compÁs

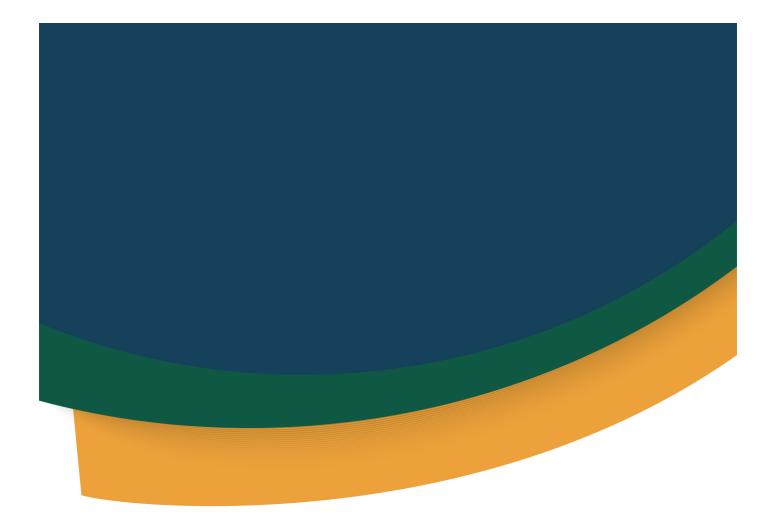Grupo de Capacitación e investigación pedagógica

THE DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE

FOR THE
COMPREHENSION OF THE ENGLISH LANGUAGE IN DEAF STUDENTS

THE DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE

FOR THE
COMPREHENSION OF THE ENGLISH LANGUAGE IN DEAF STUDENTS

PRIMERA EDICIÓN

THE DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE FOR THE COMPREHENSION OF THE ENGLISH LANGUAGE IN DEAF STUDENTS

Autores

MSc Jacqueline López López
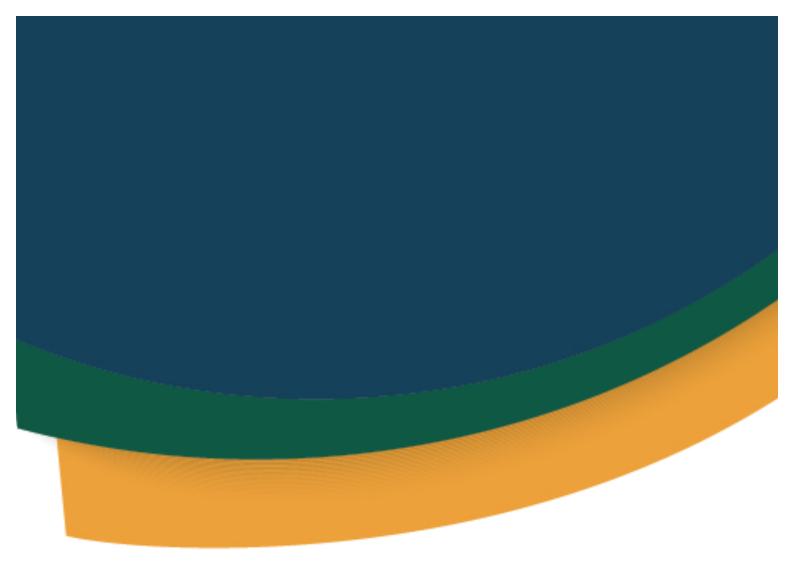Ing. Johnny Campoverde López

PROLOGUE

Educational inclusion is a current issue that has been expanding and not only for the integration of students into the education system and regular schooling but also for those who are involved, in this case and directly, teachers. Each teacher has an important role given the diversity of students for integrating those with special educational needs in a respectful environment which become their main function to prevent discrimination and exclusion. Therefore, the importance of this issue emerges conducting this study in order to help students with hearing disabilities for facilitating access to the information, communication and allow the integration of these people in the learning process and understanding of the English Language through American Sign Language (ASL). This research was conducted at Dr. Modesto Chávez Franco School and aimed specially at five students in eighth grade "A". This investigation was qualitative and quantitative, exploratory, descriptive, correctional and explanatory in order to find the reason of deficiency in the understanding of the English Language competence in deaf students, the research problem was presented and its possible solution. Within the theoretical framework are pedagogical, epistemological, psychological, sociological and legal foundations related to the topic investigated. The methodology was deductive, inductive, analytical – synthetic and descriptive using direct observation guide, interview to the teacher and survey to the students achieving results that were subsequently analyzed and interpreted. Finally, conclusions were obtained for making recommendations to the teachers in order to deaf students gain a greater understanding of the English Language.
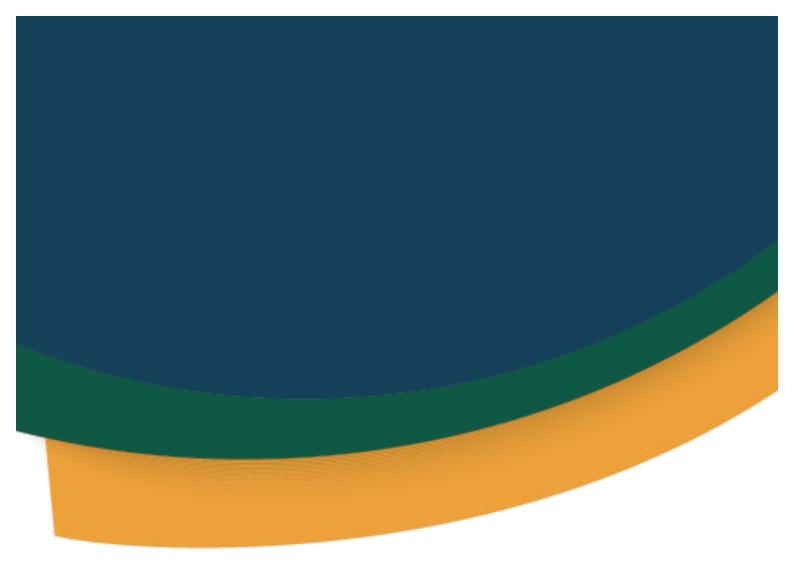
INTRODUCTION

Currently, the social inclusion has become one of the most important issues in the educational system of the country for the development of Good Living. According to the LOEI (Ley Orgánica de Educación Intercultural), the Government guarantees the inclusion and permanence of people with disabilities within the educational system, therefore, it requires changes and transformations in the cultural and political practices. This fact, involves both individual and society. Nevertheless, educative centers face challenges to gain the purpose for taking on a commitment of quality in the teaching – learning process, especially in deaf students with hearing impairment of 8th "A" General Basic Education at Dr. Modesto Chavez Franco Educational Unit, who receive English classes with their English teacher and the Sign teacher who is specialized in the Spanish Language at the same time. Techniques and instruments evaluation, strategies and methodologies used for teaching Spanish classes are adapted for teaching English. Spanish teachers support during the teaching – learning process of the English as a second language, it does not mean that deaf students are learning English because teachers use Spanish Sign Dictionary to introduce vocabulary of phrases in English. This project has as main objective the teaching of the English Language for deaf students. It is observed that people with different basic educational needs fight for integrating into a Society to develop their abilities, in some many cases, the problem is how to teach them and what kind of professional training teachers have to teach them a language. It is considered theoretical and direct empirical observation methods during this project. The summary of this project is chapter I contains the evidenced problem, the conflict situation, the institution where the problem occurs, the causes, the objectives, questions about the variables and finally the justification. The chapter II consists of the theoretical framework, beginning with the background, then the theoretical and legal foundation according to the variables and the problem. In the chapter III, it manifests the methodology, process, analysis and discussion of the results of the investigation, population and sample, operationalization of the variables, methods of the investigation, techniques and instruments of investigation, conclusions and recommendations.

