

3.7.3 Neuroscience

Definition Neuroscience is the study of the human nervous system, the brain, and the biological basis of consciousness, perception, memory, and learning.

Brain-based Learning

This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur.

3.8 Learning Styles

This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning styles theory implies that how much

individuals learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are smart.

3.8.1 Multiple Intelligences

This theory of human intelligence, developed by psychologist Howard Gardner, suggests there are at least seven ways that people have of perceiving and understanding the world. Gardner labels each of these ways a distinct “intelligence” in other words, a set of skills, allowing individuals to find and resolve genuine problems they face.

3.8.2 Right Brain vs. Left Brain

This theory of the structure and functions of the mind suggests that the two different sides of the brain control two different “modes” of thinking. It also suggests that each of us prefers one mode over the other.

3.8.3 Communities of Practice

This approach views learning as an act of membership in a “community of practice.” The theory seeks to understand both the structure of communities and how learning occurs in them.

3.8.4 Control Theory

This theory of motivation proposed by William Glasser contends that behavior is never caused by a response to an outside stimulus. Instead, the control theory states that behavior is inspired by what a person wants most at any given time: survival, love, power, freedom, or any other basic human need.

3.8.5 Observational Learning

Observational learning, also called social learning theory, occurs when an observer's behavior changes after viewing the behavior of a model. An observer's behavior can be affected by the positive or negative consequences—called vicarious reinforcement or vicarious punishment—of a model's behavior.

3.9 Learning strategies

Hedge mentioned (2000), “Learning strategies are procedures that facilitate learning tasks and also enable learners to become more independent, autonomous and lifelong learners”. (Pg.1)

The researcher agrees that learning strategies are the process by which the student chooses, observes, thinks and applies the procedures to elect to an end, learning strategies are responsible to lead, to help, to set the mode of learning and study skills are responsible for carrying out these strategies by specific procedures for each. This form must be made individually as possible, to adjust to each case of each student.

3.9.1 Types of Learning Strategies

3.9.1.1 Cognitive strategies.

They are mental processes which enable learners to deal with the information presented with tasks and materials by working on it in a different way. There are many strategies which represent the cognitive strategy are:

Analogy: is a strategy of deductive reasoning that is looking for rules in the second language on the basis of existing knowledge about language.

Memorization: through visual and auditory memory. The former is the shape of the word as a visual form, whether printed or hand written is memorized. The later memories the sound of the item reverberates somehow in the mind, even though a tongue movement.

Repetition: it means imitating a model, writing things down.

Inferencing: meaning that making guesses about the form or guess the meaning of a new language item. For example, a learner can guess the meaning of drawers in this sentence: “he kept the paper safely in a locked drawer of the desk”. Several clues will help to guess the meaning of “drawer”; the adjective –noun relationship between Bridging Teaching Methods and Techniques to Learning Styles and Strategies 13 locked and drawer, and the knowledge about the structure of desk will help to the learner to understand its meaning.

3.9.1.2 Metacognitive strategies.

It is planning for learning; thinking about learning and how making it effective. It self-monitoring during learning and evaluation of how successful learning has been after working on language in some way.

3.9.1.2.1 Communicative strategies.

When learner use gestures, mime, synonyms, paraphrases, and cognate words from their first language to maintain conversation, despite the gaps in their knowledge of second language they are using a communication strategy, meaning that they practice the language.

3.9.1.2.2 Socio - affective strategies.

They are those which provide learners with the opportunity to practice. For example, talk with native speaker, listening to the radio or watching TV programs, or spending extra time in the language laboratory.

4. DEAF AND MUTE PEOPLE

Nowadays, deaf and mute people are considered people that have a linguistic problem because they are people who are unable to hear and speak, especially one with whom inability to speak is due to congenital or early deafness. In addition, these kinds of people use sign language to communicate with other people.

4.1 Deaf and Mute

According to Logsdon (2014) “Deafness is a disorder affecting the ability to hear. Deafness includes a complete inability to hear.” (Pg.1)

Walsh mentioned (2000), “mute people are unable to speak, but they are conscious and alert at the moment to communicate.” (Pg.1)

These statements are certain because the difficult to hear and speak are considered disabilities, but it is not a limitation because every person can learn a second language no matter the obstacles.

4.3.1 Types of Disabilities

Types of disabilities include various physical and mental impairments that can hamper or reduce a person's ability to carry out his day to day activities. These impairments can be termed as disability of the person to make his or her day to day activities.

These impairments can be termed as disability of the person to do his day to day activities as previously. "Disability" can be broken down into a number of broad sub-categories, which include the following.

4.3.1.1 Mobility and Physical Impairments

This category of disability includes people with varying types of physical disabilities including:

- Upper limb(s) disability
- Lower limb(s) disability

- Manual dexterity
- Disability in co-ordination with different organs of the body

Disability in mobility can be either an in-born or acquired with age problem. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability.

4.3.1.1.1 Spinal Cord Disability

Spinal cord injury (SCI) can sometimes lead to lifelong disabilities. This kind of injury, mostly occurs due to severe accidents. The injury can be either complete or incomplete. In an incomplete injury, the messages conveyed by the spinal cord are not completely lost. Whereas a complete injury results in a total dis-functioning of the sensory organs. In some cases, spinal cord disability can be a birth defect.

Head Injuries - Brain Disability

A disability in the brain occurs due to a brain injury. The magnitude of the brain injury can range from mild, moderate and severe. There are two types of brain injuries:

- Acquired Brain Injury (ABI)
- Traumatic Brain Injury (TBI)

ABI is not a hereditary type defect, but is the degeneration that occurs after birth. The causes of such cases of injury are many and are mainly because of external forces applied to the body parts. TBI results in emotional dysfunction and behavioral disturbance.

4.3.1.1.2 Vision Disability

There are hundreds of thousands of people that suffer from minor to various serious vision disabilities or impairments. These injuries can also result into some serious problems or diseases like blindness and ocular trauma, to name a few. Some of the common vision impairment includes scratched cornea, scratches on the sclera, diabetes related eye conditions, dry eyes and corneal graft.

4.3.1.1.3 Hearing Disability

Hearing disabilities include people that are completely or partially deaf, people who are partially deaf can often use hearing aids to assist their hearing. Deafness can be evident at birth or occur later in life from several biologic causes, for example Meningitis can damage the auditory nerve or the cochlea or they can be born with this inability to hear.

Deaf people use sign language as a means of communication; many sign languages are in use around the world.

Commonly the words are produced by using the mouth and voice to make sounds. But for people who are deaf (particularly those who are profoundly deaf), the sounds of speech are often not heard, and only a fraction of speech sounds can be seen on the lips. Sign languages are based on the idea that vision is the most useful tool a deaf person has to communicate and receive information.

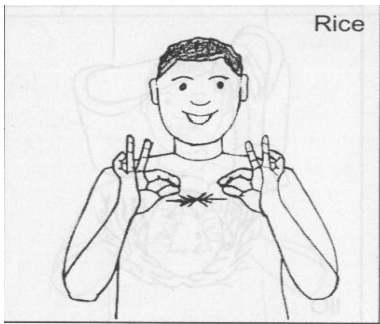
4.4 Signs language in English

Benavides mentioned (2002), “ASL American Sign Language is a visual language with the signing, the brain processes linguistic information through the eyes, the shape, placement, and movement of the hands, facial expressions and body movements, all play important parts in conveying information”. (Pg.2)

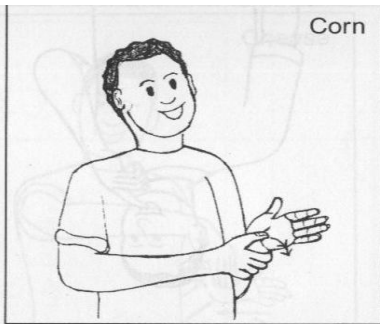
ASL is a language with its own unique rules of grammar and syntax. Like all languages, it grows and changes over time. ASL is used predominantly in the United States and in different parts of Canada also, ASL is accepted by many high schools, colleges, and universities in fulfillment of modern and “foreign” language academic degree requirements across the United States.

4.4.1 The letters of the alphabet in American Sign Language (ASL).

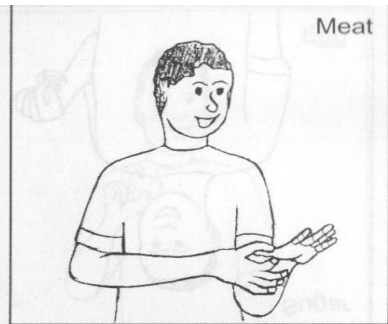




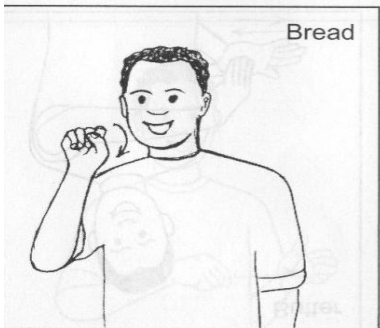
Rice



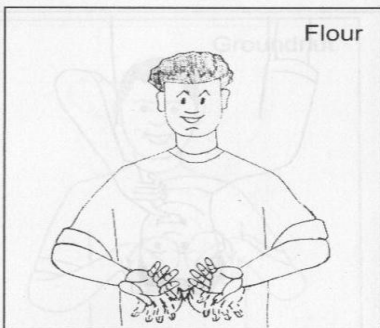
Corn



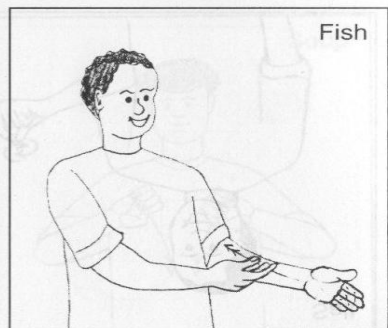
Meat



Bread



Flour



Fish



no



tag



wag



an



ban



ig



big



dig



fig





TV



LOOK



LIKE

B-U-S



ARRIVE



TIME



I



FEEL



FINE



PAST



NIGHT



SENTENCE



MOVIE



SEE



WATER



WAVE (1)



WAVE (2)



WAVE (3)



SWIM



DON'T LIKE



BLACK



BLUE



BROWN



GRAY (1)



GRAY (2)



GREEN



LOVE



FAITH



BELIEF (BELIEVE)



TRUST

WHO



WHAT



WHEN



WHERE



WHY



WHICH



HOW

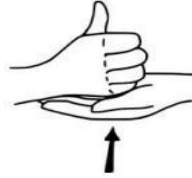




eat / food bathroom



help



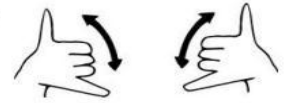
finished



more



play



TALL (glass)



MEDIUM (glass)



SMALL (glass)



GLASS



MILK



WANT

4.4.2 Grammar of sign language

There are rules for well-formed sentences in sign language. For example, sign language uses the space in front of the signer to show who did what to whom by pointing. However, some verbs point to both the subject and the object of the verb, some point only to the object, and some don't point at all. Another rule is that a well-formed question must have the right kind of eyebrow position. Eyebrows should be down for a who-what-where-when-why question (see ASL WHERE picture above), and up for a yes/no question. If you use the rules wrong, or inconsistent, you will have a "foreign" accent. In addition, in sign language the order doesn't is necessary if you can interpret sentences, also there are some articles that don't use to form a sentence for example (the, is, a).

4.5 The communication for the deaf-mutes

Gaitan said (2005), The language is the human being's capacity to communicate by means of a system of signs the expressions which are other variants of the nonlinguistic code they are the code nonlinguistic gestural and the auditory nonlinguistic code and dactyl". (Pg.2)

The researcher finds this statement valuable that human communication is the main way through oral or written language, but not exclusively, because for people with disabilities often can't use these means to inform their needs. Thereby establishing communication by other means such as visual (signs of circulation, language to deaf students, photographs, drawings, gestures, etc.) This way they establish the communication with other people.

4.5.1 Deaf: education and interaction.

Throughout history, disability has been a scenario that has always been present in the environment of the human being. Thus, "through the centuries, its conception and approach has had different changes; sometimes with multiple developments and in others, mistakes that have undergone population that has more or less high levels of social exclusion in all its social dimensions."(Steel & Sanchez 2008). That is why, in this letter will briefly address the deaf person from the field of education as the core areas that contribute in its formation as a person and of social, cultural and academic skills, clarifying concepts and myths, besides recognizing it as a subject with capabilities like those of listeners who can transcend.

For starters, there should be clarity in the terminology used to refer to the deaf population. They are constantly referred to as "dumb" or "deaf", terms that are not suitable, as they all have the vocal apparatus and hence the willingness to talk. In these people their own unique involvement is the auditory system, which should be implemented the term "deaf" to refer to the person who does not listen, but can communicate through sign language, even in subjects belonging to this group since many of them referring to themselves in the sign takes both your index finger to his ear and mouth, indicating that they are "deaf".

However, like all other children, children who are deaf or cannot hear well need love, care, friendship and education. They also need to feel integrated into their family and in their community. Since these children cannot hear, they cannot develop language without help. And, without language, they cannot learn a language that allows them to communicate with others cannot speak and cannot so easily learn things as other children.

Therefore, one of the rights that you should not deprive the deaf child's education in an inclusive institution with hearing children. There you will have the opportunity to learn more deeply and active communication language that allows you to socialize with others, avoiding isolation, marginalization and loneliness.

But for this to occur in the family must find an institution that will not represent barriers to the contrary, it offers every opportunity and academic supports a paradigm of inclusion must be provided to ensure equal opportunities. With this, the child can socialize with deaf and hearing also, of course, achieved with difficulty, but because it is a myth that all disabled, and in this case the deaf are "retarded" and / or "asocial ". So, deaf children achieve success in artistic areas such as drawing, sculpture and painting and difficulties in areas of language and the humanities by inadequate planning and development of classes and activities that cause displeasure to many deaf.

A child who is deaf or cannot hear well learns to communicate through sight. She will not learn words like others do it simply listening to people talk. He will need more time and help to learn a language is to learn-and watching and listening to people talking or seeing those signs. You may start to pay attention to the words written before the other children do. When you see written words, such as its name, you can understand the relationship between a word and its meaning.

So, it begins by identifying letters, syllables spelling and pronunciation of words. Then you start to indicate object names and indicate whether they are near or far away. For this, the teacher uses sheets and books, and then already does with gestures and mimics explanations associating reality explained and materially for the deaf become familiar with concepts but also with gestures and movements used to communicate.

4.5.2 The communication for the deaf-mutes

Gaitan said (2005), "The language is the human being's capacity to communicate by means of a system of signs the expressions which are other variants of the nonlinguistic code they are the code nonlinguistic gestural and the auditory nonlinguistic code and dactyl".(Pg.2)

The researcher mentions that an important part in the life of a human being is the social interaction, then we can take in count that there are people with hearing loss, but they do not have limits in the communication capabilities, only makes them different but there is a good way to transmit the message using sign language. In this way they can understand and interact with others.

4.6 Psychological Disorders

Affective Disorders: Disorders of mood or feeling states either short or long term. Mental Health Impairment is the term used to describe people who have experienced psychiatric problems or illness such as:

- Personality Disorders - Defined as deeply inadequate patterns of behavior and thought of sufficient severity to cause significant impairment to day-to-day activities.
- Schizophrenia: A mental disorder characterized by disturbances of thinking, mood, and behavior

4.6.1 Invisible Disabilities

Invisible Disabilities are disabilities that are not immediately apparent to others. It is estimated that 10% of people in the U.S. have a medical condition considered a type of invisible disability.

4.7 The Evolution of a Movement

Historically, disabilities have often been cast in a negative light. An individual thus affected was seen as being a “patient” subject either to cure or to ongoing medical care. His condition

is seen as disabling; the social reactions to it are justified, and the barriers unavoidable. This position is known as the medical model of disability. See the list of Definitions of The Models of Disability for further information.

Over the past 20 years, a competing view known as the social model of disability has come to the fore. In this model, disability is seen more as a social construction than a medical reality. An individual may be impaired by a condition that requires daily living adaptations, but the bulk of his problem his disability can be found in the attitudinal and physical barriers erected by society.

Both the medical and social models agree, to a point, that facilities and opportunities should be made as accessible as possible to individuals who require adaptations. Dismantling physical barriers, or setting up adaptations such as wheelchair ramps, are known as "fostering accessibility".

CHAPTER II

2. BRIEF HISTORY ABOUT THE INSTITUTION “PRIMERO DE ABRIL” HIGH SCHOOL

It was named as a reminder when reached the rank of the Cotopaxi province; it was founded on January 10th with 31 students and 7 teachers which began the activities in a small house that was leased by Varea Donoso’s family in Quito and Tarqui Street. The institution was inaugurated by Mr. Leopoldo Egas Varea as the province government of Cotopaxi.

“Primero de Abril” high school had been progressing during the time and it counts with different careers such as Bachelor of Science: Social Sciences, Mathematical Physics, and Chemical Biology. Technical high school: Computer Applications, Commerce and Administration. Also, The international higher secondary.

Today this educative institution count with qualified teachers which help to students in the teaching learning process. Furthermore, this institution had incorporated 10 deaf students, which showed a lot of interest in learning, getting the best scores as the rest of students without distinction.

Mission

Our organization provides an opportunity for students applying the constructivist model with Humanist and Critical Pedagogy approach.

Vision

In the next five years, our institution is planned to provide quality education, according to the advancement of science and technology.

2.1 Analysis and Interpretation of the Survey Results Applied to English Teachers at “Primero de Abril High School”

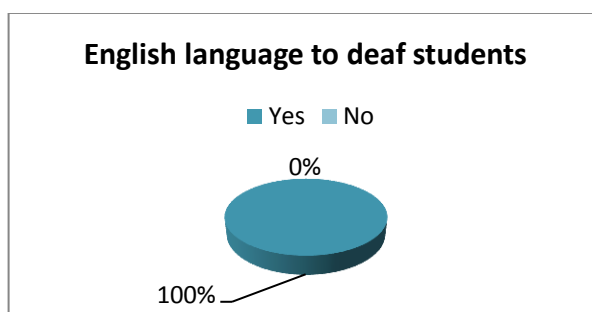
1. Do you consider necessary to teach English to deaf students?

CHART N. – 1

OPTIONS	TEACHERS	PERCENT
Yes	20	100%
No	0	0
Total	20	100%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. -1



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

According to the survey, 20 teachers that correspond to 100% of English teachers at “Primero de Abril” High School told that it is important to teach English to deaf students.

With the results given by teachers at "Primero de Abril" High School, it can be deduced that it is necessary to teach English language to deaf students because they show to their teachers a lot of interest at the moment to learn new things. Furthermore, they put all their effort to get good scores. Nowadays all kinds of students can have access to free education in different public institutions because an inclusive education reflects a new way of thinking, the schools are institutions that design the most suitable strategies to build flexible and free spaces of learning for all students respecting their singularities.

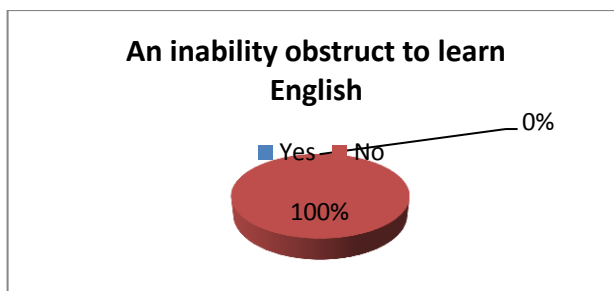
2. Do you consider that an inability means obstruct to learn English language?

CHART N. - 2

OPTIONS	TEACHERS	PERCENT
Yes	0	0%
No	20	100%
Total	20	100%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. – 2



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

According to the survey, 20 teachers that represent the 100% of teachers at “Primero de Abril” High School considered that an inability don’t obstruct learn to English language.

All teachers considered that an inability doesn’t mean that the students can’t learn English language because they are the most interested in learning new things along their lives. Therefore, they show all efforts in their learning in the class.

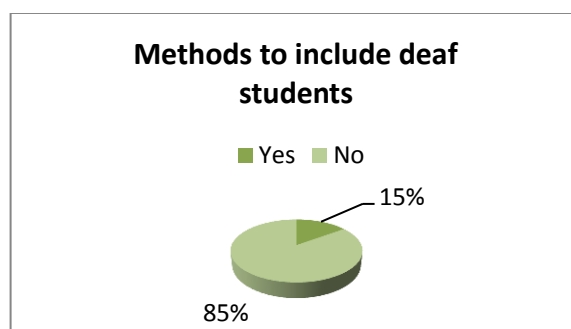
3. - Do you know methods to include to deaf students in the English class?

CHART N. - 3

OPTIONS	TEACHERS	PERCENT
Yes	3	15%
No	17	85%
Total	20	100%

Source: teachers at "Primero de Abril" High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. -3



Source: teachers at "Primero de Abril" High School
Elaborated by: Gabriela Pacheco

The survey's results show, 17 English teachers at "Primero de Abril" who belongs to 85% expressed that they don't know about methods to include deaf students in the English class. Whereas 3 teachers that represent 15% mentioned that they know methods to include deaf students in the English class.

It can be deduced that the teachers are not prepared to teach English to deaf students because of teachers don't know about sign language, that's why they are obligated to learn new methodologies in the teaching learning process in order to include all students in their classes.

4. -Do you consider that your students with this kind of inability want to learn English using (ASL) American Sign Language?

CHART N. -4

OPTIONS	TEACHERS	PERCENT
Yes	20	100%
No	0	0%
Total	20	100%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. -4



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

To this question, 20 teachers that represent 100% of the population mentioned that their students with this kind of inability want to learn English language using (ASL) American Sign Language.

Concerning this question, all teachers stated that their deaf students have right to learn English language because it is an international language which everybody use to communicate around the world. Also, learning English on deaf students represents a big opportunity for them because they will be taken in count in an English class with the rest of students through to acquire new knowledge so they can communicate with foreign people with the same kind of inability using ASL.

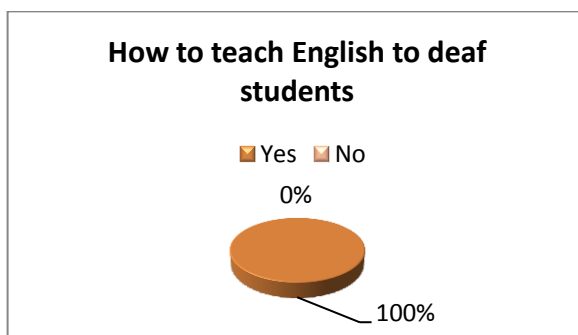
5. -Would you like to know how to teach English language to deaf students?

CHART N. - 5

OPTIONS	TEACHERS	PERCENT
Yes	20	100%
No	0	0%
Total	20	100%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. - 5



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

This question shows the follow, 20 teachers that represent 100% of the population stated that they would like to know how to teach English to deaf students using (ASL) American Sign Language.

Then, it shows that all teachers at “Primero de Abril” High School are interested in knowing how to teach English Language to deaf students using American Sign Language (ASL) because they have deaf students in their classrooms, that’s why they need now and to be completely able to teach English language through (ASL) because nowadays, the inclusion is the principal right for disabled people. So, all teachers need to be trained in different situations along their professional life.

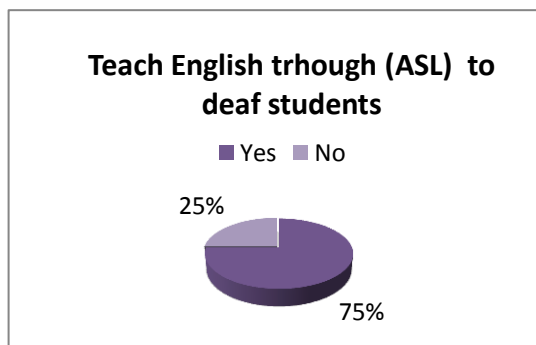
6. -Do you think that we can teach English through (ASL) America Signs Language?

CHART N. -6

OPTIONS	TEACHERS	PERCENT
Yes	15	75%
No	5	25%
Total	20	100%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. - 6



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

On this question, 15 teachers that represent 75% of population argued that we can teach English language through (ASL) America Signs Language. While, 5 teachers that represent 25% of the population expressed that we can't teach English language through (ASL).

Teachers at “Primero de Abril “expressed that we as teachers can teach to deaf students using (ASL) because we can train to learn this type of language every day if we want to be a good teachers along our professional life to change the reality of our country and show that all people have the same capacity to acquire new knowledge but using different methods and strategies according to their needs.

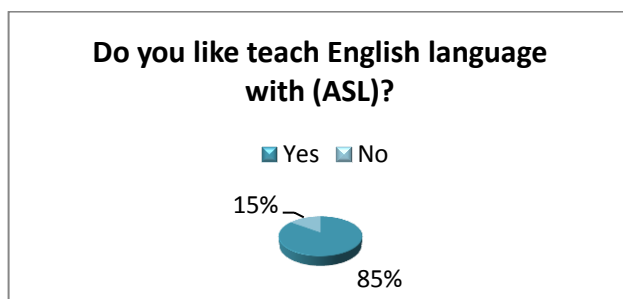
7.-Would you like to teach English to deaf students using (ASL) American Sign Language?

CHART N.-7

OPTIONS	TEACHERS	PERCENT
Yes	17	85%
No	3	15%
Total	20	100%

Source: teachers at "Primero de Abril" High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. -7



Source: teachers at "Primero de Abril" High School
Elaborated by: Gabriela Pacheco

In this question shows, 17 teachers that form 85% of the population expressed that they would like to teach English using (ASL) American Sign Language. On the contrary, 3 teachers that represent 15% of the teachers said that they wouldn't like teach English language using (ASL).

From the results obtained, it is considered that the majority of teachers would like to teach English through American Sign Language (ASL) to deaf students. Because we as teachers need to be prepared for different situations about the real life of people. In this way contribute with our training for the future.

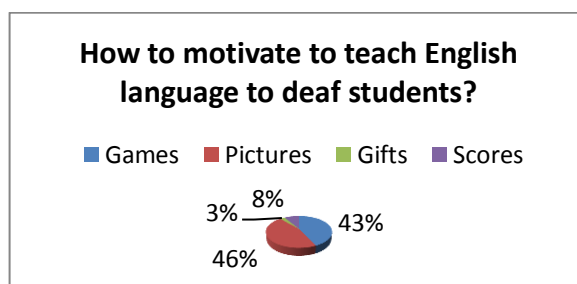
8. -How will you motivate to deaf students in the English teaching learning process.

CHART N. -8

OPTIONS	QUANTITY	PERCENT
Games	15	42.85%
Pictures	16	45.71%
Gifts	1	2.85%
Scores	3	8.57%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. -8



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

In this question, 16 teachers at “Primero de Abril” High School that represent 45.71% mentioned that we can motivate to deaf students in learning English through pictures. While 15 teachers that represent 42.85% told a game is the way to motivate to deaf students to learn the English language. Moreover, 3 teachers that represent 8.57% argued that we can motivate to learn English through the scores. 1 of the teachers that represent 2.85% mentioned that we can use gifts to motivate to learning English.

According to this question, teachers at “Primero de Abril” High School selected the different options about strategies in order to motivate to learn the English Language for deaf students such as pictures, games, scores and gifts, which all of these are necessities to motivate inside the class.

