Teaching Resources in the Production of Writing of the English Language in Deaf Students

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Abstract

The research was related to the didactic resources in the production of writing in the deaf students of 1st-year high school of the Private Educational Unit "El Oasis". Its objective was to determine the teaching resources to improve the writing production of the English language in deaf students. For information purposes, the research had a qualitative approach with the purpose of generating information based on the narratives obtained during the implementation of an interview with the English subject teacher and the student's representative. The results presented show that the use of teaching resources positively influences the development of English language skills, especially writing skills, especially when it comes to students with different degrees of hearing impairment, where this is the only means of communication due to because teachers do not know sign language. On the other hand, it was determined that the student with hearing disabilities learns English much faster than other subjects because she likes and watches many movies titled in English and relates the vocabulary, she learned in class with what she reads in the movies. Finally, the conclusions are that based on the teaching resources proposed by the teacher, it is considered that the 1st year high school student is currently at a level between achieving the required learning and being close to achieving the required learning.

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1 Introduction

One of the main obstacles that deaf students have when learning any subject is demotivation resulting from the difficulty they have in terms of communication with their teachers and classmates. Many deaf students are fluent in sign language; however, teachers do not know or do not have enough practice to work adequately with these students. At the same time, the lack of communication with colleagues prevents an exchange of information, as well as feedback (Hammami et al., 2019; Cheng et al., 2016).

In this sense, it is of transcendent importance to incorporate dynamic didactic resources in the teaching-learning process of the English language, since currently, these resources constitute the means that allow students to be motivated to develop the tasks specific to this language. Based on what was stated, the research aims to demonstrate that the teaching resources constitute support to improve the writing production of the 1st year high school student of the Private Educational Unit "El Oasis".

The English teaching-learning process, by itself, constitutes a real problem both for the teacher and even more so for the student who has all his senses working adequately. However, when it comes to teaching the English language to deaf students, the scenarios are different. To the problem presented, the teacher must be aware of the different didactic resources to improve writing production, given that it is a universal way to communicate without creating integration problems, and where the deaf student can demand information by part of the teacher (Stevenson & Phakiti, 2014; Kim et al., 2021).

Therefore, the teacher must be in a constant process of pedagogical updating. According to the Organic Law of Intercultural Education, LOEI (2023) Art. 10.- Curricular flexibility. Literal a. Curricular adaptations: When the national curriculum is complemented or adapted to the specific educational needs of the student body. It involves designing, applying and evaluating tools that allow individuality to be assumed in the teaching-learning process, to guarantee inclusion, permanence, learning, promotion and completion within the educational system.

With these expectations, what is intended is to reveal a fundamental issue that relates to the difficulty that the deaf student in the 1st year of high school at the Private Educational Unit "El Oasis" has in learning the English language. An additional element that does not contribute to the learning of the English language is the teacher/student relationship, not necessarily related to the student's lack of work, but because teachers are often not properly trained to deal with these scenarios (Sanprasert, 2010; Lin, 2014).

Literary review
Didactic resources

The use of technology within the educational space has a very important role in the development of innovative teaching resources, allowing support to be provided in the teaching-learning process so that the proposed objectives for the acquisition of knowledge are met. Likewise, it should be considered that The technological revolution in education brings with it a new generation of more dynamic teaching materials (Delgado-Ramirez et al., 2021).

The development of a multimedia teaching resource for people with disabilities, focused on students who use sensory resources, which do not encourage interest in learning. Therefore, it is considered that multimedia teaching resources for basic special education are essential as an educational tool, as they allow for improving the learning of students with disabilities (Balseca et al., 2021).

The experience clearly shows that the use of technology plays an important role in the education of students today; When used in the classroom, the teacher enters into "orbit" with his deaf students, those of this generation, establishing a much more dynamic bond, a motivating factor conducive to teaching and learning, making it easier to achieve achievements in each one of the students at their own pace (Bracamonte & Novoa, 2021).

The Organic Law of Intercultural Education requires developing and putting into use the necessary curricular adaptations through the use of ICT in the educational process for people with disabilities, introducing them to digital literacy, however, through observation in the places to be applied, It was determined that students use tangible teaching resources, whether books, pictures or banners, which do not encourage interest in learning (Balseca et al., 2021).