INDICE

THE PROBLEM CONTEXT OF THE INVESTIGATION

Modesto Chavez Franco School was founded by Mr. Luis Miranda and citizens around the ward. In the beginning, the building was a house. In 1954, was built the building where it is located nowadadays nowadays. The address is Francisco Segura and Washington Street. The school is located in a quiet and little neighborhood in the south of the City which is why many of those who live nearby have decided to enroll their children there. In 2007, Ms. Gladys Chiluiza was already teacher in the school and she decided enroll her niece (deaf) and nephew (listener), they were five and three years respectively, however, they studied together. Given this need had arisen to teach a deaf student Ms. Chiluiza became a Sign Language Teacher in the school. Although Ms. Chiluiza learnt Sign Language due to the need for communicating with her brother who is deaf, she has received some many refresher courses where she has learnt new ways to communicate and teach it too. She taught her niece and nephew Sign Language and other subjects at the same time. In the following eight years, many people or parents enrolled their deaf children there. In 2014-2015 school year, five students complete their studies in primary and were the first group of deaf students at the school, which are currently in eighth and are proof of our project. Modesto Chavez School opened the doors to deaf students such as it established in the Organic Law of Disabilities, art. three, lit. five "promotes responsibility and participation of the family, society and the 4 public, semi-public and private institutions for social inclusion of people with disabilities and the full exercise of their rights". It has three sessions. In the morning, there are fourteen teachers, in the afternoon seven and four in the evening. The academic staff has twenty-five people and Modesto Chavez Franco has five hundred fifty one students.

This problem is evidenced in the Eighth "A" General Basic Education at Dr. Modesto Chávez Franco Educational Unit, where students receive English classes without suitable material and resources. English teachers do not use American Sign Language (ASL) neither British Sign Language (BSL). In addition, English teachers comment that the understanding of the English Language competence depends on the multiple intelligences because some of deaf students are visual or kinesthetic. English teachers work with interpreters, usually teaching with a bimodal methodological strategy which consists in a teaching of the English Language through gestures says. The use of the Information and communications technology" (ICT) are presented to support visual enhancements; however those pictures are showed to illustrated the vocabulary without English words. In addition, it is said that English teachers and interpreters even explain grammatical structure.

Deficiency in the understanding of the English Language competence in deaf students of 8th "A" General Basic Education at Dr. Modesto Chávez Franco Educational Unit, public school located in Zone 8, 5 Distrit 01, in the Province of Guayas, canton Guayaquil, Parish of Ximena, from the school year 2015-2016

This research is made because it was observed that there are some students with impairment auditive who should learn English as a third language (Spanish, Sign and English Language), due to the English national curriculum based on European Common Framework so it is required and also because this learning is very important for everyone. Currently, the social inclusion it is evidenced in institutions so it is important that teachers have many methodological techniques that allow teaching to this group of the special students. In pursuit of development of potential and skills for the integration and participation of students with disabilities as promulgated by the Constitution of Ecuador, this tutorial looks forward the student's´ social integration trough specific words and entertained. According to the Organic Law Intercultural Education (LOEI), the State guarantees the inclusion and

retention of people with disabilities within the educational system, which requires the development and implementation of curricular changes, main reason why this tutorial will be designed to meet your needs. Organic Disabilities Law establishes that, the State is obliged to ensure that any person with disabilities, access to the national education system and culminate their studies. Therefore, the design and implementation of a tutorial based on Sign Language is highly relevant, especially to facilitate the process of learning of this group of people. In this globalized world teachers we need useful tools and a better way for teaching and they will help studends being integrated into the society, family and community. This project benefits a relevant number of people who are immersed in the world of inclusion; that is why we consider it is an important necessity that requires to be solved in our society. Then, at the end of the research is done a proposal where it is presented a didactic guide with Sign Language for teaching English to deaf students.

THEORETICAL FRAMEWORK BACKGROUND

After having revised at the Language School's Library of Faculty of Philosophy of Guayaquil University, it has been established that does not exist a similar project based in the topic. On the internet were found some projects, some projects focused in others branches like mathematics, reading, speaking, writing, grammar, morphological. For example, in the Website of Masaryk University Brno show a thesis called "Deaf students and their motivation to learn English". In addition, other website ProQuest exist a topic based in: ¬ Relating deaf students' reading and language scores at college entry to their degree completion rates. ¬ Deaf and hearing students morphological knowledge applied to printed English. Looking for topics about how to teach English to deaf students, we have found suggested teaching strategies in Website of Newcastle University, but focused only in a variable. In Chile were done educative projects and researches to evaluate the participation, influence and changes in the current reality of the establishments and institutions that work for that deaf people increase their progress. In addition, there is a thesis done in Ibarra about "Methodological strategies for the teachers for learning of the English Language for deaf students", but this project has different variables and focusing. For reason our project is original and genuine because the proposal is centered in a guide based in Sign Language for deaf students 9 of the public schools in Ecuador, who have not access to get American Sign Language neither British Sign Language. It will be created a didactic guide with chosen and specific words and it also will contain the ABC' British Sign Language.

COMMUNICATIVE STRATEGIES

They are ideas for communicating information related to a specific topic, experiences, situation, or audience. They serve as a basic model for communicating with the public, partners, or even co-workers. "A communication strategy is defined as an individual´s attempt to find a way to fill the gap between their communication effort

and immediate available linguistic resources". (Maleki, 2010). And also Maleki believes that use of communication strategies is conductive to language learning and that "communication strategy training should be incorporated into school syllabues". (Maleki, 2010, p.594) According to the author Maleki, the communicative strategies allow the creation of a bridge to satisfy the individual need for communicating and use the resources available to do it. He also highlights the importance of communication strategies as the drive shaft of the learning process of other languages all of which must be innovative. The need for communicating and the importance of strategies available give the security to achieve the interaction between people; however, it is essential to develop a good communication strategy taking into account that a small group of people have difficulties to do it. Within the national education curriculum in Ecuador, each area has developed some series of strategies to achieve meaningful learning and planning skills required to establish performance criteria develop. In some cases, due to the presence of students with special educational needs it is important to include curricular changes. The specification of the adaptation applied are necessary for ten students with limitations and it is applied into the educative field where the institutions face the social inclusion so they serve to achieve the interaction between deaf students, to whom this projecte is directed; determine their importance and allow deaf students to reach communication effectively through key messages providing the intention to find appropriate expressions and grammatical structures.

Oral Expression

The oral expression is a communicative skill created and developed by man to create concepts, ideas and meanings terms, this means that allows humans to make contact and establish connections with others.

Therefore, speaking has to be spontaneous and natural and full of emotional nuances, which depend on the tone used and gestures; because it has great expressive power, and therefore it has the following characteristic:

- **Oral competence** is concentrated on the personal communication of the reciter and diffuses a great quantity of ideas through words without the necessity of transcribes them.
- Allows to the reciter to measure the kind of spectators he is talking with and on that mode knows precisely the target of person who he is in direction to.
- The reciter uses a genuine and different mean to absorb the attention from others.