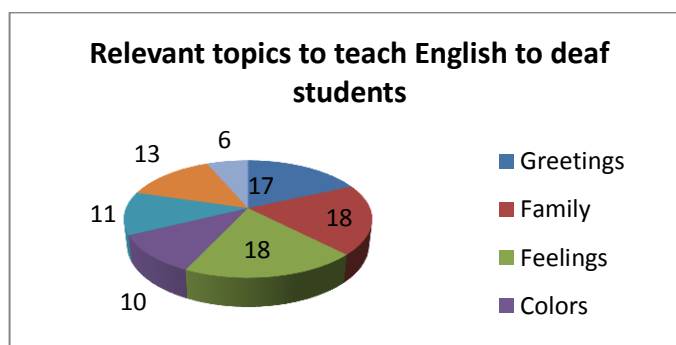
9. -What kind of topics do you consider most important to teach through English sign language?

CHART N. -9

OPTIONS	QUANTITY	PERCENT
Greetings	17	18.28%
Family	18	19.36%
Feelings	18	19.36%
Colors	10	10.76%
Money	11	11.83%
Food	13	13.98%
Temperature	6	13.98%

Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

GRAPHIC N. - 9



Source: teachers at “Primero de Abril” High School
Elaborated by: Gabriela Pacheco

In this question, 18 teachers at “Primero de Abril” High School that represent 19.36% mentioned that the principal topics to teach in deaf students are feelings. While 18 teachers that represent 19.36% told the family is an important topic to teach. Moreover, 17 teachers that represent 18.28% argued that greetings are a necessary topic to teach in deaf students. 13 teachers that represent 13.98% argued that an important topic to teach in deaf students is vocabulary food. Also, 10 teachers that represent 10.76% mentioned that colors are necessary to teach them. 6 teachers that represent 13.98% mentioned that the temperature is a necessary topic to teach too.

Teachers at “Primero de Abril” High School 1 contributed to deciding what kind of topics are the most necessities to teach English language in deaf students. This will be useful along their life as greetings, feelings, members of family, money, and food colors.

2.3 Conclusions

- It is necessary to teach English through American Sign Language to deaf students because they can learn a new language using sign as they use in the Spanish language.
- An inability does not obstruct to learn a new language, in this case the deaf students can learn and develop the English language using (ASL) American Sign Language to communicate and interact in the English classes.
- According the survey shows the majority of teachers doesn't know about ASL to include deaf students in an English class, but to deaf students would like to learn English language through (ASL) American Sign Language because they show interest in learning new things and they show it through their good qualifications.
- All teachers need to be prepared to experiment new things along their professional life. That's why it is necessary to take new alternatives to share knowledge with deaf students using (ASL).

2.4 Recommendation

- It is essential that deaf people can have access to learn a new language as English language in their educational institution using (ASL) in order to facilitate the development of their communication and it supports for the development of their skills in the future.
- The English teachers need to know about ASL in order to teach the English language to deaf students to include them in these classes to create a good environment between partners and teachers and showing all people that everybody have the same right to study.
- Teachers should include deaf students in an English class using ASL and interactive methods to create a fair environment between students.
- The majority of English teachers should be able to teach deaf students in an educative institution using (ASL) which they need to be qualified by to teach to this type of students because they are the most interested to learn a lot of things.

CHAPTER III

3. PROPOSAL DESIGN

DESIGNING A MODULE TO ENGLISH TEACHERS TO TEACH DEAF STUDENTS USING (ASL) AMERICAN SIGN LANGUAGE WITH BASIC VOCABULARY AT "PRIMERO DE ABRIL" HIGH SCHOOL DURING THE ACADEMIC CYCLE MARCH-AUGUST 2015"

3.1 Informative data

High School: "Primero de Abril" High School

Province: Cotopaxi

Canton: Latacunga

Parish: Ignacio Flores

Study Object: American Sign language for teachers in order to teach to deaf students

3.2 Importance

The English language has been taught by many years ago, that is the motive why, this language has become the most important around the world, enabling the humanity to communicate in any situation of life. Despite the importance of the English language, for

years it has been taught through the same way, which has not allowed for all students to develop this language because of there are many students that suffer some inability in this case are the deaf students, but they are in the classrooms and they can't learn English language as a second language because the English teachers don't know about the ASL for deaf students.

This work has been created for deaf students, which hadn't been included in the acquisition of English language in Ecuador. Then Acquire English language is a big opportunity to learn to the real necessity that they have to communicate in another language, in this case English because this is the most spoken language around the world. The goal of this work is training to English teachers to learn (ASL) American Sign Language to deaf students because at "Primero de Abril" High School that has this kind of students, which aren't taken into account to English classes by some teachers.

The teacher received a manual which contains useful topics and a videos to learn in a better way each word that be difficult to understand in the module to teachers. The main advantages of this training, is to give to teachers a material to use with deaf students which allows them to interact with his/her students in English class, giving in this way the opportunity to learn English.

3.3 Justification

During this investigation "English Teaching, learning process through (ASL)" which have not applied to deaf students in Ecuador. Researchers were interested in including deaf students in an English class in order to all students learn the English language in their educational institution. In this way the teachers are accomplished with an inclusive education.

An inclusive education is a strategic approach designed to facilitate successful learning for all children and youth. It refers to common goals to reduce and overcome all kinds of exclusion from the perspective of the human right to education.

Then, ASL appear in 1815 Gallaudet headed for Europe in search of methods for teaching the Deaf. It has to do with access, participation and successful learning in a quality education for all kinds of students.

That is the reason why; the researchers thought of designing a module for English teachers to teach deaf students using (ASL) American sign language with basic vocabulary at "Primero de Abril" High school because that document contains important topics with a basic vocabulary using (ASL) American Sign Language to teach can teach to deaf students with a facile way to understand.

In fact, all educative communities take part two, students acquire English, but English teachers don't teach English to deaf students because they don't know about ASL, that's why that module contains basic vocabulary including (ASL) to this kind of students.

3.4 Objectives

General objective

- To train to English teacher using a module with basic vocabulary in ASL in order to teach deaf students and include them in the English class at “Primero de Abril” High School.

Specific Objectives

- To determine the main theoretical concepts related to deaf students teaching learning.
- To identify the best strategies for the English teaching, learning with deaf students.
- To create a module based on (ASL) American Sign Language for the English teaching learning process of deaf students.

3.5 Theoretical Fundamentation

The theoretical foundation for the purpose is based on the design of a material to facilitate the acquisition of ASL in order to teach English to deaf students to include them in the English classes, it will be used for teachers at “Primero de Abril” high school in which there are deaf students which are not included in the English classes because the teachers do not know about (ASL) American Sign Language that is useful by deaf students in the Unites States .

The material created contains essential vocabulary in English with pictures which shows how they can form numbers, words, and sentences in Present, Past and Future, through American Sign Language. Also, it contains an additional material as videos that facilitate the understanding of ASL which are difficult to produce, and then the videos help to understand in a better way.

In addition, the module contains initial activities to introduce the topic, but all activities need to be related with pictures because this kind of students learns through the visual. Besides, in order to develop this material in a better way, the teachers will elaborate an adequate lesson

plan, which consists of organizing the contents, the activities and the best evaluation to know about the advance the use of (ASL) on deaf students.

3.6 Scientific

Nowadays, there are no doubts that teaching a language, especially English is really important for all people around the world. In the education, learning a new language is a necessary right in order to obtain new opportunities along the life, particularly for people who have some disabilities and they are take in count in an educative institution, and then are quite necessary that they receive classes according their needs or skills to acquire new knowledge.

Learning a second language helps people to communicate across cultures and to conduct business in different places where people may never have previously considered viable markets. Additionally, the importance of learning a second language is emphasized every day when it is seen the diversity of earth's cultures and the amazing array of people that make up the global community.

Therefore, in this case the scientific foundation of the proposal is to apply the most suitable methodologies according to the kind of students that teachers have. So, it is essential to design the adequate the didactic material in order to get the objective which is to develop the communicative skill on deaf students in an adequate way, and finally to create the most suitable dynamics, strategies and techniques in order to complement and reinforce the knowledge acquired during the class.

3.7 Methodological

The methodological foundation of this purpose is based on the kind of the methods that will be used at the moment to teach English language to deaf students, it is important to start

saying that one of the most suitable learning style to be used during the English class with deaf students is the visual thinking because deaf students have the ability to observe, then they immediately they are going to associate the images or pictures with the concepts, words and ideas. This kind of students learns through the vision that's mean deaf students need to see the information in order to learn it.

The images are quite necessary to have a better understanding and acquisition of new knowledge in deaf students, that's why the English teachers need to carry daily this kind of material according the topic to be taught. Also the English teacher should prepare a warm up before the class according the topic in order to motivate them during the English class.

However, it is evident that in sometimes will be useful for teachers and deaf students to use the translation method to understand and know the meaning of what they are observing and learning. Due to, the deaf students do not have knowledge with regard English Language, it is necessary to translate words or phrases to facilitate them a better understanding.

In addition to training of English teachers the module contains a CD with videos. It contains the vocabulary of module that is difficult to understand it is used by English teachers. In this way they could teach English to deaf students in a better way.

3.8 Psychological

One of the most important aspects that must be observed is that through this training course for English teachers in order to teach to deaf students will increase their self – esteem and motivation for teaching and offer a better service as an educator with students that suffer some inability, their confidence will rise and it will improve the quality of their job.

Moreover, through this training about how to use (ASL) American Sign Language to deaf students to English teachers they will have the opportunity to show competitive skills with this kind of students and it will facilitate the English acquisition in deaf students because in Ecuador the ASL are not used to teach English but it is an important tool that help to include to all students in a English class and in this way they will have the same opportunity to acquire a new language through the signs language.

Finally, all teachers need to be completely trained for different situations in the education because the inclusion is a right in all fields that's why English teachers and all educators need take new challenges along their professional life.

3.9 Proposal description

This training plan has been created for teachers, who need to learn American Sign Language (ASL) to teach to Deaf students at "Primero de Abril" High School to give them the same right to acquire a second language based in signs in order to include them in the English classes. This module is divided into 7 units which will contain topics such as numbers, English Alphabet which will help teachers explain basic themes in order to complete them with complex themes like adjectives, verbs that are appropriate to deaf students. In addition, each unit will contain several sub-topics in order to facilitate the deaf students' learning. Also, the teacher could access to several videos that help them to practice and improve American Sign Language. Using this module the teachers will be able to teach a second language in this case English to deaf students through strategies that create a good environment in the teaching learning process.

WELCOME



INTRODUCCION

This training plan has been created for teachers, who need to learn (ASL) American Sign Language to teach to Deaf students at "Primero de Abril" High School to give them the same right to acquire a second language based in signs in order to include them in the English classes. This module is divided into 7 units with different topics, inside each unit there are several sub-topics which contain interactive activities for facilitating the deaf students' learning.

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Members of family

Unit 3

Food

Clothes

Animals

Feelings

Unit 4

Temperature

Places

Unit 5

Present

Unit 6

Past

Unit 7

Future

Unit 1: let's get started

Lesson 1

Numbers



Use Video n.-01

Use data show to present the class

Do a presentation using pictures of numbers with the name in English.

The teacher will teach the sign of each number to deaf students can repeat and understand the class about numbers.

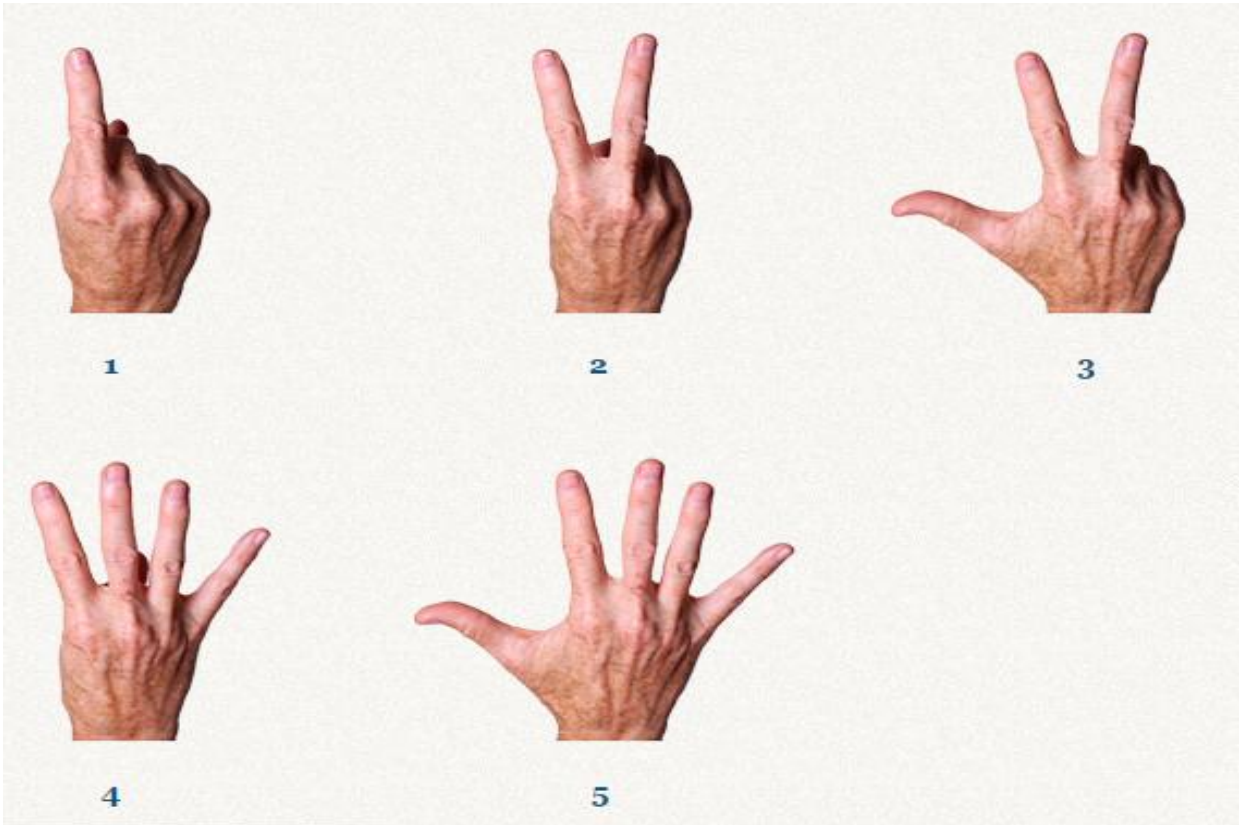
The teacher will show flash cards in order to teach the numbers to students recognize the number and the English sign at the same time they need to write in English each number.

Numbers

Numbers 1 - 5

- There is a unique sign for the numbers one through five.
- Your palm should face toward your body when signing the numbers 1 through 5, unless you specifically indicate a quantity, in which case your palm should face away from your body as you sign.
- 1 - 5 are important signs to remember because you will use them frequently when signing higher numbers.

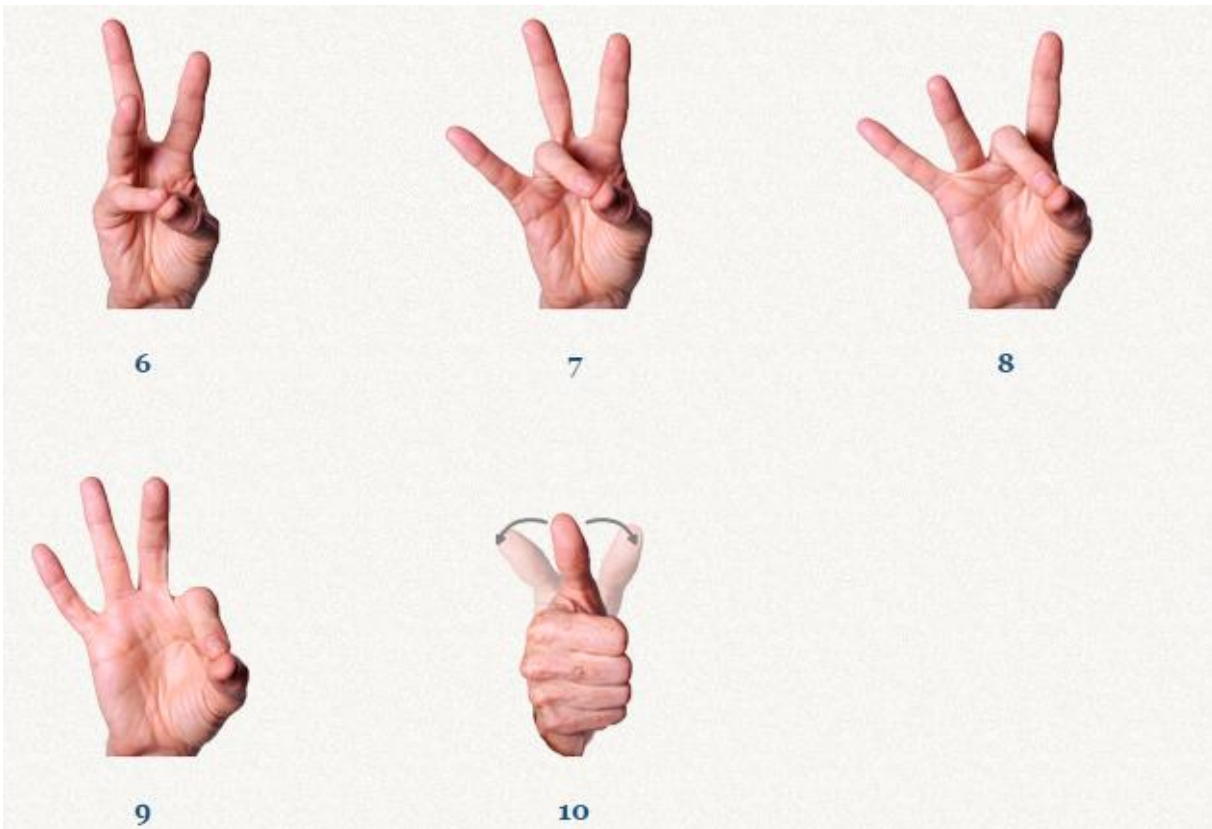
Unit 1



Numbers 6 - 10

- There is a single sign for the numbers six through ten.
- Your palm should always face away from your body when signing the numbers 6 through 10.
- 6 - 9 are important signs to remember because you will use them frequently when signing higher numbers.
- The signs for 6 and the letter W are identical.
- The signs for 9 and the letter F are identical.

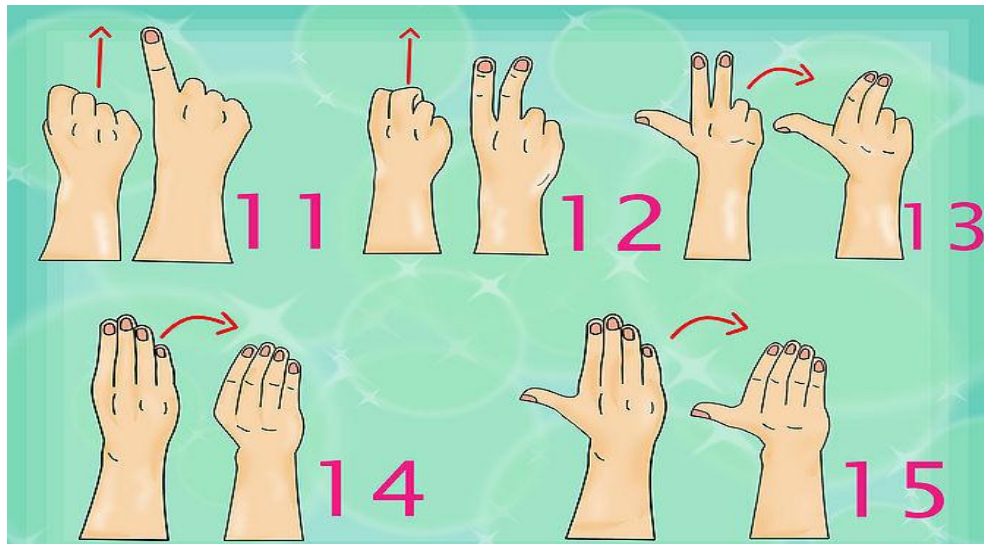
Unit 1



Numbers 11 - 15

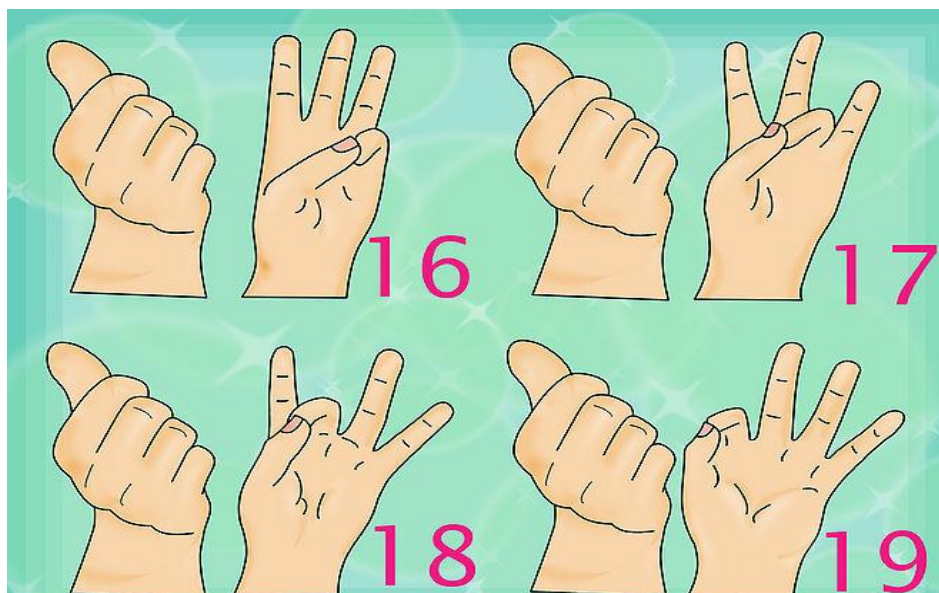
- There is a single sign for the numbers eleven through fifteen.
- Your palm should face toward your body when signing the numbers 11 through 15, unless you specifically indicate a quantity, in which case your palm should face away from your body as you sign.
- See the signs for: 11, 12, 13, 14, 15

Unit 1



Numbers 16 - 19

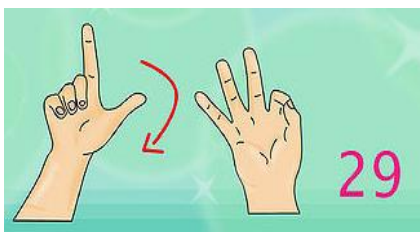
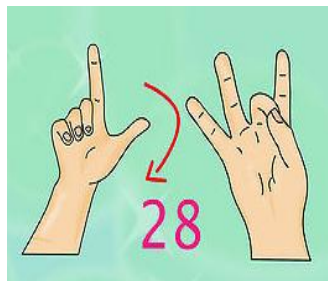
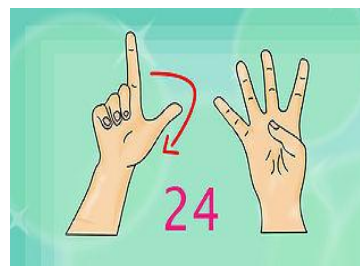
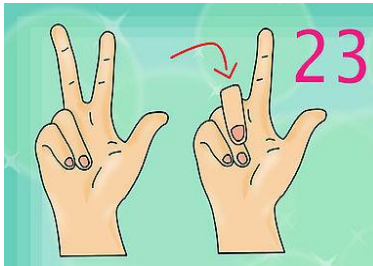
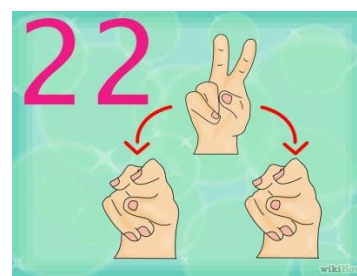
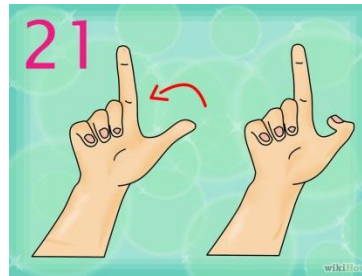
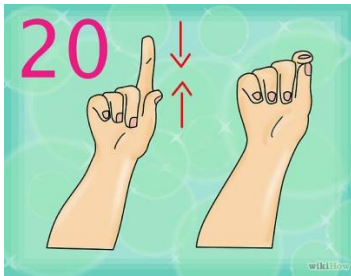
- For these numbers, you sign a combination of two signs: 10 and the following single-digit number. For example, to sign 18 you would use the sign for 10 and the sign for 8 quickly put together.
- Your palm should always face away from your body when signing the numbers 16 through 19.
- See the signs for: 16, 17, 18, 19



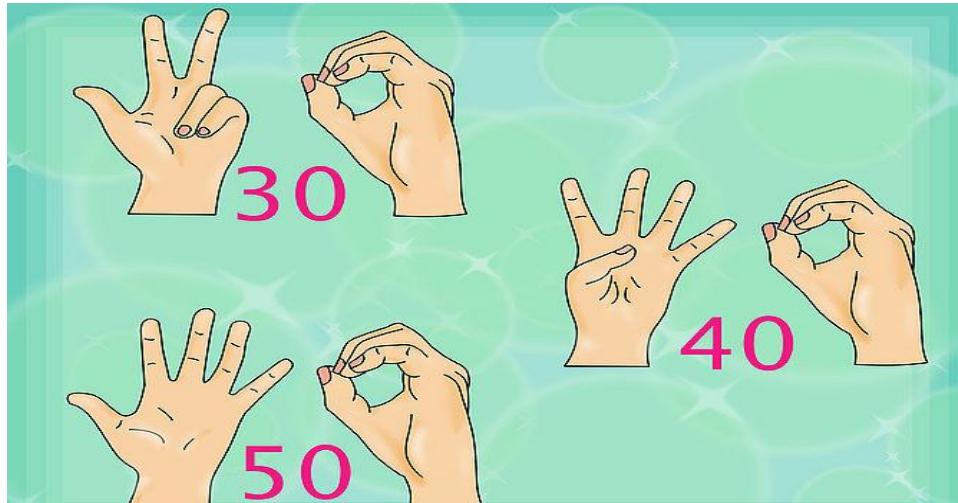
Unit 1

Numbers 20 – 29

- There is a unique sign for 20. See the sign for 20
- 21 - 29 are signed using the thumb and index finger for the first-digit 2, while the index and second finger is used to sign the first-digit 2 only when signing the number 22
- See the signs for: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29



Unit 1



SENTENCES

EXAMPLES

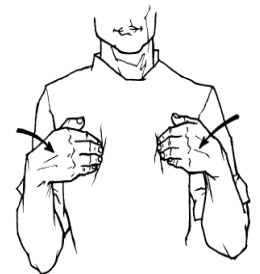
1. - HOW

MANY

CATS

DO YOU

HAVE?



