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FACULTY OF EDUCATION SCIENCES AND LANGUAGES
CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES



“STRATEGIES TO DEVELOP ENGLISH WRITING SKILLS TO A1
HEARING-IMPAIRED STUDENTS GRADE OF PENÍNSULA DE
SANTA ELENA HIGH SCHOOL, LA LIBERTAD – PROVINCE OF
SANTA ELENA, SCHOOL YEAR 2021 – 2022”

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: JENNIFER ELIZABETH BOHORQUEZ FRANCO

ADVISOR: ING. XAVIER ALMEIDA BRIONES MSc.

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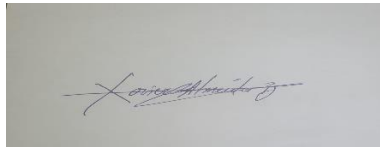
2021 – 2022

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In my role as Adviser of the research paper entitled “STRATEGIES TO DEVELOP ENGLISH WRITING SKILLS TO A1 HEARING-IMPAIRED STUDENTS GRADE OF PENÍNSULA DE SANTA ELENA HIGH SCHOOL, LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021–2022” prepared by JENNIFER ELIZABETH BOHORQUEZ FRANCO undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

A rectangular box containing a handwritten signature in cursive script, which appears to read "Xavier Almeida Briones".

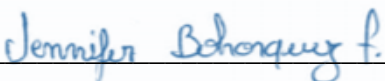
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STATEMENT OF AUTHORSHIP

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Jennifer Elizabeth Bohorquez Franco

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DEDICATION

I wish to dedicate this present project to my mom, and my siblings who always trusted and supported me throughout my university career. Thanks for their unconditional love and support I have accomplished a lot.

With love,

Jennifer

ACKNOWLEDGEMENT

First, thanks God for allowing me to reach this goal.

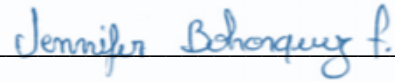
Thanks to my advisor, MSc. Xavier Almeida, who support, guide, and advise me during this process.

And thanks to Universidad Estatal Península de Santa Elena for having its doors open during my educational formation.

Jennifer

DECLARATION

THE CONTENT OF THE FOLLOWING RESEARCH WORK IS MY RESPONSIBILITY,
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ABSTRACT

The present project is an investigation which has as purpose to demonstrate the importance and usefulness of visual scaffolding as strategy for teaching English to hearing-impaired students. This is a way to promote the active participation of students within the learning process of English language. Moreover, this project contributes to the integral academic development of students with hearing impairment in order to develop their writing skills. The descriptive quantitative method allowed to establish the necessary theory to develop the investigation for the benefit of 19 students with hearing problems from Península de Santa Elena high school with the purpose of reaching an A1 English level through a methodological guideline based on visual scaffolding strategy.

Key words: inclusive education, strategy, writing skills, hearing impairment.

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INTRODUCTION

The process of learning English language has become one of the most important subjects developed by the Ministry of Education (MINEDUC) in order to enhance the skills of students. Moreover, inclusive education is a fundamental part of educational field since it seeks to provide people with disabilities educational opportunities that allow them to develop different types of skills that contribute to society. It has allowed people with disabilities to access public education by developing their cognitive skills in a classroom without restriction. The classroom, content, and all the educational environment are redesigned in order to facilitate the students' learning process.

Therefore, students with hearing impairment can attend to a classroom in order to learn a new language through teaching strategies that facilitate their learning process, such as the visual scaffolding strategy.

This research project is comprised of four chapters detailed as follows:

Chapter I: This chapter establishes the statement of the problem which consists of the different barriers that students with hearing impairment must face within their learning process, and as a result, the development of their English writing skills does not occur satisfactorily. In addition, the chapter has set up the objectives to be achieved, the delimitations as well as the justification for the investigation.

Chapter II: The theoretical background that complements the variables of the research is detailed in order to provide support on the content of the topic. At the same time, the theoretical framework is based on previous research about teaching strategies that facilitate the learning process in students with hearing problems.

Chapter III: The methodological structure that allowed the collection of data through different research instruments that facilitate the process was established within this chapter. In addition, the selection of the population is presented as well as the analysis of the data obtained.

Chapter IV: The following chapter presents the proposal which provides a solution to the problem established in relation to the learning process of English language in students with hearing impairment. In addition, conclusions and recommendations based on the activities developed on the proposal as well as the previous theory investigation are presented.

CHAPTER I

THE PROBLEM

1.1. RESEARCH TOPIC

Strategies to develop English writing skills to A1 hearing-impaired students grade of Península de Santa Elena High School, La Libertad – Province of Santa Elena, school year 2021 – 2022

1.2. PROBLEM STATEMENT

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally (Nishanthi , 2018, p. 871). It means that it is a significant tool used as communication in order to become the main key of success. In the aspect of education, English plays an important role where it is an investment for creating a professional career in the future.

In Latin America, teaching English is one of the most important subjects within its curriculum design where some countries such as Brazil, Argentina, Ecuador, Peru, Uruguay, and others have created and developed different kind of educational strategies for expanding the access to opportunities of learning English in their schools, high schools, and universities.

In Ecuador, National Curriculum guidelines design by MINEDUC mentions that students should develop the ability to communicate their points of view through foreign language, as English language, where students are able to use it in different situations, and it mainly includes listening, speaking, reading, and writing in everyday context. As well as, students should achieve B1 English level according to the Common European Framework of Reference (CEFR).

Moreover, within Ecuadorian Ministry of Education, there is an educational plan focused on inclusive education where it must be a process that allows to address and respond to the diversity of all students' needs through the greater participation in learning and reducing exclusion from the educational system.

Inclusive education means that all people can be in the same classroom, in the same school. Students have the same opportunities to learn and develop skills that they need in life. Inclusive education needs to be equitable, without any limitation such as sex, ethnic/social origin, language, religion, nationality, economic condition, or disability.

Nevertheless, according to Westwood (Nur Hadi, Sri Wahyuni, & Sulistyawati, 2019, p. 265), people with hearing impairment have a late achievement of language milestones, very slow acquisition of vocabulary, unusual voice quality and problems with learning to read, write and spell. At the same time, learners who have this kind of disability must follow a different learning process than students who do not have hearing problems.

As can be seen, hearing-impaired people face different barriers within educational environment because their disability affects all the aspects of academic achievement and the areas most affected are those that involve language learning. Hearing-impaired students need a special education which must be according to their condition in order to facilitate their learning process.

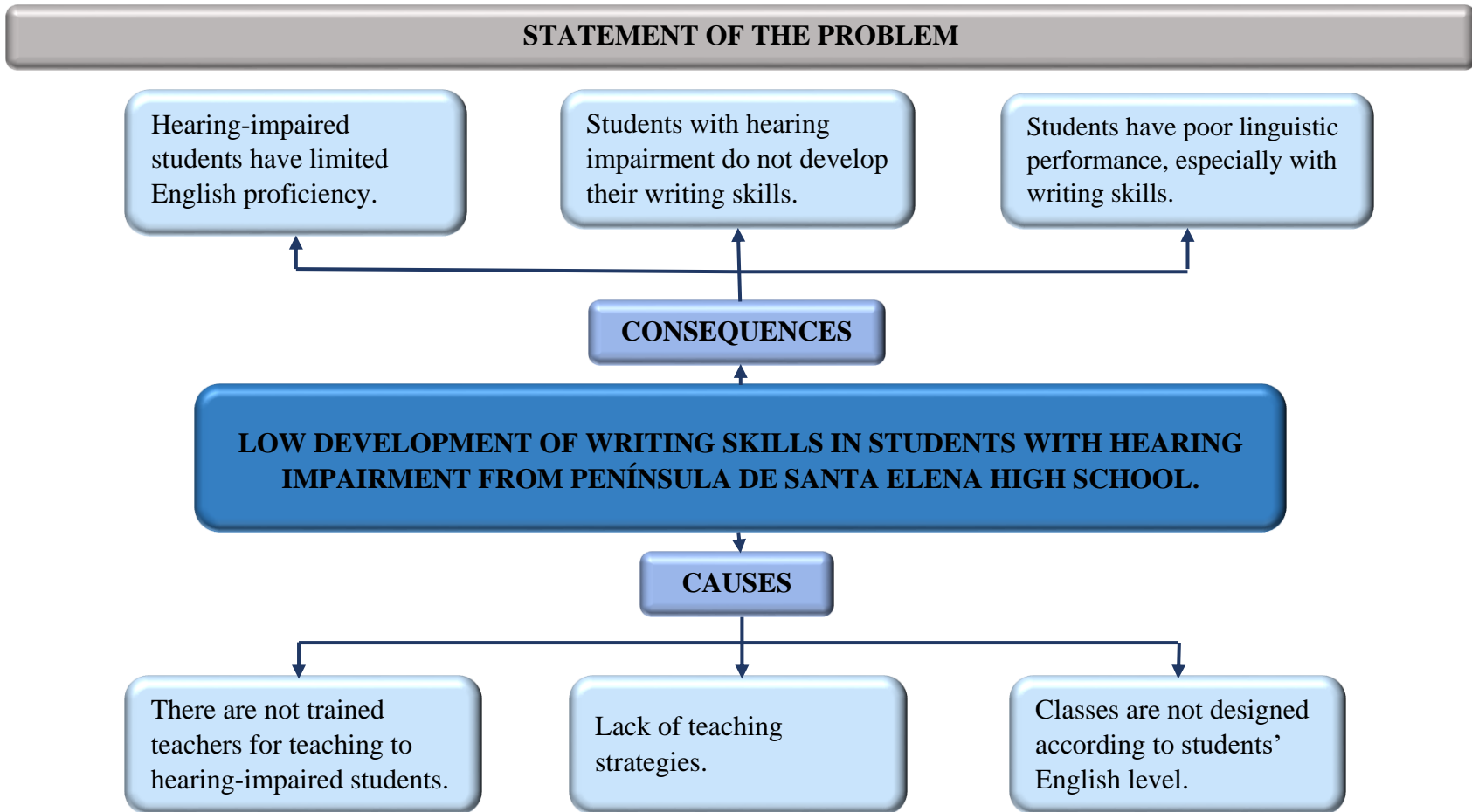
Vocabulary, language arts, sentence structure and idiomatic expressions are extremely difficult for learners affected by hearing loss to learn. For this reason, it is a little bit difficult to learn a new language for them, as English language, because they have significant delays in phoneme production, vocabulary, and syntax.

Teachers have many students to tend in their classroom, and some of them have a poor understanding about hearing loss, this makes it impossible to modify their teaching style in order to take into account that there are students with hearing impairment when teaching or designing and activity. At the same time, there is sometimes that the classroom environment does not support a person with hearing loss.

Considering all those aspects, it is important that teachers who have students with hearing impairment in their classroom know different kind of strategies in order to contribute and teach English language. In addition, in the province of Santa Elena there is Península de Santa Elena high school that have a total of 19 students who have hearing problems and that make their English learning process more difficult than others. By the argument set out previously, this research project seeks to analyze some strategies with the purpose of developing English writing skills to A1 level for hearing-impaired students.

1.3. ANALYSIS OF THE PROBLEM

Illustration 1. Analysis of the problem



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

1.4. RESEARCH OBJECTIVES

1.4.1. GENERAL OBJECTIVE

To analyze strategies that develop English writing skills to A1 hearing-impaired students grade of Península de Santa Elena High School, La Libertad – Province of Santa Elena, school year 2021 – 2022

1.4.2. SPECIFIC OBJECTIVES

1. To establish the theoretical framework about strategies that influence the development of writing skill to students with hearing impairment.
2. To identify the methodology used in the research project about strategies to develop English writing skills to A1 hearing-impaired students.
3. To suggest some teaching strategies that develop the learning process of English language to hearing-impaired students.

1.5. JUSTIFICATION

One of the main objectives about inclusive education is to provide access to quality education without any restriction. It means that educational institutions must adapt their curricular design to the students' learning needs.

The analysis of strategies for teaching English language in hearing-impaired students establishes that for having a better learning and educational progress is obtained in a positive way if students are in a suitable environment because it allows the development of their cognitive skills given that students with hearing impairment present different kind of barriers to face within educational environment due to their disability.

Moreover, in Ecuador there has not been a research focused on the development of writing skill in students with hearing impairment.

For that reason, through the research project, it seeks to identify what kind of barriers have to face hearing-impaired students in an educational environment, and in turn, to analyze the importance of strategies that influence in a positive way to the learning of a new language, such as English language, in students with hearing impairment.

The proposal will benefit teachers, students, and other participants in the educational community by publicizing a new teaching strategy that improves the learning of English language in hearing-impaired students by taking applicable strategies that allow the development of writing skill, most of all in students with hearing impairment from Península de Santa Elena High School.