This type of communication is quick exchange with instant feedback where people can ask questions and clarify ideas on a face to face communication, you can feel the result, and a meeting with the subordinate superior can provide a sense of importance which has the following gains:

- The Oral competence could enrich the talker's personal and professional life, and also gives probabilities to influence the external world.
- Oral Competences engagements are great places to encounter new social and professional contacts.
- Helps to disabling the fears and necessity of securities that accompany public talking produces.
- The oral competence assistances in the variations came from the tone, pitch and the voice, the talker can transmit.

Types of Oral Expression

In order to determine the speaking is necessary to degree the dynamic capacity in oral form as the skills of order, referring to the first time implicates the pronunciation of words. There are the following types of situations in which will be talked about:

One-on-One Speaking (Student-Student or Student-Teacher): It can vary from instants punctuating a speech, where pupils are requested to discuss or explain some questions or problems with the person beside them, to correct student debates with their mentor.

Small-Group or Team-Based Oral Work: Smaller-scale settings for debate, deliberation, and problem resolving. It is suitable for both large speeches and smaller classes and allows levels of participation what is not possible in bigger groups.

In-Class Debates and Deliberations: Is an organized contemplation of some issue from two or more ideas or even points of view from the interlocutors. Debates involve applicants who discuss one side throughout, although deliberation tolerates for movement by individuals within the process.

Speeches and Presentations: This type of Oral Communication allows the maximum expression of ideas between the students and it is a great contribution to develop the vocabulary of the speaker. Also includes group expositions or spontaneous speaking tasks.

Types of communicative strategies

According to some researches on communicative strategies there are some meaningful categories.

A Communicative Strategy is defined as '"A systematic technique employed by a speaker to express his or her meaning when faced with some difficulty''. (Corder, 1981, p.56) The communicative action requires a process of pre-planning to contribute in some way to ensure the effectiveness of the effort and this requires then discuss communicative strategies that constitute the set of forms and services with an embedded resource and help decision-making commitment. According to Dornyei, there are twelve types of Communication Strategies (Nani, Tiono and Sylvia, 2004):

1. - Message abandonment: forsaking incomplete information as a result of language problematic.

2. - Topic avoidance: when students do not speak about meanings which it seems difficult to express.

3. – Circumlocution: when learners detail or paraphrase a specific thing.

4. – Approximation: students use a different term to express the meaning in context as well as possible. 11

5. – Use of all-purpose words: when students spread their lexical putting the words are missing within a structure.

6. - Word coinage: a student creates an L2 (Second Language) word found on their knowledge of morphological rules.

7. – Use of nonlinguistic means: learners uses non-linguistic resources such as mime, gesture, facial expression, and sound imitation to help them in expressing the meaning.

8. - Literal translation: when students translate expressions or idiom from L1 to L2.

9. – Foreignizing: when learners use L1 word by adapting to L2 in the pronunciation or sounds.

10. - Code switching: when learners use their L1 word with L2 pronunciation.

11. - Appeal for help: where the students ask for help when they forget or do not know some words.

12. - Use of fillers/hesitation devices: when students use filling words to take a time for thinking new words to express an idea. (p.4)

FUNCTIONS OF COMMUNICATIVE STRATEGIES

This is closely related to the classification of language functions developed by Jakobson and Hymes (1960) emotional, directive, phatic, poetic, referential, metalinguistic and contextual as it relates to the sender, receiver, channel, shape message, subject, code and situation. Callers of any language are governed by the communicative functions so that the metalinguistic function takes up minimal space but directives, emotive, referential, contextual functions are occupying the center of any communicative situation. The referential and contextual functions give rise to general communication strategies: strategies based on information and strategies based on the context through procedures explicature and 12 implicature. The directive, emotional, and in some sense functions, referential, are the organizers of a good part of the communication, in the intervening decisively speech acts, micro-functions of communication.

The author is basically saying that (according to the author) the communicative strategies are closely related to the functions of language. Metalinguistic is important within those functions but is considered a minimally by agents of communication (sender, receiver, message) because when they wish to convey a message or express their ideas, feelings or emotions do not resort to a dictionary to identify which words are stressed or unstressed or how to write, that is, they

17

do not talk about the grammar rules but they use the language. With proper use of language functions and communicative strategies when a person says something, seeks to influence to each other (receiver). It is clear that there are various ways to do this, and they all serve in the language either for trying to inform or ask, etc. There is a wide range of communication relationships that may occur between two or more people, and even between one or several people. All this variety of functions can be classified into broad groups and being reduced to a few primary functions. Barriers of communicative strategies Communication Strategies (2014) they may relate to individual issues or social o physical environment. Personal barriers may include:

• Personality and mood

• Emotional wellbeing

• Physical ability

• Cognitive and sensory ability

• Culture

• Health status 13

• Knowledge of English In the physical environment, communication is affected by:

• Lighting

 • Ambient noise

• Building design and layout

• Size of rooms: There is a list of barriers preventing communication process. It refers not only personal but also physical barriers. Each of these factors prevent communication, distort the message or hinder the process by which it is established. In this project one of the barriers related to the problem are the physiological defect. For example, deafness, and that prevents individuals to send or receive a message clearly and accurately. Techniques Considering the effective

communication between people it is showed below a list of some techniques: However, it is known two types of communication such an informal and formal communication method. The techniques are used to work effectively and achieve a good interaction within the communication, transfer thoughts and ideas for developing. Some effective techniques are:

• Listening when you have listening to the others.

• Expression when you speak clearly and properly being precise about the topic that people are speaking on.

• Taking criticism positively: when human been answer to defend your opinion. Trying to take criticism positively and constructively.

• Avoiding arguments: when people are trying to have a healthy conversation avoiding hard discussions only because someone is 14 trying to win the argument. Therefore, in those cases is much better seek a polite solution in a constructive way. According to these techniques used in order to exchange ideas has a field of varied application: which include personal, social, professional, political, scientific…. Whatever the time, place or circumstance, communication is an inevitable process of human beings. Furthermore, we live in a globalized world, it is increasingly important to know what is happening around us, and this requires "communicate", understand and maintain contact with our neighbors.

UNDERSTANDING "The most characteristic thing about mental life, over and beyond the fact that one apprehends the events of the world around one, is that one constantly goes beyond the information given" (Bruner, 1957, p.218). Jerome Bruner suggests that with sufficient understanding of the structure of a field of knowledge, which anticipates the later and more advanced concepts can be taught appropriately many younger ages. Understanding is a mental creation process by which, based on certain data from a sender, the receiver creates an image of the message that you will want to convey. It is

therefore necessary to give meaning to the data we receive. When we use the term "data" we mean any information that can be used to gain insight into a message. Data can be of different types: words, concepts, relationships, implications, forms, structures can be linguistic, cultural, social, etc. Understanding implies something deeper that the simple act of knowing, or memorize. Understanding is something that is used in each instance of life and at all levels. Understanding allows learn and capture certain knowledge. 15 Understanding in moral terms, help us to be patient and tolerant. Factors affecting to the understanding As indicated above quote specifies the factors affecting language comprehension within linguistic field. That means, there are different factors that impede understanding or mental creation process to create an image of the image of the message conveyed. Factors can differ according to the field of study such as social reality in terms of inclusion. For example, in a classroom where students have special educational needs, nevertheless, they work together to those without, even though their skills differ. Academic performance related to the understanding According to Requena (1998), students spend a long period or year expressing their cognitive abilities during the teaching-learning process. "Academic performance has an indicator the grades or school results obtained by pupils". (Adell, 2002). Furthermore, this is a complex construct that is determined by a number of variables such as intelligence, motivation, personality, attitudes, contexts, etc. Finally, it is emphasized that academic achievement does not only mean more good grades from students, but increase also the degree of psychological satisfaction, the welfare of students themselves and the other elements involved: parents, teachers and administration. Overall, academic performance is to achieve maximum efficiency in education, where students can demonstrate their cognitive, conceptual, attitudinal skills and mental process. The factors of academic performance are:

1. Intellectual level

2. Personality 16

3. Motivation

4. Skills

5. Interest

6. Study habits

7. Self-Esteem According to studies by Briones (1996), he states that "Considering the possibility of incidence and manipulation by the players directly involved in the actions that enhance as enablers of better performance in the short term". (p.45)

The author refers to the school, organization and administration; the teachers; pedagogical processes; the students; the family; the community; the municipality and the ministry, which are involved in the actions for achieving a better academic performance.