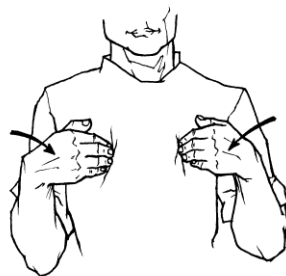
Possible answers

2. - I

HAVE

3

CATS



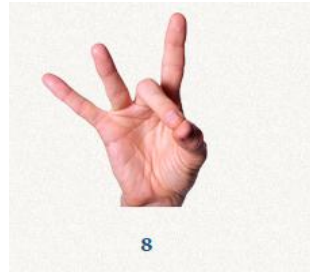
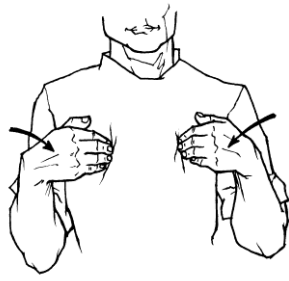
3. -

I

HAVE

8

BEDS

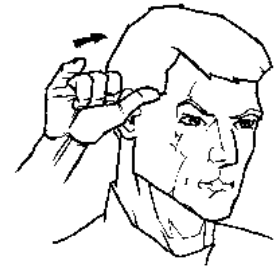
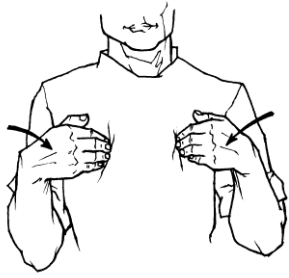


4. - I

HAVE

7

COWS



English Alphabet

STRATEGY



Video n.-2

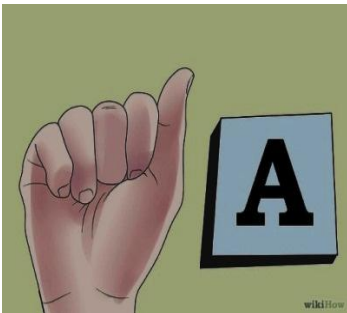
Use the English Alphabet in the presentations after that teacher needs to recover the video about English Alphabet through (ASL) American Sign Language.

Students will practice the spelling through English Alphabet related with pictures in order to perform the written.

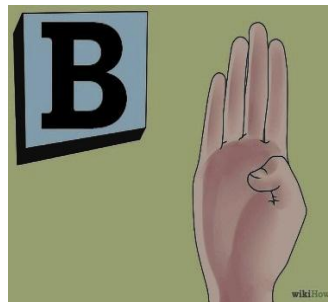
Lesson 2

English Alphabet

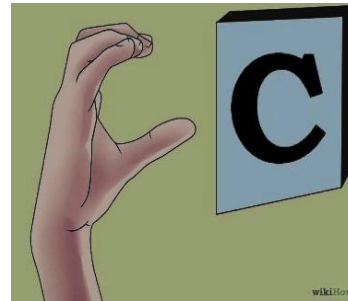
A: Make a fist and then move your thumb over to the side of your hand.



B. Put your fingers all straight up and touching and then bend your thumb over your palm.



C. Curl your hands so it looks to you like a backwards "C".



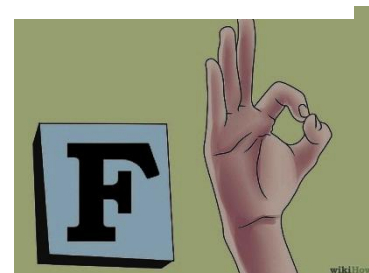
D. Touch your thumb and every finger but your index finger, which should point straight up.



E. Start with a "B" hand. Bend your four fingers down so that the tips just touch your thumb. Be sure to pull it in so that it does not resemble an "O". (It is nothing like a claw.)

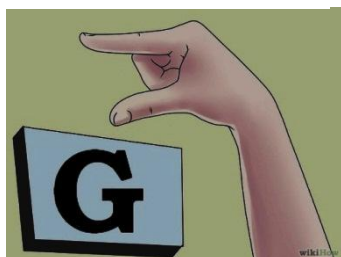


F. Touch your index finger and thumb together and put the rest of your fingers up pulled together. This is often confused with "D" which is the opposite.



Unit 1

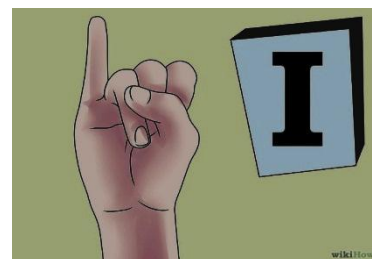
G. Stick out your thumb and index finger about a centimeter apart and hold it sideways. Your palm faces yourself.



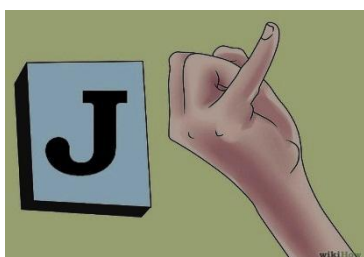
H. Make a "G" and stick out your middle finger alongside of your index finger. Your palm faces yourself.



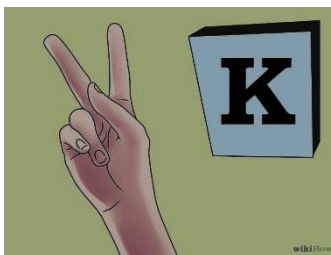
I. Stick your pinkie straight up.



J. Stick out your pinkie and twist inward in the shape of a "J".



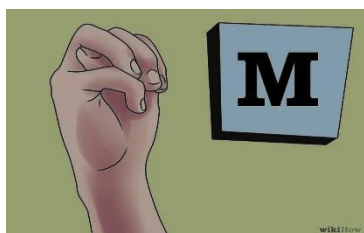
K. Put your middle and index finger up, and put your thumb on your forefinger.



L. Make an "L" with your thumb and index finger.



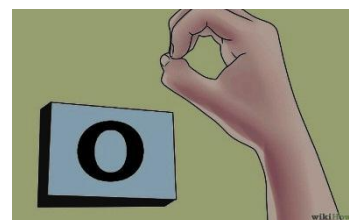
M. Point your fore-, middle, and ring fingers forward. Place the thumb beneath them.



N. Point your forefinger and your middle finger forward. Place the thumb beneath them.



O. Make an "O" with your fingers.

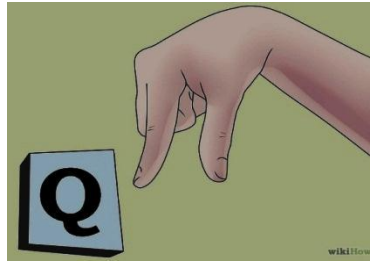


Unit 1

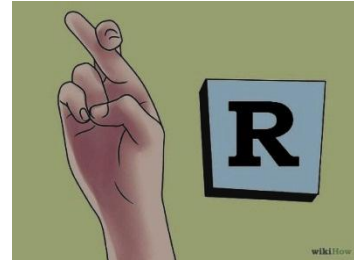
P. Make a downwards-pointing "K" but with your thumb on your middle finger.



Q. Point a "G" downwards your two fingertips should almost touch each other.



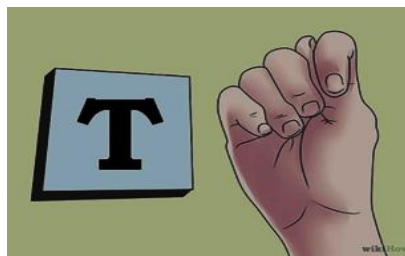
R. Cross your middle finger over your index finger.



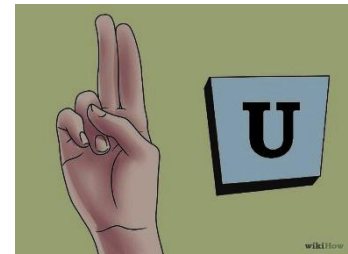
S. Make a fist and put your thumb on top of your fingers. This is often confused with "A" so pay careful attention to the thumb position.



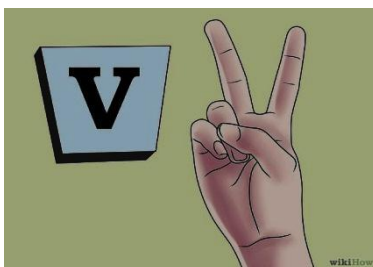
T. Make a fist and put your thumb between your middle finger and index finger.



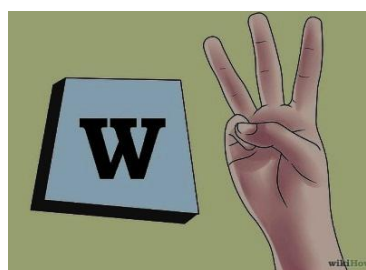
U. Orient your middle finger and your index finger upwards together.



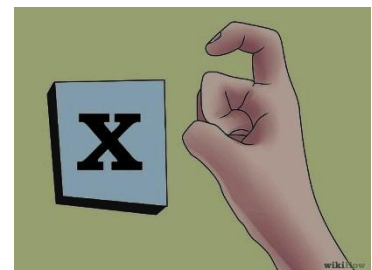
V. Make a "U", and separate the fingers.



W. To a "V", add an upwards ring finger-- all fanned out.

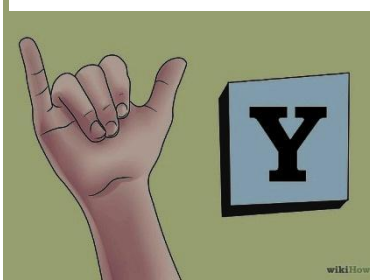


X. Make a fist and then raise and crook your index finger.

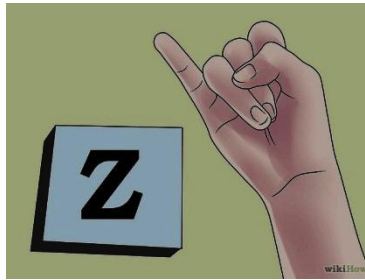


Unit 1

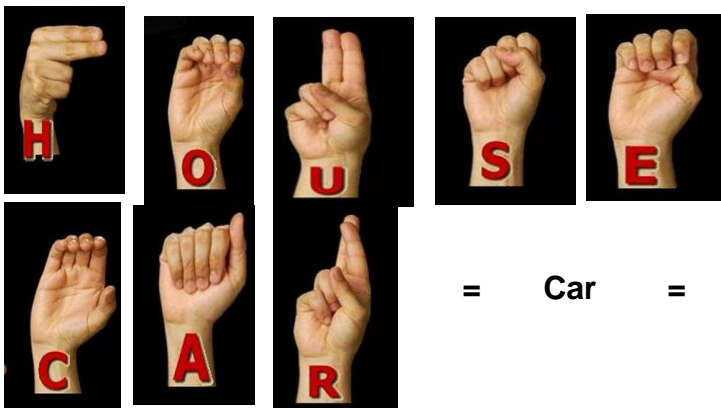
Y. Stick out your pinkie and thumb.



Z. Draw the letter "Z" with your pinkie finger.



EXERCISES:



= House =



= Car =



Lesson 3

Personal Pronouns

I / MY/ MINE



YOU

To sign "you" you just point at the person you are talking to. Here are two examples of "you" as part of a "wh" question:

For example: Who are you?



HE /SHE/ HER/ IT

Just point! Generally, you point off to an arbitrary spot on your right. If the person, place, or thing you are referring to is within view just point directly at him, her, or it.



WE / US

Steps:

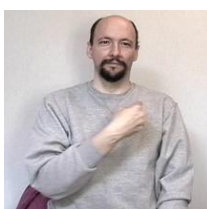
1



2



3

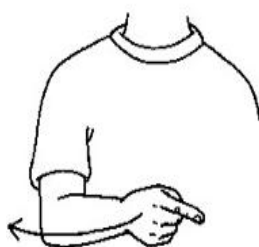


4



THEY/ THOSE/ THEM:

Use a small sweeping movement off to your right.



Steps:

1



2



3



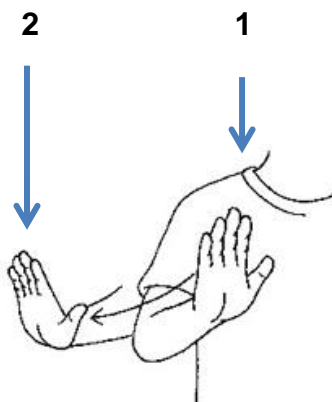
4



THEIRS

Open your right hand and move it to back.

Steps:



How to Express Possessives and Pronouns in ASL

Using pronouns in American Sign Language (ASL) is the same as in English; you need to refer to a noun before you use a pronoun. You may also use possessives during your Sign conversation. Show possession by indicating whom you are talking about, what is being possessed, and then an open palm facing the person.

You can also use proper nouns (a person's name) to discuss possessives. Fingerspell the name of the person and then point to the item you're talking about and sign a question mark. For example, suppose that you're signing with someone and you want to know if the coat on the hook belongs to Tony. Fingerspell T-O-N-Y, point to the coat, and sign a question mark.

Unit 1

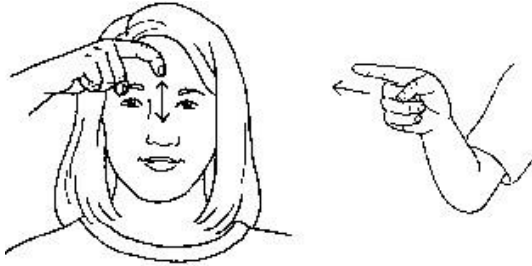
EXERCISES:

- **English:** She is wise.

Sign:

WISE

HER.



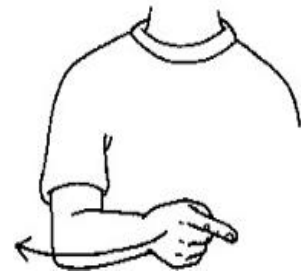
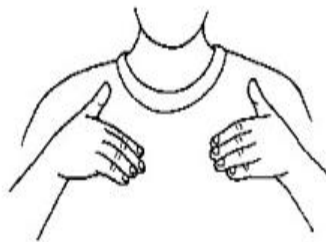
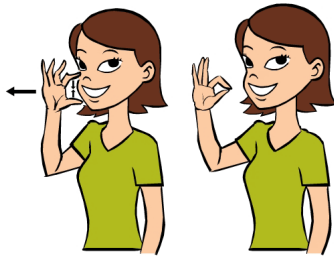
- **English:** They have a cat.

Sign:

CAT

HAVE

THEM.

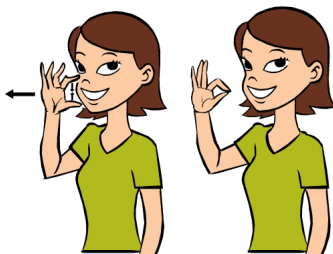


- **English:** The cat is theirs.

Sign:

CAT

THEIRS.

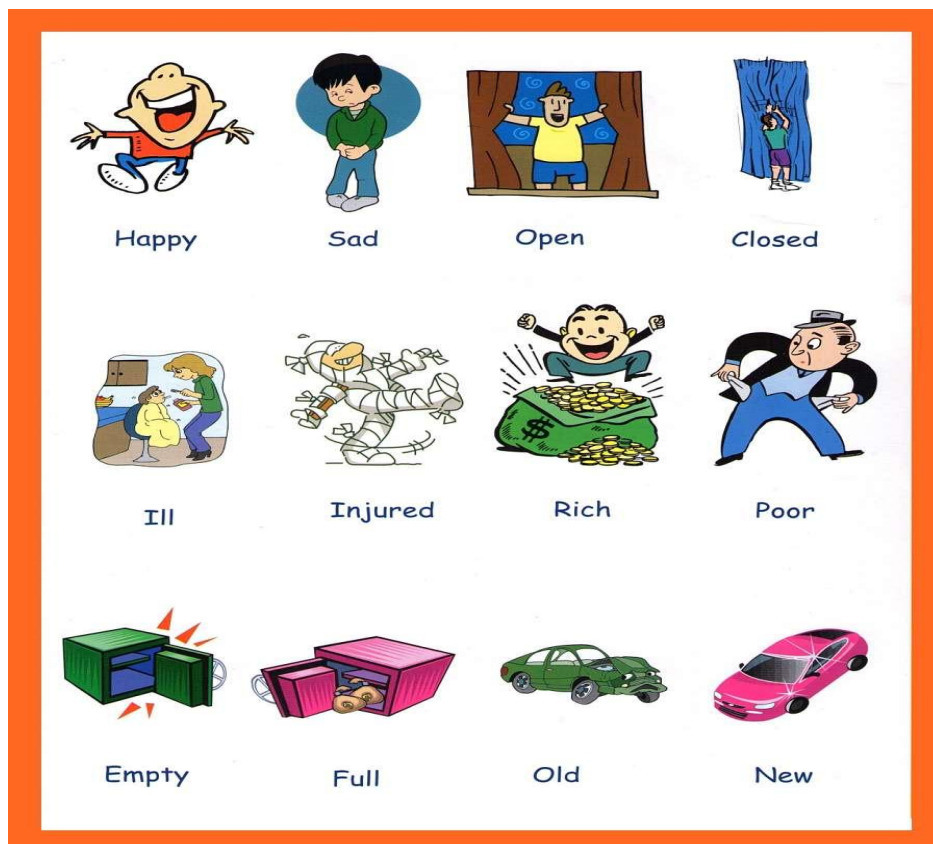


ADJECTIVES

Strategy

Use the videos numbers 4

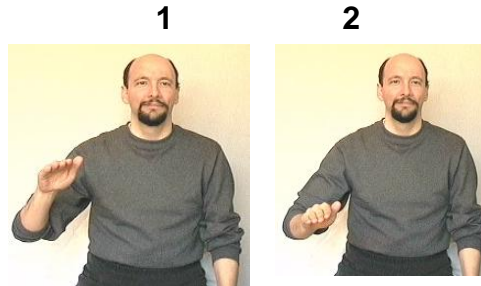
The teachers to present this topic need to use different images, presentations, pictures with all kinds of adjectives, which describe to people in order to develop the class about adjectives at the same time teacher need to use the sign videos to relate the way to write and what is the meaning.



SHORT IN HEIGHT

Notice the right hand is slightly bent at the large knuckles.

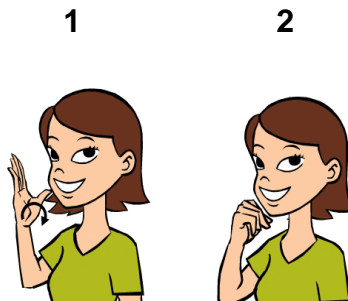
Steps:



BEAUTIFUL

Beautiful is signed starting with your dominant hand open, thumb pointing at your chin and fingers pointing up. You complete the sign by rolling your fingers across the front of your face.

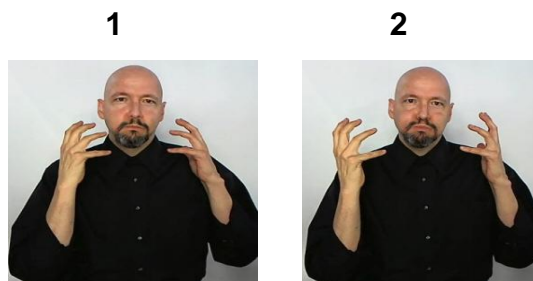
Steps:



FAT

The sign for "FAT" (as in "a fat person") uses "claw" hands near the face to show chubby cheeks. Start with a relatively normal face and then puff out your cheeks as you move your hands out a couple inches.

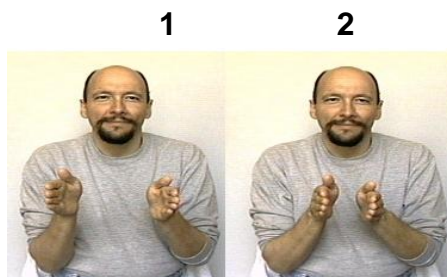
Steps:



SMALL OR LITTLE

To sign "small" or "little," hold your hands in front of you, palms facing, and then bring them together using a relatively quick movement.

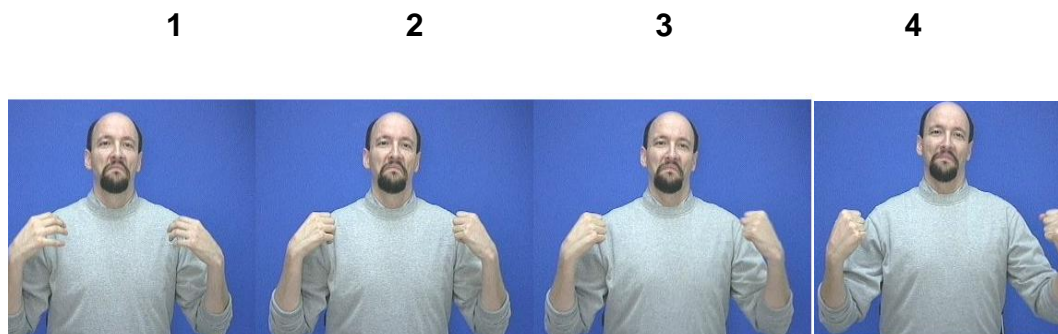
Steps:



BRAVE / COURAGE / HEALTHY / HEAL

This sign looks like the sign for strong, except the handshakes at the beginning of the sign for "brave" are loose claw hands that change into "fist" hands. The sign for strong *starts* with "fist" hands and keeps that handshake throughout the sign.

Steps:



FAST

Fast looks like you are putting away a pair of six-shooters in a cowboy movie. You start with your hands in a fist with the index and thumbs extended. You start with hands in front of your body and pull back toward your torso with your index fingers curling inward at the same time.

Steps:

Unit 1

1

2



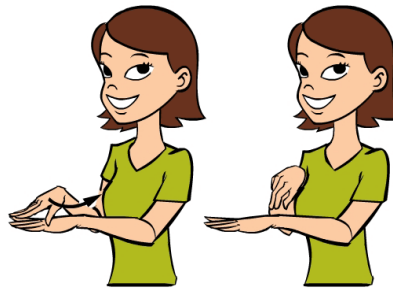
SLOW

We sign slow by placing our non-dominant arm in front of us with palm down, then moving our dominant hand slowly and gently from the tip of our non-dominant all the way to the bend of our arm.

Steps:

1

2



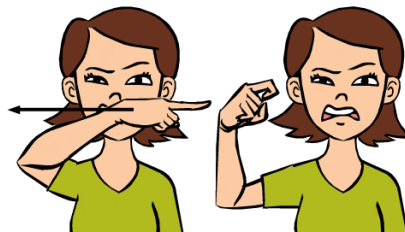
UGLY

Ugly is signed by pointing your index finger out with your dominant hand. Have your finger point to the side and swipe it across your face. At the same time make an ugly face.

Steps:

1

2

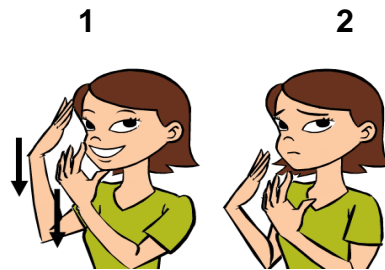


SAD

Unit 1

The sad sign looks like you are making tears fall down your face. Take both hands with fingers outstretched, and pull them from above your eyes down to about chest level. With emotional signs such as sad, you should make facial expressions that match the sign. Make a droopy face with downcast eyes while you make the sad sign.

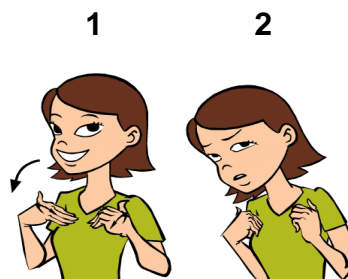
Steps:



TIRED

To sign *tired*, extend your fingers and hold them together. Start with your fingers touching your chest, with your elbows up. Drop your elbows down. It is as if you are so tired you cannot keep holding your arms up.

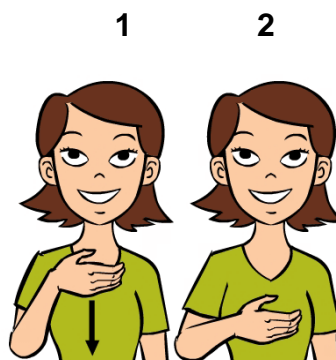
Steps:



HUNGRY

To make the sign for *hungry*, take your hand and make it into a c-shape with your palm facing your body. Start with your hand around your neck and move it down. The sign is a lot like food going down into your stomach.

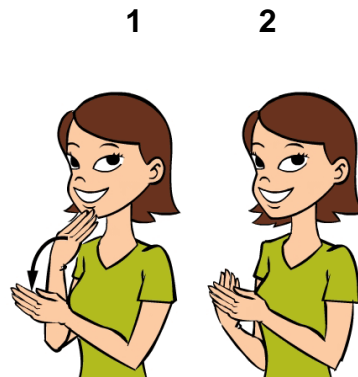
Steps:



GOOD

To sign good, take your outstretched hand with fingers together. Start with your fingers on your chin and move your hand out and down in an arc. The sign for good is a bit like you are blowing out a kiss, but your hand is a little lower down.

Steps:

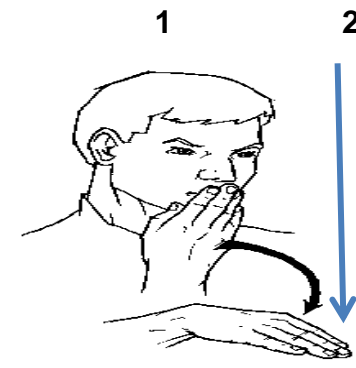


BAD

Make the sign for "bad" by placing the fingers of your right hand against your lips. Move your hand down and away. End with your palm facing downward.

Memory aid: Imagine you've eaten something bad and are removing it from your mouth.

Steps:



DANGEROUS

Think of this sign as representing someone coming at you with a knife and you block it. That would be a pretty dangerous situation. Use a double movement.

Steps:

1



2



3



4



BLONDE

Blonde is signed by making a dominant Y-shaped hand (first with pinky and thumb extended). Starting with your thumb beside your head and shake your hand as you move your hand down from your head to your side. The sign looks like you are teasing your long blonde tresses.

Steps:

1



2



LONG

The sign for "long" drags the dominant hand "index finger" up the non-dominant hand's forearm.

Steps:

1



2



3

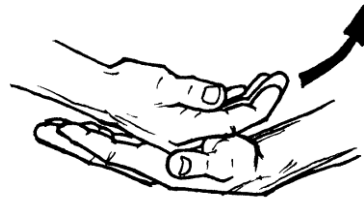


4



NEW

The back of the dominant hand skims along the palm of the non-dominant hand.



Steps:

1

2

3



OLD

The sign for "old" starts as a "C" hand and turns into an "S" hand as you pull it down from your chin.

Steps:

1

2

3



ILL / SICK

To sign "sick," hold modified five hands (with the middle finger bent at the large knuckle) a few inches from the forehead and stomach. Then bring both hands inward to contact the body.

Steps:

1

2



HAPPY

To sign *happy*, take your extended hand and brush it in little circles up your chest a couple of times. The sign for *happy* is very similar to the sign for excited. I tend to just choose one of those two signs and use it for both.

Steps:

1

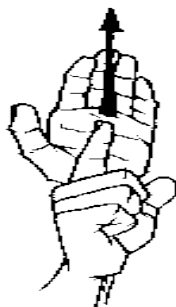
2



TALL

There are a couple of the popular signs for "tall." A good general sign is made by placing your right index finger on the palm of your left hand (if you are right handed) and moving the finger upward a few inches. This version is a good one to use to describe trees, buildings, or even people.

Steps:



Unit 1

1

2



EXERCISES:



FATHER



IS SHORT.

1. -

MY



2.-



YOUR



FATHER



FACE

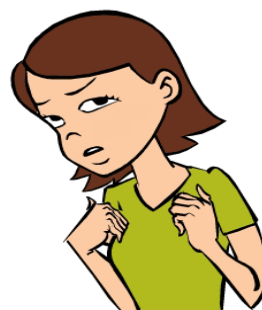
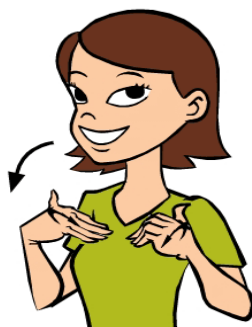


NICE

3. -

I AM

TIRED.



