



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

TEMA

***“THE USE SENSORY PROMPTS TO IMPROVE DESCRIPTIVE
WRITING SKILLS FOR STUDENTS WITH INTELLECTUAL
DISABILITY GRADE 1 IN 9TH COURSE”***

ESTADO DEL ARTE

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

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EXTRANJEROS**

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Aprobación del Tutor

En mi calidad de Tutor **del Informe de Investigación,**” THE USE OF SENSORY PROMPTS TO IMPROVE DESCRIPTIVE WRITING SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITY GRADE 1 IN 9TH COURSE”, elaborado por la maestrante ROSA BEATRIZ TENESACA BARZALLO, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SEGUNDA COHORTE**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

Atentamente,

Msc. Evelyn Almeida PhD.

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DECLARO QUE:

El trabajo de Estudio del Arte: "THE USE OF SENSORY PROMPTS TO IMPROVE DESCRIPTIVE WRITING SKILLS FOR STUDENTS WITH INTELLECTUAL DISABILITY GRADE 1 IN 9TH COURSE", **previa a la obtención del Grado Académico de MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS COHORTE II**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría

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DEDICATION

This work is dedicated to my beloved kids: Martín, Jorge Luis, Christian, my husband Iván, my mother Rosa, and my father Luis (+), I will always love you, dear father, my brothers Gustavo and Pedro, my sisters-in-law, and my nieces, who have supported me with love and patience during this time.

To my little pet, Pepita, who was next to me at night at the time I was doing my activities. Blessings to all of you.

Beatriz.

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Glossary

Challenges: the situation of being faced with something that needs great mental or physical effort to be done successfully and therefore tests a person's ability.

Intellectual Disability: a term used when a person has certain boundaries in cognitive function and skills, including conceptual, social, and practical skills.

RAFT: acronym R- role of writer, An audience for the writer, Format of writing, T- topic of the writing.

Sensory prompts: details that use the five senses, such as sight, hearing, touch, smell, and taste, that are used to write a vivid piece of writing to evoke a mental image or sensation for the reader.

Word wall: It is a group of words that are exhibited in clear letters on a wall, bulletin board, or other type of surface in a classroom. It is a useful tool for students to help during the writing process.



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COURSE”***

Autor: Rosa Beatriz Tenesaca Barzallo **Tutor:** MSc. Evelyn Almeida, Ph.D

Resumen

Las ayudas sensoriales son palabras descriptivas que se utilizan para generar una imagen mental o una sensación en el lector que se involucra con el texto y mejora su comprensión. Es importante indicar que no existen investigaciones específicas sobre el tema mencionado relacionadas con la mejora de las habilidades de escritura descriptiva, especialmente acerca de los estudiantes con necesidades educativas especiales. Sin embargo, se incluyen bases de datos académicas y documentos del Ministerio de Educación sobre los derechos de estos alumnos y su inclusión en el sistema educativo. También menciona los desafíos que enfrentan los estudiantes con discapacidad intelectual en la expresión escrita y la importancia de la instrucción directa y estratégica para practicar el proceso de escritura. Menciona diferentes estrategias para ayudar a los estudiantes a escribir descripciones cortas utilizando plantillas que se utilizan para practicar el proceso de escritura. Este enfoque es flexible y busca diferentes formas de motivar a los alumnos.

Palabras Clave: *ayudas sensoriales, escritura descriptiva, discapacidad intelectual.*



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
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THEME

***“THE USE OF SENSORY PROMPTS TO IMPROVE DESCRIPTIVE WRITING
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Author: Rosa Beatriz Tenesaca Barzallo **Tutor:** MSc. Evelyn Almeida. PhD.

Abstract

Sensory prompts or sensory details are descriptive words used to elicit a mental image or sensation in the readers who engage with the text and improve their comprehension.

It is relevant to mention that there is no specific research about this topic related to improving descriptive writing skills for students with special needs. However, it includes academic databases and documents from the Ministry of Education about those students' rights and their inclusion in the educative system. Also, it mentions the challenges faced by students with intellectual disabilities in written expression and the importance of direct and strategic instruction to practice the writing process. It mentions different strategies to help students write short descriptions using templates that are used to practice the writing process. This approach is flexible and looks for different ways to motivate the students.

Keywords: *sensory prompts, descriptive writing, intellectual disability*

INTRODUCTION

Massi (2001) refers to writing skills as “an interactive process by nature since it evolves out of the symbolic interplay between writer, text, and reader” (p.24). Penny Ur (2012) indicates the purpose of writing is the expression of ideas, where the ability to convey a message to the reader takes precedence over other aspects of writing. The Curriculum of English of the Ministry of Education (2016) mentions that writing skills is treated as a social practice in the EFL curriculum because it always has a context, a purpose, and an audience. In this review of the sensory prompts, the disability is identified with level 1 and some researchers suggest the use of sensory details helps them to have a better performance when they write because they refer to what they see, smell, touch, and feel.