TYPES OF INTELLIGENCES

According to Harvard University Professor of Education, Howard Gardner (2015), there are many different types of intelligences. This was proposed in his book, Frames of Mind: The Theory of Multiple Intelligences. Gardner believes that once recognized a type of intelligence that someone has, it is important to nurture it to help it grow. Then, by doing so, a person can do better in school and excel in life.

The types of intelligences are:

• Linguistics: the ability to use language, native language or other languages, expressing the ideas and understanding other people.

• Logical: the ability to reason recognize patterns calculate and logical thinking. 17

• Spatial: is the ability to think in three dimensions, represent the outer world internally in your mind, know where you are in space and

visualize things. Spatial intelligences predominate in the art and in sciences.

• Musical: is the capacity to discern pitch, rhythm, timbre and tone. In this field are composers, conductors, musicians, vocalists and sensitive listeners.

• Kinesthetic: is the learning style based on physical activities.

• Intrapersonal: is the capacity to understand oneself and one's thoughts and feelings.

• Interpersonal: people with interpersonal intelligences like to read, empathize and understanding others.

• Naturalistic: is the ability to see patterns in nature and work in natural environment with livestock, wildlife, plants, etc.

• Existential: is the capacity to seek deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. "Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiples intelligences". (Gardner, 2015, p.88) The educational implications of the theory of multiples intelligences are enormous. It is suggesting teachers the need to apply teaching strategies beyond language and logic prevailing in the classroom and creative approaches that depart from the traditional distribution of tables in rows and columns with the teacher in front (and often above), slates or excessive reliance on textbooks. New times require environments that foster creativity and collaboration.

Multiple intelligences in education should be considered equally for all children to optimize their individual capacities. In practice, not all learn the same way or have the same interests in a changing world like ours, in which the diversity of information is a reality, the choice is unavoidable. 18 The theory of multiple intelligences can be described more accurately as a philosophy of education, attitude towards learning, or even as a metal-model education in the spirit of the ideas

of John Dewey´s progressive education. It is not a program of technical and fixed strategies. Thus, it offers educators a wide opportunity to adapt creatively fundamental to any number of educational contexts principles. (Armstrong, 2009) From my point of view, the essence of the theory is to respect the many differences between individuals; multiple variations of the ways appear; the different ways in which we can assess, and the almost infinite number of ways in which these can leave a mark on the world". (Gardner, 1994) The author´s approach goes beyond the cognitive. For the author intelligence is "The ability to solve problems or create products that are valued in one or more cultural settings" (Gardner, 1994, p.10). The substance of his theory is recognized the existence of eight different and independent intelligences that can interact and potentiate each other. The existence of one, however, it is not predictive of the existence of one of the other. By defining intelligence as a capacity Gardner makes a skill that can be developed. Gardner does not deny the genetic component. Everyone is born with a potential marked by genetics. However, this potential will be developed in a way or another depending on the environment, our experiences, upbringing, etc. No elite athlete reaches the top without training, however good they are their natural qualities. The same is true of mathematicians, poets or musicians like Andrea Bocelli or emotionally intelligent people.

COMPONENTS OF THE UNDERSTANDING

It is said that cognition and affect constitute understanding. Cognition is the process by which sensory inputs are transformed and affect indicate experiences of feelings or emotions.

Cognition

Cognition is the integration of all mental abilities and processes related to knowledge, attention, memory and working memory, judgment and evaluation, reasoning and "computation", problem solving and decision making comprehension and production of language, etc.

Affect

Affect is the experience of feeling or emotion. SIGN LANGUAGE Gary Morgan (2012), professor of psychology at City University, commented that a delay in access to language and communication "can have severe and long lasting effects in the cognitive, social-emotional and academic skills of children. Many deaf children arrive at school with the task of learning a first language rather than learning about the world through already developed language.

The Sign Language is a language which uses manual communication and body language to transmit messages. There are some communities of deaf people with their own Sign Language, nevertheless, it is not only used by the deaf, but it is also used by people who can hear, but cannot physically speak. All people can find ways to learn Sign Language and have an opportunity of sharing the most important information with deaf. 20 Hearing loss Burrow S, Galloway A, Weissofner N, (2009) Australian Indigenous HealthInfoNet. Also known as hearing impairment, hearing loss is a partial or total incapacity to hear. It can be in one or both ears.

There are three types:

1. - Conductive hearing loss: when the problem is related to the physical ears, for example: ear canal, middle ear and its little bones and ear drum.

2. - Sensorineural hearing loss: problems of the inner ear known as nerve.

3. - Mixed hearing loss: it is a combination between conductive and sensorineural hearing loss. It can be damages in the outer, middle and inner ear or auditory nerve. "All our knowledge begins with the senses, proceeds then to the understanding, and ends with reason. There is nothing higher than reason" (Kant, 1787, p.66) Kant grants the empiricists that all knowledge begins with experience, but added that not all knowledge comes from experience, because without what each

person brings and which has independently of any experience, knowledge would not be possible. In this project to speak Sign Language is taken into account the prior knowledge gained through experience. For example, one of the teachers of the class and its system of teaching base on Sign Language was learnt empirically. Given the social, political and economic differences, this person learnt with previous knowledge and has contributed her skills through more knowledge. 21 In addition, the educational thought of Kant consists of philosophical and moral principles and particularly ethic. Education should model men of character, able to decide for themselves. This is a free will that wants the best for the best in disciplined way. When a deaf student enters at school system do not has a fluency of Spanish and Sign Language, however, in countries like Sweden and Chile where progress has been made in this type of bilingual education it is concluded that preschool education and development of Sign Language is more important than learning to achieve formal aspects of the written language. The implementation of bilingual education contributes to the full development of children and young who are deaf, to promote the development of the Sign Language as a first language and facilitate them the teaching and learning of Spanish as a second language and English as a third language. This educational project for deaf students is based on respect for differences and needs of each individual. It intends to promote interpersonal relations in the children's environment by providing competent partners and role models that favor the construction of a positive self-image and disciplined to gain a better development. Every deaf person knows what it means to learn, trying to learn, trying to respond to the efforts of those who teach them, especially when they use a language that is not fully known due to their hearing impairment. They decide for themselves and become coated beings of talents and skills.

Characteristics of the education according Kant should be:

• Cultivated: provided of instruction and teaching.