BE-VERBS

NOT ASL

"State of being verbs" are **not** used in ASL. I'm including the signs for "be" and "verb" here because we teach an ASL Linguistics class and occasionally refer to the concepts of "be verbs." I also feel it is important to point out that even though ASL isn't English, it does have ways to talk **about** English.

BE

Steps:

1



2



BE AS A VERB

Steps:

1

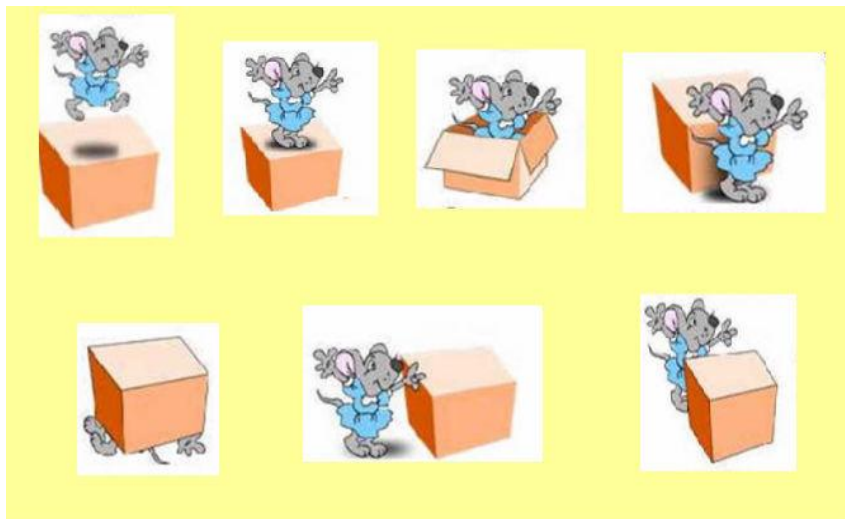


2



PREPOSITIONS

 Use the videos numbers 4



UP

The general sign for UP (opposite of down) just points an index finger into the air. If you use a double movement this sign can mean "upstairs."

Steps:

1



2



Unit 1

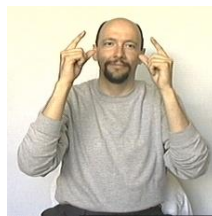
Example:

WAKE UP

1



2



DOWN

The direction "down." Signing note: "DOWN" can also mean "THIS."
Signing note: If you use a double movement, it can mean DOWNSTAIRS.

Steps:

1



2



CALM-DOWN

Push your hands downward twice. If you push downward, then move the hands a bit to the side a bit and push down again, it can mean "Take it easy," "taking it easy," or "chillin."

Steps:

1



2



3



4



Unit 1

IN / ENTER

Note: This sign can be used to mean "inside" by doing the movement twice, but using a smaller motion the second time.

Steps:

1



2



OPPOSITE

The sign for "opposite" uses "index-finger"- handshapes.

Notes:

To sign "ACROSS-FROM" start to the side of the initial referent, then keep the hand on that side stationary and move the other hand toward the opposite side (using a slight arc). To sign "DISAGREE," sign "THINK + OPPOSITE." To sign "ALLERGIC" point to your nose, then sign opposite.

Steps:

1



2



3



ON

Unit 1

The sign for "on" depends on your meaning. Most of the time you do NOT need to use the "on" sign. For example, to sign "The party will be on Tuesday" you would sign PARTY with your brows up, and then "TUESDAY" with an affirming nod. Thus, in ASL, you would not need to use the sign "ON."
The general sign for on:

This is generally used as a preposition. "That was on the other thing."

Steps:

1



2



Take a look at some of the other ways this can be signed

ON: "flipping a switch" -- as in "turn on the light"

Steps to tell a phrase "turn on the light"

1



2



ON: "turning a knob" -- as in "turn on the TV," or turn on anything that turns on with a knob. For example, this might be used in a sentence having to do with turning on a microwave that uses a "timer dial."

Steps:

1



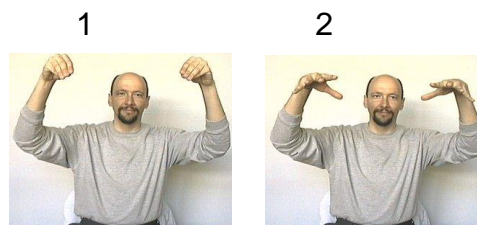
2



"ON" as in "lights on."

Steps to tell lights on:

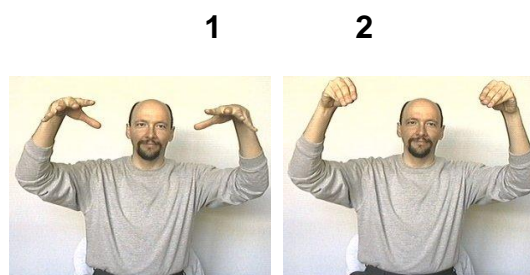
Unit 1



Note: You can reverse this sign to mean "lights off." For example

Open your hands and close your hands fast.

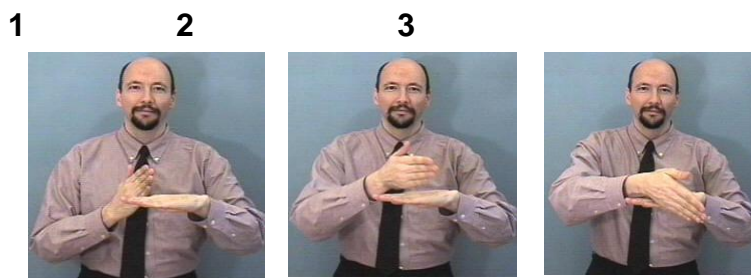
Steps to tell lights off:



OVER / ACROSS / AFTER

The sign "across" has several variations depending on your meaning. The generic sign for "across" uses the "OVER" sign. To do this sign you use a "flat" hand shape on your dominant hand and slide it across the back of your (palm down) non-dominant hand.

Steps:



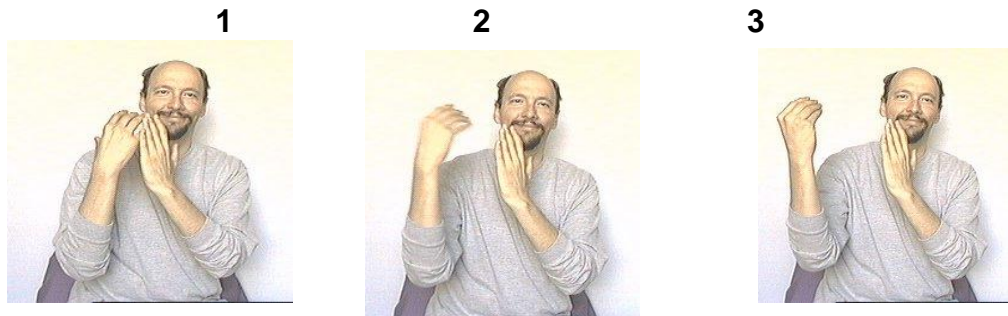
Variation: EXIT (to leave the inside)

This sign is sometimes used to mean "to have left." The use of the base hand indicates having been "in" Walls. Think of this sign as meaning, "be inside and then

leave."

Note: The movement is slightly forward and off to the side. The hand shape changes from a loose hand to an "and" hand (squished "O").

Steps to tell "To go out" "He/she is out":

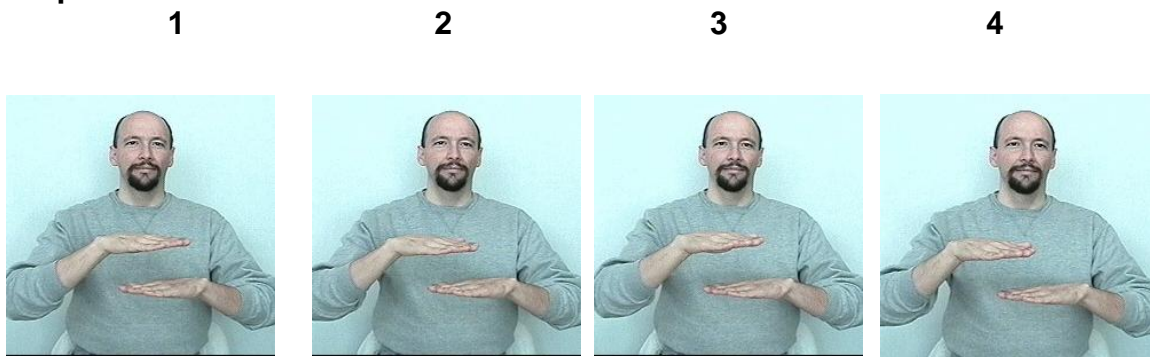


ABOVE

The sign for "above" varies depending on if you mean "hovering over" or if you mean "more than." Much of the time we simply use classifiers to show where things are in relation to each other.

Hold your base hand (non-dominant hand) steady while circling your dominant hand above it. The movement is as if you were washing off a table.

Steps:



Unit 1

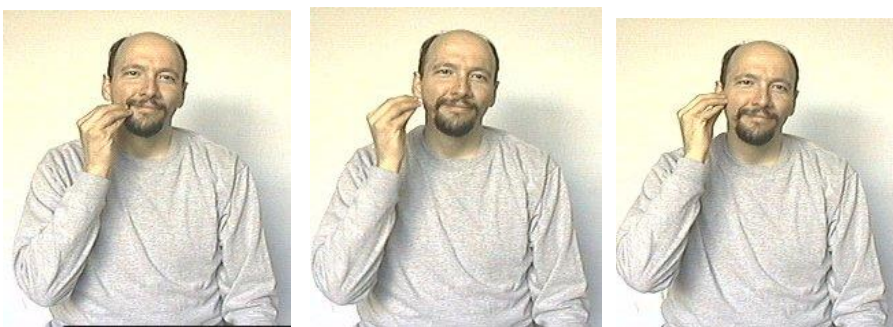
EXERCISES:

1.- CAT

IS IN



THE HOUSE.



ACCION VERBS



Use the videos numbers 6.



walk



eat



read



sleep



write



play



call

RUN

To sign "run" position both hands in the sign for fast and hook them together in one hand in front of the other. Do a fast forward motion that conveys movement.

Steps:

1

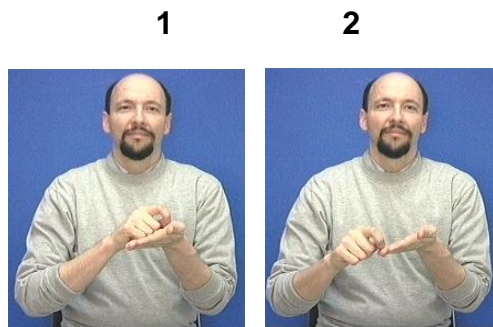
2



WRITE

The sign for "write" uses a quick scribbling movement across the palm of the left hand.

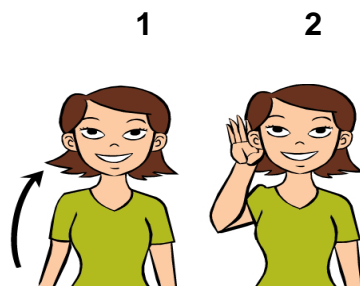
Steps:



HEAR / LISTEN

Point at your ear with your index finger. Alternatively, you can cup your hand to your ear as if you are straining to *hear*.

Steps:

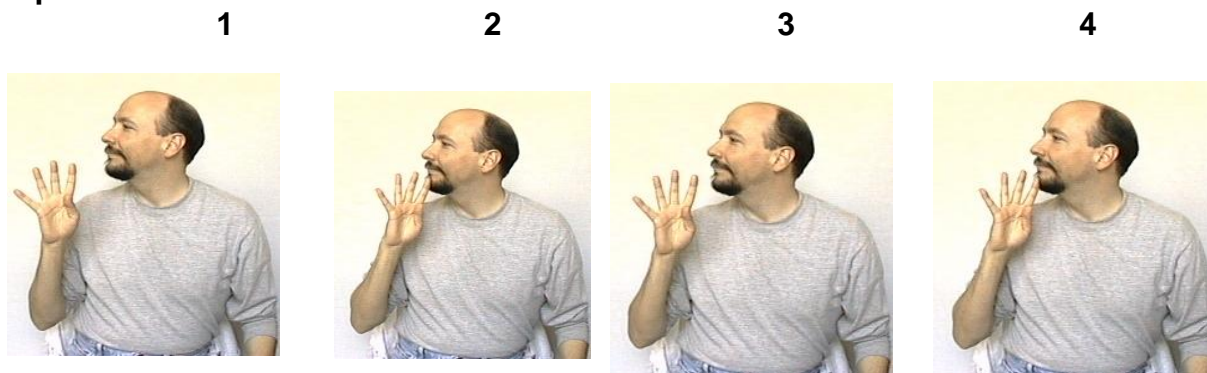


TALK

The right sign for "talk" depends on your meaning. If you mean "talk" as in "He was talking," then you can use the general sign for "talk" that uses a "4"-hand and taps the **chin twice**.

TALK (general sign) (side view) "TALK-(speaking) ("talking")

Steps:



READ

Your two fingers move down your palm, like eyes reading a page.

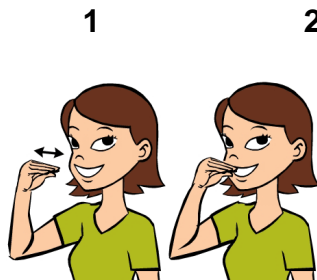
Steps:



EAT / FOOD

Make the sign for *eat* by taking you strong hand, with the tip of your thumb touching the tips of your fingers and tapping it on your mouth. (The universal sign for eating) The same sign is used for *food*.

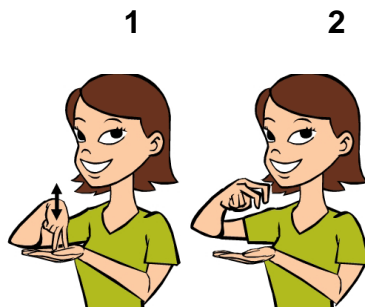
Steps:



JUMP

Jump in American Sign Language looks like a little person jumping up and down. You make you non-dominant hand flat to make the land. Then on your dominant hand, extend your middle and index fingers to make a little man, and jump him up and down.

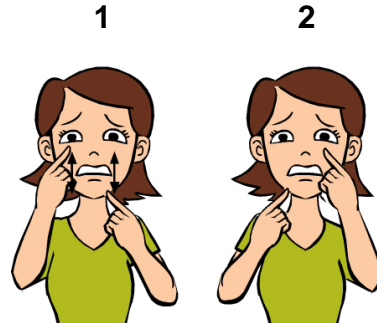
Steps:



CRY

Cry is signed by making a sad and a tracing imaginary tear down your face using your index fingers. Start with your index finger extended, just below your eye, and move the index finger down your face. With emotion based signs like *cry* and *sad*, making your face look unhappy and projecting real emotion helps baby understand the meaning. Signing *cry*, while smiling is confusing!

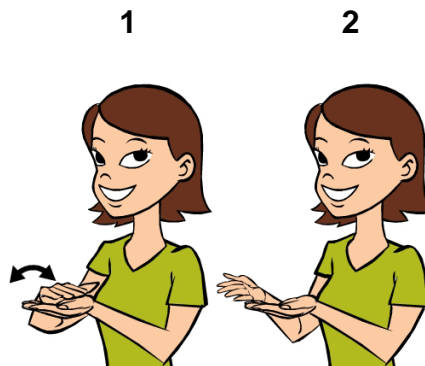
Steps:



COOK

Cook looks like you are flipping pancakes on a skillet. Your non-dominant hand is flat in front of your body to make the skillet. The dominant is flat on top of your non-dominant hand, then flips over to reverse sides, and then flips back.

Steps:

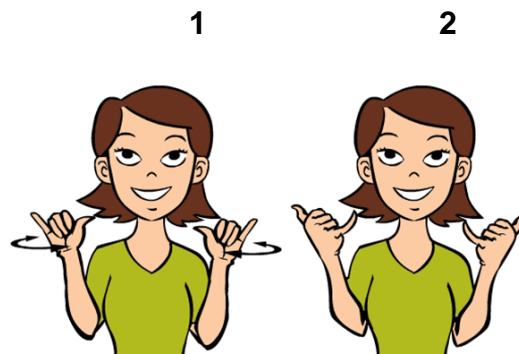


PLAY

To sign *play*, take both hands and extend your pinkie fingers and thumbs, while keeping the rest of your fingers tucked in. Holding the two hands out with palms facing you, shimmy them around a little by twisting them back and forth.

The sign looks a little like your hands are doing a little dance for joy.

Steps:

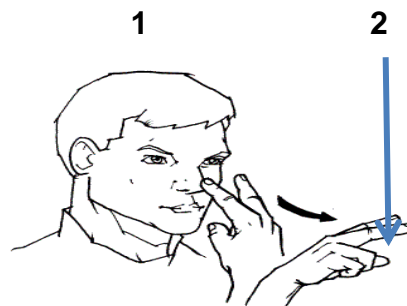


SEE/ LOOK AT/ WATCH

There are several ways to sign "SEE."

The right way depends on what you mean. The sign labeled as "SEE" ("V"-hand, palm facing inward) is generally used to sign things such as: "Can you see me?," "I saw you yesterday," or "I saw my grandmother today."

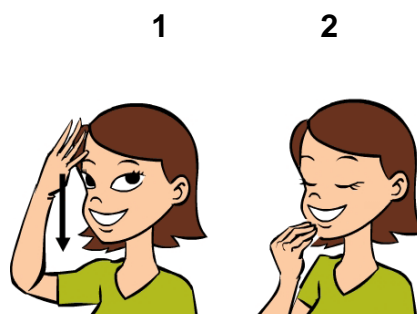
Steps:



SLEEP

To sign *sleep*, start with fingers extended and spread apart. Beginning with your hand over your face, move your fingers down to end with your hand below your chin and your fingers touching your thumb. As you make the sign, feel your face relax and your eyes get droopy to add to the sleepy effect.

Steps:

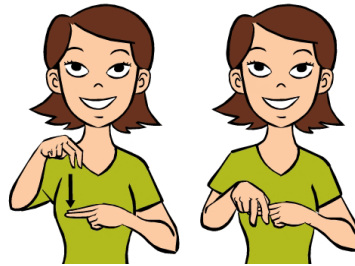


SIT

Sit in baby sign language looks like a person sitting on a ledge. Start by holding your weak hand horizontally, with index and middle finger extended to make the ledge. Take your strong hand with index finger and middle finger extended into a hook to make the person's legs, and *sit* them on the ledge.

Steps:

1 2



DANCE

Signing *dance*, looks a bit like a pair of swinging Elvis legs on a dance floor. To make the *dance* sign, take your non-dominant hand and hold it out in front of you with the palm side upward. On your dominant hand, extend your middle and index finger and swing them back and forth.

Steps:

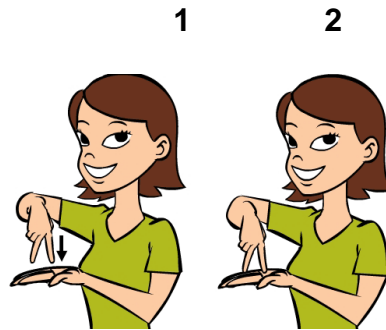
1 2



STAND

To sign stand we place our non-dominant hand with palm up in a flat position and we position, our index and center on top of the non-dominant palm as in two fingers standing.

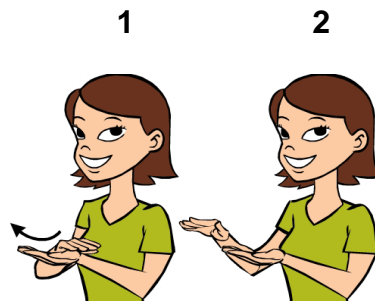
Steps:



CLEAN / NICE

Sign nice by laying your non-dominant hand flat with your palm up, and wiping across the hand with your dominant hand.

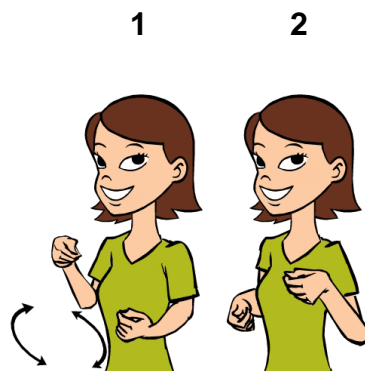
Steps:



DRIVE

Place your hands around an imaginary steering wheel. Then turn the wheel from side-to-side as if you were driving. (At least that is how you would drive if you constantly swerved from side to side like a mad man)

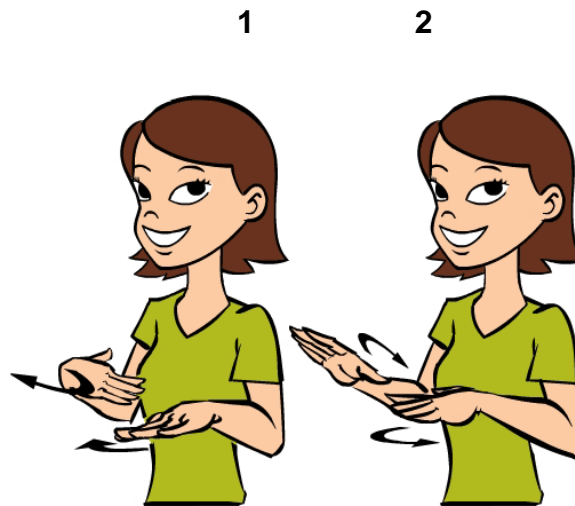
Steps:



WALK

The *walk* sign looks like two feet walking along the ground. To make the sign for *walk*, take both hands with fingers extended and together. Position the palms facing the ground and move one palm up, forward and down. Then move the other palm up, forward and down.

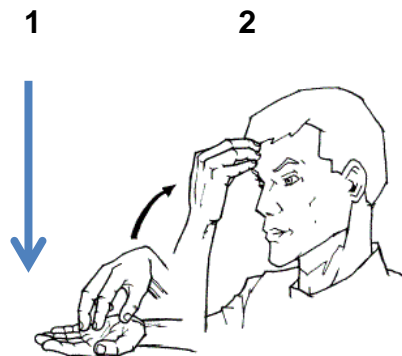
Steps:



LEARN

The sign for "learn" sort of looks like you are trying to grab information from the page of a book and stuff it into your head.

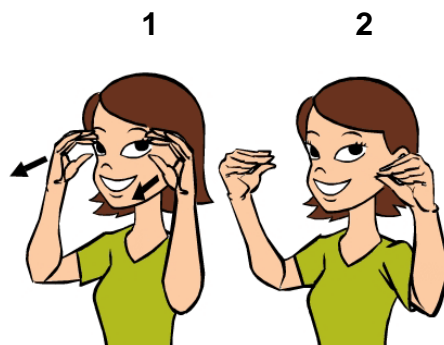
Steps:



TEACH

Make the teach sign by placing both hands on the sides of your head and closing your fingers against your thumbs in close proximity to your ears. Finish the sign by stretching your hands toward the front with palms facing toward your body.

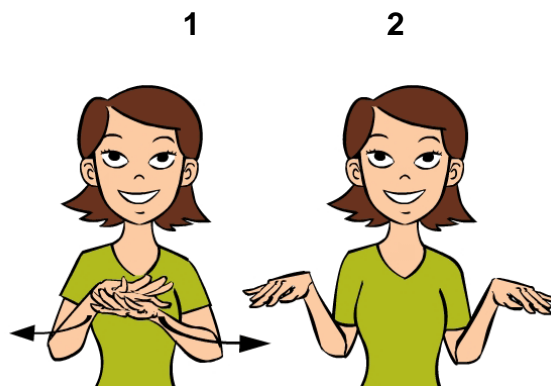
Steps:



SWIM

The sign swim looks like you are doing a little breast stroke. Take both hands out in front and take them apart and put them together in a small circular motion.

Steps:



ERASER

The right sign for "erase" is going to depend on your context.

Steps:

1



2



3



4



PAINT

The sign for *paint* looks like you are slathering *paint* on a wall. Take your non-dominant hand and hold it vertically as if it were a wall. Using your dominant hand, move it up and down across the wall as if you were painting.

Steps:

1



2



GO

Sign go by pointing with both hands on the direction you wish to go.

Steps:

1



2



BUY / PURCHASE

The sign for "buy" looks like you are taking money from your hand and placing it in someone else's hand.

Steps:

1



2



3



4



DRAW / ART

Art is signed by taking your weak hand flat in front of you with the palm facing your body as if it were a canvas. Take your pinky from your dominant hand outstretched and scribble on your weak hand as if you were drawing.

Steps:

1



2

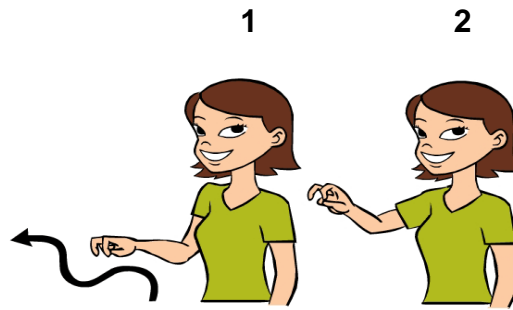


TRAVEL

Make a hook with the index and middle finger of your dominant hand and move it in a snake pattern toward the front as in traveling on a curvy road.

Steps:

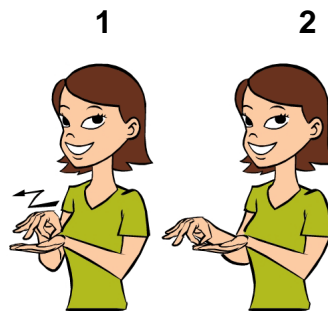
Unit 1



COUNT

You non-dominant hand should be flat with palm facing up to form a base. In your dominant hand, take your thumb and index finger together as if they are making an outline of a coin. Then run your imaginary circle along you non-dominant hand.

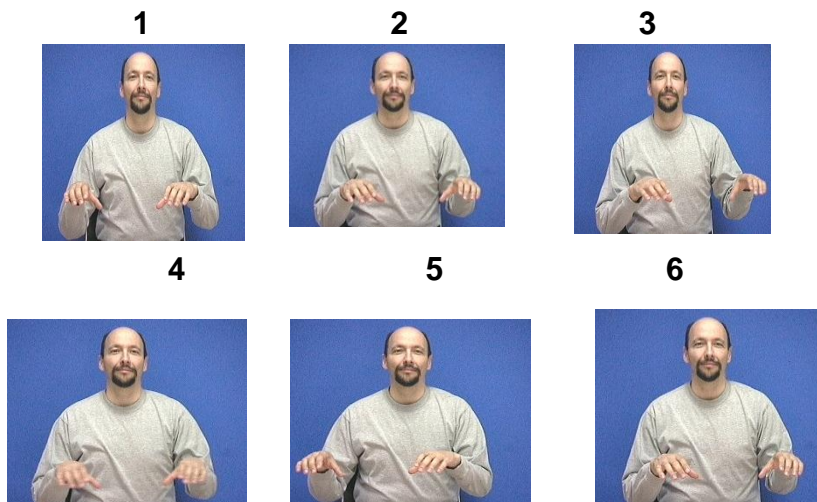
Steps:



DO / ACTION

Here is a variation of the sign DO. This sign can also mean "behavior." This variation uses a side to side motion.