1.6. SCOPE, DELIMITATION, AND LIMITATIONS

1.6.1. SCOPE

The research about strategies to develop English writing skill to A1 hearing-impaired students grade of Península de Santa Elena High School has as scope the analysis of teaching strategies within English language learning process, the description of the barriers that hearing-impaired learners have to face in an educational environment, and the suggestion about the importance of the appropriate use of strategies for the development of writing skill in students with hearing impairment.

1.6.2. DELIMITATION

The research project about strategies to develop writing skill focuses on students with hearing impairment who have A1 English level from Península de Santa Elena High School that is located in La Libertad, province of Santa Elena, school year 2021 – 2022

1.6.3. LIMITATIONS

In order to develop the present research, it is important to establish some limitations. In this case, the following investigation will only benefit students who have a hearing disability. However, within the proposal its application will not be carried out, therefore, it is expected that the strategies suggested in this research project will contribute to development of writing skill in a basic level of English such as A1.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. DEFINITION OF KEY TERMS

- a) **Inclusive education:** According to (Kirschner, 2015, p. 1), inclusive education means that all children, adolescents, and adults with or without disability must access to quality education without any restriction.
- b) **Strategies:** According to (Al-Banna & Abdul Aziz, 2014, p. 1), strategies in an educational context are a set of structures and instructional objectives that suggest how a teaching-learning situation can be approached.
- c) **Writing skills:** (Gautam, 2019, p. 77) states that it is one of the four skills of language where people can express their ideas in a written way. Moreover, it is a productive skill which involves the correct use of vocabulary, grammatical structure, phonology, among others.
- d) **Hearing impairment:** (Vera , 2019, p. 2) states that it is a limitation that can affect the correct function of the ear, and it can cause problems of perceiving and identifying sounds clearly.

2.2. PREVIOUS RESEARCH

Students with hearing impairment have to face different barriers within the educational environment, especially when it comes to acquiring a new language such as English. For them, it is a challenge to communicate properly, and that is why learning a new language turns out to be

one of the biggest challenges for hearing-impaired students. There are some cases that it can be stressful and tiring.

Moreover, it is important to take into account that the application of teaching strategies consider as an important role within learning process. For this reason, it is fundamental to identify what type of problems these students must face in order to analyze what type of strategies can be applied to facilitate the teaching-learning process of a new language in students with hearing impairment.

2.2.1 STATUS OF INCLUSIVE EDUCATION OF HEARING-IMPAIRED STUDENTS

Inclusive education is a fundamental role for students with hearing impairment who access to the education process in a public or private school, high school, or university, where they have the opportunity to be in a safe environment that ensures their participation within educational field without any restriction.

(Kabiru , 2019, p. 9) states that inclusive education benefit hearing-impaired students in several ways. On his research, he focused on the acceptance of inclusive education within the educational community which it motivated students with hearing impairment to actively participate in their school activity despite the fact that their learning process requires additional effort.

To summarize, the results of his research show that teachers who have students with hearing impairment in their classroom must strengthen their learning process through activities adapted that they can carry out in the class like their other classmates.

2.2.2. FACTORS INFLUENCING ACADEMIC PERFORMANCE OF HEARING-IMPAIRED STUDENTS IN INCLUSIVE EDUCATION

This study sought to investigate the different factors that influence in the academic performance of students with hearing impairment within inclusive education which it used a research design based on case study in Moshi Technical Secondary School.

(Rishaelly, 2017, p. 43) demonstrated that for creating an inclusive class, it is important to do a correct use of strategies that allow students with hearing impairment to be part of the class. There are different situations that can make students feel uncomfortable within the educational environment, likewise, the intervention of teachers plays an important role since it directly influences in the performance of learners.

To conclude, the research revealed the redesign of a class must be adapted for hearing-impaired students in order to cover their educational needs in the classroom.

2.2.3. CHALLENGES FACED BY STUDENTS WITH HEARING IMPAIRMENT

As several students progressively move back to a classroom learning environment, it is important to know and acknowledge the challenges that deaf and hard of hearing students face within a classroom environment. At the same time, it is fundamental to understand the ways that classroom learning can be improved to support those deaf and hard of hearing students.

For instance, the research about *Challenges faced by learners with hearing impairment in a special school environment* sought to identify what kind of factors intercede within the academic performance of hearing-impaired students because (Wezzie Khomera, Fayiah, &

Gwayi, 2020, p. 32) states that hearing impairment is a great challenge in the educational community, and that makes it difficult for them the access of a quality education.

Moreover, hearing-impaired students have problems for remaining focused on set tasks; following instructions provided by the teacher; participating in classroom discussion; and completing set tasks. The physical environment of a classroom has a significant impact on the learning and behavior of students. Some studies have suggested that the way that a classroom is arranged, including the seating arrangement, lighting and overall classroom organization can actively influence the learning experience and capabilities of deaf and hard of hearing students.

2.2.4. STRATEGIES USED IN TEACHING WRITTEN ENGLISH LANGUAGE TO LEARNERS WITH HEARING IMPAIRMENT

(Chabari, 2017, p. 11) states that hearing-impaired students have to face some challenges at the moment of developing their English skills. One of the factors is that students acquire a new language depending on what kind of strategies teachers use in order to facilitate the learning process.

It means that it is important to design a class according to students' needs. Within his research, he mentions that there are different ways for teaching English effectively. For instance, he focuses on the importance of curriculum design with the purpose of stablishing teaching strategies in order to make the learning process easy for them. At the same time, the strategies are based on the development of writing skill.

2.2.5. TEACHER'S STRATEGIES IN TEACHING ENGLISH FOR THE HEARING-IMPAIRED STUDENTS

The following research is focused on teachers' strategies for teaching English to students with hearing impairment. Teaching English to hearing-impaired students is not easy, there are different factors that take part in the learning process. For instance, they have a very limited vocabulary, at the same time, it is difficult to find strategies that can be adapted according to students' needs in order to facilitate their learning process.

The findings show that the application of drilling strategy is useful at the moment of increase the vocabulary of hearing-impaired students. Simultaneously, it emphasizes the use of visual material in order to support what students have understood.

2.2.5.1. DRILLING STRATEGY

Drilling strategy is one of the most common strategies for teaching English to hearing impaired people since it is based on repetitions. (Nur Hadi, Sri Wahyuni, & Sulistyawati, 2019, p. 267) state that the benefits of drilling strategy is to familiarize students with hearing problems into the language they are learning, in this case, it is English. At the same time, as this strategy is based on repetition, it means that students should imitate what the teacher is saying and/or writing. Furthermore, they highlight the use of realia in order to facilitate the acquisition of the language to those students.

2.2.5.2. TOTAL COMMUNICATION STRATEGY

Total communication (TC) is a strategy based on communication which uses all types of communication media available that allows to transmit ideas, thoughts, instructions, the content of a specific topic, etc., to people with hearing impairment. (Wahyuningtyas & Kurniasih, 2015, p. 2) emphasize that the use of TC occurs through the synchronization of language based on the use of visual communication methods such a gestures, finger spelling, and sing gesture.

2.2.5.3. SCAFFOLDING STRATEGY

Scaffolding strategy refers to assistance within a classroom, however, when it comes to learn a new language for people with hearing disabilities, it is recommended to use visual scaffolding strategy which consists of using visual resources that allow hearing-impaired learners to understand the meaning of the words that students are learning in class. (Nur Hadi, Sri Wahyuni, & Sulistyawati, 2019, p. 267) claim within their research about *Teacher's strategies in teaching English for the hearing-impaired students* that the use of visual media is useful and allows students with hearing problems can understand the class in a easier way because these resources support their learning process for the language acquisition.

2.3. PHILOSOPHICAL BASIS

Language is a vital part of human being which allows to communicate with others. In turn, it allows to share ideas, opinions, feelings, and thoughts. Around world, there are many languages are spoken, however, English is considered a global means of intercommunity communication. Therefore, for improving the teaching-learning process, educational system

offers the opportunity to learn a foreign language such as English. The process of learning a new language occurs at all educational levels expanding their future job and academic opportunities.

According to Skinner (1957), the acquisition of a new language is influenced by different factors, for instance, the features of the environment intervene in the students' learning process of a new language.

It means that in order to achieve a satisfactory learning, it is important to set up the environment where the teaching-learning process takes place. Therefore, the correct use and application of strategies must adapt to the students' needs facilitating their learning, simultaneously, it allows the educational process to be successful. Likewise, applying the appropriate strategies that facilitate the development of a skill is essential, especially when it comes to students with hearing impairment.

In conclusion, to achieve a satisfactory development of an English skill, such as writing skill, it is important to establish what type of strategies can be applied within the classroom that facilitate the learning process, above all, it is important to keep in mind that strategies must be adapted to meet the needs of hearing-impaired students.

2.4. EDUCATIONAL BASIS

(Bano, 2015, p. 45) mentions that education is a fundamental part in the life of human beings, it is the key of success by providing different opportunities in the future. With education, it is possible to develop future plans to improve a person's quality life. It is for this reason that education is one of the main rights within a society. Everyone has the right to access a free and

quality education regardless of their living condition, social or economic status, religion, disability, etc.

Considering those aspects about education, it is understandable that students with hearing impairment have the opportunity to develop their cognitive skills into a classroom like others without any type of restriction. Moreover, the classes must be adapted to their needs to carry out a successful teaching-learning process based on different theoretical basis that facilitate the process.

However, according to (Hameed & Qurat-ul, 2020, p. 16), hearing-impaired students face some problems at the moment of attending classes. For instance, some problems that they have to faced are related to language proficiency, classroom environment, an ineffective lecture and writing methodology, less active participation, poor communication skills, among others.

On the other hand, (Brackett, 1997, p. 356) states that the key to a successful education with hearing-impaired students is communication. It means that for maintain an effective communication with them, teachers must adapt their teaching style according to learners' needs. For instance, to keep the attention of students with hearing impairment with the purpose of developing their cognitive abilities, it is recommended to design a class a class with visual demonstration where students are allowed to relate and/or identify the material that is been taught.

2.4.1. CEFR

The Common European Framework of Reference for languages, also known as CEFR, is a framework that describe the language proficiency. It is an international standard which describes the language ability through several guidelines.

For instance, to reach the basic level such as A1 English level, people must accomplish the following guidelines:

Table 1. Common Reference Level: global scale

	LEVEL	DETAIL
BASIC USER	A1	- People can understand and use familiar expressions and basic phrases.
		- People can introduce themselves, give and ask about personal information.
		- People can interact with others in a simple, clear, and slow way.

Source: <https://rm.coe.int/16802fc1bf>

Author: Council of Europe

2.4.2. WRITING SKILLS

(Gautam, 2019, p. 75) states that writing is a skill that requires precision considering that it is a formal way for people to register something permanently. For this reason, it has been also established that writing skill is one of the most complex to develop, because, thanks to writing, it can be reviewed what people have written through keywords in order to the message to be sent correctly and understandable way.

According to (Jyi-yeon, 2009, p. 57), to the development and teaching of writing skill, it is important to know that this must be focused according to pedagogical models. Moreover, the application of these approaches has as its main objective to teach that writing is not only the

union of words and separate sentences, quite the opposite, it implies the connection for forming sentences, and those sentences will be able to produce a coherent writing.

On the other hand, (Munawar & Naseer-ud, 2019, p. 3) mention that writing is a complex skill which it has become one of the most difficult challenges to face for students with hearing impairment. This is because writing includes a series of factors during its development process, such as the correct use of vocabulary, spelling, grammar, among others to finally have work written. Moreover, it is highlighted that hearing-impaired people have a very limited vocabulary in their mother tongue, hence, when they are learning a foreign language such as English, their proficiency is poor. This is due to the difficulties they have identifying and remembering the grammar rules of language they are learning.

Table 2. Common Reference Level: Writing skills

WRITING SKILLS	LEVEL	DETAIL
	A1	- People can write a short and simple postcard. - People can fill in forms with personal detail.

Source: <https://rm.coe.int/16802fc1bf>

Author: Council of Europe

2.4.3. HEARING-IMPAIRED

According to (Vera , 2019), a person with hearing impairment is one who has difficulty for identifying or perceiving sounds clearly. She emphasizes that hearing impairment can be categorized into two types: the congenially deaf that it refers to people who are deaf from birth; and the adventurously deaf that it is when people were not born deaf, but over time, they began to have hearing problems.