• Moralized: consist on formation of character and strengthening the will. 22

• Prudence: development of civility for human coexistence. This type of education shows three types of stages in each student's education process. First acquire skills, use them effectively and finally how to set moral ends.

There are different ways used to communicate through body movements that help to express ideas and easily understood by deaf people. The principal way to communicate is through people´s hand, each movement with the fingers has its own meaning.

American Sign Language Alphabet

There is another kind of body language that helps to communicate with disable people to represent actions that are specifically use for babies. The charts are printable and help to learn the basic signs so that you can in turn teach through them.

It can be used as a wall chart is particularly useful as a reminder for caregivers or babysitters who may be seeing the signs for the first time or just need a reminder.

PHILOSOPHICAL FOUNDATION

The character of the species, as it is indicated by the experience of all ages and all people, is this: that taken collectively (the human race as one whole), it is a multitude of persons, existing successively and side by side, who cannot do without associating peacefully and yet cannot avoid constantly offending one another. (Kant, 1757, p.45) Kant's thought in the field of the education is understood from Ethic, but it is important not lose the objective that the pure reason and the practice reason are used for the same human faculty, that means, Kant defended against those who always have separated theory and practice. Kant was born in 1724 in Kaliningrad, Kaliningrad Oblast (Russia). He was a fourth of nine children. Baptized "Emanuel", he changed his name to "Immanuel" after learning Hebrew. He had strict and disciplined life. He was a popular teacher and a modestly successful author even before starting on his major philosophical works. His work reconciled the rationalist and empiricist traditions of the 18th century. He influenced in Romantic and German idealist philosophies in the 19th century. His work has been followed for many 20th century philosophers. Kant considered that the education is the largest and most difficult problem to which man can engage. He held that the education can improve the human nature. 23 He said that students could be "trained" or "enlightened". The animals are trained, children should be taught to think. Kant also emphasized the importance of the experimentation in education, advantages of public education and the best way to learn is doing. This philosophy adapted to our project is focused on the professional formation of the teacher and the attitude of the students in front of the weaknesses and failings. Teachers need professional training and innovation during the teaching-learning process. According to the moral education, Kant had not special preference to any student; everyone should be treated with equal respect. It is related to his basic moral principle that every human being is. Being the respect one of the main values, with this theory is further promoted integrity, universality, good living, equality and co-responsibility in the society because is based on social inclusion. Kant

emphasized not having preferences within families, educational institutions and vulnerable group. This is the case of the deaf students who have a specific need as interaction and where positives action is the elimination of all forms of discrimination or exclusion.
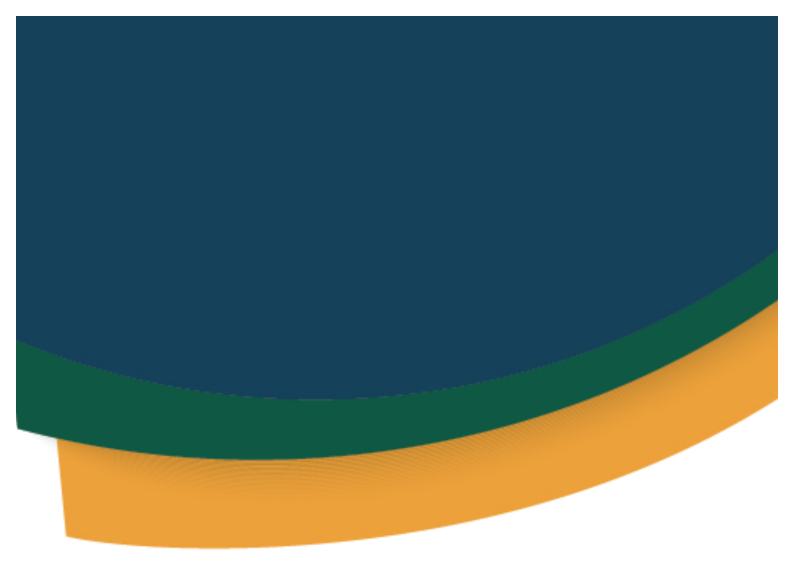
PSYCHOLOGICAL FOUNDATION

Mayer (2002) states: "Learning is most important than helping students to build connections Stimulus – Responses. In fact, the internal process has a role important in each student in educative process". Complaints from Thurstone and those psychologists focused on cognitive psychology in its more modern version have had little impact on educational practice until recently. Nevertheless, during 24 last twenty-five years, there have been a lot of researches and theories about the function of human mind. A useful result in this cognitive revolution has been the development of a frame of work for describing the cognitive factors which are fundamentals in the teaching and learning process. (p.6) According to the author the human beings learn by natural condition and not a one-way. It is an internal process produced by new partnerships and connections in our brain to sort classify experiences, associate images, assign meanings to relate past events with the new situation; i.e. build knowledge and transforming prior knowledge. It also allows the person to develop skills to learn, progress, learning to learn and grow. All individuals have the potential to do so. To the extent that each individual is awared of his own process of learning, recognizes his or her style and keeps alive the desire to learn; experience that learning is part of a sustained experience by the connection between emotions, the mind, the brain and body. Hence the importance of recognizing in each student those features to enhance learning process from their rates of learning, knowledge attitudes, expectations, skills and experience. No pupil comes to school blank.

SOCIOLOGICAL FOUNDATION

Serón (2010) states: It is clear that both education and teaching and schooling are phenomena or social facts and, therefore, object of

sociology. So, to review the development of sociological study of education approaches, they will be seeing the different conceptions authors or currents have education and, where appropriate, education or schooling. It is anticipated, however, that from a comprehensive sociological perspective, education can be defined as the set of 25 institutions, people, beliefs, content and practices designed to socialization, cultural transmission and differentiated formation of the new generations. (p.16) Thinking in the education from a sociological point of view is synonym of the integration of each person with different social institutions and the developing their individual potential. Sociology is related specifically to the study of the individual in the group is identified with teaching, in this case the English Language to hearing impairment children and underlies the process of research. Sociology is essential concerned with communication and behavior of groups and individuals in the group, as such it shares with other areas of study with other disciplines being education a discipline related to the social behavior of individuals and groups themselves, teaching English Language undoubtedly rests on sociology.

TYPES OF THE INVESTIGATION

The execution of this project is feasible because it contained in two parts: diagnostic and methodology. This study is feasible because it raises questions and it is concluded with analysis of result which will help to a proposal, which it will help to improve the teaching – learning of the English for hearing impaired children. Is qualitative because were mentioned the effects founded in the research regarding to the knowledge´s level of English Language. The raised information is analyzed and showed in a numerical and percentage way, therefore, it is quantitative and prospective because the research us done in a determined time from the established date. It is exploratory, descriptive, correlational and explicative because are detailed events of research, and diagnostic results were analyzed. It allowed to find one or some alternatives which help to qualify the teaching English in the school.

POPULATION AND SAMPLE

The universe of research is integrated by school managers such as a principal, a secretary and psychologist. Also, twenty five teachers, five hundred fifty one students and four hundred eight and five parents approximately. 30

The sample for this research is one teacher and five students of 8th grade "A" General Basic Education.

SAMPLE

SEGMENT	ABSOLUTE VALUE	PERCENTAGE
TEACHERS	1	16,67
STUDENTS	5	83,33
TOTALS	6	100

Source: Modesto Chavez F. School
Authors: Jacqueline López L. – Johnny Campoverde L.