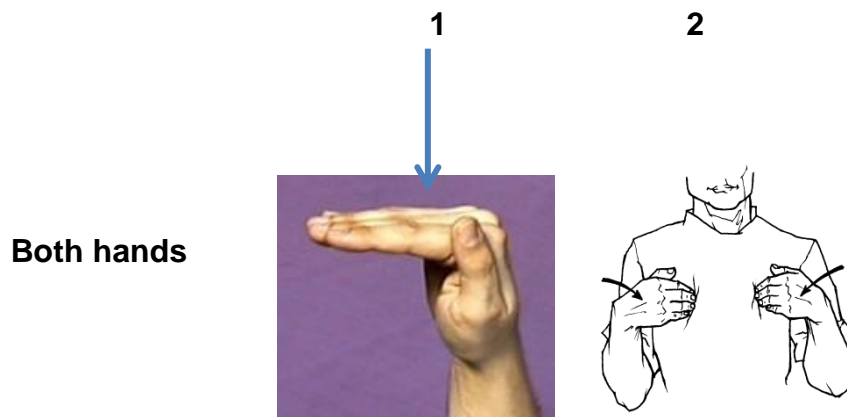
Steps:



HAVE

Hold "bent" handshapes a few inches out from your upper chest. Move your hands back and touch your chest.

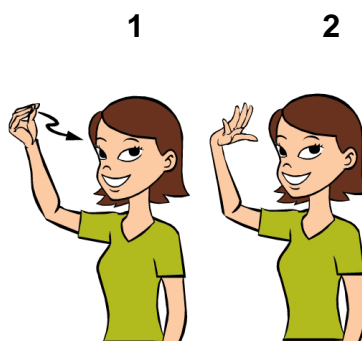
Steps:



TAKE A SHOWER

To sign shower place your dominant hand above your head and open and close it as if producing water sprinklers.

Steps:



LOVE

To sign love, make your hands into fists and cross your arms across your chest as if giving yourself a big squeeze.

Steps:

1

2



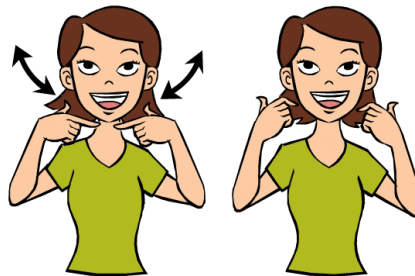
LAUGH

To start making the sign for a laugh, take both of your hands and extend your fist and index fingers to make L-shapes. Point your index fingers at the sides of your cheek, then spiral your fingers upward and around.

Steps:

1

2



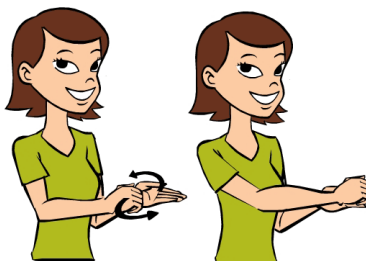
WASH

The *wash* sign is made by making both hands into a fist, holding the two fists together, and twisting the two fists back and forth.

Steps:

1

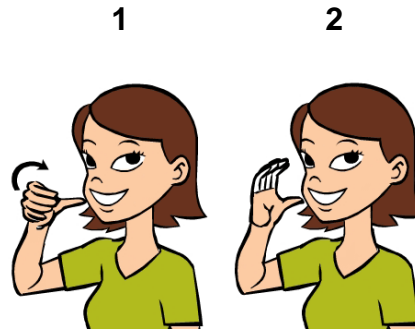
2



DRINK

The sign for drink looks just like you are holding and drinking from an imaginary cup. To sign cup, make your hand into a c-shape as if holding a cup in your hand. Take your hand up to your mouth as if drinking from the cup.

Steps:

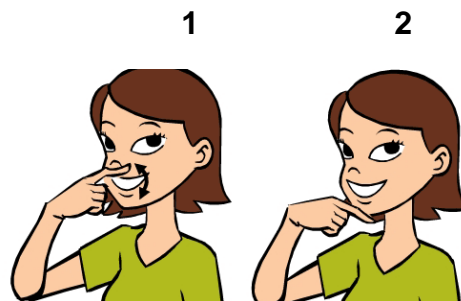


BRUSH

TOOTH BRUSH

The toothbrush sign looks like you are brushing your teeth with your finger. To sign toothbrush, extend your index finger and rub it back and forth in front of your teeth.

Steps:



HAIRBRUSH

The general sign for "brush" is to make a couple of brushing movements near your hair.

Steps:



CALL

The general sign for "make a phone call" uses a "Y" handshake that starts near the side of the head and moves outward a few inches. This sign specifically refers to making a voice phone call.

Steps:

1



2



GIVE

Give (I'm giving to you) is signed by taking your holding your thumb to your fingers on your dominant hand, and moving your hand away from your body. The motion looks like you are giving the listener something. By changing the direction of the motion you can indicate give to me, or he is giving to her.

Steps:

1



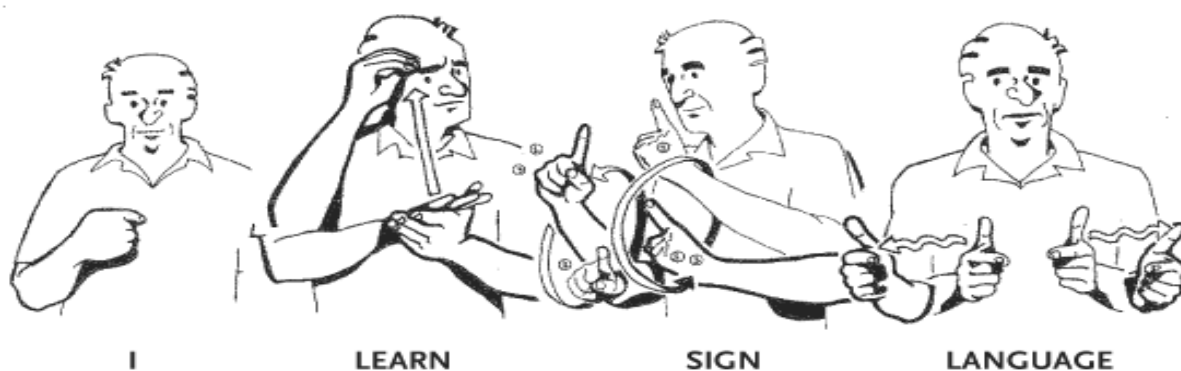
2



Unit 1

EXERCISES

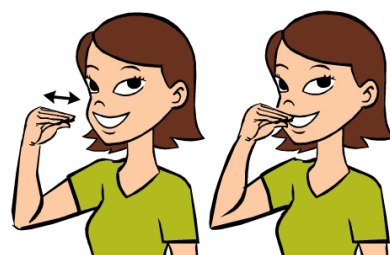
1.-



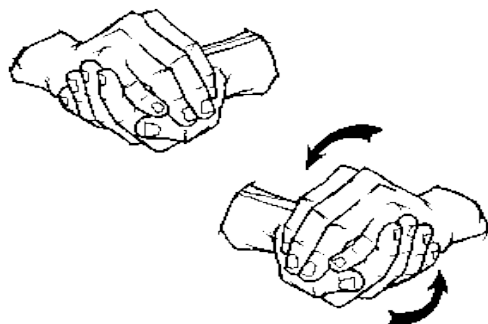
2.-

I

EAT



A HAMBURGER.

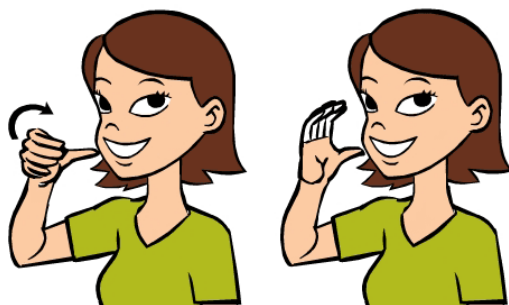


3.-

I

DRINK

MILK.



Unit 2 wonderful moments

Lesson 1

Days of the week

STRATEGY



Use the videos numbers 7.

The teacher organizes a game using a picture for each day, for example Monday represent with a sun, Tuesday with a flower, Thursday with a butterfly, Wednesday with a moon, Friday with a party, Saturday with a bed and Sunday with a cross. Then the student is going to take a picture to show to his partners and they will tell to what days represent each picture.

Days

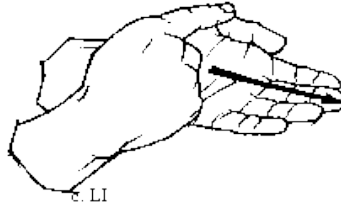
Point the left arm and index finger to the right, palm down. Rest the elbow of the right arm on the left index finger of the left hand. Move a right "d" hand and arm in an arc across the body from right to left, as if the sun is moving across the sky and then setting just above the horizon.



Week

Unit 2

Using the right "d" hand, move the index finger across the left flat palm from the thumb to the tips of the fingers.



Monday

Hold the right "m" hand at chest level and slightly to the right of the chest area. Move the hand in a counter-clockwise semi-circle, left, down, and then right.



Monday

Tuesday

Hold the right "t" hand at chest level and slightly to the right of the chest area. Move the hand in a counter-clockwise semi-circle, left, down, and then right.



Tuesday

Wednesday

Hold the right "w" hand at chest level and slightly to the right of the chest area. Move the hand in a counter-clockwise semi-circle, left, down, and then right.



Thursday

Hold the right hand in the same approximate area that you do to make the signs for Monday and Tuesday, etc. Sign "t" and then "h."



Friday

Hold the right "f" hand at chest level and slightly to the right of the chest area. Move the hand in a counter-clockwise semi-circle, left, down, and then right.



Saturday

Hold the right "s" hand at chest level and slightly to the right of the chest area. Move the hand in a counter-clockwise semi-circle, left, down, and then right.



Saturday

Sunday

Hold the left hand flat, palm down. With the longest finger of the right hand, touch the back of the left hand; then move hands outward, fingers spread, and palms facing forward.



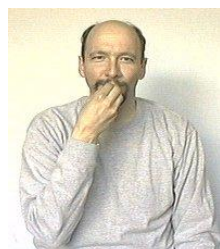
Sunday

EXERCISES:

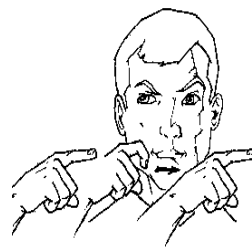
I



EAT



CEREAL



ON MONDAY



Monday

I



DRINK



MILK



ON FRIDAY

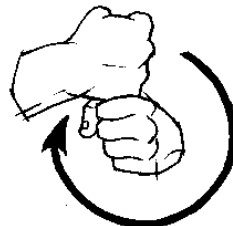


Lesson 2

Months of the year

Year

The sign for "year" is made by forming both hands into the letter "S." If you are right handed, rotate your right hand completely around the left. The right hand should come to rest on top of the left.



Month

The sign for "month" is made by pointing upward with the index finger of your non-dominant hand. If you are right handed, the palm of the left hand should face right. The palm of the right hand should face back. Trace the right index finger from the top to the bottom of the left index finger.

Steps to express month:

1



2



January

Move a right "J" hand from the palm of an open left hand, up and over the left hand, as if turning the page of a calendar.



January

February

Move a right "F" hand from the palm of an open left hand, up and over the left hand, as if turning the page of a calendar.



February

March

Hold the left hand, palm forward, as an imaginary calendar. Then place a right "m" hand on the palm of the left hand, moving it up and over the fingertips, as if flipping a calendar page.



March

April

Hold the left hand, palm forward, as an imaginary calendar. Then place a right "a" hand on the palm of the left hand, moving it up and over the fingertips, as if flipping a calendar page.



May

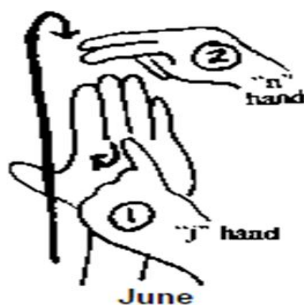
Hold the left hand, palm forward, as an imaginary calendar. Then place a right "m" hand on the palm of the left hand, moving it up and over the fingertips, as if flipping a calendar page. The right "m" hand changes to a "y" sign as the fingertips of the left hand are cleared.



June

Hold a left "B" hand in front of the chest, fingers together, palm facing inward. Place the tip of the little finger of a right "J" hand against the left palm. Then move the right "J" hand up and over the left hand (this symbolizes turning a calendar page) ending in an "N" hand as the right hand finishes in front of the left hand.

Unit 2



July

Hold a left "B" hand in front of the chest, fingers together, palm facing inward. Place the tip of the little finger of a right "J" hand against the left palm. Then move the right "J" hand up and over the left hand (this symbolizes turning a calendar page) ending in a "Y" hand as the right hand finishes in front of the left hand.



August

Hold a left "B" hand in front of the chest, fingers together, palm facing inward. Place the palm side of a right "A" hand against the left palm. Then move the right "A" hand up and over the left hand (this symbolizes turning a calendar page) ending in a "G" hand as the right hand finishes in front of the left hand.



September

Hold a left open hand in front of the body, palm facing inward, fingers close together. Place the right "s" hand in the palm of the left hand; then move the "s" over the top of the left hand and down the other side, as if flipping the September page of a calendar.



October

Hold a left open hand in front of the body, palm facing inward, fingers close together. Place the right "o" hand in the palm of the left hand; then move the "o" over the top of the left hand and down the other side, as if flipping the October page of a calendar.



November

Hold a left open hand in front of the body, palm facing inward, fingers close together. Place the right "n" hand in the palm of the left hand; then move the "n" over the top of the left hand and down the other side, as if flipping the November page of a calendar.



December

Move a right "D" hand from the palm of an open left hand, up and over the left hand, as if turning the page of a calendar.



EXERCISES:

MY

BIRTHDAY

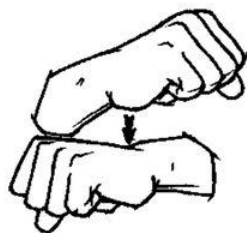
IS ON SEPTEMBER.



I

WORK

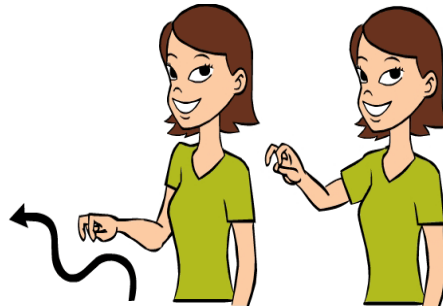
ON NOVEMBER.



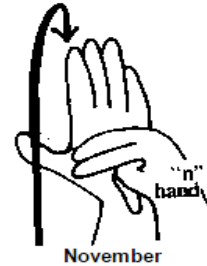
SHE



TRAVELS



ON DECEMBER.



Lesson 3

Colors

Strategy

 Use the videos numbers 9

The teacher show for students different color papers until they can observe and recognize each one. After that teacher is going to teach how they are going to express the colors through signs.



COLORS

To do the sign for "color" hold your hand up in front of your neck and chin area then flutter the fingertips.



WHITE

The sign for "white" (as in the color white) starts as a flat hand with the thumb extended. As you pull the hand away from your chest, change the shape so that your thumb is touching the fingers.

Steps:



BLACK

The sign for "black" uses a straight index finger and moves the tip across the forehead.

Steps:

1



2



3



RED

The sign for "red" is made by making a movement that looks like you are stroking your lips (one time) with the tip of your index finger.



Steps to tell red color :

1



2



3



GREEN

The sign for "green" shakes a "G" handshape.



Unit 2

Steps to tell green color:

1



2



3



4



BLUE

The sign for "blue" is made by forming the letter "b" with your right hand. Twist/shake your hand from the elbow (the wrist doesn't bend on this sign).

Steps to tell blue color:

1



2



3



4



BROWN:

The sign for "brown" is made by forming the letter "b" with your right hand. Move your right hand down the side of your right cheek. Your index finger should be close to your face.

Steps to tell brown color:

1



2



3



YELLOW

The sign for "yellow" is made by forming the letter "Y." Twist your hand a couple times (the movement is in the wrist)

Steps to tell yellow color:

1



2



3



4



GOLD

To do the sign for "gold" point your index finger at your ear lobe and then move your hand away from your ear as you change the handshake into the letter "y." End with a very small shake.



Steps to tell gold color:

1



2



3



ORANGE

The sign for "orange," both the fruit and the color, is made by forming the letter "c" and then "s." You "squeeze" your hand in front of your mouth twice.

Steps to tell orange color:

1



2



3



4



PURPLE

To do the sign for "purple," shake a "P" twice.

Steps to tell purple color:

1



2



Unit 2

EXERCISES:

I



LIKE



RED COLOR



SHE



LIKES



GREEN COLOR



HE



LIKES



ORANGE COLOR



Lesson 4

Members of family

Strategy

 Use the videos numbers 4.

The teacher show to his/her students a picture of his/her family in order to students could observe and understand, then the teacher should write in English to each member of his/her family and develop the American sign language.



MOM

Make the sign for "Mother" by placing the thumb of your hand against your chin. Your hand should be open (a "5" shape).



DAD

Make the sign for "father" by placing the thumb of your hand against your forehead. Your hand should be open.



BOY

Here is the most general sign for BOY (It can also mean: man, male, guy...)

Steps:

1



2

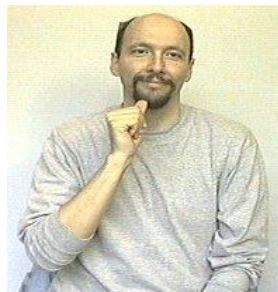


GIRL

The sign for "Girl" is made by forming your hand into an "A"-hand and then trace along your jawbone with the tip of your thumb - starting near your ear and moving to near your chin. If you specifically want to indicate the concept of "girl" as in "a little girl" then you can use a bent hand to show the height of the girl.

Steps to tell girl:

1



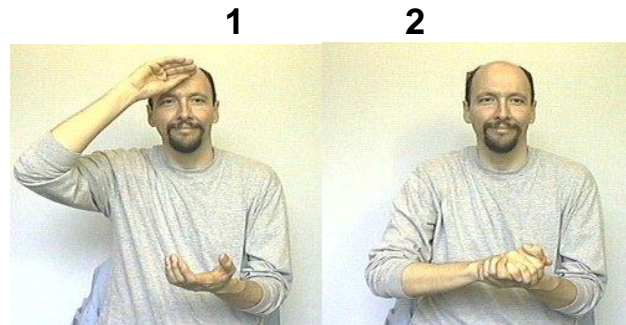
2



HUSBAND

It is a "compound." Instead of signing "BOY + MARRIAGE" I simply bring a modified "C" handshape down from my forehead. I consider this to be a better way to sign HUSBAND because it is more efficient. The sign for HUSBAND also can be "compounded" and uses a modified "C" as the starting and ending handshape.

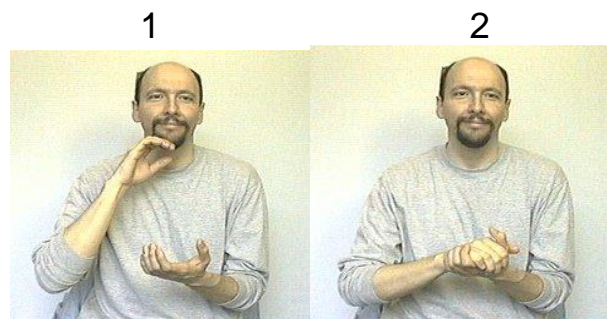
Steps:



WIFE

It is a "compound." Instead of signing "GIRL + MARRIAGE" I simply bring a modified "C" handshape down from my chin. I consider this to be a better way to sign WIFE because it is more efficient.

Steps:

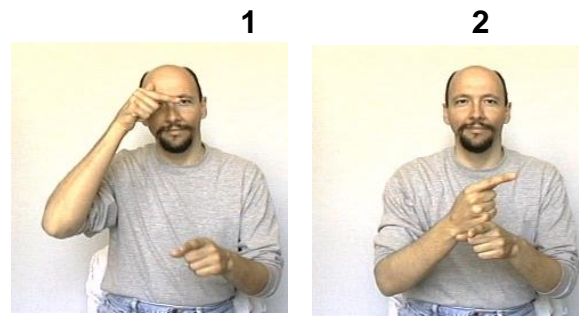


BROTHER

The sign for "brother" uses a modified "L"-hand that turns into a "1"-hand as it moves from the forehead down to make contact with the base hand (which is in a 1-handshape).

Steps:

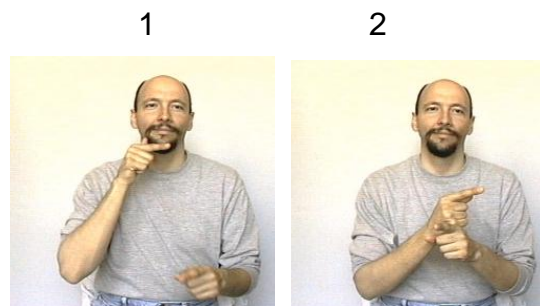
Unit 2



SISTER

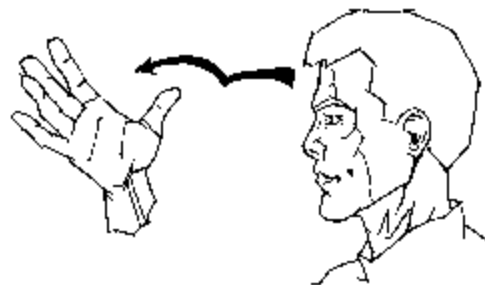
The sign for "sister" uses a modified "L"-hand that turns into a "1"-hand as it moves from the jaw down to make contact with the base hand (which is in a 1-handshape).

Steps:



GRANDFATHER

Thumb of your dominant hand, (the same as when signing "father"). The hand should be open. Now, move your hand forward in two small arches. Note: Many people just move it forward without the arches.



Here's a view of "grandfather" from the front:

Steps:

Unit 2

1



2



3



GRANDMA

The sign for "*grandma*" or "grandmother" is made by touching your chin with the thumb of your right hand, as when signing "mother." The right hand should be open. Now, move your hand forward in two small arches.



AUNT

The sign for "aunt" is made by first shaping your hand to form the letter "A." Hold your hand close to your cheek. Twist your hand a couple of times.



Steps:

1



2



3



UNCLE

The sign for "uncle" is made by first shaping your hand to form the letter "U." Hold your hand close to your right temple. Twist your hand a couple of times.



Steps:

1



2



3



4



BABY

The sign for "baby" is made by placing both arms together as if holding an infant. Then gently rock your arms back and forth. **Tip:** think of holding a baby in your arms.

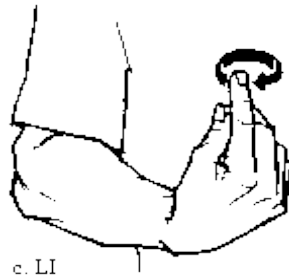


SINGLE (version)

Note: This version of "SINGLE" also means: "something / someone / alone / only." It is a very flexible sign and you must rely on context to understand the meaning. This sign is made by holding the right arm in front of you, palm up. Your right index finger makes circular motions about the size of a quarter. The movement is in your shoulder and elbow, not in your wrist.

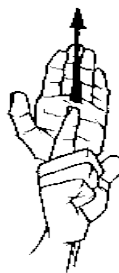
Unit 2

Steps:



EXERCISES

MY MOTHER IS TALL.



MY

FATHER

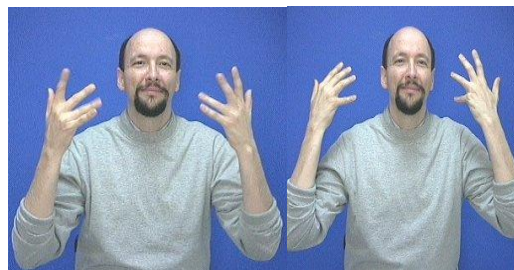
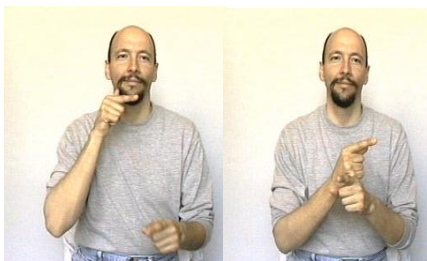
IS BRAVE.



MY

SISTER

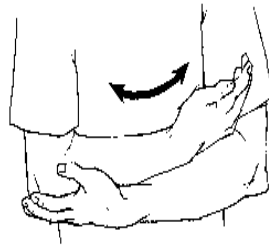
IS FRIENDLY.



MY

BABY

IS BEAUTIFUL



Unit 3 My Preferences

Lesson 1

Food

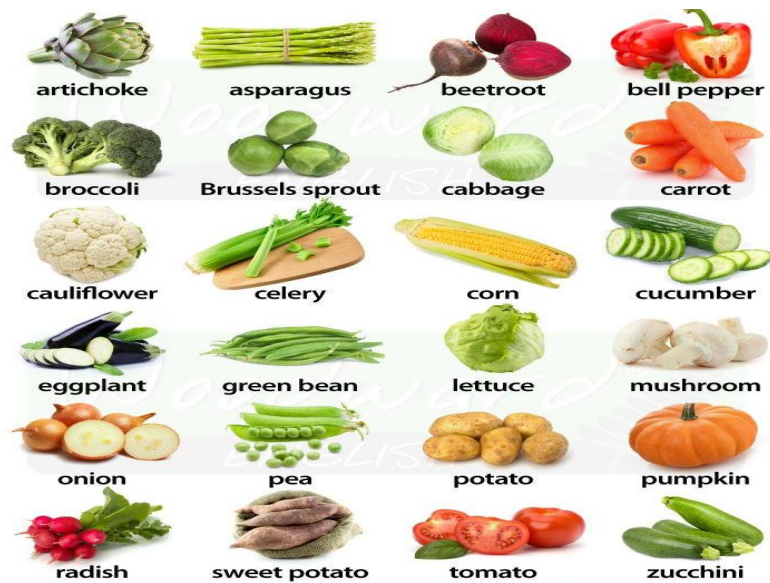
Strategy

 Use the videos numbers 11.

To start the class the teacher will carry flash cards about food to give to each student then the students will show the card in order to the teacher show the name in English of each food that present the student. After that the teacher is going to teach the sign of food presented by students.



VEGETABLES



VEGETABLES (Version 1)

Here's the way I sign "vegetables." I just stick the tip of the index finger of a "V" handshape on my cheek and twist my hand twice. The "V" pivots on the tip of the index finger. The middle finger isn't touching the face.

Steps:

1

2

3

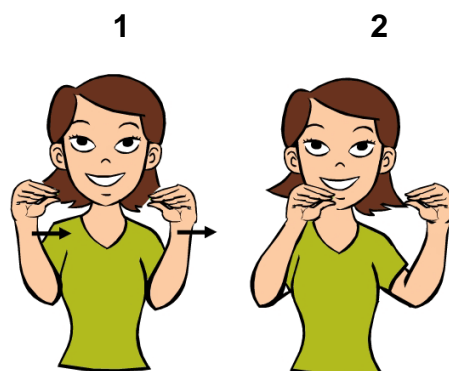
4



CORN

Corn, in baby sign language, looks like you are holding a cob of corn, and munching away (sans the stream of butter dripping down your shirt). Make the sign by holding an imaginary cob of *corn* with both hands in front of your mouth, and nibbling along the *corn* with your mouth.

Steps:



ONION

Hold a loose "five" hand in front of your eye and move it forward. It represents as when we are crying.

Steps:

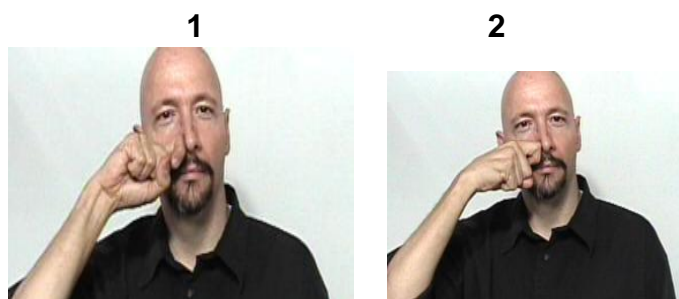


GARLIC

Hold a loose "five" hand in front of your mouth and move it forward while wiggling the fingers as if showing your "garlic breath" coming out of your mouth as you talk. The sign for "garlic" is similar to the sign "onion" except the sign "garlic" is done on the side of the nose instead the side of the eye.