Acedo (2020) states teachers have to provide students a guide on how to write easy writings like rules, reliability, relevance, organization of thoughts, clarity of work, and not least, the use of vocabulary, which provides more colorfulness to their writings. Also, the Constitution of Ecuador (2008) refers the concept of disability in the educational field. This analysis refers to the regulations of the Ministry of Education (2013) that promote the rights of students with special needs. Furthermore, the concept of ID is mentioned by Purugganan (2018) says that Intellectual disability (ID) is a neurodevelopmental disorder that is categorized by deficits in both intellectual functioning and adaptive functioning.

This study is focused on how the sensory prompts help students with disabilities to write short texts using their senses and the use of effective and simple techniques or strategies to guide them.

Main Question

How can sensory prompts improve the descriptive writing skills of ninth-grade students with intellectual disabilities in grade 1 in 9th course EGB?

General Objective

Identify the sensory prompts for enhancing EFL descriptive writing with ninth-grade students of EGB with intellectual disabilities. grade 1.

Specific Objectives:

1. To explore the educational policies to meet the requirements for students with moderate intellectual disabilities.
2. To examine the most suitable sensory prompts for enhancing EFL students' descriptive writing with moderate intellectual disabilities.
3. To explain the EFL teachers' challenges to make adequate curricular adaptations for descriptive writing among ninth-grade students with moderate intellectual disabilities.

RESEARCH QUESTIONS

1. What are the educational policies to meet the requirements for students with moderate intellectual disabilities?
2. What are the most suitable sensory prompts for enhancing descriptive writing among ninth-grade students with moderate intellectual disabilities?
3. What are EFL teachers' challenges to making adequate curricular adaptations for descriptive writing among ninth-grade students with moderate intellectual disabilities?

METHODOLOGY

The research methodology is descriptive since it focuses on using not only sensory details but also some relevant strategies to improve descriptive writing. In the argumentative part, researchers mention that the use of those strategies had a positive result in enhancing descriptive writing skills. Also, documentary because there is a lot of academic information about strategies to improve descriptive writing using charts, word walls, pair or group activities, and RAFT strategy.

BACKGROUND

It is necessary to consider children, teenagers, and adults with special needs to discuss disabilities in the educative field. Those disabilities are classified as Sensorial, Mental, Physical Motor, Autistic Spectrum Disorder, Asperger's Syndrome, and Down Syndrome. This work is related to Moderate Intellectual Disability, but first, there is a brief definition. Intellectual disability refers to people who present "significant limitations both in intellectual functioning and in adaptive behavior, social and practical skills. This disability originates before the age of eighteen" (Vice-president of the Republic of Ecuador and the Ministry of Education 2010, p.60) Also, Ministerio de Salud del Ecuador gives another definition referred to a moderate disability is a difficulty in performing some activities of daily living but is independent in self-care activities.

The teacher's preparation, the use of technology, and the development of collaborative work in class are essential because students with special needs are shy and sometimes and not to be included in group work. Regulations and laws are the basis to let teachers help, plan, and adapt activities for working with these students and include them in the teaching-learning process normally.

Regulations and laws allow teachers to support and adapt activities for these students, ensuring their inclusion in the teaching-learning process.

Theoretical Framework

Zone of Proximal Development Theory

According to Vygotsky (1978), the approach involves the segmentation of activities into smaller tasks, followed by a gradual progression towards more challenging ones. This method, sometimes referred to as key learning, enables students to grow by applying their existing knowledge to overcome unique problems thus students with special needs can use sensory details to add to their writings, short descriptions, and paragraphs.

Multiple Intelligences:

Gardner (1983) claims that humans have different independent ways of processing data. The eight types of intelligence described by Gardner include: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. He has also emphasized the need to reform how educational curriculums are created to help students focus on their true capabilities rather than going through a curriculum. This approach focuses on the students' skills and capabilities to develop their activities in the educational field and teachers can use diverse activities to enhance descriptivewriting using sensory details according to the types of intelligences.

LITERATURE REVIEW

1. Educative policies to meet the requirements for students with intellectual disabilities in grade 1.

Referring to students with special needs, there are two relevant articles of Ley Orgánica de Discapacidades (2012), articles 27 and 28 both express that the government has the responsibility to guarantee that individuals with disabilities have equal opportunities to access, participate in, and complete their education within the Basic and Higher National Education System. On the other hand, the Constitution of Ecuador (2008) in the 6th section, article 47 refers to students with special needs to develop their potential and skills to be included in the regular educational system with specialized education adapting the curriculum to their needs. Also, New Regulations of LOEI (2023) article 159 mentions specific educational needs associated with disability such as physical disability, intellectual disability, psychosocial disability, sensory disability, multistability, and deaf-blindness. Therefore, it must be considered that the mentioned articles protect and support students with special needs to achieve their objectives.