OPERATIONALIZATION OF VARIABLES

CHART # 2

CONCEPTUAL VARIABLE	DIMENSIONS	INDICATORS
INDEPENDABLE VARIABLE COMMUNICATIVE STRATEGIES	-Oral Expression -Communicative strategies -Functions of the communicative strategies -Academic performances	-Types of Oral Expression -Types of communicative strategies -Techniques -Characteristics -Participation in the student process
DEPENDABLE VARIABLE ENGLISH LANGUAGE COMPETENCE IN DEAF STUDENTS	-Types of intelligences -Components of the understanding -The sign language	-Social reality - Participation in classes -Range of the cognitive abilities -Significant learning

Resouce: Modesto Chavez F. School
Authors: Jacqueline López L. - Johnny Campoverde L.

METHODS OF THE INVESTIGATION

Theoretical method is a systematic process to perform and reveal the essential relationships of the object in the research for solving a problem. The methods allow to move from empirical information to describe, explain, identify the causes and make hypothesis. Each method is comprised by procedures that permit its execution. There are two theoretical methods of the investigation: Basic and structured. Some methods are based on the use of through in office deduction, analysis and synthesis. Empirical methods, approach the knowledge of the object through its direct knowledge and use of the experience, observation and experimentation.

The theoretical methods are:

• Analysis – Synthesis

• Induction – Deduction

• Historical – Logical Analysis

 - Synthesis: It is applied to identify the problem, find a solution, define the conflict situation; precise reality, place and time, interpretation of the instruments of the investigation, terms in the theoretical framework including foundation and quotations, review study background or related topics for getting information and description of its structure and support the value of the research on justification. Induction

- Deduction: It is applied in the hypothesis formulated from reality and theory for the development of variables.

Historical - Logical: It is applied in the writing of history, changes and facts that occurred in school demonstrating the logical course of events of date. In addition, the logical structure model to describe the phases of the research project for manipulating its content. 32 Empirical research methods allow making a preliminary analysis of the information and verify and check the theoretical concepts.

There are several techniques that enable the collection of information. The empirical instruments are:

- Guide Observation

- Interview

- Survey

The guide observation is applied for looking at the facts as they occur within the classroom during the teaching – learning of the English Language in deaf students, the activities carried out by the teacher, change processes, evaluation, learning environment, group management and use teaching strategies.

The interview is directed to the teacher and used for getting current information about communicative strategies, barriers, techniques, resources and methodologies applied during the teaching – learning of English Language in students with special educational needs. Survey is directed to the students and used for knowing about the ways how they interact with their teacher and level of understanding of the English Language during the learning process.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

For this research, the observation method was appliedthrough a Directed Observation Guide to the teacher of the 8th grade "A". It is included an interview to the English teacher and survey to the students.

OBSERVATION

With this guide is observed a number of processes within the classroom before, during and after a teaching activity given by English teacher, in addition, the effect it had on students. It has marked each

item that was executed. 33 It has four sections from classroom organization to classroom management. This is described below:

DIRECT OBSERVATION GUIDE:

INTERVIEW TO THE TEACHER

SCHOOL NAME: _____

Teacher	Grade:
Subject:	Number of students:

Objective: Determine the communication features used for teaching –learning English to deaf students

CLASROOM ORGANIZATION

Classroom was clean, attractive, conductive to learning	
Materials and equipment were ready and operational	
Functional room arrangement	

INSTRUCTIONAL MANAGEMENT

Teacher demonstrated knowledge of content	
Teacher had up-to-date lesson plans and grade book	
State course of study, local curriculum guides, Standard Assessment Test Objectives, and individual student profiles were evident in lesson development	
Instructional time was used effectively	
Technology was used appropriately	
Appropriate instructional bulletin boards were displayed	
Current student work was displayed	
Assignments were posted	

INSTRUCTIONAL STRATEGIES

Daily objectives were clearly displayed	

Teacher provided appropriate reviews, warm-ups, introductions,demonstrations/illustrations/guided/independent practices,and closure	
Teacher actively involved students in the learning process	
Teacher used appropriate questioning techniques and multilevel questions to assess learning	
Teacher utilized appropriate assessment techniques	
Grouping strategies were used	
Appropriate use of manipulatives	

CLASSROOM MANAGEMENT

Rules, consequences, and rewards for student conduct had been established and were posted in the room	
Routines for classroom management were clear	
Teacher maintained good conduct	
Teacher called students by their names	
Teacher circulated among students in the room, monitoring and evaluating student performance	
Teacher actively engaged all students in the learning process; there were no students sleeping, eating, etc…	
Teacher communicated high expectations	

ANALYSIS AND INTERPRETATION OF OBSERVATION GUIDE

After direct observation guide was applied, the following results were obtained: Teacher begins the class in a good environment but he has not technological resources available neither functional room arrangement because it is small. During the management instructional, teacher is clear but he does not have a lesson plan with a curricular adaptation for deaf students even though the assignment or activities are displayed. Although teacher shows domain of the English Language, the class activity for awake the interest was not related to the topic presented; the objective was not elicited but rather explained by the teacher and deaf students were not integrated during the learning process. He usually calls to the students by their last name. Finally, despite of having a big class, teacher has an excellent classroom management and a teacher support who works with deaf students while English teacher taught others, she was using Spanish Sign Language to teach English even though she is not a professional in the field. Sometimes, interpreter took visual aids with titles to show deaf students the vocabulary worked by the English teacher. English teacher was supported by the interpreter during the teaching of English Language to deaf students.

INTERVIEW

This interview was aimed to the teacher. It contains some questions regarding teaching-learning process and needs within classroom.

INTERVIEW TO THE TEACHER
SCHOOL'S NAME: _____

TEACHER	SUBJECT

Objective: Examine the information given by the teacher interviewed regarding methodology, communication strategies and didactic materials used during the teaching – learning of the English Language to deaf students

Instructions for answering correctly: Select (X) the correct answer in the following questions:

1. - How often do you apply communicative strategies in the teaching of the English Language with deaf students?

Always ☒
Frequently ☒
Sometimes ☒
Never ☒

2. - How often do you find barriers into the teaching – learning of the English Language in deaf students?
Always ☒
Frequently ☒
Sometimes ☒

3. - How often do you use teaching – learning techniques of the English Language in deaf students?
Always ☒
Frequently ☒
37
Sometimes ☒
Never ☒
4. - How often do you use didactic material during the teaching of the English Language with deaf students?
Always ☒
Frequently ☒
Sometimes ☒
Never ☒
5. - How often do you apply alternative techniques to teach English Language to deaf students such as seeking contact with teachers who know more about it or give personal attention?
Always ☒
Frequently ☒
Sometimes ☒
Never ☒
6. - How often do you receive professional training to use new methodologies for the teaching – learning of the English Language in deaf students?
Always ☒
Frequently ☒
Sometimes ☒
Never ☒
7. - How often do you use American Sign Language for teaching of the English Language in deaf students?
Always ☒
Frequently ☒

Sometimes ☒
Never ☒
8. - How often do you overcome the difficulties of communication and understanding in the teaching – learning process of the English Language with deaf students?
Always ☒
Frequently ☒
Sometimes ☒
Never ☒
9. - How often do you use translations in Spanish both written and signs for the teaching of the English Language in deaf students?
Always ☒
Frequently ☒
Sometimes ☒
Never ☒

ANALYSIS AND INTERPRETATION OF INTERVIEW TO THE TEACHER

According to the interview applied, teacher never uses communicative strategies with deaf students so he always finds barriers to communicate with them. He never uses techniques during the teaching – learning process of the English Language but he sometimes applies alternative techniques.