It is done as if signing "bored" but use the knuckle of an "X" handshake:

Steps:



CARROT

Pretend to bite a carrot and snap it down from your mouth.

Steps:



LETTUCE

Tap your palm against the side of your head a few times. Think of a head of lettuce.

Steps:

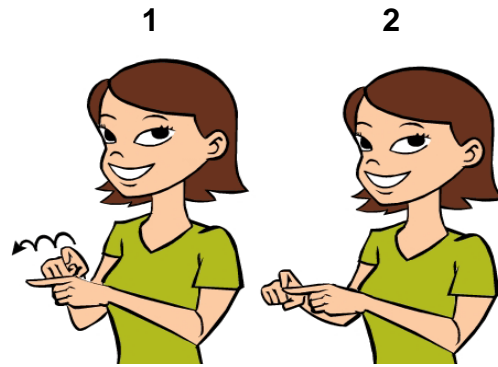
1 2



PEAS

The sign for "peas" uses a "G" handshake on the dominant hand. Touch the side of the index finger on the non-dominant hand twice. Move it a little bit forward the second time (as if showing two different peas in a pod).

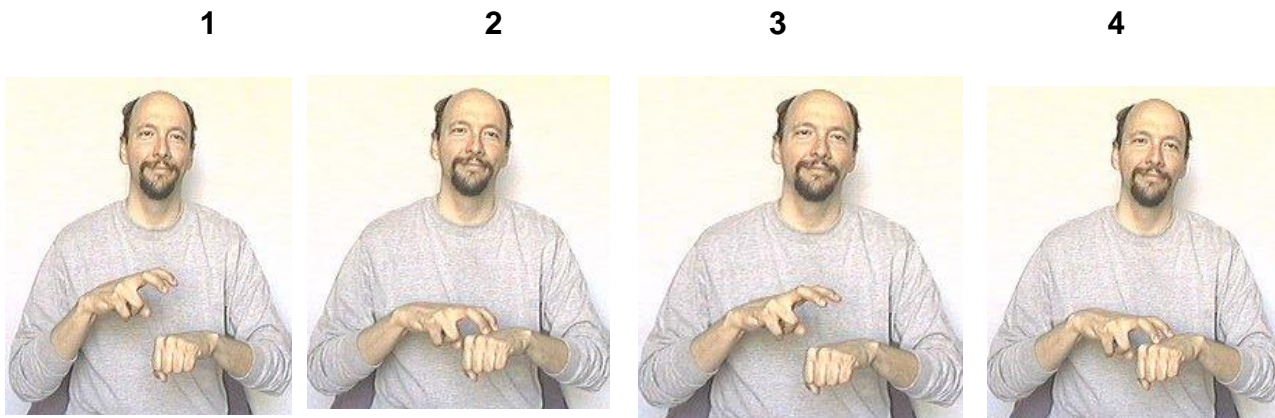
Steps:



POTATO

Think of sticking a potato with a fork to see if it is done. Use a double jab.

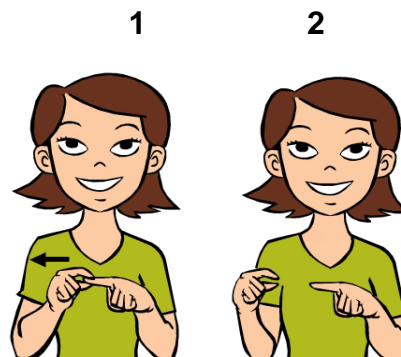
Steps:



BEAN

With your pointer fingers and thumbs, outline the shape of a bean. You can show a long skinny bean or a small one.

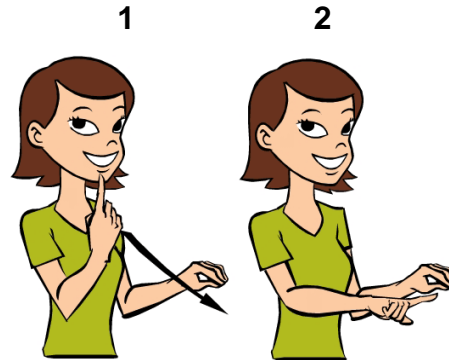
Steps:



TOMATOE

Point to your red lips and slide your finger down past your chin. It is the color red that we are going to use to tell tomato. That's mean with your non-dominant hand makes the sign for red and proceed to mimic a knife slicing that comes from your chin down to the "red" tomato.

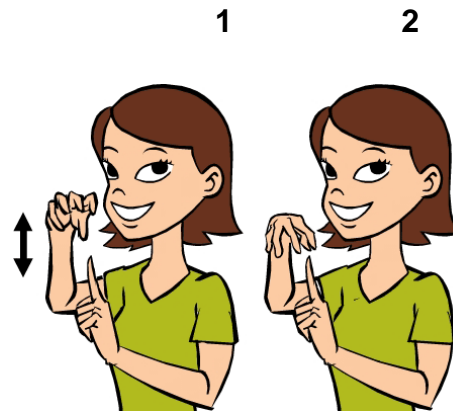
Steps:



MUSHROOM

To sign mushroom point upward with the index of your non-dominant hand and make a cup facing downward with the fingers of your non-dominant hand. Place the cap/cup on top of your index as in forming a mushroom.

Steps:

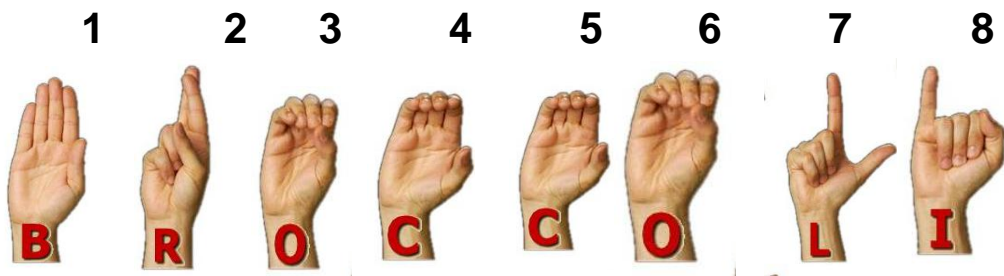


BROCCOLI

To tell this vegetable is necessary to use fingerspell.

Unit 3

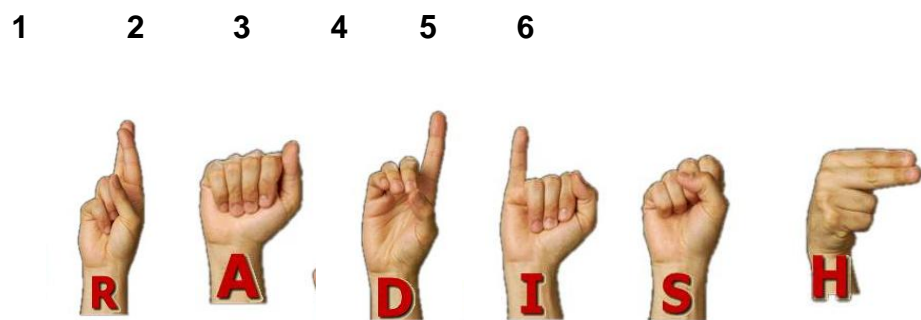
Steps:



RADISH

To tell this vegetable is necessary to use fingerspell

Steps:

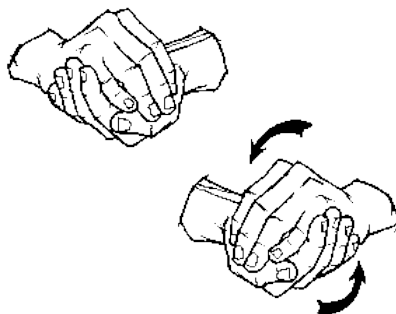


FASTFOOD



HAMBURGER

The sign for "hamburger" is made by cupping your right hand on top of your left hand. Now reverse the position of both hands.



Unit 3

HOTDOG

The sign for "hotdog" is made by forming both hands into the letter "C." While moving your hands out to the side, change the handshapes to the letter "S" back to a "C" and to an "S" again.



Steps:

1

2

3

4



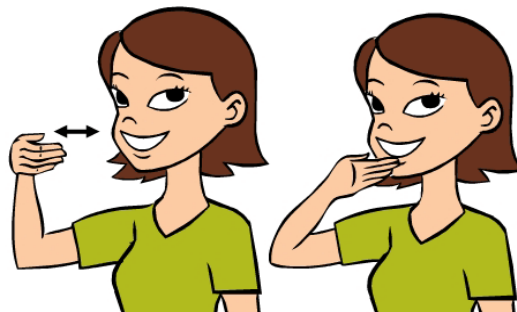
PIZZA

The sign looks as if you are shoving a piece of pizza in your mouth. (Use a repeated movement).

Steps:

1

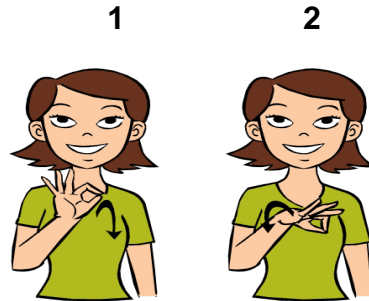
2



FRENCH FRIES

The French fries sign looks like you are holding a French fry and dipping it in two tubs of sauce. Take your thumb and index finger on your dominant hand and touch them together, then pivoting from your wrist move your hand to the left and then the right.

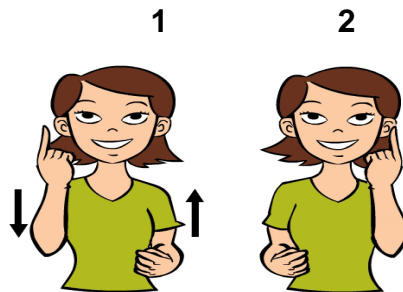
Steps:



POPCORN

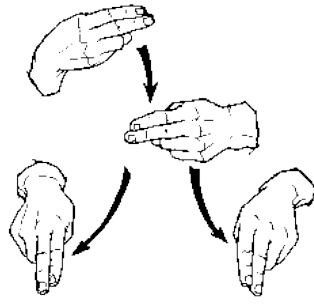
The sign for "popcorn" uses modified "X" hands. You put the thumbnail on the index finger on the pad of the thumb and then you move your hand upward and flick the index finger as if it were a kernel of corn "popping." First one hand and then the next.

Steps:



EGG:

The sign for "egg" is made by forming both hands into the letter "h." In one smooth movement, bring the middle finger side of your dominant "h" hand down on top of the index finger side of your non-dominant "h" hand. Move both hands down and out as if breaking apart an "egg."



Steps:

1



2



3



CHEESE

The sign for "cheese" is made by bringing both hands together. Rotate your right hand (or your dominant hand) back and forth. The left hand doesn't move.

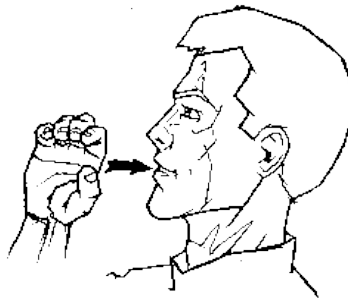


DRINKS



DRINK OR JUICE

The sign for "drink" is made by forming your right hand into the letter "C." Move the hand to your mouth in a short arc.



Steps:

1



2



COFFE

Think of the movement of an old coffee grinder. The **bottom hand stays still** while the top hand turns the crank.



MILK

The sign for "milk" is made by forming a "C" and closing it twice into an "S" hand.



Steps to tell milk:

1



2



3



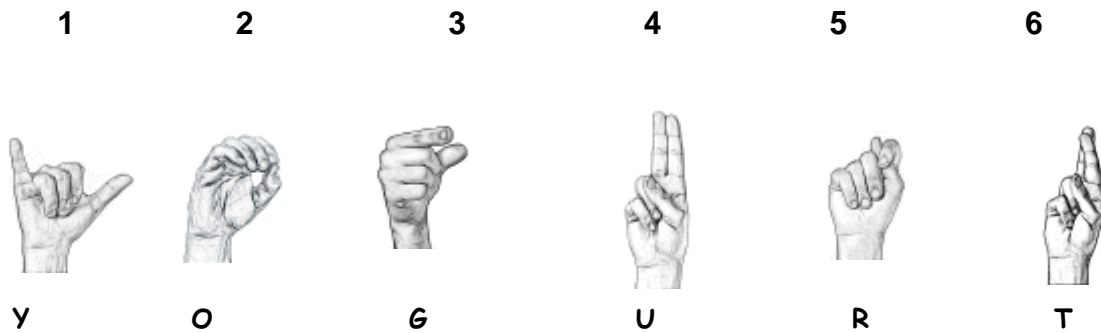
4



YOGURT

The majority of adult Deaf native signers tend to fingerspell "yogurt."

Steps:



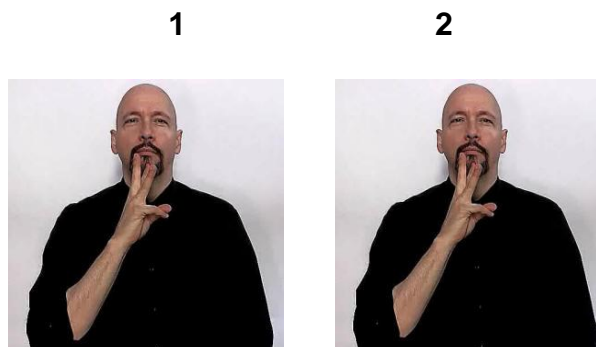
WATER

The sign for "water" is made by forming your right hand into the letter "W." Touch the index finger to your mouth twice.



Memory aid: This sign "taps" the "W" on your lips twice.

Steps:



TEA

To sign "tea," use an "F" handshake on your dominant hand and a "C" (or an "O") handshake on your non-dominant hand.

Steps:



BEER

In this variation I'm just moving my hand up and down an inch or two.

Steps:

1



2



3



4



POP SODA

Form the left hand into an "O." Bend the middle finger of the right "spread" hand at the large knuckle and stick it (the middle finger) into the left "O." Then remove the finger and slap your right palm over the hole.

Steps:

1



2



3



4



WINE

The sign for "wine" uses a slight rotational movement, (up, back, down, forward). There is another popular variation that just moves the hand up and down an inch or two. Both variations maintain contact with the lower right cheek (near the chin).

Steps:

1



2



3



4



CUTLERY

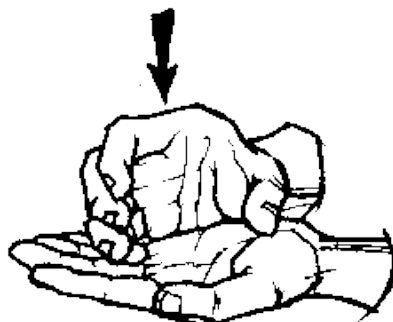
SPOON

Make the sign for "spoon" by forming the letter "h" with the right hand. Place your left palm facing upward. Lift the right hand from your left hand toward your mouth a few times.



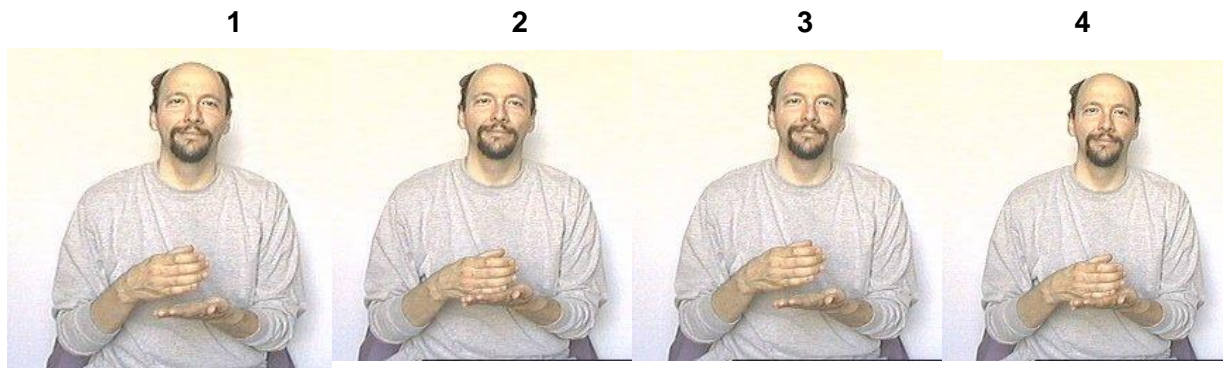
CUP

The sign for "cup" is made by forming your right hand into the letter "c." Place your right hand into your uplifted left palm. Some people use a very small repeated movement. This sign can also be used to mean "can" as in a container of food.



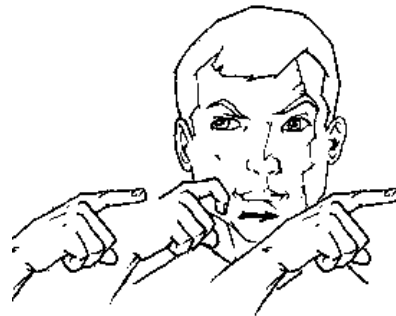
Unit 3

Steps:



CEREAL

The sign for "cereal" is made by placing your right index finger - palm down - at the right corner of your mouth. (If you are right handed). While moving your hand to the left corner of your mouth, change the handshake into an "x." Alternate between the straight index finger and the letter "x" a couple of times. Remember, the movement is from **right** to **left** (if you are right handed).

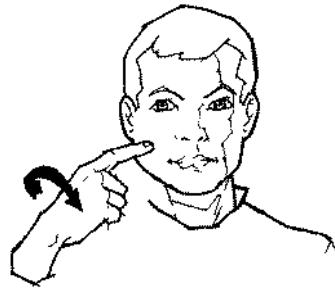


Steps:



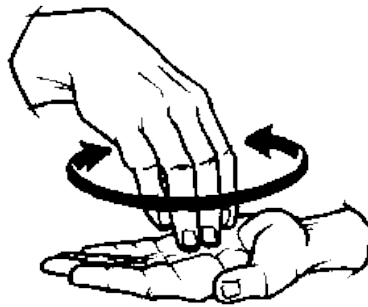
CANDY

To do the sign for "candy" twist the tip of your index finger on your cheek.



COOKIE

The right (or dominant) hand is in a **loose "C"** handshake. You bring the right hand down onto the left hand, then you lift up the right hand rotate it and bring it down again on the left hand. Twist your right hand as if cutting out cookies from cookie dough.



Steps :

1



2



3



4



FRUITS



FRUIT

To sign "fruit" touch the tips of the index finger and thumb of an "F"-hand to your cheek. Twist the "F"-hand on your cheek twice. Maintain contact for the whole sign. (The hand doesn't leave your cheek, nor does it move forward on the cheek.)

Steps:

1

2

3

4



PEACH: (Version)

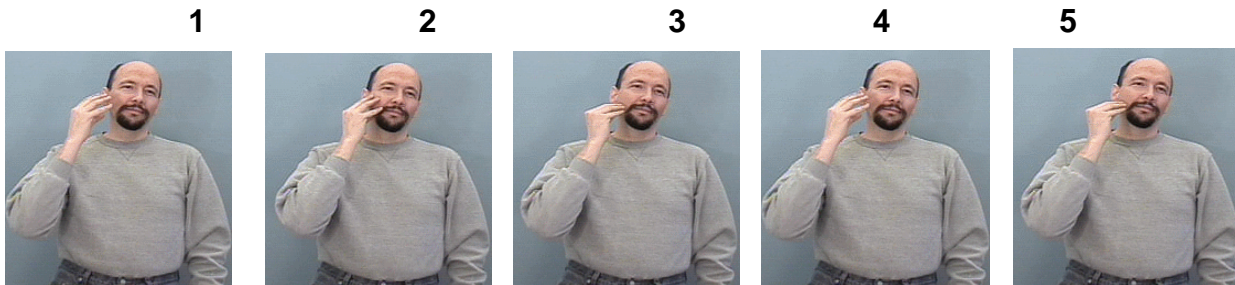
This version reminds me of feeling the peach fuzz on my face when I was a young man. Now that peach fuzz is on the top of my head...but the sign is still done on the cheek.

Start with the fingers spread a bit. Touch the tips of the fingers to your cheek and then draw the tips of the fingers together on the cheek and move the hand and

Unit 3

fingertips a very small bit away from the cheek, and then repeat the movement. The movement is all very light and quick. Some people don't touch the cheek at all while doing this sign, they just do the sign near the cheek. Note: This sign looks a lot like the sign for experience, but I do the sign "experience" with more of a downward drag of the hand and fingers.

Steps:



PEAR

For the sign "pear," you hold the non-dominant hand in a flattened "O"-handshape. You place the fingers and thumb of the dominant hand around the non-dominant hand and then slide the dominant hand off to the side. (The non-dominant hand doesn't move.) Repeat. The fingers and thumb of the dominant hand close together into a flattened "O"-handshape as they slide off of the non-dominant hand.

Steps:



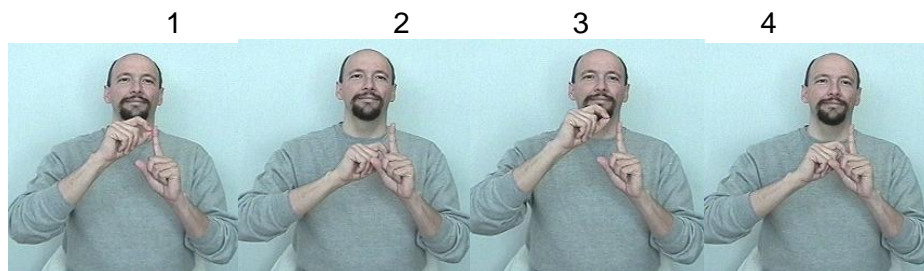
BANANA

Show the peeling of a banana.

Note: You will see various handshapes for the dominant hand: "modified O," "F," or even and "X."

Here is an example of me using the "F" handshape version in the sentence:

Steps:



PINEAPPLE

The sign for "pineapple" has a couple versions.

I recommend you use the "F" hand near the "eye" version. This version was shown to me by a fellow from Hawaii. Apparently it is based on the "fruit hat" made popular by the Chiquita advertising campaign.

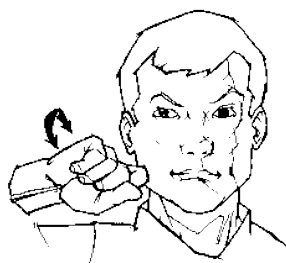
Use a double movement.

Steps:



APPLE

The sign for "apple" is made by closing your hand and placing the knuckle of your right index finger against your cheek. At the same time, pivot the hand back and forth.



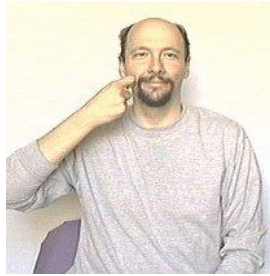
Unit 3

Steps:

1



2



3



4



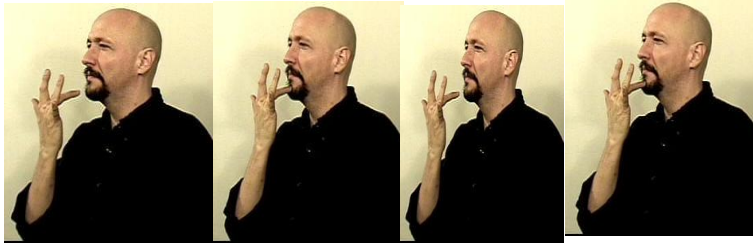
EXERCISES

- MY FAVORITE FRUIT IS APPLE

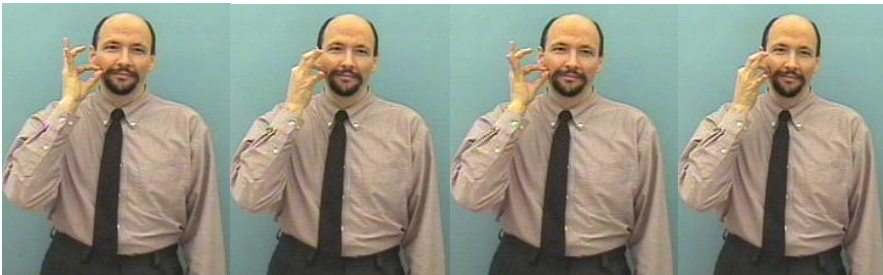
MY



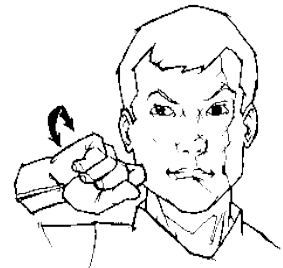
FAVOURITE



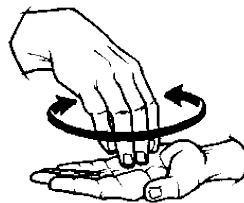
FRUIT



IS APPLE



- I LIKE COOKIES.

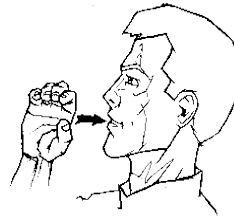


• I

LIKE

DRINK

MILK.



Lesson 2

Clothes

 Use the videos numbers 12.

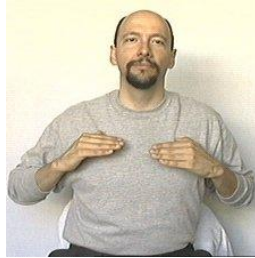


SHIRT (blouse variation)

I personally tend to use this version to mean "BLOUSE" but lots of people use it as their regular sign for shirt.

Steps:

1



2

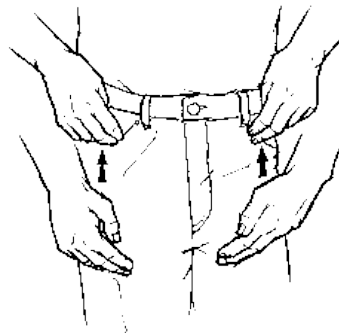


3



PANTS (Version 1)

The sign for "pants" is made by placing both of your hands in an open position just below your waist. Bring both hands up to your waist. As your hands come up, bend your knuckles and curl your fingers up a bit. (Use a double movement)



Steps:

1



2



3

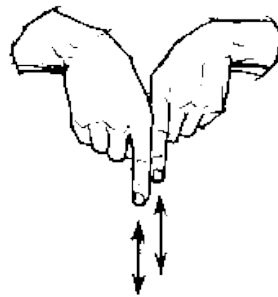


4



SOCKS:

The sign for "socks" is made by pointing both of your index fingers down. Rub the fingers together a few times.