Furthermore, the teacher's preparation, the use of technology, and the development of collaborative work in class should be the most important features to include those students in the normal educative system. It should be mentioned the report of UNICEF (2021) indicates there are almost 19,1 million children with disabilities in Latin America and the Caribbean, while worldwide there are practically 240 million. Children with disabilities are at a disadvantage compared to children without disabilities. In Ecuador, they are protected by government regulations and all institutions have to comply with them to avoid inconveniences. In Latin America and the Caribbean children with disabilities are protected by their own governments to value their rights.

1.1. Features of students with moderate intellectual disabilities.

First of all, Ley Orgánica de Discapacidades (2012), exposes the term disabled person refers to an individual who has a disability or condition that results in a temporary reduction or suppression of their physical, sensory, or intellectual capability. It means the presence of absences, anomalies, losses, or difficulties in perceiving, moving, hearing, communicating, or integrating with daily activities. Purugganan (2018) points out that “Intellectual disability (ID) is a neurodevelopmental disorder that is characterized by deficits in both intellectual functioning and adaptive functioning, whose onset is in the developmental period.” (p.1). Boat and T. Wu (2015) published a study in which they described most individuals with ID are categorized as having moderate intellectual disabilities. Individuals with mild ID are delayed in all cognitive, social, and daily living development aspects. Individuals can acquire practical life skills, allowing them to function normally with minimal assistance. Individuals with moderate ID can care for themselves, travel to familiar locations in their community, and acquire fundamental safety and health skills. Their self-care needs moderate assistance. Overall, these characteristics of people with disabling conditions indicate they need the priority attention of the government as well as the support in a social, familiar, and educative environment to be included in the activities carried out every day. It is important, that the rest of the people respect their condition and value their effort.

2. Sensory prompts for enhancing EFL students’ descriptive writing with moderate intellectual disabilities

Sensory prompts are visual, auditive, tactile, and olfactory aids that help to develop descriptive writings. Marpaun and Hambandima (2019) indicate that the implementation of sensory details encouraged students to engage with their five senses to identify and explain specific traits or characteristics of the chosen objects or beings. Therefore, Sensory prompts are helpful instruments to be used in developing and enhancing descriptive writing.

2.1. Pair and Group Work Activities.

Pair and group work are included in the Cooperative Learning strategy that develops activities in small groups or in pairs focused on achieving a common objective. Otienoh (2015) mentions that the implementation of group and pair work to enhance teaching and learning improves the opportunities for learners to interact and incorporates cooperative learning to reach optimal results in the classroom. Sevy-Biloon (2018) has indicated that when a person uses a language in an authentic setting, skills such as speaking, reading, writing, and listening are naturally integrated to achieve communicative competence. Strategies like pair and group work activities, and sensory prompts help get essential important results in developing writing skills. Sensory prompts like pictures, videos, or even physical objects are helpful tools to help these students improve their descriptive writing skills, which motivate and engage the senses and help students visualize and describe their surroundings. As well as, Veramutu and Md Shah, (2020) claim collaborative strategies to improve writing skills are effective because in their study students' attitudes were positive and they were able to improve their skills. In addition, Escudero and Rivera (2023) affirm that cooperative learning activities have been identified as a viable alternative technique for expanding descriptive writing skills, with potential applicability across diverse educational contexts. Therefore, as the authors mention cooperative learning promotes group cohesion to reach common goals in the process of learning a language.

2.2. WORD WALL STRATEGY.

A word wall helps students keep track of new or significant vocabulary by displaying these words in a shared classroom space. According to, Jackson (2018) Word walls provide a

visual representation of the vocabulary covered in class. Although teachers have been frequently encouraged to post word walls in their classrooms, few resources exist to assist them. This article outlines steps science instructors can take to transform traditional word walls into interactive teaching aids. In addition, it describes a vocabulary review instrument that can assist instructors in selecting vocabulary for the word walls. Kish (2018) mentions in her study that the use of different kinds of word walls had a good impact on developing and enhancing descriptive writing because they work as visual aids to the students when they are practicing writing skills. Cunningham (2000), cited by Sartika (2017), has stated that it is not enough to have a Word Wall (WW) but also it is required to do the word wall in the classroom. Professors cannot just place words on bulletin boards but practice word walls which is indispensable to increase vocabulary and use it in descriptive writings. Making a Word Wall implies developing words available by placing them in a visible location for students. Adding words creates a word wall progressively; Cunningham (2000) proposes the addition of five words per week. Practicing word walls means students have time to practice and complete assignments.