Moreover, (American Speech-Language-Hearing Association, 2015, p. 1) claims that it is important to point out three aspects about hearing impairment: type of hearing loss, configuration of hearing loss, and degree of hearing loss. First of all, there are three types of hearing loss: conductive, sensorineural, and mixed. That is, there are several factors that can cause hearing problems such as: accidents, hear infections, exposure to loud noise, among others. In addition, the configuration refers to the pattern and degree of hearing loss. Finally, the degree of hearing loss means to the severity of the hearing problem that a person has.

Table 3. Degree of hearing loss

Degree of hearing loss	Hearing loss range
Normal	-10 to 15
Slight	16 to 25
Mild	26 to 40
Moderate	41 to 55
Moderately severe	56 to 70
Severe	71 to 90
Profound	91+

Source: asha.org/siteassets/uploadedfiles/ais-hearing-loss-types-degree-configuration.pdf

Author: American Speech-Language Hearing Association (ASHA)

2.4.4. ENGLISH TEACHING STRATEGIES

(Saputra & Mokhamad , 2014, p. 1) claim that teaching strategy is a plan created by teachers in order to structure and establish the objectives to be achieved within the classroom. This means that it is a planning that seeks to facilitate the cognitive development of students so that they achieve a satisfactory learning.

On the other hand, it is important to establish that the use of a teaching strategy must be adapted to the students' needs and the subject that the teacher teaches. For instance, (Irlanda, Astudillo, & Ledesma, 2017, p. 85) on their research about *English methodological strategies and their influences on Reading and Writing skills* mention that the implementation of active teaching strategies must allow to have a satisfactory result within the teaching-learning process. In this case, they based their reasearch on acceptable results about the use of strategies in order to teach a foreign language such as English.

In addition, they state that the methodological strategies that were applied helped students to have more confidence to learn English. This means that teachers when are giving their classes must use a strategy that facilitates and motivates learners within learning process.

Furthermore, based on the research about *Vocabulary teaching strategies in English as a Foreign Language classes for Deaf and Hard-of-Hearing students*, (Domagała-Zyśk, 2019, p. 144) claims that in order to achieve successful learning of a foreign language to learners with hearing impairment, it is important to take into account that effective strategies must be used to facilitate students learning. Likewise, with the application of these strategies, learning English language becomes easy, entertaining, independent, and effective.

On the other hand, it is important to not forget that teaching strategies can be adapted to the students' needs. This means that a learner with hearing impairment has the opportunity to learn a foreign language easily if effective strategies are applied within the teaching-learning process.

2.5. LEGAL BASIS

The present research is based on the Constitution of the Republic of Ecuador, and the Organic Law of disabilities.

2.5.1. CONSTITUTION OF THE REPUBLIC OF ECUADOR (2012)

The Constitution of the Republic of Ecuador claims through its articles that:

Fifth section: Education

Art. 26.- Education is a right of individuals throughout their lives and an unavoidable and inexcusable duty of the State. It constitutes a priority space of public policy and state investment, a guarantee of equality, social inclusion and a vital condition permanently living. People, families, and society have the right and responsibility to participate within the educational process.

Art. 28.- Education will reply the general interest and will not be at the service of individual and corporate interest. Universal access, permanence, quality and graduation are secured with none discrimination and therefore the obligation within the initial, basic and high school level or its equivalent.

Sixth section: People with disabilities

Art. 47.- The State will guarantee policies for the precaution of disabilities and, close by the society and also the family, will seek equal opportunities for individuals with disabilities and their social integration.

2.5.2. ORGANIC LAW OF DISABILITIES

Chapter I. People with disabilities and the other subjects of law. Section I. For subjects

Art. 7: People with impairment or disabling condition. – People with a disability or disabling condition is understood to be anyone who presents a temporary decrease or suppression of any of their physical, sensorial or intellectual capacities, manifesting in absences, anomalies, defects, losses or difficulties to perceive, to move, to hear and/or see, to communicate, or to integrate into essential activities of daily life, limiting the performance of their abilities.

Chapter II. The Rights for people with disabilities. Section II. For Education

Art. 28: Inclusive Education. – The national education authority will implement the pertinent measures to promote the inclusion of students with special educational needs who require technical-technological and human support, such as specialized, temporary or permanent staff, and/or curricular specialized adaptations and physical, communicational and learning accessibility, communication and learning spaces, in a schooling establishment.

2.6. HYPOTHESIS

The teaching strategies will contribute to the development of English writing skill to A1 hearing-impaired students grade of Península de Santa Elena high school.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The design of this research was based on the quantitative method which focused on objective measurements through surveys. This method was applied in an educational field in order to collect data about the development of writing skills to A1 English level in hearing-impaired students which some students from Península de Santa Elena high school were surveyed.

3.1.1. QUANTITATIVE METHOD

According to (Goertzen, 2017, p. 12), a quantitative method is one that collects and analyzes data that is structured and represented numerically, that is, it allows the research to be carried out from a statistical analysis. Through the quantitative method, hearing-impaired students' learning process can be understood objectively by collecting data from students through a survey in relation to the problem set out.

3.1.2. SCIENTIFIC METHOD

This method allowed analyzing the importance of the use of appropriate strategies for students with hearing impairment in order to develop their writing skills at an A1 English level.

3.1.3. DESCRIPTIVE METHOD

(McCombes, 2019, p. 2) states that the descriptive method is one that accurately and systematically describes a phenomenon, or situation. This procedure allowed to know in depth the problems of the research related to the strategies to develop the writing skills in students with hearing impairment at an A1 English level from Península de Santa Elena high school.

3.1.4. LEVEL OR TYPE OF RESEARCH

3.1.4.1. FIELD RESEARCH

The field of research was carried out where the problem exists in a natural way in order to obtain real information about the reality of the teaching-learning process of English language in students with hearing impairment from Península de Santa Elena high school. It is important to highlight that the information was obtained virtually.

3.1.4.2. BIBLIOGRAPHIC RESEARCH

In order to develop this type of research, the information was obtained to establish the scientific information that supports the process during all the research through online resources such as websites, scientific articles and researches, and bibliographic databases.

Finally, this method allowed to complete evidence about the importance of the use of strategies to develop English writing skills to hearing-impaired students at A1 level from Península de Santa Elena high school.

3.2. POPULATION AND SAMPLE

The population established within this research project was comprised by nineteen students with hearing problems from Península de Santa Elena high school. As the population is small, it has not been chosen any statistics in order to obtain the sample

Chart 1. Population

Institution	Population	Quantity	%
Península de Santa Elena high school	Students with hearing problems	19	100%
Total		19	100%

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

3.3. DATA COLLECTION

3.3.1. TECHNIQUES

For this research, there was used a technique related to the quantitative research in order to obtain the information such as surveys.

3.3.2. SURVEYS

For this research project, this technique was applied with the purpose of finding direct evidence through students from Península de Santa Elena high school. Online surveys were conducted in order to confirm the importance of using strategies to develop the writing skills in students with hearing impairment.

3.3.3. INSTRUMENTS

3.3.3.1. QUESTIONNAIRE

This instrument consists in the elaboration of several questions in order to obtain direct information from the population surveyed following the standards of the quantitative research.

3.3.3.2. ZOOM

Zoom is a platform for videoconferences and meetings with different people through internet. It is simple and reliable for sharing content, video, and voice through different electronic devices such as laptops, cellphones, IPad, among others. This instrument allowed a meeting with the population to continue with the respective data collection procedure.

3.3.3.3. GOOGLE FORMS

It is an online platform that allows to create different kind of quizzes, surveys, and questionnaires for free. Moreover, the answers are obtained in a fast, safe, and organized way. Google forms was the instrument used in order to collect each answer of the population with the purpose of organizing all the information collected.

3.3.4. DATA COLLECTION PLAN

The data collection plan was carried out from the surveys to present this research project.

Chart 2. Data collection plan

Basic questions	Explanation
1. What for?	To develop writing skills
2. From which people or subjects?	Hearing-impaired students from Península de Santa Elena high school
3. About what aspects?	Basic English vocabulary
4. Who?	Researcher: Jennifer Elizabeth Bohorquez Franco
5. To whom?	Students with hearing impairment
6. When?	2021
7. Where?	Unidad Educativa Península de Santa Elena
8. How?	Individually
9. What data collection techniques?	Surveys
10. With what?	Questionnaires through Google Forms

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

3.3.5. DATA PROCESSING PLAN

Chart 3. Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The lack of teaching strategies for students with hearing impairment has as result that they do not develop their writing skills in a A1 English level.</p>	<p>After recognizing the problem, the researcher started finding out fundamental and close knowledge through various resources such as scientific articles and publications, web pages, Internet, among others.</p>	<p>When the problem was established, the information was collected through surveys which were answered by students from Península de Santa Elena high school, those were after analyzed.</p>	<p>With the results of the research techniques and instruments demonstrate that the research is viable for the development of the proposal which is about the development of writing skills in students with hearing impairment at A1 English level.</p>	<p>The proposal presented within the research project will be a tool that allows students to who have a hearing impairment to develop their writing skills at A1 English level increasing their cognitive capacity.</p>

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

3.4. ANALYSIS OF DATA

3.4.1. STUDENTS SURVEY

1. Do you like English?

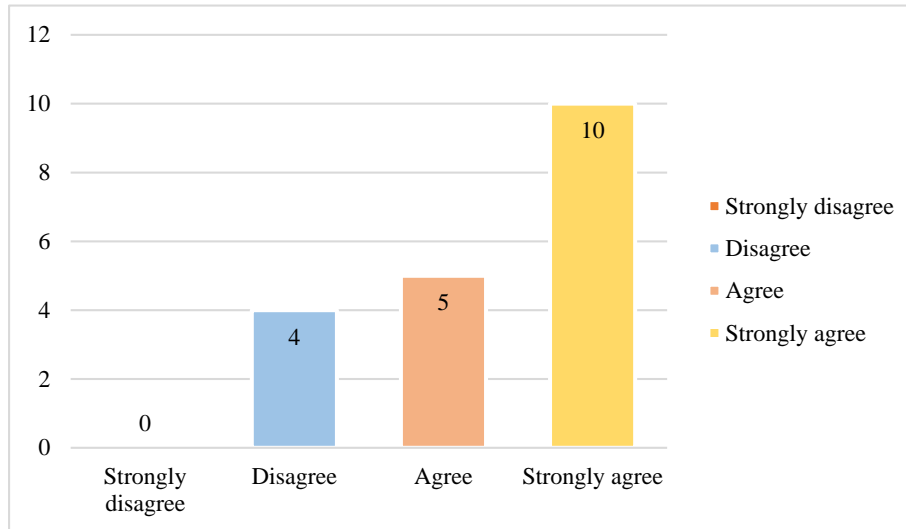
Chart 4. English

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY DISAGREE	0	0 %
DISAGREE	4	21 %
AGREE	5	26 %
STRONGLY AGREE	10	53 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 2. English



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: For question 1, a total of surveyed students provided the following result, 53% strongly agree that they like English, 26% agree, and just 21% of them disagree. It means that most of hearing-impaired students are interesting in English language.

2. Is it difficult to learn English for you?

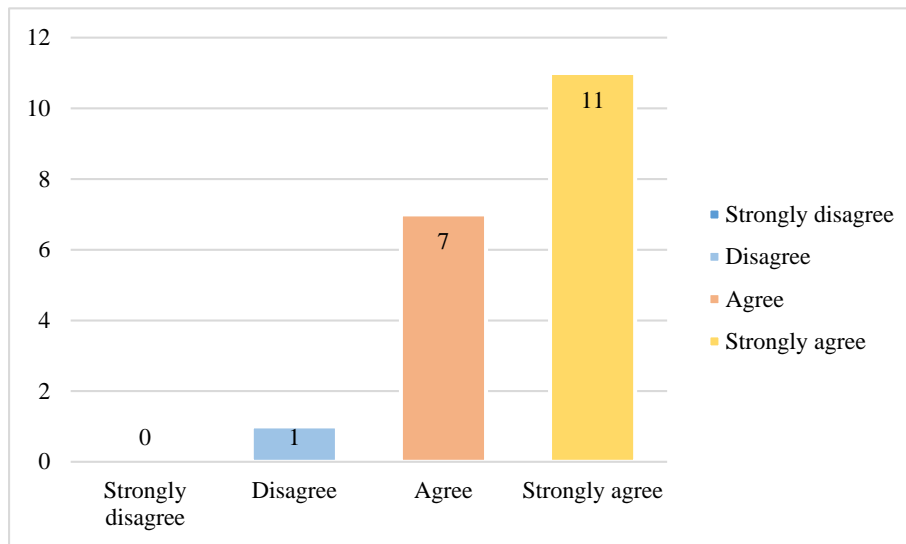
Chart 5. Difficulty of learning English

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY DISAGREE	0	0 %
DISAGREE	1	5 %
AGREE	7	37 %
STRONGLY AGREE	11	58 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 3. Difficulty of learning English



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: By answering the following question, 58% of students strongly agree, 37% agree, and just 5% disagree. It means that most of students with hearing problems find that the learning of English language is difficult for them.