Steps:

1



2



3



4

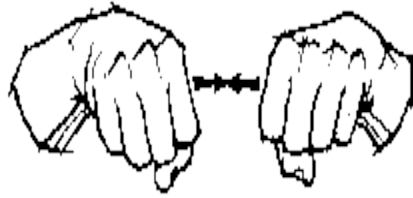


5



SHOES

The sign for "shoes" is made by closing both hands and whacking them together twice:



Steps:

1

2



3



4



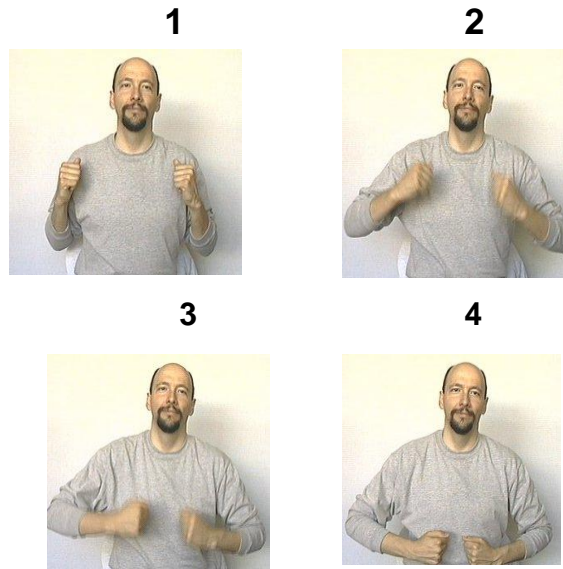
COAT

The sign for "coat" is made by forming both hands into the letter "A." (Not an "S.") Place both hands near your shoulders. Then move both hands downward and inward as if putting on a coat.



Unit 3

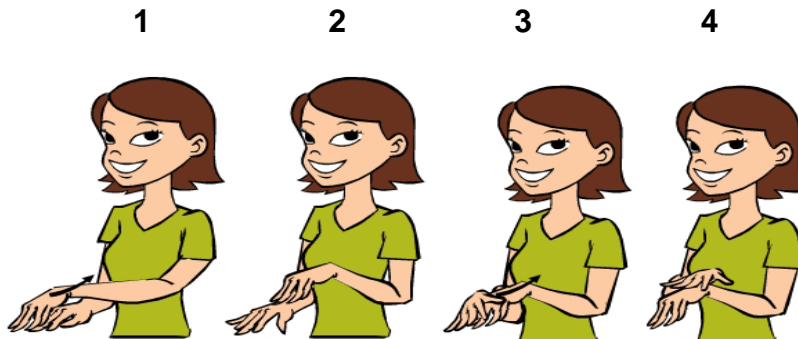
Steps:



GLOVES

Brush your fingers on your dominant hand, over your non-dominant hand. Then do the reverse, running the fingers of your non-dominant hand over the fingers of your dominant hand. The sign resembles someone putting on a pair of *g*loves.

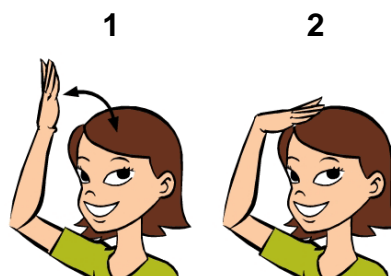
Steps:



HAT

Pat your head to show where you hat goes.

Steps:



Lesson 3

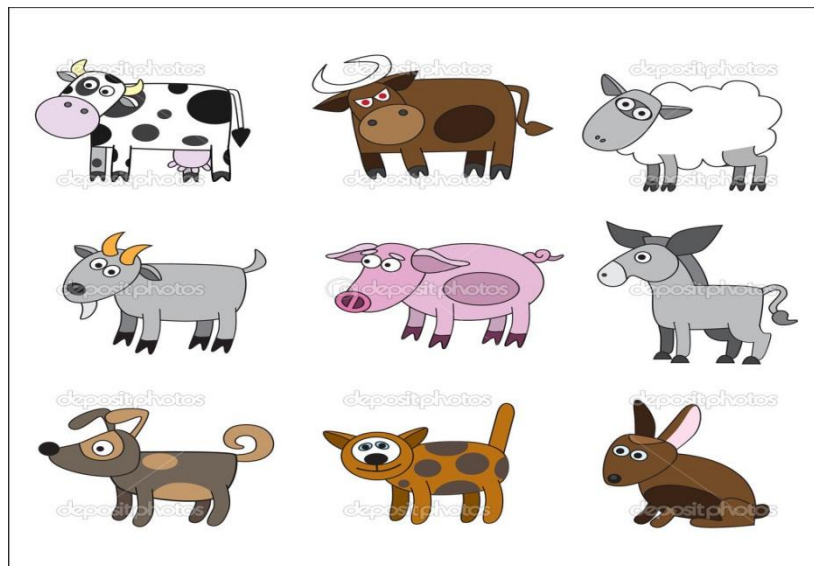
Animals



Strategy

Use the videos with number 13

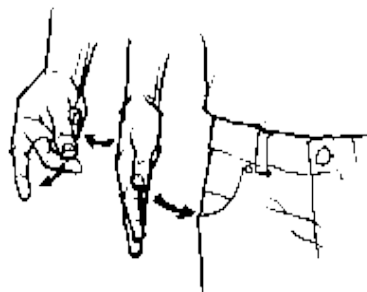
The teacher should carry different pictures about animals in order to facilitate the acquisition of vocabulary about animals after that, the teacher will show the videos and the pictures at the same time to relate the sign with each animal.



DOG

There are several different "right" ways to do the sign for dog.

A popular sign for "dog" is made by slapping your right flat hand against your leg, then snapping your fingers. Or you can snap your fingers once, and then slap your leg. Or you can slap your leg twice and not snap your fingers at all. Or you can use fingerspell.



DONKEY

The sign for "donkey" shows the bending ear of a donkey. Do the movement twice.

Steps:

1

2



3

4



LION

The sign for "lion" uses a slightly-curved-5-hand to show the "mane" of a lion. Start at your forehead and pull the hand backwards over your head.

Steps:

1

2

3



RABBIT

The sign for "rabbit" shows two ears flopping. Use "U" handshapes and bend at the large knuckles twice.

Steps:

1

2

3

4



ROOSTER

Tap your forehead twice with the tip of the thumb of your "three fingers."



BIRD

The sign for "bird" is made by forming the letter "g" and placing your hand at the right side of your mouth. Open and close the thumb and index finger twice.

Note: The sign "BIRD" can also be used to mean "chicken"-- depending on the situation. Suppose you were in a restaurant and your date asked you what you you were going to order. You could reply, "BIRD" and it would mean "chicken."



Unit 3

Steps:

1

2

3

4



PIG

The sign for "pig" is made by placing a flat hand under your chin, palm down. With your fingers pointing to the left, (if you are right handed) bend and unbend your hand several times from the knuckles. Your wrist should not move. The fingers do not "wiggle." They bend and unbend from the large knuckles. If you "wiggle or flutter" the fingers (instead of bending and unbending at the large knuckles) it changes the meaning to "dirty."



Steps:

1

2

3

4

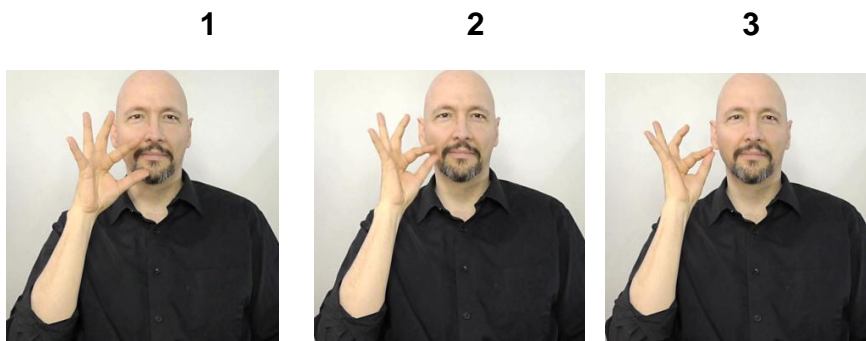


CAT

The general version of the sign for cat starts with an "open F." This handshake looks like a normal "F" except that the index finger and thumb are separated by about an inch.

Place the "open F" handshake near the bottom of your nose and move it out to the side while changing it to a normal "F" handshake.

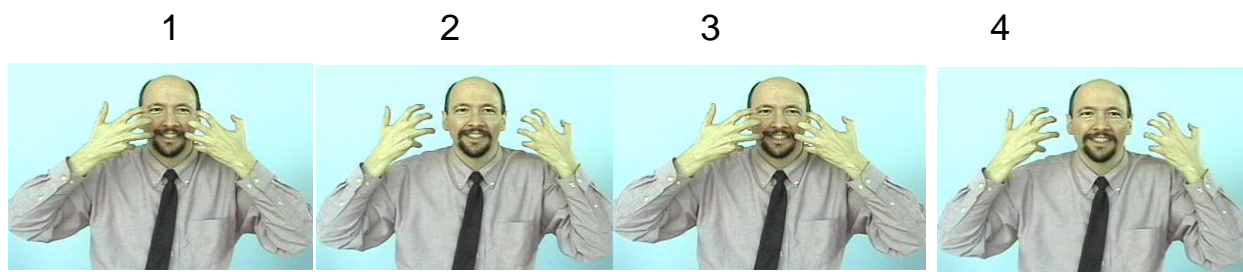
Steps:



TIGER

To do the sign for "tiger" form both hands into shallow-"CLAW" shapes (curved 5-handshapes). Hold your hands in front of your face. Make a "clawing" motion that moves backwards and to the side. Repeat.

steps:



RAT

To do the sign for "rat," brush your nose twice with an "R" hand. In context, it is possible to do this sign with just an index finger instead of the "R." But lacking context, the "R" hand makes it clear that you mean "rat" and not mouse.

Unit 3

The sign for "rat" is thus an initialized version of the sign for "mouse." You will see the sign MOUSE done with either an index finger or a pinkie, but I recommend you stick with the index finger for mouse and the "R" hand for RAT. (Unless your local Deaf or ASL instructor has some other preference).

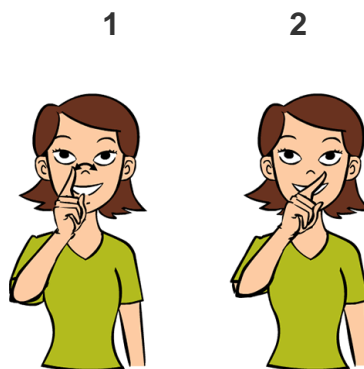
Steps:



MOUSE

The mouse sign is made by using your index finger to flick back and forth across the tip of your nose. You can remember this sign is like you are moving your mouse mouse back and forth.

Steps:



MONKEY

The sign for "monkey" is easy to do just act like one. Scratch your sides twice.

Steps:

1



2



3



4



SNAKE

Form your hand into a "bent V" handshake. "Slither" your hand forward a few inches similar to the way a snake slithers on the ground.

Steps:

1



2



COW

The sign for "cow" places a "Y" handshake at the temple and twists the hand (at the wrist) up and down twice.



Unit 3

Steps:

1



2



3



4



5



6

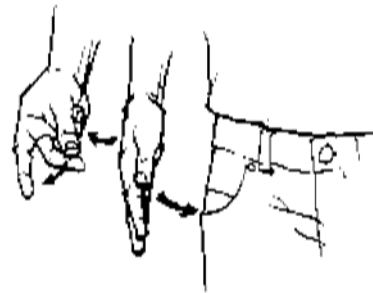
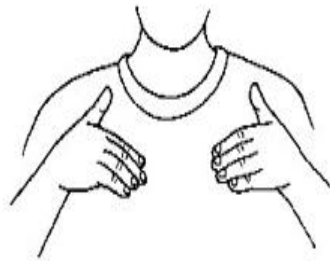


EXERCISES:

I

HAVE

A DOG.



SHE

LIKES

CAW.



HE



BUYS



A RABBIT.



Unit 4 I am happy

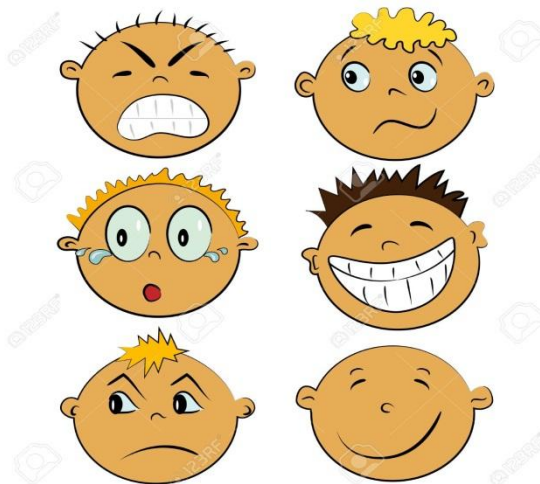
Lesson 1

Feelings

Strategy

 **Note:** use the videos numbers 14.

Face in the class while is speaking is important because the students related the face with their feelings; the teacher represents and make sure the student can see.

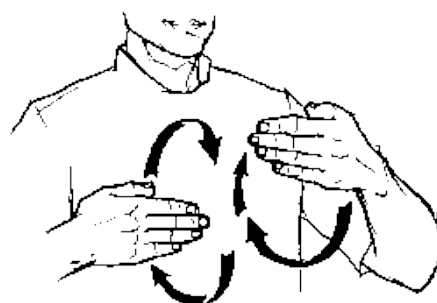


HAPPY

The sign for "happy" is made by placing one or both of your hands in front of you. Use "flat" hands, palms pointing back. Circle your hands forward, down, back, up, forward, down, back, up. Both hands move at the same time and in the same direction. On the upward swing the hands are very close to your chest or touch your chest. On the downward swing your hands are further away from your chest.

Note: Some people slightly "slap" the chest - other people don't even touch.

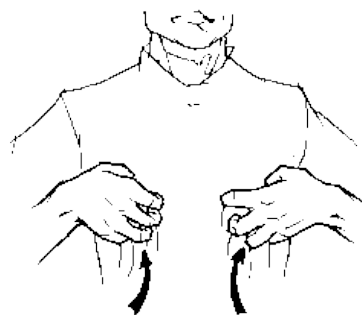
Note: During casual everyday use this sign is sometimes done with just one hand. When used in the song "Happy Birthday to You" it is typically done with two hands.



ANGRY

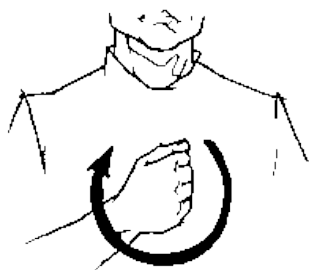
The sign for "angry" is made by forming "claw" hands and placing your fingertips against your stomach. Pull both hands forcefully up and outward.

VERY IMPORTANT: Use an angry facial expression.
Memory hint: "As if being so mad you could rip your guts out."



SORRY

The sign for "sorry" is made by forming an "A" with your right hand. Rotate your hand on your chest using a couple of clockwise motions. This sign can be also be used to mean "apologize" or "regret."



Make sure to use a "sorry" facial expression:

Steps:

1

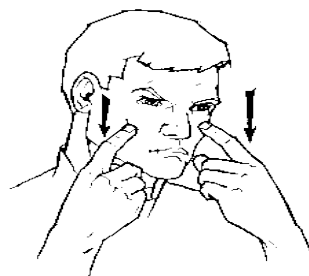


2



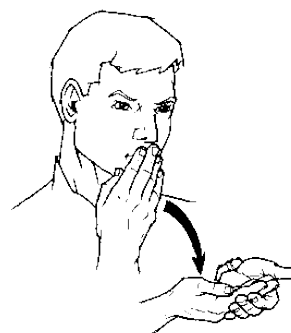
CRY

The sign for "cry" is made by placing one or both index fingers under your eyes. Bring your fingers down over your cheeks a few times.



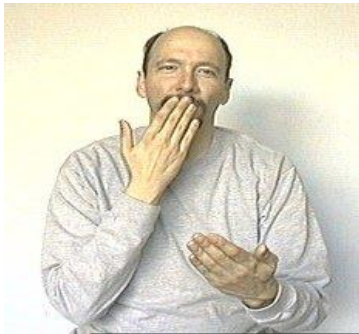
GOOD

Make the sign for "good" by placing the fingers of your right hand against your lips. Move your right hand into the palm of your left hand. Both hands should be facing upward.



Steps:

1



2



3



BAD

Note: The sign for "**BAD**" is very similar to "GOOD" except there is a reversal of orientation for negation--which means that by twisting the palm-side of the hand so that it points down (instead of up--as in the sign for good) it now means the opposite of good. You also change your facial expression to match your meaning. Generally, this is a frown or scowl when signing "BAD."

Make the sign for "BAD" by placing the fingers of your right hand against your lips. Move your hand down and away. Your palm will now be facing downward.



LOVE

The sign for "love" is made by crossing both hands over the middle of your chest.



Steps:

1



2



PLEASE

The sign for "please" is made by placing your flat right hand over the center of your chest. Move your hand in a clockwise motion (from the observer's point of view, use a circular motion towards your left, down, right, and back up) a few times.



EXCUSE

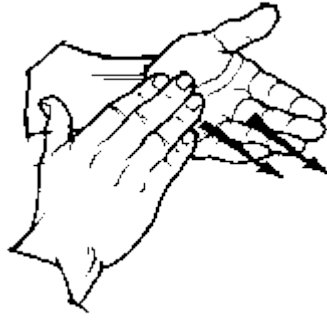
The general sign for "excuse" is made by extending your left hand, palm up. Brush your right bent-hand fingertips across the left palm starting with the pinky on your right hand. Bend the large knuckles of the right hand slightly. Keep the other knuckles straight.

This sign, when done with a double movement means things like "excuse me."

If you roll your eyes and shake your head a bit it can be used to mean, "Oh that's just an excuse."

If you just use a single movement, it means things like "laid off from work," "released from a church calling," or "paroled."

EXCUSE: Use a small double movement:



Steps:

1

2

3

4



THANK YOU

The sign for "thank you" is made by starting with the fingers of your dominant hand near your lips. Your hand should be a "flat hand." Move your hand forward and a bit down in the direction of the person you are thanking. Smile (so they'll know you mean it).

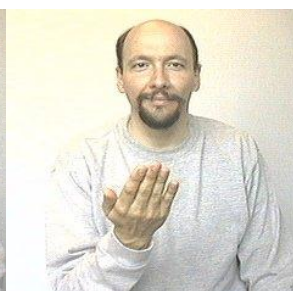
Memory aid: Imagine blowing a kiss to the person you are thanking. (Don't pucker up unless you'd like to get to know him better.)



Steps:

1

2



I AM



HUNGRY.



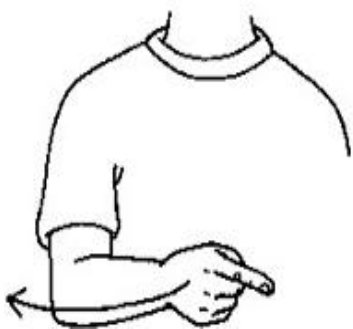
SHE IS



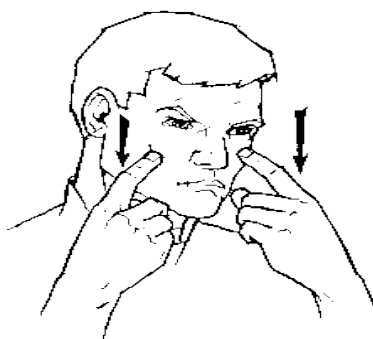
HAPPY.



YOU ARE



CRYING.



Lesson 2

Temperature

Strategy

 **Note:** Use the videos numbers 15.

Prepare to the students in order to learn about temperature. The teacher starts to classes with a real situation, for example the teacher is going to go out the classroom and he/she need to express that out is cold, but at the moment to enter to classroom express another facial expression in order to student can learn through facial expression.



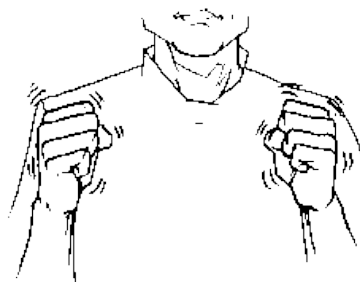
HOT

Make the sign for "hot" by forming a "claw" or a loose "c" with your dominant hand. Place your thumb and fingers at the sides of your mouth. Quickly turn your hand forward and down as if removing something hot from your mouth.



COLD

Make the sign for "cold" by forming both hands into the letter "s." Hold both hands in front of you and shake them as if shivering from the cold.



SUMMER

The sign for "summer" changes from a "1" hand into an "x" hand as you pull your hand across the forehead. Think of "wiping the sweat from your brow."

Steps:

1



2



3



SPRING

The sign for "spring" is based on the sign for "GROW." This is a noun verb pair. If you use a single motion it means "grow." If you use a double motion it means "spring" (or "garden" or "a plant"). SPRING-(springtime) / PLANT / garden: Generally use a double motion.

Steps:

1



2

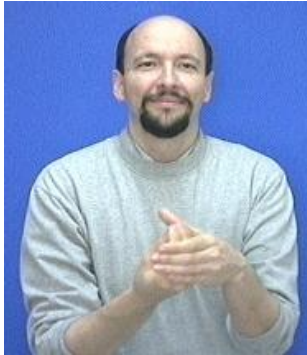


3



Unit 4

4



5



6



AUTUMN

The sign for "autumn" is based on the idea of "leaves falling from a tree." Your non-dominant hand represents the tree (not an upright tree, but more of a tired old leaning tree). Your right hand represents leaves "falling from the tree." Use a double motion. Remember do the movement with your dominant hand.

Steps:

1

2

3

4

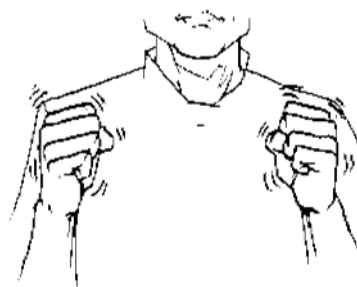
5



EXERCISES:

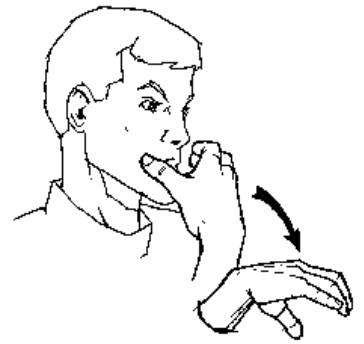
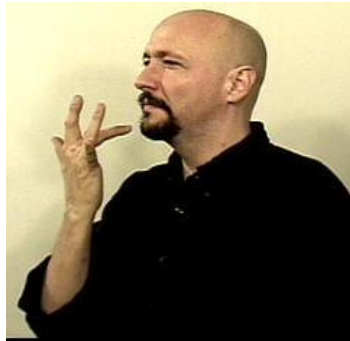
NOW

IS COLD.



Unit 4

1.- MY FAVORITE WEATHER IS HOT.



2.- I LOVE.




SUMMER.



Lesson 3

W Questions

Strategy

 **Note:** Use the videos numbers 16.

To teach the wh question teacher is going to use presentation in order to show questions marks to a student can to identify about the topic which will be developed. Also, the presentations need to show full picture related to the topic with gifts.



WH QUESTIONS

There is a facial expression that is sometimes called a "wh-q" expression. It is the type of facial expression you should use when asking questions that have an answer other than yes or no. Generally these questions start with the letters "wh" as do the signs WHO, WHAT, WHEN, WHERE, WHY...so you can see why we call this expression a "wh" question expression. Expressing the concept of "WHAT" has more to do with your facial expression than your hands. For example, if I pointed to my watch and used the "wh-q" facial expression, it would mean that I'm asking you "What time is it?" You've probably already used this sign many times in your life.



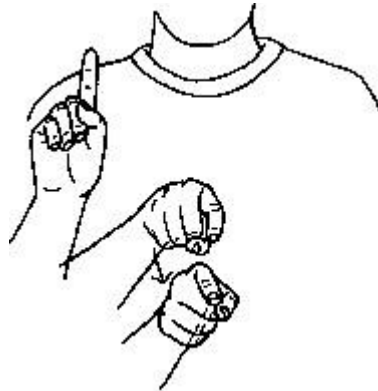
How to Ask Questions in American Sign Language

When you want to ask a question in American Sign Language (ASL), you simply sign the question word at the end of the sentence — words such as who, what, when, where, which, why, and how.

After you sign your question, as a rule, you sign the manual question mark repeatedly.



You also have the option of placing the question mark at the beginning of the sentence.



As you sign the question word, lean forward a little, look inquisitive, scrunch your eyebrows together, and tilt your head to one side. Your dominant hand — the one that you write with — does the action.

You sign these inquiry words at the beginning or at the end of a sentence:

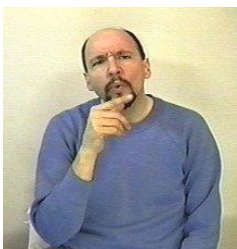
WHO?

With your dominant hand, place your thumb on your chin and let your index finger wiggle from the joint. The other three fingers curl under. Imagine that the reason your finger is fluttering is because of the air that flows from your mouth when you say "who."



Steps:

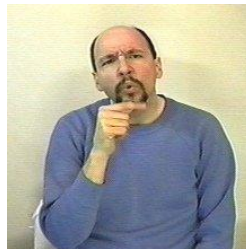
1



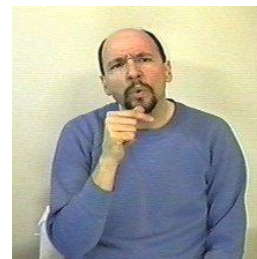
2



3



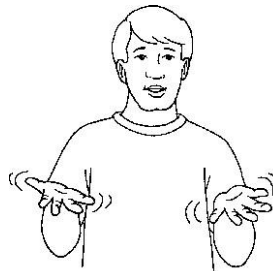
4



Unit 4

WHAT?

Put your hands outward in front of you, with elbows bent and palms up. Shake your hands back and forth towards each other. In the picture below I'm doing a general gesture for "what" while using the WHAT facial expression.



Steps:

1

2



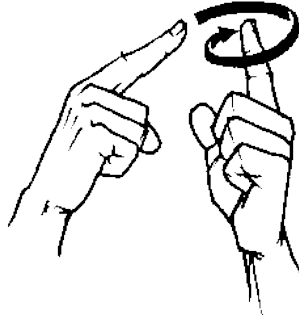
WHERE?

- Hold up the index finger of your dominant hand, like you're indicating "one," then shake it side to side.



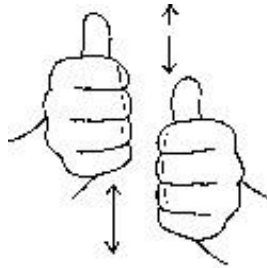
WHEN?

- Put both of your index fingers together at a 90-degree angle at the tips. Your dominant index finger, then makes a full circle around the passive index finger and returns to the starting position.



WHICH?

- Make both hands into fists with your thumbs pointing up; alternate each fist in an up-and-down movement.



Steps:

1



2



3

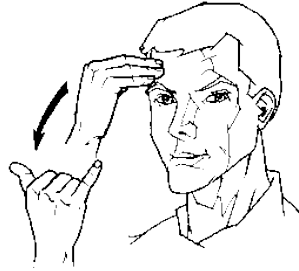


4



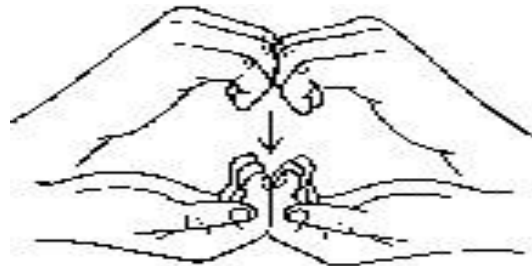
WHY?

- Touch the side of your forehead with the fingers of your dominant hand, extend your thumb and pinky (in the Y sign) while you bring your hand down, middle three fingers in, to chest level.



HOW?

- With fingers pointing downward and backs of fingers and knuckles touching, roll hands inward to your chest and up so that the pinky sides of your hands are touching.