2.3. RAFT STRATEGY

RAFT Strategy (Role, Audience, Format, Topic) is a writing procedure created by Santa (1988) to support the students in the writing process using the key elements to identify important ideas to write about the topic. According to, Samosa et al. (2021) instructing grammatical writing for students at elementary levels is hard until they obtain writing competence because they don't have enough resources to read and obtain information but with the application of this strategy, there is a writing skill. In addition, Rahmasari and Rifa'I (2022) express that their study about the use of the RAFT strategy had a great impact on students' capacity to create descriptive texts because the use of descriptive language has a social purpose to relate to someone or something's characteristics. Equally, Paucar and Troya

(2023) explain that the RAFT strategy helps to improve descriptive writing effectively because it has a guide to follow to write descriptive texts. The RAFT strategy is a writing technique that stands for Role, Audience, Format, and Topic. It is a way to help students understand their role as a writer, choose the audience for their writing, use a certain writing format, and determine what kind of topic they will use for the writing. By using this strategy, students have the opportunity to explore and use various formats for their writing exercises. Additionally, students will be able to generate and organize their ideas before they start to write.

3. EFL Teachers' challenges in making adequate curricular adaptations.

Concerning curricular adaptations, the Ministry of Education in Ecuador in the Guía de Trabajo adaptaciones Curriculares para la Educación Especial e Inclusiva (2013) indicates that to support each student's SEN (Special Educational Needs), curriculum elements such as objectives, skills, methodology, resources, activities, task completion time, assessment, and access conditions are modified. The teacher is primarily responsible for implementing curriculum adaptations with the support of the Student Counseling Department, area directors, and educative authorities. Curriculum adaptations are based on principles such as adaptability, context, realenvironment, cooperative teaching, and parental participation. Pedagogical strategies include by encouraging student accomplishments, providing clear instructions, and adjusting the curriculum to meet special educational needs. Tamayo and Cajas (2020) identified in their research that students lack the motivation to write in English, the students feel forced to write in English, and a few students who are willing to do so are afraid of committing mistakes in their writing. Also, Pak, et al. (2020) indicate that a set of perceptions and implications for educational leaders approaching curriculum implementation in both technical and adaptive ways is a substantial change to arrange with educational standards and include diverse student needs.

Allam and Martin (2021) indicate teachers who work in special needs education (SPED) classes lack training and strategies for teaching children with disabilities. The classrooms lack a budget, curriculum guide, instructional materials, and facilities. The placement of learners with special needs in inclusive classrooms is insufficient, and stakeholders' support is minimal. Moreover, Orosz, A., Monzón, M., and Velasco, P. (2021) mention that English teachers in Ecuadorian public schools recognize the significance of English and make substantial efforts to keep up with the professional demands associated with teaching English as a Foreign Language. To conclude, teachers face diverse challenges in the process of teaching students with special needs, which means that the government and institutions should train them not only with techniques and strategies to apply in classrooms to include students in diverse activities but also how to deal with the student's behavior, humor, and their parents' demands.

CONCLUSIONS

This study highlights the importance of sensory prompts in enhancing descriptive writing abilities for students with intellectual disabilities. Writing is a complex process that involves the writer, text, and reader, with the primary objective of effectively communicating messages. Sensory prompts, such as sight, smell, touch, and feeling, can help students overcome cognitive barriers and enhance their written narratives. Educators play a crucial role in facilitating effective learning, and the inclusion of disability in Ecuador's educational scenery emphasizes the importance of fostering an inclusive learning environment. This study stands out the potential of sensory prompts as a transformative tool in education, empowering students and promoting meaningful communication. Besides, it is valuable to use sensory details because students develop their skills when they see images, hear sounds, touch, and feel sensations. Teachers should provide them with enough quantity of vocabulary teach grammar rules and give them models to follow to write better descriptions and paragraphs.

Finally, there are not enough studies about teaching English about students with special educational needs and strategies to improve descriptive writing using sensory aids, it would be necessary to research more about the topic for the benefit of students and the community in general.

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ANEXOS

Anexo 1. Certificado de Antiplagio

En mi calidad de Tutor **del Informe de Investigación**, “**The Use of Sensory Prompts to Enhance Descriptive Writing Skills for Students with Intellectual Disability Grade 1, in 9th Grade**”, elaborado por la maestrante Lcda, Rosa Beatriz Tenesaca Barzallo, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **Pedagogía de los Idiomas Nacionales y Extranjeros**, me permito declarar que una vez analizado anti-plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 8 % de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente,

MSc. Evelyn Almeida, Ph.D.
C.I.: 1714076427
DOCENTE TUTOR

Anexo 2. Resultado de *Compilatio*



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