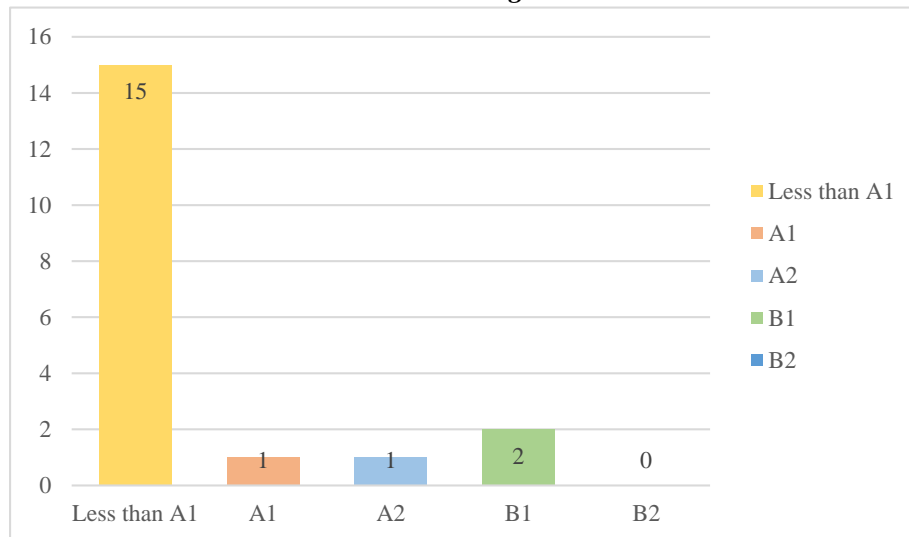
3. What English level do you think you have?

Chart 6. English level

OPTIONS	FREQUENCY	PERCENTAGE
LESS THAN A1	15	79 %
A1	1	5 %
A2	1	5 %
B1	2	11 %
B2	0	0%
TOTAL	19	100 %

Source: Península de Santa Elena High School
Author: Jennifer Elizabeth Bohorquez Franco

Illustration 4. English level



Source: Península de Santa Elena High School
Author: Jennifer Elizabeth Bohorquez Franco

Analysis: A total of 79% of surveyed students answered that their English level is less than A1, a 5% of students mentioned they have an A1 level, and the other 5% chose A2 level, and the last 11% said they have B1 English level which means that the proposal is viable within this research project.

4. What English skills do you like the most?

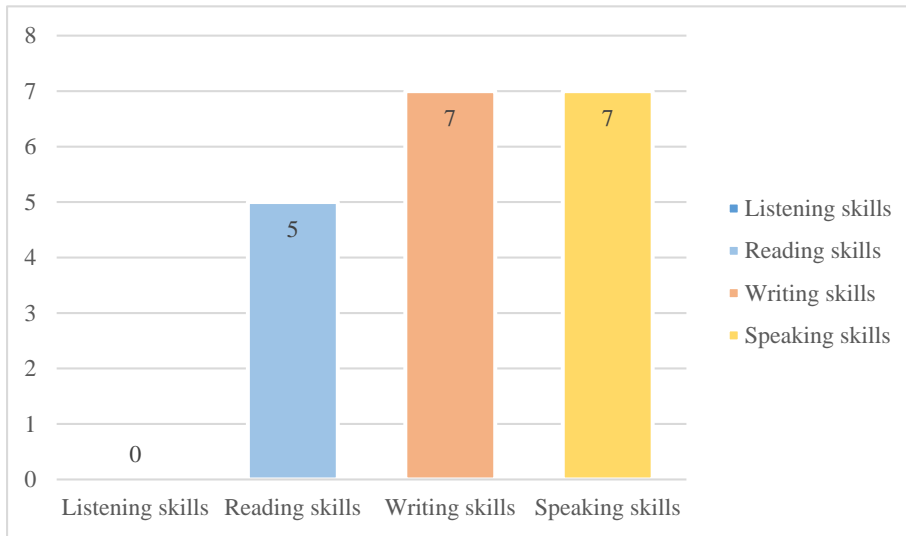
Chart 7. English skills

OPTIONS	FREQUENCY	PERCENTAGE
LISTENING SKILLS	0	0 %
READING SKILLS	5	26 %
WRITING SKILLS	7	37 %
SPEAKING SKILLS	7	37 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 5. English skills



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: For the following question, a total of 37% answered they like writing and speaking skills whereas reading skills had a total of 26% of surveyed students. The results show that hearing-impaired students are interesting in some English skills, especially in writing skills, it means that the proposal can be developed satisfactorily.

5. What English skill is more difficult to learn for you?

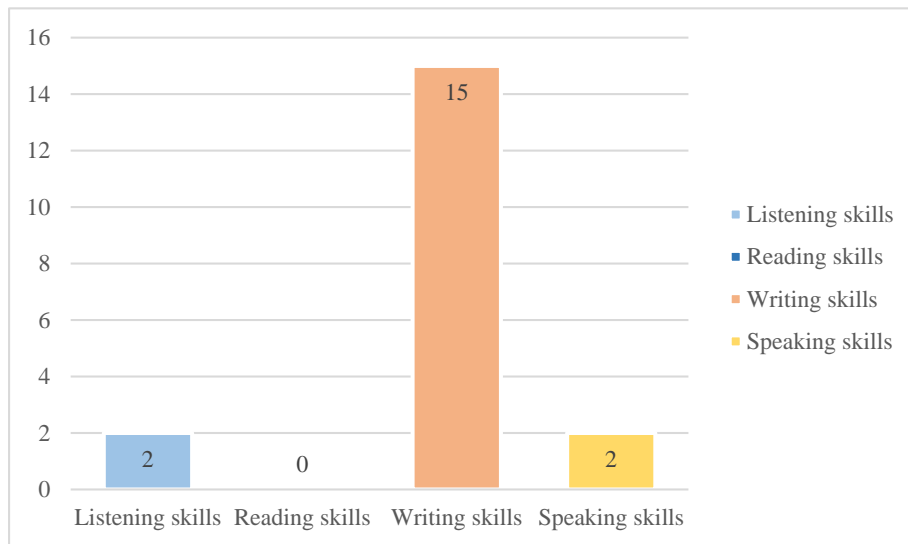
Chart 8. Difficulty of learning a specific English skill

OPTIONS	FREQUENCY	PERCENTAGE
LISTENING SKILLS	2	10 %
READING SKILLS	0	0 %
WRITING SKILLS	15	80 %
SPEAKING SKILLS	2	10 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 6. Difficulty of learning a specific English skill



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: 80% of students chose Writing skills as the most difficult skill for learning, a total of 10% chose listening skills, and the last 10% chose speaking skills. For hearing-impaired students it is difficult to develop their English writing skills because it involves recognizing and learning new words and grammatical rules that they find difficult as the results show.

6. Choose the barriers that you face within the teaching-learning process of the English language.

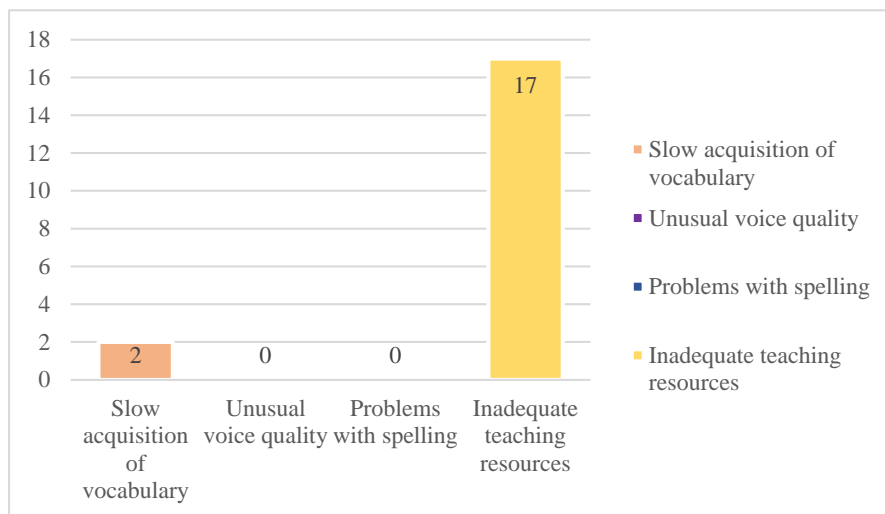
Chart 9. Barriers within the teaching-learning process

OPTIONS	FREQUENCY	PERCENTAGE
SLOW ACQUISITION OF VOCABULARY	2	11 %
UNUSUAL VOICE QUALITY	0	0 %
PROBLEMS WITH SPELLING	0	0 %
INADEQUATE TEACHING RESOURCES	17	89 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 7. Barriers within the teaching-learning process



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: By answering the following questions, 89% of students indicated that ‘inadequate teaching resources’ is the most common barrier within the teaching-learning process for learning English whereas 11% of them chose ‘slow acquisition of vocabulary’. It means that teaching resources can affect the learning process of hearing-impaired students.

7. How difficult is for you to develop your English writing skills?

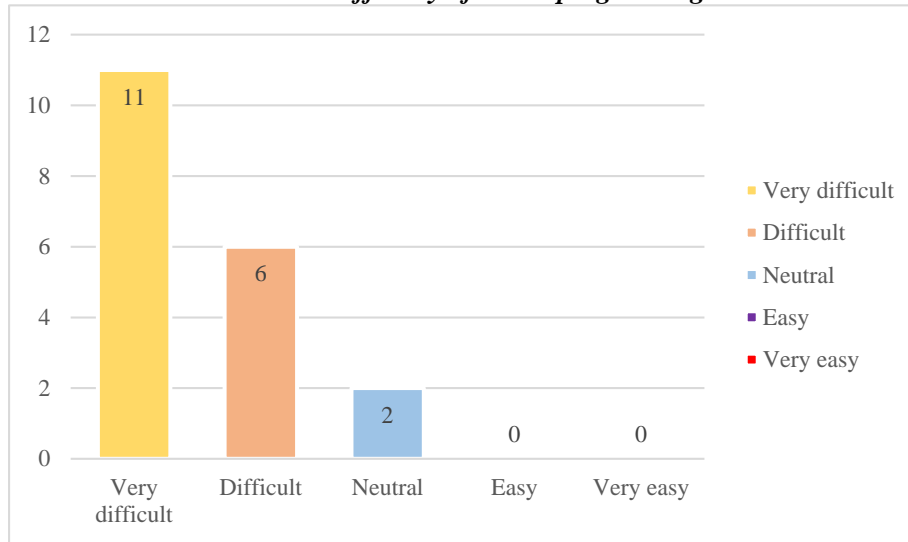
Chart 10. Difficulty of developing writing skills

OPTIONS	FREQUENCY	PERCENTAGE
VERY DIFFICULT	11	58 %
DIFFICULT	6	32 %
NEUTRAL	2	10 %
EASY	0	0 %
VERY EASY	0	0 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 8. Difficulty of developing writing skills



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: A total of 58% said that it is very difficult for them to develop their writing skills, for the other 32 % is difficult, and the last 10% of the answers took a neutral position. Learning a new language is not easy and most of students with hearing problems consider that it is difficult to develop their English writing skills.

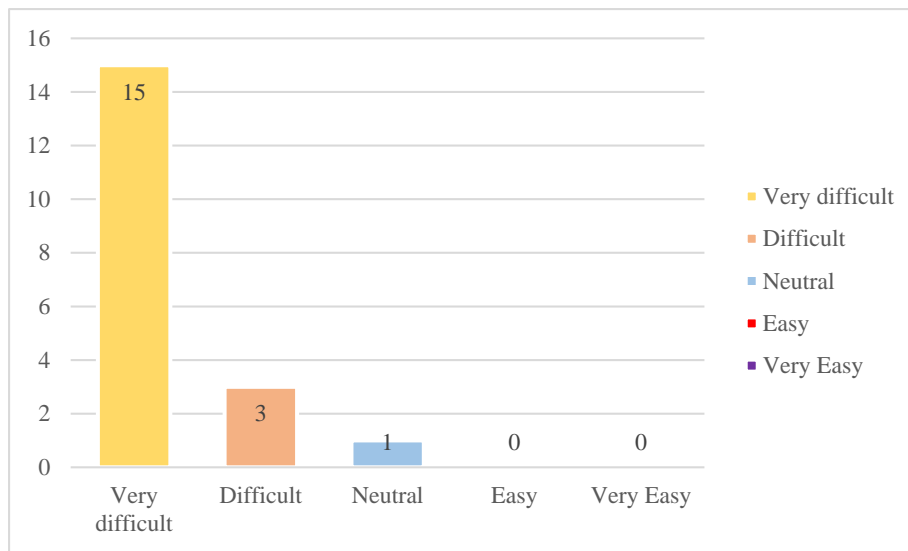
8. How difficult is for you to learn new English vocabulary?