Check out the following examples of short questions:

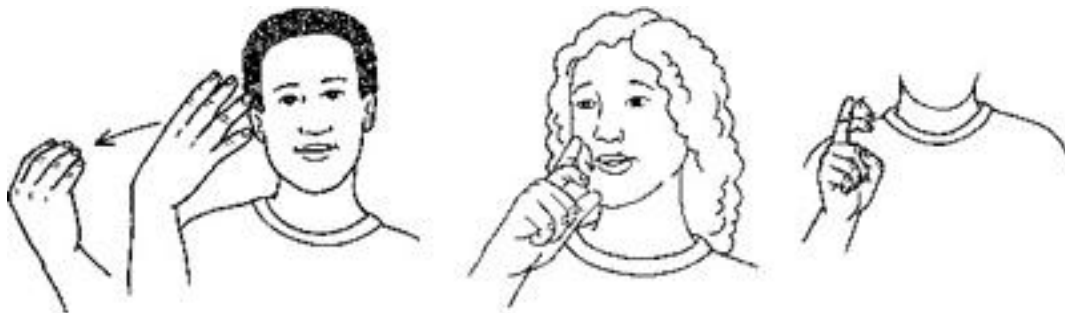
- **English:** Who is going?

Sign:

GOING

WHO

?



- **English:** What do you mean?

Sign: MEAN WHAT Q (The word “you” is implied because you’re talking to that person already.)

MEAN

WHAT

?



What is your name?

In the example below note, my facial expression. The furrowed eyebrows, the tilt of my head, and the location of my hands all turn this one sign into a whole sentence: "What is your name?" You don't need any additional signs to express this meaning. This is often signed as "NAME YOU?" Or "YOUR NAME?"

Steps to ask YOUR NAME?:

1

2

3

4



Note: The names of people always will be express through fingerspell.

ANSWER

HI

MY

NAME IS

FINGERSPELL



- Examples in an easy way to express:

I HAVE A QUESTION.



*I have
a question.*

I HAVE A COMMENT.



*I have
a comment.*

I HAVE AN ANSWER.

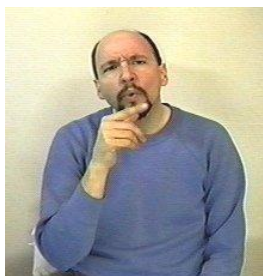


*I have
an answer.*

IN THIS EXAMPLES THE WRITING IS CORRECT BUT IN SIGN LANGUAGE DOES NOT MATTER IT.

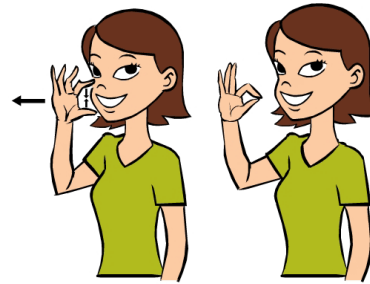
NOTE: The words underlined do not exist in ASL.

WHO IS YOUR MOM ?



Unit 4

WHAT IS YOUR CAT ?



WHERE IS THE TOILET?



TOILET



WHERE

Lesson 4

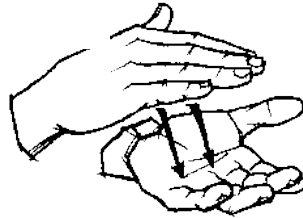
Places

 **Note:** use the videos numbers 17.



SCHOOL

The sign for "school" uses loose flat hands. You lower your dominant hand onto your base hand twice as if clapping.



Steps:

1

2

3

4



HIGH-SCHOOL

The sign for "high school" uses an "H" and a "modified" S-hand. Spell "H" and then quickly change into an S-hand. (Don't worry if the "S" hand ends up sideways.)

Note: The **arm** doesn't move. Just change the handshake from an "H" to an "S" handshake.

The "S" can either end up sideways (as a result of high-speed signing) or it can end up in the more traditional orientation.

Steps:

1

2

3



HOME

The sign for "home" is made by bringing your fingers and thumb together and touching your cheek at the side of your mouth. Then move your hand an inch or two toward your ear and touch your cheek again.

Steps:

1



2



3



HOTEL

Show a flag. Use a dominant hand "H." The base hand shows the pole with an index finger.

Steps:

1



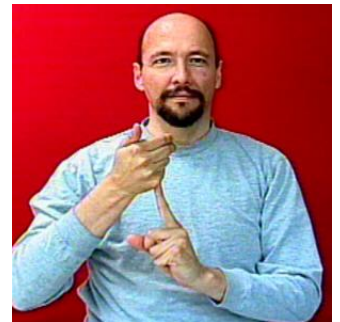
2



3



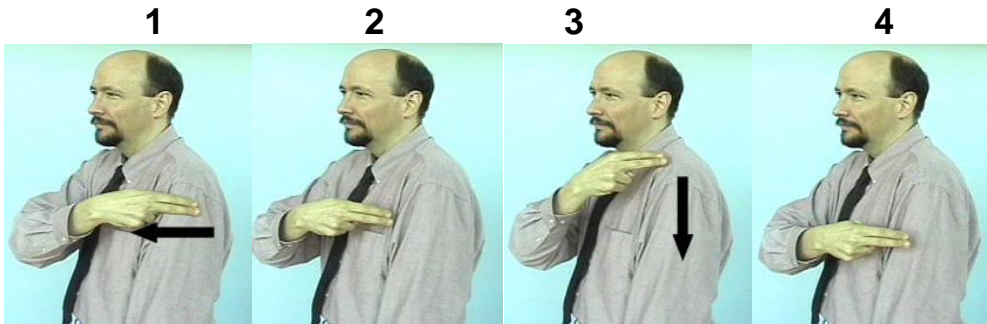
4



HOSPITAL

Use an "H" hand to draw a "cross" on your shoulder.

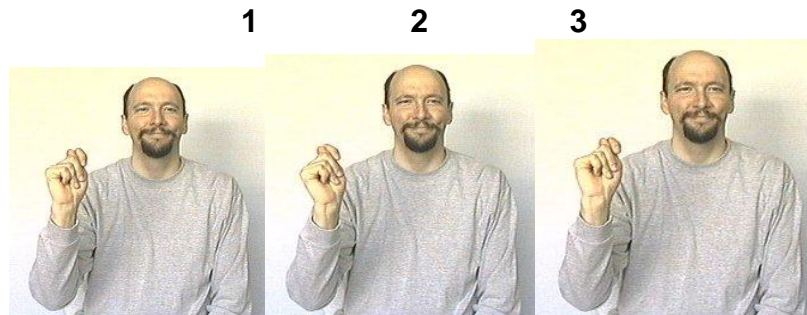
Steps:



TOILET

Even though you see a "T" for the handshake this sign is commonly thought of as meaning "bathroom." Yes, the sign for toilet is the same sign as "bathroom," but when you see it signed in a sentence you should usually interpret it as a bathroom rather than the toilet. The sign for "bathroom" is made by forming the right hand into the letter "t." The palm side is facing away from you. Shake your hand side to side a couple times. Some people use a twisting movement instead of the side to side shake. Either is fine, but I prefer the side to side shake. (heh)
BATHROOM / toilet

Steps:



CAFETERIA

To sign "cafeteria" touch a "C" handshake to the corner of your chin, then touch it to the other corner of your chin.

Steps:

1

2



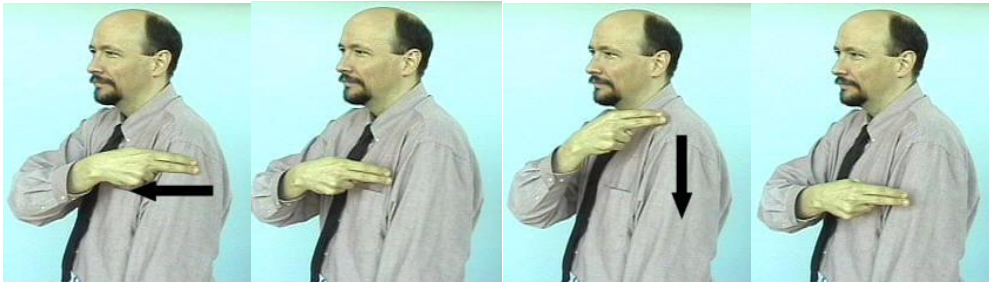
EXERCISES

1.- I

GO

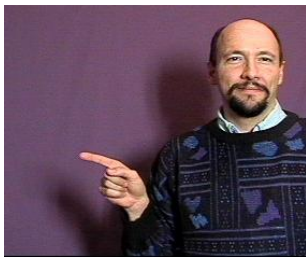


TO THE HOSPITAL.



2.- SHE

GOES

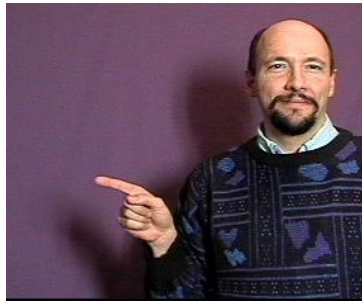


TO THE SCHOOL.



3. - HE

LIKES



THE HIGH SCHOOL



How to use ASL

To communicate tenses in American Sign Language (ASL), you need your hands and your body. Think of your body as being in the present tense. Showing tense in ASL is partly a matter of where you sign in relation to your body.

Note: In each tense is necessary to apply the sign that represents each tense as will show in the topic of present, past, future.

That's mean we make a simple sentence, but is necessary, add the sings in present, past or future, according the tense hat you are going to express. The sign can go at the beginning or at the end of the sentences to express the sentences.

Unit 5 I drive Today

Present



Note: use the videos numbers 18.

Signing in present tense is pretty simple — you sign close to your body, just like you normally do in a signed conversation. That's all there is to it!

NOW / the present / current / contemporary

The sign for "now" is made by placing both of your hands in front of you in "Y" handshakes. Each hand should be pointing upward. Sharply drop both of your hands a short distance.

Note: if you use a small bounce in this sign, it can mean "TODAY." Or you can combine the sign "NOW" with "DAY" to mean "TODAY."

Steps:

1

2



IMPORTANT RULES TO USE ASL

How to Structure Sentences in American Sign Language

In American Sign Language (ASL), you can choose to assemble the words in your sentence in different orders, depending on the content of your dialogue. Some sentences should be signed in a natural English order because rearranging them would cause confusion. However, most of the time, you can get your point across in a variety of ways without worrying about the word order.

Putting nouns and verbs together in Sign language

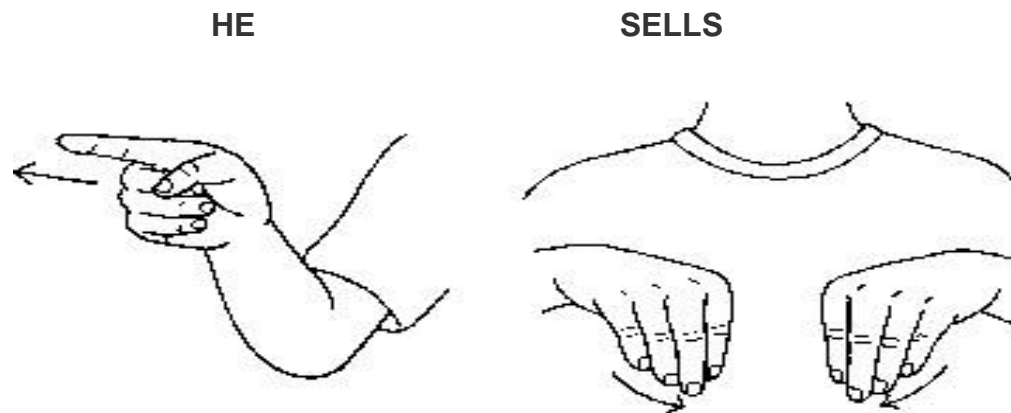
Unlike English grammar rules, which dictate that the subject must go before the verb, Sign allows you to put the subject before or after the verb when dealing with simple sentences; it doesn't matter which word comes first.

Start with a basic subject-verb sentence. You can sign it either in subject-verb or verb-subject order.

Here are some examples:

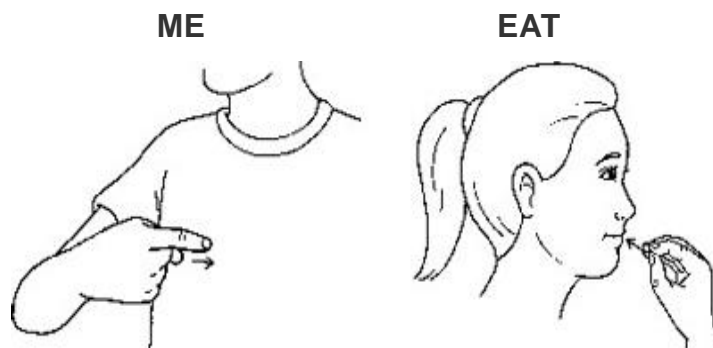
- **English:** He sells.

Sign:



- **English:** I eat.

Sign:



Unit 5

Sentences with direct objects in Sign language

Although these tiny sentences get the point across, the world would be pretty boring if that's how people communicated all the time. So add a direct object to each of these sentences to make them a little more interesting.

In case you haven't had a grammar class in a few years, a direct object is a word that goes after the verb and answers the question "What?" or "Whom?" However, in ASL, the direct object can go either before the subject or after the verb.

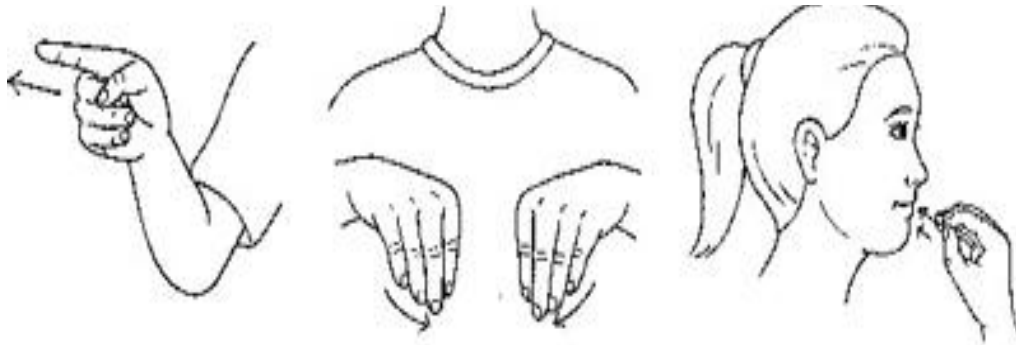
- **English:** He sells food.

Sign:

HE

SELLS

FOOD.

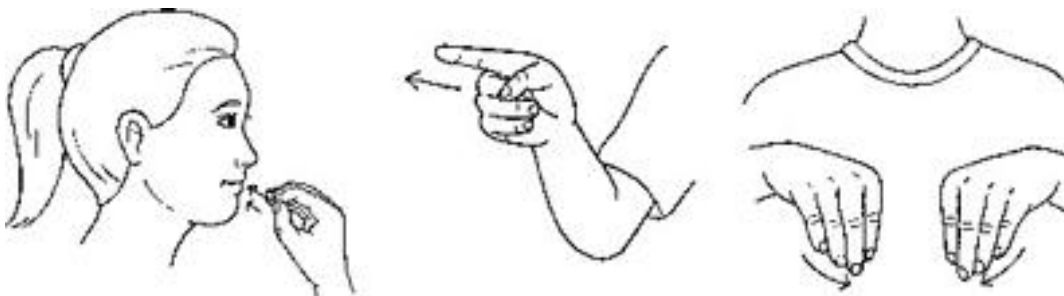


- **Sign:**

FOOD

HE

SELLS.

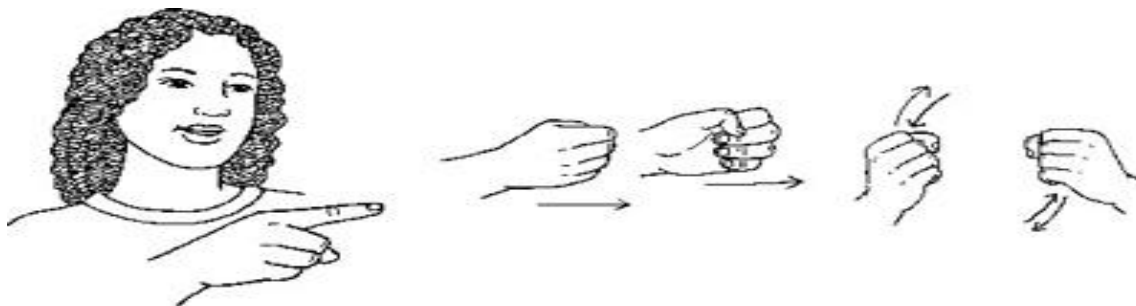


- **English:** She drives a car.

Sign:

Unit 5

SHE DRIVES CAR.



Sign:

CAR SHE DRIVES.



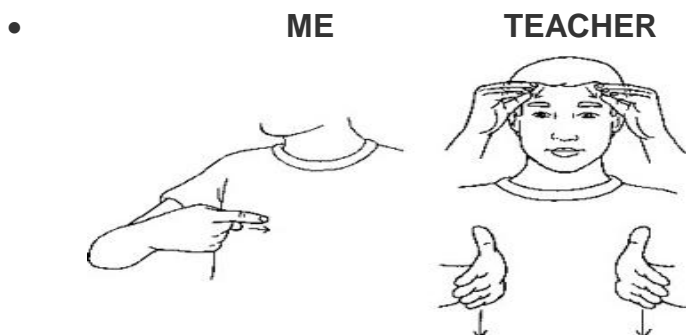
If you have a sentence that may be misunderstood if you change the word order, leave it in the natural English order. For example, if you want to say “Joe loves Sue,” you need to sign JOE LOVES SUE. Changing it around to SUE LOVES JOE doesn’t convey the same meaning. (But hopefully Sue does love Joe in return.)

Signing indirect objects

Another quick grammar reminder: *Indirect objects* are words that come between the verb and direct object; they indicate who or what receives the direct object.

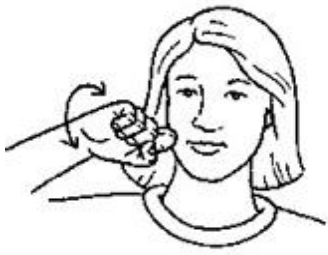
In ASL, you place the indirect object right after the subject and then show the action:

- **English:** I give the teacher apples.
Sign: ME TEACHER — APPLES GIVE

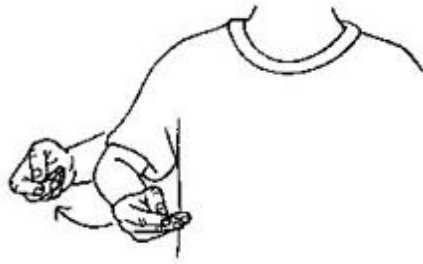


Unit 5

APPLES



GIVE.



I



LEARN

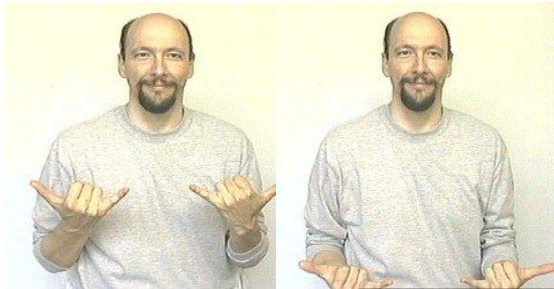


SIGN



LANGUAGE

TODAY



I

SEE



A BLACK



CAT.



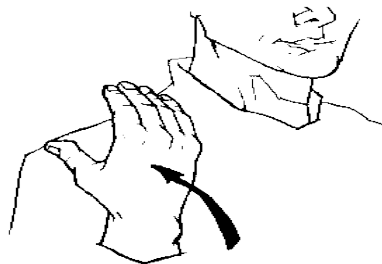
Unit 6 I did my work

Past

 **Note:** use the videos numbers 19.

Signing in past tense is just a bit trickier. To place everything you sign into past tense, you sign finish at chest level either at the beginning or end of the sentence while saying the word "fish," a shortened version of "finish." This signals that everything has already happened. Although it doesn't matter whether you sign the word finish at the beginning or end of the sentence, most Signers place it at the beginning.

The sign for "past" is made by moving your dominant hand over your dominant shoulder. Your palm should face your body. The more emphasis you give the motion and/or the larger movement you use indicates further into the past:



STEPS:

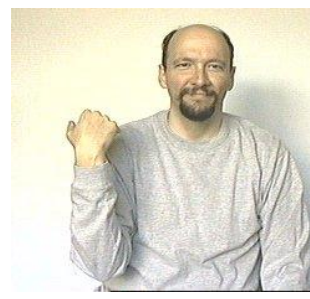
1



2



3



YESTERDAY

Steps:

1

2

3



LAST-YEAR (OR "ONE YEAR AGO")

Steps:

1

2

3



TWO YEARS AGO

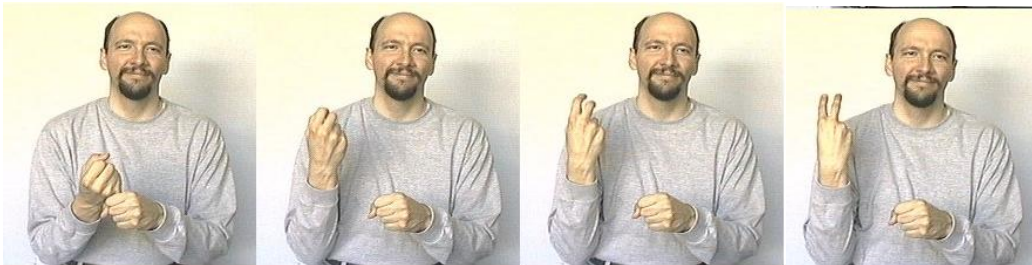
Steps:

1

2

3

4



EXERCISES:

				
Yesterday	finish	see	mother	you.

			
TWO MONTHS	PAST	AUNT	VISIT

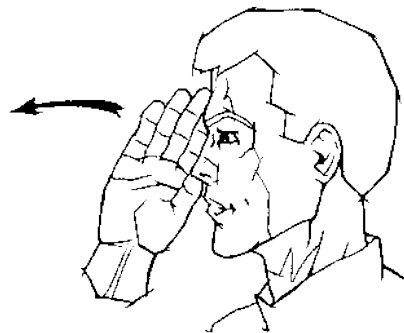
Unit 7 I will travel tomorrow

Future

 **Note:** use the videos numbers 20.

Signing in future tense works pretty much the same way as signing in past tense. You indicate future tense by signing and saying will at the end of a sentence. The farther you sign the word will from the front of your body, the farther into the future you go.

The sign for "future" is made by slicing a "flat hand" forward through the air. The farther you move your hand, the further into the future you are referring. This sign can also mean such things as "WILL" as in, "Will you go to college?" (YOU FUTURE COLLEGE YOU?). You can also use a double arching movement to mean "someday" or "the distant future." If you do a single large, strong movement it can mean "a long time from now."



NEXT YEAR

Steps:

1

2

3

4



TWO YEARS FROM NOW" "IN TWO YEARS"

Steps:

1 2 3



Steps to ask this question:

- "Do you think someday you will teach ASL?"

1 2 3 4



As one big strong, fast movement.

- Far in the future:

1 2 3



- **English:** He can go later.

Sign:

HE

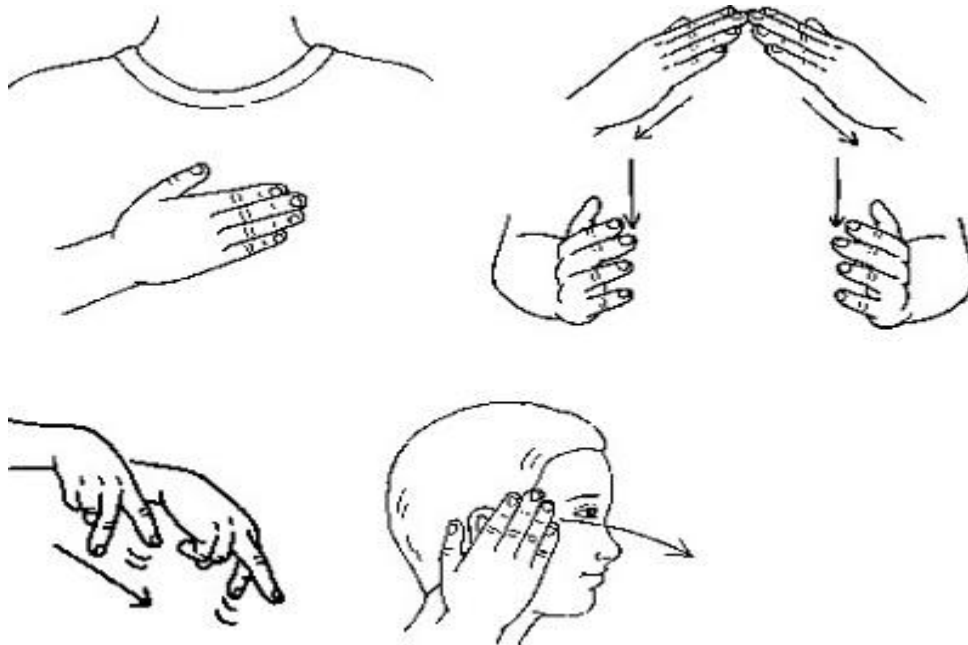
GO

WILL.



- **English:** Mike is walking over to my house.

Sign: MY HOUSE — M-I-K-E — WALKING — WILL



You can easily sign an event that is going to happen in the future. A simple rule to follow: Mention what's planned or intended, then sign "will."

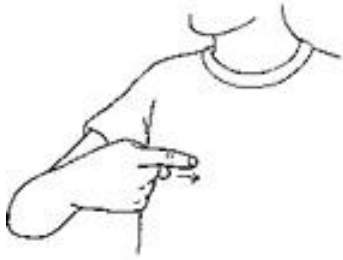
Participles ("to" plus a verb) and perfect tenses (for example, should have been) are technically passive tenses, which aren't used in ASL.

Here's a time-sensitive concept that doesn't quite fit into past, present, or future. To show that you're not yet finished or that you haven't even started a task, sign the unaccomplished deed, then sign not yet while shaking your head slightly from side to side, as if to say "no," at the end of the sentence. You don't pronounce "not yet," though; you simply sign it. The following sentence gives you an idea of how you can use this expression:

Unit 7

- **English:** I haven't eaten.
Sign:

ME



EAT



NOT YET.



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ANEXES



Universidad
Técnica de
Cotopaxi

TECHNICAL UNIVERSITY OF COTOPAXI ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE ENGLISH CAREER

Interview to the teachers at “Primero de Abril High School”

Objective:

To know if the teachers use (ASL) American Sign Language to teach English to deaf-mute students.

Instructions

Read carefully each question and answers.
Use a cross (x) to select your answer.

1. Do you consider necessary to teach English to deaf students?

Yes No.....

2. Do you consider an inability means obstruct to learn English language?

Yes No.....

3. Do you know methods to include to deaf students in the English class?

Yes No.....

4. Do you consider that your students with this kind of inability want to learn English using (ASL) American Sign Language?

Yes.... No....

5. Would you like to know how to teach English language to deaf people?

Yes... No...

6. Do you think that we can teach English through (ASL) American Sign Language?

Yes... No...

7. Would you like to teach English to deaf students using (ASL) American Sign Language?

Yes..... No...

8. How will you motivate to deaf students in the English teaching learning process.

Game

Pictures

Gifs

Scores

9. What kind of topics do you consider most important to teach English through American Sign Language?

Greetings

Family

Feelings

Colors

Money

Food

Temperature

Thanks for your collaboration...!