Furthermore, he never uses didactic material in class with deaf students.39
He never receives professional training to use new methodologies for the teaching – learning of the English Language in deaf students neither he uses American Sign Language for teaching English to deaf students, so, he never overcomes the difficulties of communication and understanding in the teaching – learning process of the English Language. And finally, he always uses translations in Spanish to teach English Language. English teacher explained that the interpreter neither have received professional training regarding how to teach deaf students using American Sign Language or new methodologies but he considers the interpreter is who can overcome difficulties during

41

the teaching – learning or communication process and support the classes with deaf students.

Some of the activities that English teacher did not do or executed is due to the presence of an interpreter teacher. She always is communicating with deaf students. She uses techniques, knows their needs because she interacts with them. She translates English classes with Spanish Sign support.

SURVEY

This survey was made in Spanish and applied to the students for a better understanding of the questions and getting real results being the instructions and concise.

SURVEY TO THE STUDENTS

SCHOOL'S NAME: _____

NAME	SUBJECT
GRDE	

Aimed to: the students of the 8th "grade A"

Objective: Examine the influence of the communicative strategies in the understanding of the English Language competence in deaf students.

Instructions for answering correctly: Select (X) the correct answer in the following statements:

STATEMENTS

1. - Your teacher uses communicative strategies to improve interaction

Strongly disagree ☒

Disagree ☒

Neither agree or disagree ☒

Agree ☒

Strongly agree ☒

2. - Your teacher offers tips, techniques, and most appropriate communicative strategies that are motivating you

Strongly disagree ☒

Disagree ☒

Neither agree or disagree ☒

Agree ☒

Strongly agree ☒

3. - You solve problems or communication difficulties alone in the interactive process
Strongly disagree ☒
Disagree ☒
Neither agree or disagree ☒
Agree ☒
Strongly agree ☒
4. - You would like to make different activities for interacting in English with others
Strongly disagree ☒
Disagree ☒
Neither agree or disagree ☒
Agree ☒
Strongly agree ☒

5. - You have difficulties in the understanding English Language
Strongly disagree ☒
Disagree ☒
Neither agree or disagree ☒
Agree ☒
Strongly agree ☒

6. - Your teacher responds to your doubts when you do not understand something
Strongly disagree ☒
Disagree ☒
Neither agree or disagree ☒
Agree ☒
Strongly agree ☒

7. - You understand what the teacher says and teaches
Strongly disagree ☒
Disagree ☒
Neither agree or disagree ☒
Agree ☒
Strongly agree ☒

8. - Your teacher uses other means of support to be understood
Strongly disagree ⊠
Disagree ⊠
Neither agree or disagree ⊠
Agree ⊠
Strongly agree ⊠

9. - Your teacher uses American Sign Language to teach English
Strongly disagree ⊠
Disagree ⊠
Neither agree or disagree ⊠
Agree ⊠
Strongly agree ⊠

10. - You like the didactic materials used by your teacher during the class
Strongly disagree ⊠
Disagree ⊠
Neither agree or disagree ⊠
Agree ⊠
Strongly agree ⊠

ANALYSIS AND INTERPRETATION OF DATA

PRESENTATION OF RESULTS

After application of the survey to the students were obtained the following results:

ITEM N° 1 - Your teacher uses strategies to improve the communication		
CATEGORIES	**FREQUENCIES**	**PERCENTAGES**
Strongly disagree	3	60%
Disagree	2	40%
Neither Disagree nor Agree	0	0%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 40% students are strongly disagree and 60% that teacher uses strategies to improve the communication. The results of the survey applied show a low and deficient use of communicative strategies and interaction techniques by English teacher to involve deaf students during the learning process.

ITEM N° 2 - Your teacher offers tips, techniques and most appropriate communicative strategies that are motivating you		
CATEGORIES	FREQUENCIES	PERCENTAGES
Strongly disagree	0	0%
Disagree	4	80%
Neither Disagree nor Agree	1	20%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 80% students are disagree and 20% is neither agree nor disagree that teacher offers tips, techniques and most appropriate communicative strategies for motivating them. There is no motivation in deaf students because they do not have the opportunity to participate actively in the class activities with others and they do not understand what teacher or teachers say.

ITEM N° 3 - You solve problems or communication difficulties alone in the interactive process		
CATEGORIES	FREQUENCIES	PERCENTAGES
Strongly disagree	0	0%
Disagree	1	20%
Neither Disagree nor Agree	0	0%
Agree	0	0%

Strongly Agree	4	80%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr.
Modesto Chavez Franco

COMMENT: 80% students are strongly agree and 20% student is disagree for solving problems or   communication difficulties alone in the interactive process. They do not have   direct contact   with English teacher but rather with the interpreter who helps him to be understood in a certain way.

ITEM N° 4 - You would like to make different activities for interacting in English with other		
CATEGORIES	**FREQUENCIES**	**PERCENTAGES**
Strongly disagree	0	0%
Disagree	0	0%
Neither Disagree nor Agree	0	0%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	0	100%

Source: Students of Eighth grade "A" General Basic Education at Dr.
Modesto Chavez Franco

COMMENT: 100% students is strongly agree regarding they would like to make different activities or interacting in English with others, nevertheless, they are not integrated neither have the   opportunity to teach one another or receiving the support of the group into the socialization of the topics due to the limited communication with others.

ITEM N° 5 - You have difficulties to understand English Language		
CATEGORIES	**FREQUENCIES**	**PERCENTAGES**

Strongly disagree	0	0%
Disagree	0	0%
Neither Disagree nor Agree	1	20%
Agree	0	0%
Strongly Agree	4	80%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 80% students are strongly agree and 20% student is neither agree nor disagree regarding they have difficulties to understanding English Language. Verbal and non-verbal communication are not considered at all during the teaching – learning process by the English teacher.

ITEM N° 6 - Your teacher responds to your doubts when you do not understand something		
CATEGORIES	FREQUENCIES	PERCENTAGES
Strongly disagree	5	100%
Disagree	0	0%
Neither Disagree nor Agree	0	0%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 100% students are strongly disagree that teacher responds to their doubts when they do not understand something. They became a separated group within the classroom so they prefer solve their doubts by themselves or with the interpreter.

ITEM N° 7 - You understand what the teacher says and teaches		
CATEGORIES	FREQUENCIES	PERCENTAGES

Strongly disagree	5	100%
Disagree	0	0%
Neither Disagree nor Agree	0	0%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	0	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 100% students   are strongly   disagree regarding they understand what the teacher says and   teaches. There is no a good interaction or communication between them. English teacher does not knows Sign Language.