Chart 11. Difficulty of learning new English vocabulary

OPTIONS	FREQUENCY	PERCENTAGE
VERY DIFFICULT	15	79 %
DIFFICULT	3	16 %
NEUTRAL	1	5 %
EASY	0	0 %
VERY EASY	0	0 %
TOTAL	19	100 %

Source: Península de Santa Elena High School
Author: Jennifer Elizabeth Bohorquez Franco

Illustration 9. Difficulty of learning new English vocabulary



Source: Península de Santa Elena High School
Author: Jennifer Elizabeth Bohorquez Franco

Analysis: 79% of surveyed students mentioned that it is very difficult to learn new English vocabulary, for the 16% is difficult, and the rest 5% took a neutral position. As the result shows, for developing English writing skills it is important to learn new vocabulary related to the language students are learning, and if they find it difficult is because the teaching resources and strategies are not appropriate for their disability.

9. Would you like that your teachers apply different strategies that facilitate the development of your English writing skills?

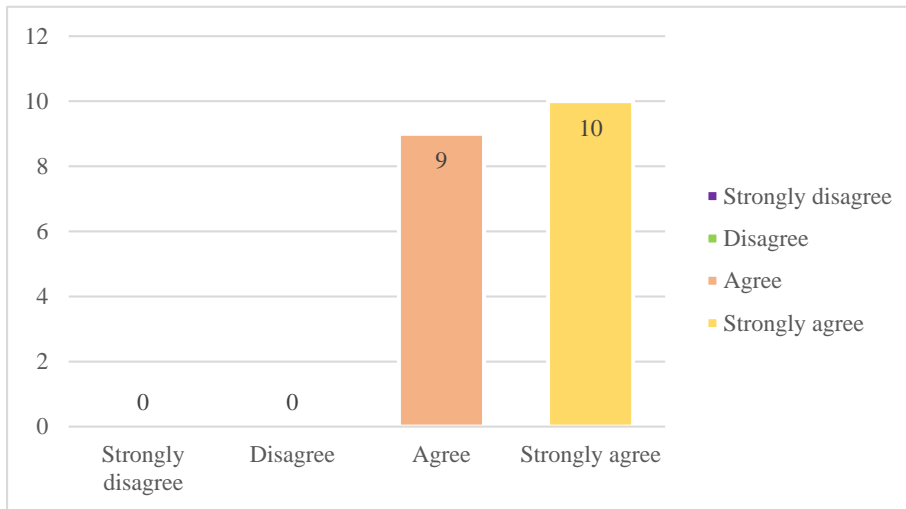
Chart 12. Strategies for developing English writing skills

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY DISAGREE	0	0 %
DISAGREE	0	0 %
AGREE	9	47 %
STRONGLY AGREE	10	53 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 10. Strategies for developing English writing skills



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: For this question, 53% strongly agreed and 9% agreed. It means that all students agreed about the use of strategies in order to develop their English writing skills. It means that students with hearing problems think that the use of new teaching strategies can help them to develop their writing skills in order to acquire a foreign language.

10. The use of a guideline with activities, images, graphics, etc. will allow you to develop your writing skills to A1 level?

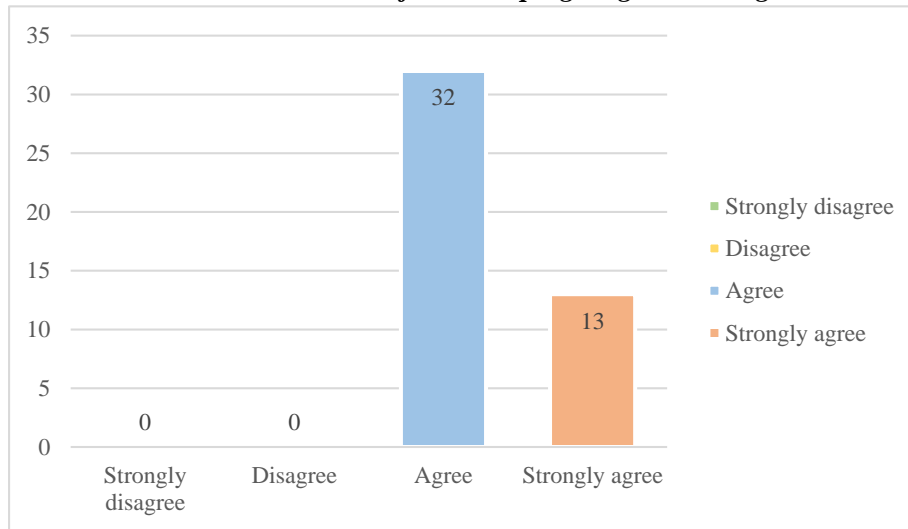
Chart 13. Guideline for developing English writing skills

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY DISAGREE	0	0 %
DISAGREE	0	0 %
AGREE	6	32 %
STRONGLY AGREE	13	68 %
TOTAL	19	100 %

Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Illustration 11. Guideline for developing English writing skills



Source: Península de Santa Elena High School

Author: Jennifer Elizabeth Bohorquez Franco

Analysis: A total of 68% mention that students strongly agree, and the other 32% agree. It means that learners with hearing impairment agree that an activity-based guideline with pictures is a good resource which will allow them to develop their English writing skills at an A1 level.

3.5. CONCLUSIONS AND RECOMMENDATIONS OF CHAPTER III

3.5.1. CONCLUSIONS

1. Hearing-impaired students feel more confident of learning English vocabulary through new teaching strategies.
2. Students with hearing problems like the idea of having a teaching material that helps them in their English learning process.
3. Students consider that the use of activities, pictures, images will help them to develop their English writing skills at an A1 level easily and effectively.

3.5.2. RECOMMENDATIONS

1. Teachers should apply strategies that facilitate the teaching-learning process of hearing-impaired students.
2. It is recommended the elaboration of teaching materials that allow the development of English writing skills of students with hearing impairment.
3. It is recommended to take advantage about the use of activities with pictures, images, etc., for making easier and encourage students to develop their writing skills in order to reach A1 English level.

CHAPTER IV

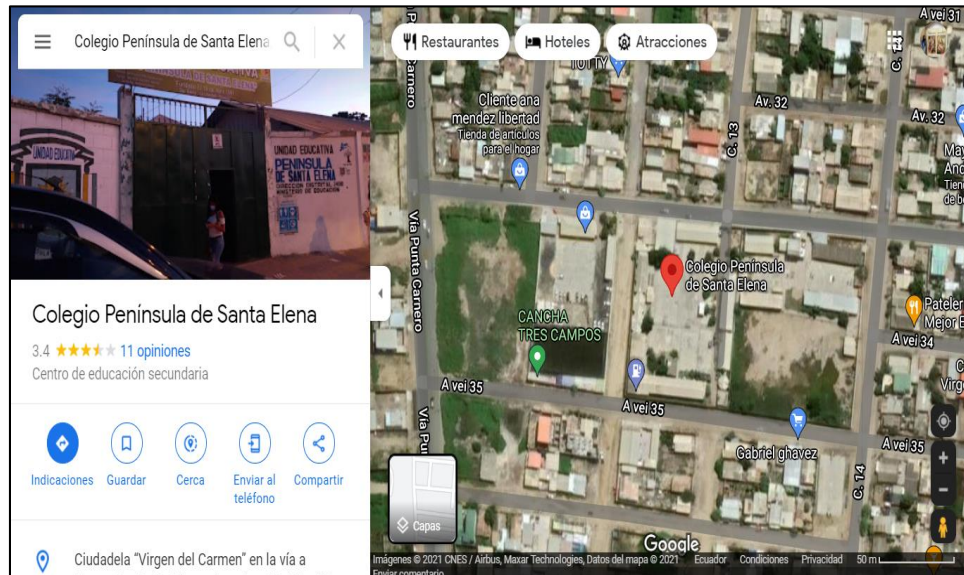
THE PROPOSAL

4.1. NAME OF THE PROPOSAL

METHODOLOGICAL GUIDELINE BASED ON VISUAL SCAFFOLDING STRATEGY TO DEVELOP ENGLISH WRITING SKILLS FOR HEARING-IMPAIRED STUDENTS AT AN A1 LEVEL FROM PENÍNSULA DE SANTA ELENA HIGH SCHOOL, LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021 – 2022

4.2. INFORMATION DATA

Illustration 12. Unidad Educativa Península de Santa Elena



Source: <https://www.google.com/maps/place/Colegio+Pen%C3%ADnsula+de+Santa+Elena/>

Institution: Unidad Educativa Península de Santa Elena

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: 19 hearing-impaired students from Península de Santa Elena high school

Genre: Male, and female

Author: Jennifer Elizabeth Bohorquez Franco

Advisor: Ing. Xavier Almeida Briones MSc.

4.3. PROPOSAL BACKGROUNG

Considering the lineaments within the teaching-learning process in Ecuador, they are focused on the development of an inclusive academic formation where students with disabilities are involved in the learning process and they must be leaded into inclusion of the productivity. Moreover, it should be noted the skills that those students develop in an educational field must be connected to the learning of a new language, as English, providing the opportunity to develop social and work attitudes as productive staff.

This proposal has as result the development of an inclusive education for learning English language through a methodological guideline where students with hearing problems from Península de Santa Elena high school will have the opportunity to develop their English writing skills at a basic level.

4.3.1 VISUAL SCAFFOLDING STRATEGY

The term ‘scaffolding’ was originated by Jerome Bruner in 1976. He used the term for describing language acquisition to young children. According to (Gonulal & Loewn, 2018, p. 2), on their research about *Scaffolding Technique*, scaffolding can be integrated into approaches of language teaching where it focuses on the perspective of a competent speaker, that is, the teacher who interacts with less competent speakers, in this case, it refers to the students, with the purpose of developing and improving their skills within language they are learning which means that scaffolding focuses on the interactions that the teacher makes with his students in order to allow them to explore the language.

Scaffolding supports the students’ learning by helping them to organize information in a way they can understand. Teachers can take advantage about scaffolding strategy as it allows the teacher to move from assisted sessions to an independent task. More particularly, (Mostafaei, Kardoust, & Saeedian, 2019, p. 192) on their research about *The Role of Visual Scaffolding in Enhancing Iranian EFL Students’ Writing Ability*, claim that there are few studies have explored visual scaffolding, however this strategy is very useful for the development of skills as it helps to language understand and acquisition.

In addition, (Fauziyah & Misdi, 2016, p. 133) state that visual scaffolding is a strategy for teaching English through drawings, photographs, pictures, flashcards, and other visuals resources in order to help learners to have a better understanding within the language students are learning. At the same time, they emphasize that the use of visual resources allows students understand the context facilitating the language acquisition.

Although students with hearing problems cannot hear very well like others, if the teacher uses illustrative images in order to guide their learning process, it facilitates the language acquisition since learners understand what the teacher is explaining during the English class. Considering how effective is to apply visual scaffolding strategy for language acquisition is that a methodological guideline has been developed to students with hearing impairment since they have a very limited vocabulary in their mother tongue, and therefore, it is difficult to learn new words for them in a foreign language such as English.

4.3.2. ENGLISH WRITING LEVEL

Students with hearing impairment have several problems in relation to the acquisition of a new language. For that reason, the development of the methodological guideline has as purpose to help students to develop their English writing skills at an A1 level.

According to the Common European Framework of reference for languages (CEFR), students who are in A1 level should be able to understand and use familiar expression in their daily life. Moreover, they should also be capable to introduce themselves and to ask for some basic information. Based on that, hearing-impaired students will develop their English writing skills in order to be able to write short and simple postcards, for instance, they will be able to use greetings, fill in forms with their personal details such as their entering name, nationality and address.

4.4. SIGNIFICANCE

This proposal was developed in order to help students with hearing problems by facilitating their teaching-learning process of a foreign language such as English. The methodological guideline will motivate and allow them to develop their English writing skills satisfactorily at an A1 level.

Moreover, the proposal has as aim to be used as a learning tool that not only helps students in their cognitive development but it will also allow the teachers to achieve the academic objectives established within the subject.

The activities that are within the guideline are based on visual scaffolding strategy which will strengthen the development of writing skills in hearing-impaired students from Península de Santa Elena high school.

