

INCLUSIVE STRATEGIES FOR TEACHING ENGLISH TO LEARNERS WITH HEARING IMPAIRMENTS: A MULTIMODAL APPROACH

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Annotation. This thesis examines multimodal strategies for teaching English to learners with hearing impairments within special pedagogy. It focuses on visual and written support, structured interaction and formative assessment as tools for increasing access to linguistic input and communicative participation.

Аннотация. В тезисах рассматриваются мультимодальные стратегии обучения английскому языку учащихся с нарушениями слуха в рамках специальной педагогики. Анализируется визуальная и письменная опора, структурированное взаимодействие и формативное оценивание.

Annotatsiya. Ushbu tezis maxsus pedagogika doirasida eshitishida nuqsoni bo'lgan o'quvchilarga ingliz tilini o'rgatishda multimodal strategiyalarni tahlil qiladi. Vizual va yozma tayanch hamda tizimli interaksiya orqali til materialining qulayligini oshirish masalasi yoritiladi.

Keywords: special pedagogy, hearing impairment, English teaching, inclusive education, multimodal learning, visual scaffolding.

Ключевые слова: специальная педагогика, нарушения слуха, преподавание английского языка, инклюзивное образование, мультимодальное обучение, визуальная поддержка.

Kalit so'zlar: maxsus pedagogika, eshitish qobiliyatining buzilishi, ingliz tilini o'qitish, inklyuziv ta'lim, multimodal ta'lim, vizual tayanch.

Introduction. Inclusive foreign-language education requires an accessible instructional environment. For learners with hearing impairments, oral explanation and listening-based activities may not provide sufficient access to language. The methodological task is therefore to preserve meaningful English content while changing the ways in which information is presented and practised. The conference information letter includes modern foreign-language teaching and linguodidactics among its directions and requires a completed scientific argument

with practical recommendations. Its formatting rules specify A4, 2 cm margins, Times New Roman 14 pt, 1.5 spacing, trilingual annotations and 4–8 keywords.

The topic corresponds to 13.00.03 – Special Pedagogy. Official OAK materials demonstrate that foreign-language teaching to learners with sensory impairments is researched within this specialty, including a PhD study on effective English-teaching technologies for primary-school learners with visual impairments.

Materials and methods. The model is based on multimodality, visual scaffolding, structured interaction and formative assessment. New vocabulary and grammar are introduced through pictures, written models and short contexts; learners then complete matching, gap-filling and sentence-building tasks before pair communication. Assessment identifies elements requiring additional support.

For example, “There is/There are” can be taught through a visual room scene. Learners identify objects, read “There is a table” and “There are two chairs”, and then describe another picture. WH-questions follow the same sequence: “Who is he?”, “Where does she live?” and “What does he do?” are first modelled in writing and then used in pair work. Captioned and visually clear digital tasks provide additional input without making auditory perception the only route to comprehension.

Results and discussion. Multimodal presentation increases access to meaning because a new word can be represented by an image, written form and contextualized sentence. Visual scaffolding also supports production: “Where does your ___ live?” gives learners a stable grammatical pattern while allowing vocabulary to change. Structured pair work increases participation because learners know what to ask and how to respond.

Accessibility should not mean excessive simplification. Learners with hearing impairments can work with appropriately challenging English when content is supported by clear written models, visual context and repeated practice. Formative assessment can monitor vocabulary recognition, sentence accuracy, WH-question skills and participation. A simple scale may be used: 0 – cannot perform; 1 – substantial support; 2 – limited support; 3 – independent performance.

The approach also develops autonomy. Once learners master a routine such as look–identify–read–answer–ask, they can transfer it to new topics. Family vocabulary, for example, can progress from “This is my mother” to “Who is she?”, “Where does she live?” and “What does she do?” Thus, vocabulary becomes a basis for functional communication.

Pedagogical conditions for effective multimodal English teaching. The effectiveness of a multimodal approach depends not only on the number of visual materials used, but also on the way these materials are integrated into the lesson. For learners with hearing impairments, visual support should have a clear pedagogical function. A picture, diagram, written instruction or caption should help the learner identify meaning, understand a linguistic relationship or complete a communicative task. Excessive or decorative visual information may distract attention; therefore, materials should be selected according to the learning objective and presented in a predictable sequence.

One important condition is the consistency of classroom routines. Learners benefit when similar visual and written procedures are repeated across lessons. For example, a teacher may establish a routine of “Look – Read – Identify – Answer – Ask”. During a vocabulary lesson, learners first look at an image, read the target word, identify the object, answer a question and then ask a peer a related question. Once this sequence becomes familiar, less attention is required for understanding the procedure itself and more attention can be directed toward English.

A second condition is the careful relationship between vocabulary and grammar. Vocabulary should not be presented as an isolated list. A new word becomes more communicatively useful when it is immediately placed in a simple structure. For instance, after introducing family vocabulary, the teacher can move from “mother”, “father”, “brother” and “sister” to “This is my mother”, “Who is she?”, “Where does she live?” and “What does she do?”. This progression links lexical recognition with sentence production and question formation.

A third condition concerns the organization of pair and group interaction. Open-ended speaking tasks may be difficult when learners have limited linguistic resources or are unsure about how to begin an exchange. Structured frames therefore provide an intermediate stage between controlled practice and free communication. Examples include “Do you have ...?”, “What are you wearing?”, “Where does ... live?” and “I like ... because ...”. The teacher can initially provide the complete model and gradually remove parts of it as learners become more independent.

A practical multimodal model for English lessons. The proposed model can be organized as a sequence of five pedagogical stages. Stage 1 is visual activation. The teacher presents a picture, object, diagram or short caption that establishes the topic. Stage 2 is accessible input. Target vocabulary and grammatical structures are presented in written form together with visual

examples. Stage 3 is guided practice. Learners complete matching, classification, gap-filling and sentence-building tasks. Stage 4 is structured communication. Learners use question-and-answer frames in pairs or small groups. Stage 5 is independent production and formative assessment, in which learners describe, retell or answer questions with progressively less support.

This model can be adapted to different levels of English proficiency. At beginner level, the teacher can use short sentences such as “This is a book” and “There are two books”. At A2 level, learners can combine vocabulary with reasons and personal information: “I like my sneakers because they are comfortable” or “I am wearing a jacket because it is cold”. At higher levels, the same visual support can be used as a starting point for explanation, comparison and discussion. Thus, multimodality is not restricted to elementary language teaching.

Reading activities can also be redesigned according to the model. Instead of giving a long text without support, the teacher can first introduce key words with images, then provide the text with clear paragraphing, followed by True/False questions, matching, gap-filling and WH-questions. The final stage may require learners to retell the text using a small set of keywords. Such sequencing creates a bridge between comprehension and production and makes the reading lesson communicatively meaningful.

Speaking tasks can follow the same progression. First, learners repeat a written model; second, they substitute one vocabulary item; third, they answer a question independently; and fourth, they initiate a question themselves. For example, a lesson on clothes can move from “I am wearing a T-shirt” to “What are you wearing?”, “Do you have a cap?” and “Why do you like your jacket?”. The final task can ask learners to describe their own clothes or a picture of another person.

Conclusion and practical recommendations. Teaching English to learners with hearing impairments within 13.00.03 should prioritize accessible input and active communication. Teachers are recommended to: (1) present new language through at least two complementary modes; (2) use written models before open speaking; (3) provide stable WH-question frames; (4) introduce vocabulary through pictures and real-life contexts; (5) use clear captioned digital materials; (6) assess accuracy and participation; and (7) gradually remove scaffolds. These measures provide a practical basis for further experimental research.

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