ITEM N° 8 - Your teacher uses other means of support to be understood-		
CATEGORIES	**FREQUENCIES**	**PERCENTAGES**
Strongly disagree	0	0%
Disagree	0	0%
Neither Disagree nor Agree	0	0%
Agree	0	0%
Strongly Agree	5	100%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 100% students are   strongly agree that teacher uses other means of support   to be   understood.   Effectively, interpreter is a communication bridge between English teacher and deaf students using signs, gestures and movements

ITEM N° 9 - Your teacher uses American Sign Language to teach English		
CATEGORIES	**FREQUENCIES**	**PERCENTAGES**
Strongly disagree	5	100%
Disagree	0	0%

Neither Disagree nor Agree	0	0%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco
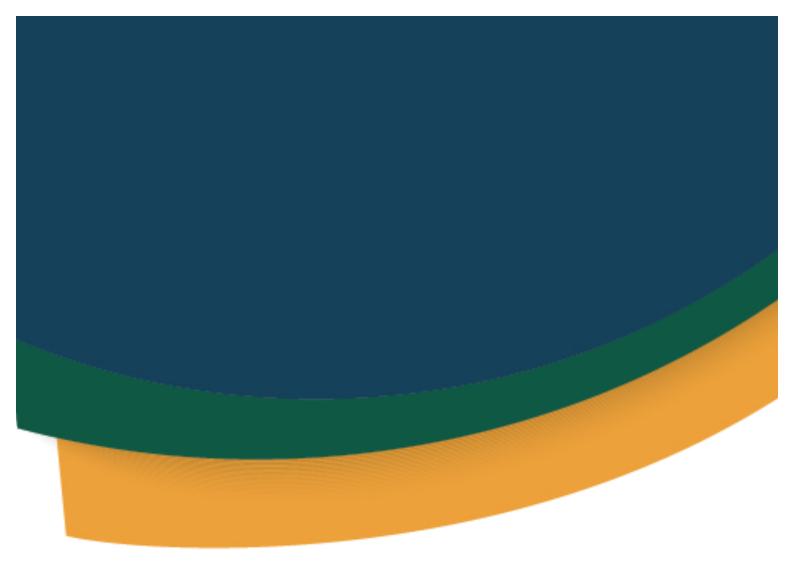
COMMENT: 100% students   are strongly   disagree that teacher uses American Sign Language to teach English. English teacher does not know and use Sign Language.

ITEM N° 10 - You like the didactic materials used by your teacher during the class.		
CATEGORIES	**FREQUENCIES**	**PERCENTAGES**
Strongly disagree	4	8%
Disagree	0	0%
Neither Disagree nor Agree	1	20%
Agree	0	0%
Strongly Agree	0	0%
TOTAL	5	100%

Source: Students of Eighth grade "A" General Basic Education at Dr. Modesto Chavez Franco

COMMENT: 80% students are strongly disagree and 20% is neither agree nor disagree regarding   they like   the didactic   materials used by their teacher during the class.   English   teacher provides the   materials or interpreter uses real objects to teach students with deafness because not exist a specific book activity for them.   Both rarely use technology with a subtitled video project.

CONCLUSIONS

1. The interpreter uses her limited knowledge of the English Language and translates every word for teaching deaf students. She helps English teacher during the class because he does not know Sign Language.

2. English teacher does not receive educational training that enable him to manage and apply strategies, techniques and methodologies to teach deaf students; neither, makes curricular adaptations. He is supported by interpreter who receives refresher training about Spanish Sign Language.

3. English teacher does not uses visual aids or subtitled videos, however, he knows it is not enough. He considers the didactic guide based on American Sign Language as an excellent tool to introduce deaf students in a new world and culture.

4. Although the interpreter makes an effort to teach deaf students it is difficult because she cannot translate word by word. On the other hand, English teacher needs support because the communication and interaction with deaf students in class is limited.
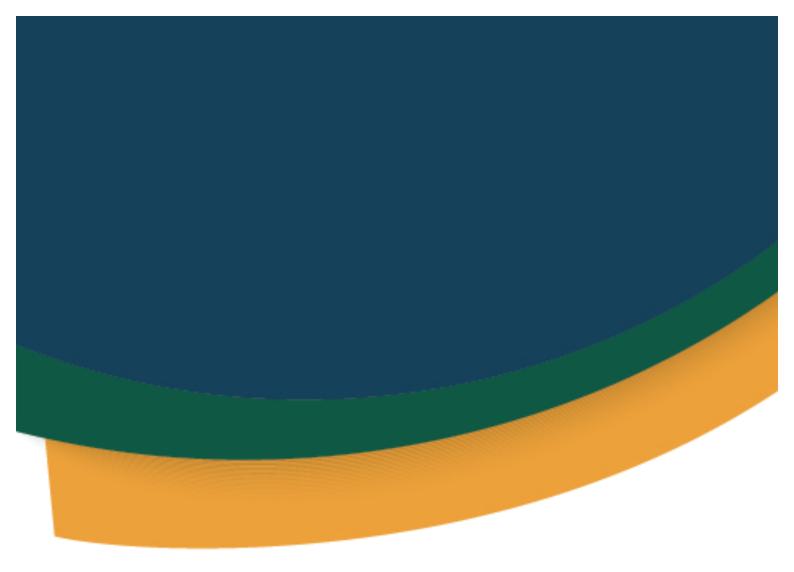
RECOMMENDATIONS

1. The english teacher should be aware of the variety of students who are in the classroom because he does not work with two separated groups. He must learn ASL and involve them.

2. English teacher should receive pedagogical training that allow him to manage strategies and methodologies without forgetting the importance to develop and have in each class a lesson plan with a curricular adaptation where it is established skill performance criteria

that deaf students will achieve. The main idea is the integration of deaf students during the learning – teaching process and their individual needs.

3. While English teacher is trained and learn about ASL, the didactic materials available can be used during the classroom activities. In general, those activities are practical and will allow deaf students to gain the interaction and increase the understanding of English Language.

4. English teacher must overcome the difficulties in the communication and interaction with deaf students and reach an agreement when he is receiving support of the interpreter to avoid translations and teach the language in context.

REFERENCES

Adell Marc., (2002), Quote about Academic Performance

Armstrong Thomas, (2009), The Multiples Intelligences in the Classroom

Briones, (1996), Academic Performance, p. 45

Bruner Jerome, (1957), Beyond the Information Given, p. 218

Constitución de la República del Ecuador, (2008), Registro Oficial No.449, pág. 27, articulo 11, literal 2

Constitución de la República del Ecuador, (2008), Registro Oficial No.449, págs. 32 y 33, artículo 27

Corder P.S., (1981), Teaching and Learning Communication Strategies, p. 56

https://www.startasl.com/printable-sign-language-alphabet_html

http://www.babysignlanguage.com/chart/

Gardner Howard, (1994), Multiple Intelligences prologue classroom Armstrong

Gardner Howard, (2015), Frames of Mind, The Theory of Multiple Intelligences, p. 88

Jakobson & Hymes, (1960), The Functions of Language

Kant Immanuel, (1757), p. 45

Kant Immanuel, (1787), Critique of Pure Reason, p. 66

Ley Orgánica de Discapacidades, (2012), Derecho a la Educación, Oficio No.CEOPD-313-12, pág. 10, articulo 27

Ley Orgánica de Discapacidades, (2012), Registro Oficial, pág. 7, artículo 3, literal 5

Ley Orgánica de Educación Intercultural, (2013), Acuerdo 0295-13, pág. 167

Maleki Ataollah, (2010), Techniques to teach Communicative Strategies, p. 594

Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación, (Primera Edición, Junio 2002), Plurilinguismo, pág. 4

Mayer Richard, (2002), Psychology of the Education: The Teaching in the Knowledge Areas, p. 69

Nani, Tiono and Sylvia, (2004), The Types of Communication Strategies used by Speaking Class Students wth different Communication Apprehension Levels in English

Serón A.G., (2010), Teaching and Society: The Sociological Knowledge of the Education, p. 16