4.4. OBJECTIVES

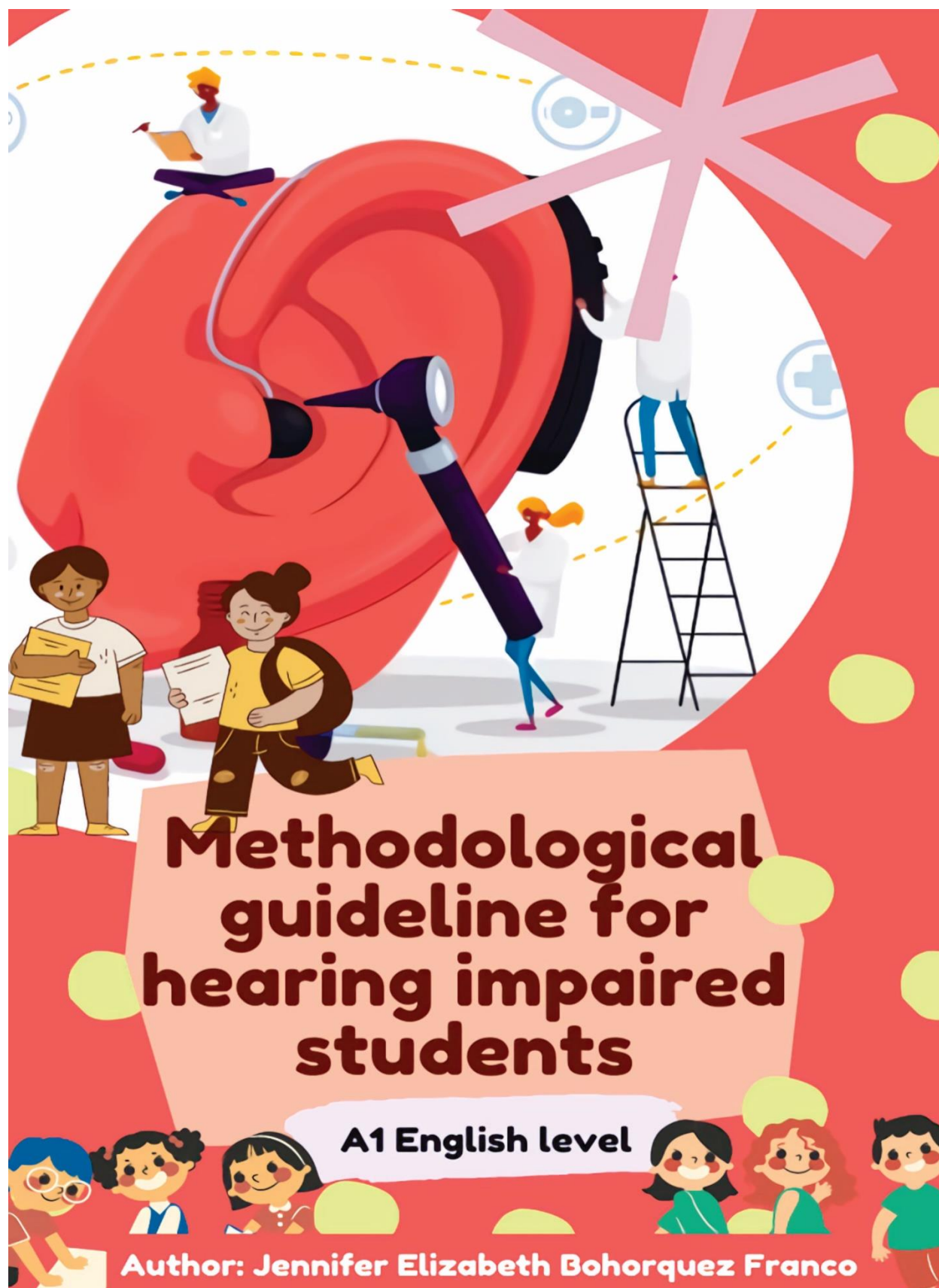
4.4.1. GENERAL OBJECTIVE

To develop English writing skills through a methodological guideline based on visual scaffolding strategy for hearing-impaired students at an A1 level from Península de Santa Elena high school, La Libertad – province of Santa Elena, school year 2021 – 2022

4.4.2. SPECIFIC OBJECTIVES

1. To promote the learning of basic vocabulary for hearing-impaired students with the purpose of reaching an A1 English level.
2. To design some activities based on visual scaffolding strategy for students with hearing impairment from Península de Santa Elena high school.
3. To propose a methodological guideline in order to develop the writing skills for hearing-impaired students at a basic English level.

4.5. DESIGN AND DEVELOPMENT OF THE PROPOSAL





INTRODUCTION

Learning the English language has become to primary subject within the educational curriculum where students develop their skills to acquire the language.

Based on CEFR, the following methodological guideline has been design with different basic and fundamental topics in order to allow students with hearing impairment to develop their English writing skills at an A1 level.



Content

Lesson	Objective	Grammar focus
1. Greetings	To recognize and use appropriate greetings in writing section.	Greetings vocabulary
2. Who are you?	To use and identify the personal pronouns.	Verb to be
3. Where are you from?	To identify countries and nationalities in order to know where they are from.	Countries and nationalities vocabulary
4. Family members	To identify family members' vocabulary.	Family members vocabulary
5. How do you look today?	To identify some adjectives with the purpose of describing objects.	Common adjectives
6. Where is...?	To recognize and use prepositions of place in simple sentences.	Prepositions of place
7. When is...?	To recognize and use prepositions of time in simple sentences.	Prepositions of time
8. What is there?	To identify and use "there is/There are" properly in positive and negative statements.	There is / There are
9. Daily routines	To describe their daily routines.	Routine vocabulary
10. What can you do?	To identify and describe an ability.	Use of "can"

METHODOLOGICAL GUIDELINE ACTIVITIES


ACTIVITY # 1


GREETINGS


1 Greetings


Objective: To recognize and use appropriate greetings in writing section.


1. Look at the picture and match with the correct word.

a)  _____

b)  _____

c)  _____

d)  _____

e)  _____

Good evening

Good bye

Good afternoon

Hello

Good morning

2. Complete the sentence with the correct word from the box.

a) A: Hello, what's your name?
B: _____ Lizzy.

b) A: _____ Miss.
B: See you tomorrow students.

c) A: Good bye.
B: _____, mom.

d) A: My name is Karla.
B: _____, Karla. I'm Diego.

e) A: _____ teacher.
B: Good morning everyone.

Hi, my name is	Nice to meet you
Good morning	Have a nice day
Good bye	

WRITING:

3. Put in practice what you have learnt. Create a small conversation where you can use greetings.

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Objective:	Students will be able to recognize and use appropriate greetings in writing section.
Time:	40 minutes
Resources:	Methodological guideline; flashcards
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers give a general explanation about the topic through flashcards. ▪ Teachers explain the activity two times. ▪ Teacher encourage students to participate in order to show their answers.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should recognize and use greetings in writing section. ▪ Checking students' comprehension through the activity from the methodological guideline.

1 Greetings

Objective: To recognize and use appropriate greetings in writing section

1. Look at the picture and match with the correct word.

a)



Good evening

b)



Good bye

c)



Good afternoon

d)



Hello

e)



Good morning

2. Complete the sentence with the correct word from the box.

Hi, my name is

Nice to meet you

Good morning

Have a nice day

Good bye

a) A: Hello, what's your name?



B: _____ Lizzy.



b) A: _____ Miss.

B: See you tomorrow students.

c) A: Good bye.



B: _____, mom.



d) A: My name is Karla.

B: _____, Karla. I'm Diego.

e) A: _____, teacher.



B: Good morning everyone.

WRITING

3. Put in practice what you have learnt. Create a small conversation where you can use greetings.

ACTIVITY # 2

WHO ARE YOU?

2 Who are you?

Objective: To use and identify the personal pronouns.

1. Look at the picture and highlight the correct personal pronoun.

 She is / He is	 They are / It is	 We are / He is	 It is / He is
 They are / He is	 It is / She is	 We are / She is	 It is / you are

2. Write a sentence that represent the picture. Use personal pronouns, look at the example.

 Doctors i.e. They are doctors.	 Dancer	 Drummer
 Students	 Happy dog	 Architects

WRITING

3. Answer the following questions with four sentences. Remember, you have to use personal pronouns in this section. Good luck!

Who are you?

How is your family?

How is your pet?

How is your best friend?

68

Objective:	Students will be able to use and identify the personal pronouns.
Time:	40 minutes
Resources:	Methodological guideline; pictures
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers give an explanation about personal pronouns through some pictures. ▪ Teachers explain the activity two times. ▪ Teachers encourage students to complete the activity from the guideline.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should recognize and use personal pronouns in writing section. ▪ Checking students' comprehension through the activity from the methodological guideline.

2 Who are you?

Objective: To use and identify the personal pronouns.

1. Look at the picture and highlight the correct personal pronoun.



She is / He is



They are / It is



We are / He is



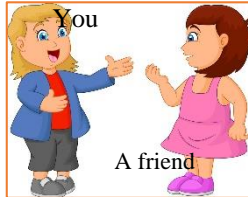
It is / He is



They are / He is



It is / She is



We are / She is

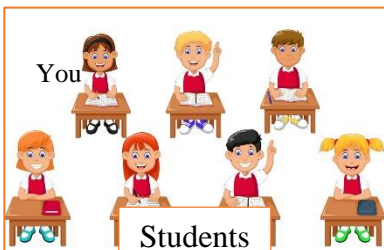
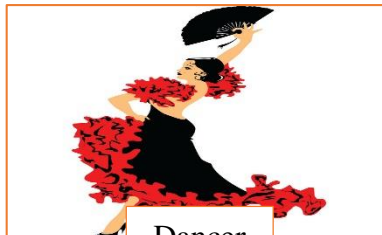


It is / you are

2. Write a sentence that represent the picture. Use personal pronouns, look at the example.



i.e. They are doctors.

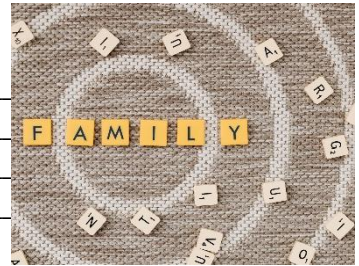


WRITING

3. Answer the following questions with four sentences. Remember, you have to use personal pronouns in this section. Good luck!

Who are you?

How is your family?



How is your pet?

How is your best friend?






ACTIVITY # 3




WHERE ARE YOU FROM?




3 Where are you from?




Objective: To identify countries and nationalities in order to know where they are from.




1. Match each country with the correct picture.




f) Ecuador   

g) Italy   






h) Germany   

i) Brazil   

j) United States   

k) Japan   


2. Look at the picture and complete the following sentences.

- If Luca and her brothers are from Russia, they are _____ 
- If Mark is Irish, he is from _____ 
- If Jose is from _____, he is Mexican. 
- If Mary and her are _____, they are from Portugal. 
- If Luca and his wife are from France, they are _____ 

WRITING

3. Use your imagination! Imagine that you are talking with a person from another country. Then, create a small conversation asking where she or he is from. Show your results to your classmates.

Hey... Remember you can use greetings for starting a conversation. Good luck!



Objective:	Students will be able to identify countries and nationalities in order to know where people are from.
Time:	40 minutes
Resources:	Methodological guideline; flashcards
Instructions:	<ul style="list-style-type: none">▪ Teachers hand out the methodological guideline to each student.▪ Teachers provide students the vocabulary about countries and nationalities using some flashcards.▪ Teachers explain the activity two times.▪ Teachers motivate students to finish the activity.
Evaluation:	<ul style="list-style-type: none">▪ Students should recognize where people are from in order to write a conversation in writing section.▪ Checking students' comprehension through the activity from the methodological guideline.

3

Where are you from?

Objective: To identify countries and nationalities in order to know where they are from.

1. Match each country with the correct picture.

f) Ecuador

g) Italy

h) Germany

i) Brazil

j) United States

k) Japan



2. Look at the picture and complete the following sentences.

- If Laura and her brothers are from Russia, they are _____.



- If Mark is Irish, he is from _____.

- If Jose is from _____, he is Mexican.



- If Mary and her are _____, they are from Portugal.

- If Luca and his wife are from France, they are _____.



WRITING

3. Use your imagination! Imagine that you are talking with a person from another country. Then, create a small conversation asking where she or he is from. Show your results to your classmates.

Hey... Remember you must use greetings for starting a conversation. Good luck!



ACTIVITY # 4


FAMILY MEMBERS


4 Family members


Objective: To identify family members' vocabulary.


1. Write down the picture its correct name. Use the words from the box.


Mother	Children	Grandfather
Father	Grandmother	Siblings




















2. Look at the picture and complete the sentence with the correct word.

- The man or woman I am married is my  _____
- My grandfather's daughter is my  _____
- My mother's father is my  _____
- My grandmother's son is my  _____
- My father's parents are my  _____

WRITING

3. Meeting your family. Write ten sentences to describe your family members. If you want to write more than ten sentences, you can do it. Good luck!



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Objective:	Students will be able to identify family members' vocabulary.
Time:	40 minutes
Resources:	Methodological guideline; pictures
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers provide students the vocabulary using some pictures in order to identify the family members. ▪ Teachers explain the activity two times. ▪ Teachers encourage students to finish with the task.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should recognize and describe their family members in writing section. ▪ Checking students' comprehension through the activity from the methodological guideline.

4

Family members

Objective: To identify family members' vocabulary.

1. Write down the picture its correct name. Use the words from the box.

Mother	Children	Grandfather
Father	Grandmother	Siblings



2. Look at the picture and complete the sentence with the correct word.

- The man or woman I am married is my _____.



- My grandfather's daughter is my _____.

- My mother's father is my _____.



- My grandmother's son is my _____.

- My father's parents are my _____.



WRITING

3. Meeting your family. Write ten sentences to describe your family members. If you want to write more than ten sentences, you can do it. Good luck!



ACTIVITY # 5


HOW DO YOU LOOK TODAY?

5 How do you look today?

Objective: To identify some adjectives with the purpose of describing objects.

1. Match each adjective with the correct picture.

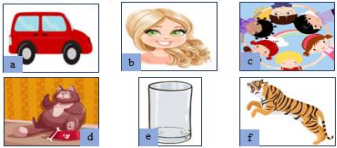
a) Happy
b) Sad
c) Old
d) Young
e) Cold
f) Hot



2. Look at the picture and complete the following sentences. Use the adjectives from the box.

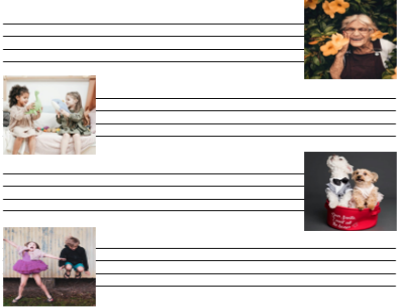
a) There is a _____ car.
b) She is a _____ girl.
c) They are _____.
d) It is a _____ cat.
e) The glass is _____.
f) The tiger is _____.

- Empty
- Fast
- Red
- Happy
- Fat
- Pretty



WRITING

3. Describe the following pictures in three sentences. Remember you should use adjectives. Good luck!



Objective:	Students will be able to identify some adjectives with the purpose of describing objects.
Time:	40 minutes
Resources:	Methodological guideline; realia; body expression
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers give an explanation about the topic using realia and body expression if it is necessary. ▪ Teachers explain the activity two times. ▪ Teachers encourage students to complete the activity.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should identify and use some common adjectives for describing things/animals/people. ▪ Checking students' comprehension through the activity from the methodological guideline.

5

How do you look today?

Objective: To identify some adjectives with the purpose of describing objects.

1. Match each adjective with the correct picture.

a) Happy



b) Sad

c) Old

d) Young



e) Cold

f) Hot

2. Look at the picture and complete the following sentences. Use the adjectives from the box.

a) There is a _____ car.

b) She is a _____ girl.

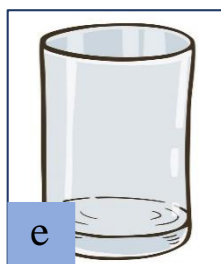
c) They are _____.

d) It is a _____ cat.

e) The glass is _____.

f) The tiger is _____.

- Empty
- Fast
- Red
- Happy
- Fat
- Pretty



WRITING

3. Describe the following pictures in three sentences. Remember you should use adjectives. Good luck!





ACTIVITY # 6


WHERE IS...?

6 Where is...?


Objective: to recognize and use prepositions of place in simple sentences.

1. Use prepositions of place from the box for completing the following sentences.


- Behind
- Between
- In
- On
- Next to




The cat is _____ the box.



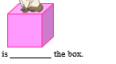
The cat is _____ the box.



The cat is _____ the box.




The cat is _____ the box.




The cat is _____ the box.

2. Look at the picture and answer the questions. Use the prepositions of place.


• Where is the dog?




• Where is the bird?




• Where are the books?




• Where is the pencil?



• Where are the balloons?




• Where are they?



WRITING

3. Describe what is around you, then show your results to your classmates.
Remember, you must use prepositions of place. Good luck!



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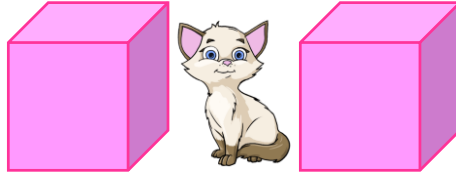
Objective:	Students will be able to recognize and use prepositions of place in simple sentences.
Time:	40 minutes
Resources:	Methodological guideline; flashcards; realia
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers give a general explanation about prepositions of place through some flashcards and realia. ▪ Teachers explain the activity two times. ▪ Teachers encourage students to finish with the activity from the guideline.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should recognize and use preposition of place in writing section. ▪ Checking students' comprehension through the activity from the methodological guideline.

6 Where is...?

Objective: to recognize and use prepositions of place in simple sentences.

1. Use prepositions of place from the box for completing the following sentences.

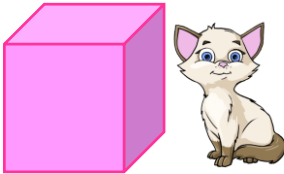
- Behind
- Between
- In
- On
- Next to



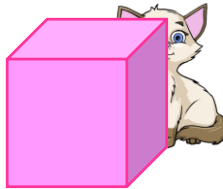
The cat is _____ the boxes.



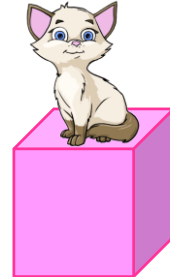
The cat is _____ the box.



The cat is _____ the box.



The cat is _____ the box.



The cat is _____ the box.

2. Look at the picture and answer the questions. Use the prepositions of place.

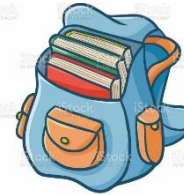
- Where is the dog?



- Where is the bird?



- Where are the books?



- Where is the pencil?



- Where are the balloons?



- Where are they?



WRITING

3. Describe what is around you, then show your results to your classmates.

Remember, you must use prepositions of place. Good luck!



ACTIVITY # 7

WHEN IS...?

7 When is...?

Objective: To recognize and use prepositions of time in simple sentences.

1. Look at the picture and complete the sentence with the correct preposition of time.

She wakes up 7:00 a.m. They run the morning. The concert is September.

Samuel was born February 24th, 2005. We will make a snowman winter.

2. Put the following expressions in the right box.

• August	• Friday	• 1985	• July 20th	• 9 o'clock
• Monday	• October 31st	• London	• 15:30	• Christmas

IN **ON** **AT**

WRITING

3. Put in practice what you have learnt today! Write six sentences per preposition of time.
Remember there are three prepositions of time. Good luck!

IN

ON

AT

Objective:	Students will be able to recognize and use prepositions of time in simple sentences.
Time:	40 minutes
Resources:	Methodological guideline; flashcards
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers give a general explanation about prepositions of time through some flashcards. ▪ Teachers explain the activity two times. ▪ Teachers motivate students to finish their tasks from the guideline.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should recognize and use preposition of time in order to write simple sentences. ▪ Checking students' comprehension through the activity from the methodological guideline.

7 When is...?

Objective: To recognize and use prepositions of time in simple sentences.

1. Look at the picture and complete the sentence with the correct preposition of time.



She wakes up ___ 7:00 a.m.



They run ___ the morning.



The concert is ___ September.



Samuel was born ___ February 24th, 2005.



We will make a snowman ___ winter.

2. Put the following expressions in the right box.

- August
- Friday
- 1985
- July 20th
- 9 o'clock
- Monday
- October 31st
- London
- 15:30
- Christmas

IN


ON

AT

WRITING

3. Put in practice what you have learnt today! Write six sentences per preposition of time.

Remember there are three prepositions of time. Good luck!



IN



ON



AT


ACTIVITY # 8

WHAT IS THERE?


8 What is there?

Objective: To identify and use "there is/There are" properly.


1. Complete the sentence using there is or there are.




three strawberries.




sugar.




six eggs.



rice.




a hamburger.




four bananas.


2. Look at the following pictures and write a sentence. The sentences can be positive or negative.




Milk




Honey






Candies




Carrots





Tissues


WRITING

3. Look at the picture and describe what is there. Write five sentences per picture.
Remember that the sentences can be singular, plural, positive or negative.
Good luck!









Objective:	Students will be able to identify and use “there is/There are” properly in positive and negative statements.
Time:	40 minutes
Resources:	Methodological guideline; flashcards
Instructions:	<ul style="list-style-type: none"> Teachers hand out the methodological guideline to each student. Teachers give an explanation about the use of “there is” and “there are” using flashcards. Teachers explain the activity two times. Teachers encourage students in order to complete with the activity.
Evaluation:	<ul style="list-style-type: none"> Students should recognize and use “there is” and “there are” for writing simple sentences. Checking students’ comprehension through the activity from the methodological guideline.

8

What is there?

Objective: To identify and use “there is/There are” properly.

1. Complete the sentence using there is or there are.



_____ three strawberries.



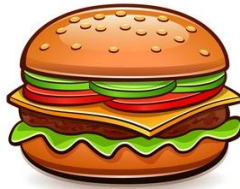
_____ sugar.



_____ six eggs.



_____ rice.



_____ a hamburger.



_____ four bananas.

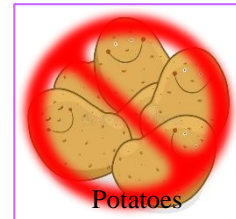
2. Look at the following pictures and write a sentence. The sentences can be positive or negative.



Milk



Honey



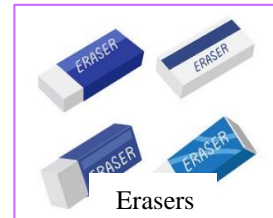
Potatoes



Candies



Carrot



Erasers

WRITING

3. Look at the picture and describe what is there. Write five sentences per picture.

Remember that the sentences can be singular, plural, positive or negative.

Good luck!









ACTIVITY # 9

DAILY ROUTINES

9 Daily routines

Objective: Students will be able to describe their daily routines.

1. Match each daily routine with the correct picture.

a) To wake up
b) To brush my teeth
c) To have breakfast
d) To take a bath
e) To study
f) To go to bed

2. Look at the pictures and write the routine they are doing. You can use the expressions from the box.

• Get up • Have breakfast • Have lunch • Listen to music
• Brush her teeth • Go to school • Watch TV • Comb their hair

WRITING

3. What have you learnt today? Based on daily routine vocabulary, write your own routine. Tell us how your day starts, and how it ends. |

Objective:	Students will be able to describe their daily routines.
Time:	40 minutes
Resources:	Methodological guideline; flashcards; body expression
Instructions:	<ul style="list-style-type: none"> Teachers hand out the methodological guideline to each student. Teachers provide students some vocabulary about “routines” through flashcards and body expression if it is necessary. Teachers explain the activity two times. Teachers encourage students in order to complete with the activity.
Evaluation:	<ul style="list-style-type: none"> Students should recognize and describe their daily routine. Checking students’ comprehension through the activity from the methodological guideline.

9 Daily routines

Objective: Students will be able to describe their daily routines.

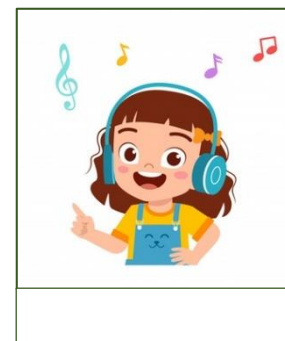
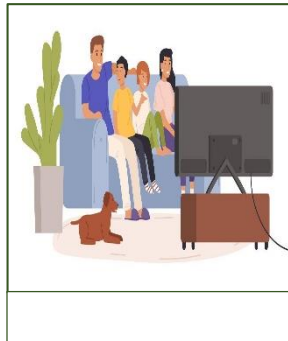
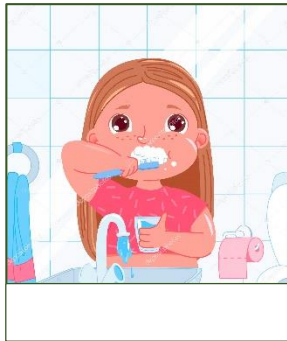
1. Match each daily routine with the correct picture.

- a) To wake up
- b) To brush my teeth
- c) To have breakfast
- d) To take a bath
- e) To study
- f) To go to bed



2. Look at the pictures and write the routine they are doing. You can use the expressions from the box.

- Get up
- Brush her teeth
- Have breakfast
- Go to school
- Have lunch
- Watch TV
- Listen to music
- Comb their hair



WRITING

3. What have you learnt today? Based on daily routine vocabulary, write your own routine. Tell us how your day starts, and how it ends.




ACTIVITY # 10

WHAT CAN YOU DO?






10 What can you do?

Objective: Students will be able to identify and describe an ability.

1. Look at the picture and complete the sentence. You can use positive or negative statement if it is necessary.




2. Put in order the following sentences. The sentence can be positive or negative.

- jump / can / Mary and Jose 
- can / Josue / fly 
- We / cook / can 
- ride / can / They / a bike 
- Laura / surf / can 


WRITING

3. Write eight sentences for each question and tell us what you can and cannot do.

What can you do?



What can you do?



Objective:	Students will be able to identify and describe an ability.
Time:	40 minutes
Resources:	Methodological guideline; flashcards
Instructions:	<ul style="list-style-type: none"> ▪ Teachers hand out the methodological guideline to each student. ▪ Teachers give an explanation with examples about the use of “can” through some flashcards. ▪ Teachers explain the activity two times. ▪ Teachers encourage students in order to complete with the activity.
Evaluation:	<ul style="list-style-type: none"> ▪ Students should identify and describe an ability using the modal verb “can” for writing simple sentences. ▪ Checking students’ comprehension through the activity from the methodological guideline.

10 What can you do?

Objective: Students will be able to identify and describe an ability.

1. Look at the picture and complete the sentence. You can use positive or negative statement if it is necessary.

 <p>Play</p>	 <p>Swim</p>	 <p>Sing</p>
 <p>Run</p>	 <p>Read</p>	

2. Put in order the following sentences. The sentence can be positive or negative.

- jump / can / Mary and Jose





- can / Josue / fly

- We /cook / can





- ride / can / They / a bike

- Laura / surf / can



WRITING

3. Write ten sentences for each question and tell us what you can and cannot do.

What can you do?



What cannot you do?

4.6. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. The development of the methodological guideline will provide the necessary support to students with hearing impairment within their English learning process.
2. Students with hearing problems will be able to acquire new English vocabulary through the activities from the guideline based on the visual scaffolding strategy.
3. The methodological guideline will allow that hearing-impaired students feel motivated with the purpose of developing their English writing skills at an A1 level.

RECOMMENDATIONS

1. It is recommended to develop and design different kind of resources that guide the learning process of students with hearing impairment.
2. The use of visual resources is recommended in order to facilitate the students' learning process within English language.
3. It is recommended to maintain the students' motivation through the methodological guideline with the purpose of hearing-impaired students develop their English writing skills.

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ANNEXES

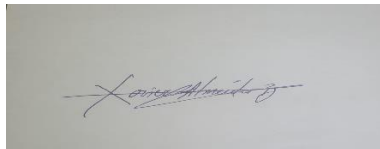
1. ANTI-PLAGIARISM REPORT

La Libertad, September 13th, 2021

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled “STRATEGIES TO DEVELOP ENGLISH WRITING SKILLS TO A1 HEARING-IMPAIRED STUDENTS GRADE OF PENÍNSULA DE SANTA ELENA HIGH SCHOOL, LA LIBERTAD – PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021–2022” prepared by JENNIFER ELIZABETH BOHORQUEZ FRANCO undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 3% of the permitted assessment, therefore this report is issued.

Sincerely,



.....

ING. XAVIER ALMEIDA BRIONES MSc.

ADVISOR

URKUND ANTI-PLAGIARISM REPORT

Dirección de análisis: xalmeida.upse@analysis.orkund.com

The screenshot shows a file explorer window with the following elements:

- Address bar: `xalmeida.upse@analysis.orkund.com (1)`
- Navigation buttons: Home, Back, Forward, New folder, Settings, Refresh, Search, Previous, Next, Page 1/1.
- File list:
 - File name: `D112384530 CHAPTERS 1-2-4 JENNIFER BOHORQUEZ.docx`
 - Content: Chapter I, II, IV Jennifer Bohorquez 16 MB 7954 palabra(s) jennifer.bohorquezfranco@upse.edu.ec
 - Date: 10/09/2021 23:09
- Similarity indicator: A yellow warning icon with a triangle and the text "3%".



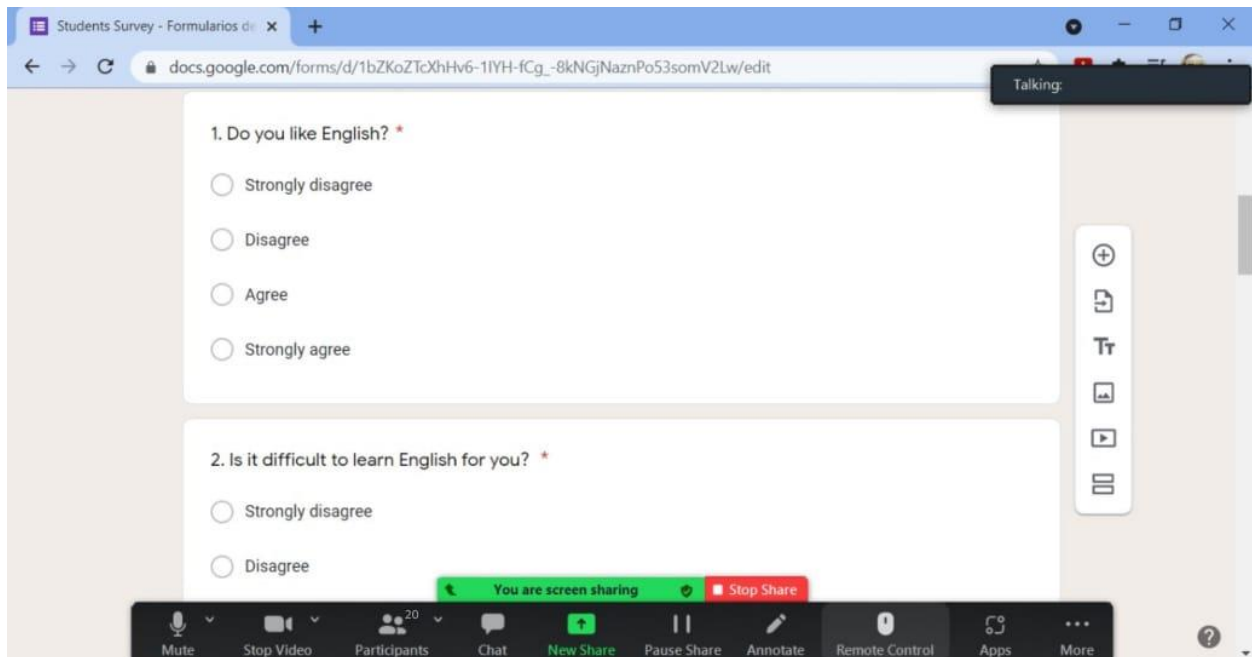
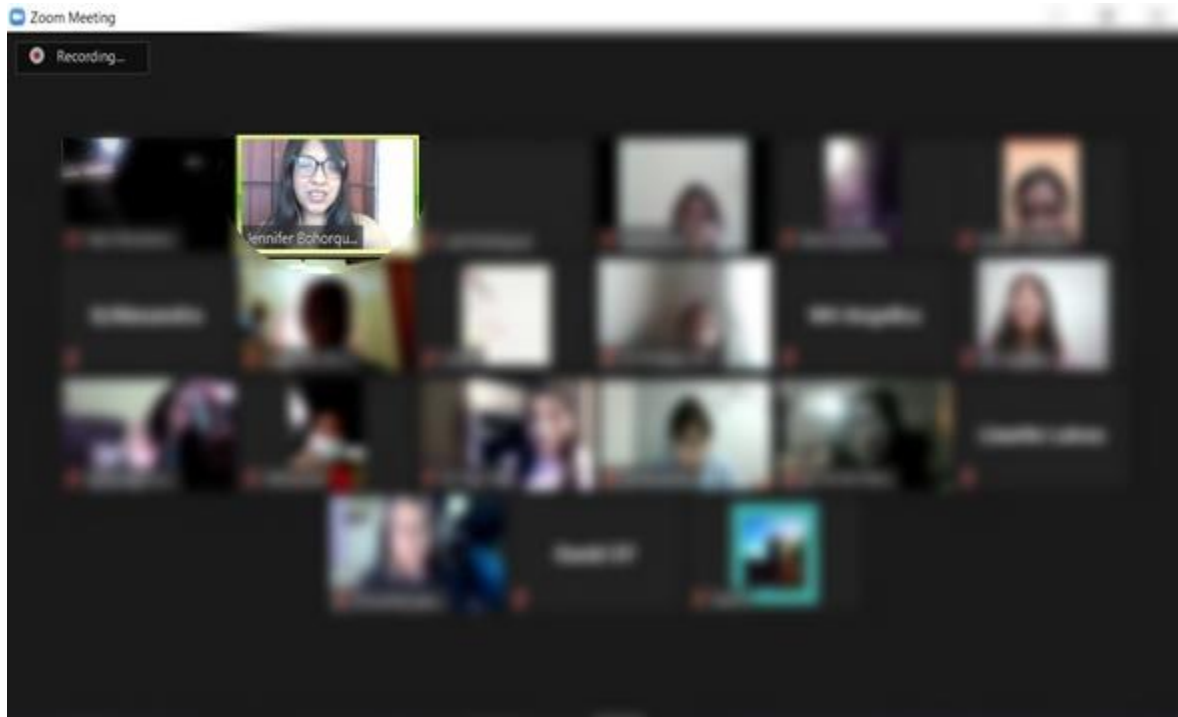
2. STUDENTS SURVEY PLATFORM

The screenshot shows a Google Forms interface in edit mode. The browser address bar displays the URL: docs.google.com/forms/d/1bZKoZTcXhHv6-1IYH-fCg_-8kNGjNaznPo53somV2Lw/edit. The form title is "Students Survey". Below the title, the text reads: "Península de Santa Elena State University, Faculty of Education Sciences and Languages, Pedagogogy of National and Foreign Languages". A description follows: "Survey applied to students from Península de Santa Elena High School whose the purpose is to have a better understanding about teaching of English language in hearing-impaired students." The form is currently empty, with a "Preguntas" (Questions) tab selected and "Respuestas" (Responses) showing 19 responses. The background image features a desk with a notepad, pens, and a cup of coffee.

This screenshot displays the survey results for two questions. The first question is "1. Do you like English?" with 19 responses. The results are shown in a pie chart with the following distribution: Strongly agree (52.6%), Agree (26.3%), and Disagree (21.1%). The second question is "2. Is it difficult to learn English for you?*" with 19 responses. The results are shown in a pie chart with the following distribution: Strongly agree (57.9%). The legend for both charts indicates: Strongly disagree (blue), Disagree (red), Agree (orange), and Strongly agree (green).

Question	Response	Percentage
1. Do you like English?	Strongly agree	52.6%
	Agree	26.3%
	Disagree	21.1%
2. Is it difficult to learn English for you?*	Strongly agree	57.9%
	Disagree	0%

3. ZOOM MEETING



4. STUDENTS SURVEY

1. Do you like English?

- Strongly disagree
- Disagree
- Agree
- Strongly agree

2. Is it difficult to learn English for you?

- Strongly disagree
- Disagree
- Agree
- Strongly agree

3. What English level do you think you have?

- Less than A1
- A1
- A2
- B1
- B2

4. What English skill do you like the most?

- Listening skills
- Reading skills
- Writing skills
- Speaking skills

5. What English skill is more difficult to learn for you?

- Listening skills
- Reading skills
- Writing skills
- Speaking skills

6. Choose the barriers that you face within the teaching-learning process of the English language.

- Slow acquisition of vocabulary
- Unusual voice quality
- Problems with spelling
- Inadequate teaching resources

7. How difficult is for you to develop your English writing skills?

Not at all difficult 1 2 3 4 5 Extremely difficult

8. How difficult is for you to learn new English vocabulary?

Not at all difficult 1 2 3 4 5 Extremely difficult

9. Would you like that your teachers apply different strategies that facilitate the development of your English writing skills?

- Strongly disagree
- Disagree
- Agree
- Strongly agree

10. The use of a guideline with activities, images, graphics, etc. will allow you to develop your writing skills to A1 level

- Strongly disagree
- Disagree
- Agree
- Strongly agree