The inventory in Sign Language has been extracted from the CNSE Comprendo y Signo program and is based on pictograms and configurations. The latter are adapted to the age of the student and the configurations change as practice is acquired. This application constitutes a great resource for evaluating students, both by tutors and by specialists in Therapeutic Pedagogy, Hearing and Language, and by the Counselor, always with the participation of an expert in Sign Language and augmentative communication systems (Sánchez et al., 2022).

The use of multimedia educational material in people with disabilities is necessary and motivating, since the students' attention improves in the learning process, avoiding disinterest and lack of concentration, given its didactic potential as a teaching resource, which can allow the development of skills for group and/or autonomous work at any time the student needs it. The use of these applications determines that multimedia teaching resources applied to basic special education have become a support tool for both the teacher and the student, with interactive and didactic characteristics (Balseca et al., 2021).

The use of technological resources is essential within the educational process for the implementation of new educational methodologies that include people with hearing disabilities. Without these, there would be no standard for what a digital educational resource must have to determine what the minimum accessibility is so that the student can achieve meaningful learning (Alegría et al., 2021).

The challenge that the teacher faces is to devise tools, strategies, and dynamics that facilitate the teaching process and motivation to study for these deaf students. The Sódori application generates a visual, emotional and knowledge impact on deaf students, in such a way that it captivates their interest thanks to the interface, activities and videos displayed there. Achieve understanding and easy use of the multimedia material, carrying out the activities proposed there (Bracamonte & Novoa, 2021).

Writing production

A weakened self-confidence and fragile disposition towards the practice of writing was observed in the deaf young people. Before the experience, they stated that they did not feel they had sufficient competencies to write an autobiography. We can attribute this perception to a normative view of language: for example, believing that grammatical knowledge is needed before writing (Cortés Villarroel & Cisternas León, 2022).

Regarding the text production task, Deaf students wrote shorter texts and used fewer words to describe each object; In addition, they adopted a simpler content planning strategy, which consisted of describing the objects one after another. It is mentioned that Deaf participants wrote words more slowly and had more phonological spelling errors (Cortés et al., 2020).

The development of reading comprehension and written production aimed at students with hearing disabilities (low hearing) requires the development of reading and writing skills based on a methodology with a differential approach, that is, actions different from traditional structures, where the subject is recognized from the deficit and not from its potential or capacity (Barrero, 2021).

The written language development of deaf people is affected by the absence of models appropriate to their needs. The findings reveal the importance of explicitly teaching rules of written Spanish to deaf bilingual students to improve their reading comprehension (Mata & Benítez, 2022).

Deaf students present difficulties in the development of reading comprehension skills and production of written texts, this is due to the arduous process that the deaf student requires to learn in a second language that is constructed by phonetic signs, a skill absent in the population of this study. Added to this reality is the complexity of the conversion of meanings into written language, a process that the deaf person accesses through sign language (Álvarez-Cañizo et al., 2023).

Hearing impairment

Disability should be conceived as an opportunity to find new ways of understanding the world, to open new channels of perception of reality, to create spaces for communication and encounter, which manifest the plural nature of education; especially, its participatory, inclusive and community nature around knowledge (De la Cruz Pantoja & Guerrero, 2022).

It has been determined that there is a satisfactory assessment in the Utility, Pedagogical/Didactic and Technical areas, determining that the use of multimedia teaching resources applied to basic auditory special education has become a support tool for teachers and easy-to-use and highly useful students, which can be applied to any social context (Manzano et al., 2021).

According to Santa Cruz et al. (2021), it is considered extremely important to prioritize the prevention and detection of emotional problems derived from disability. Therefore, it is essential to have empirical evidence that allows focusing treatment and intervention strategies in mental health, since, as mentioned, disability problems are related to various problems, both academic and social in adolescence and eventually in adulthood (p. 112).

Academic preparation during the school stage is very important, it has a lot to do with your learning, and the teaching techniques are ideal for the assimilation of knowledge. The strategies and methodologies to be applied must be taught by trained teachers; There is a need for training teachers, who have knowledge and are trained in basic techniques for teaching and learning for children with hearing disabilities for inclusive practice and equal opportunities to provide equitable teaching based on good living (Salazar et al., 2019).

2 Materials and Methods

The research had a qualitative approach because the data obtained through the interview contributed to diagnosing the strategies used in the production of writing in the 1st year high school students of the Private Educational Unit "El Oasis". At the same time, it allowed us to demonstrate through the interview, the narratives and points of view of the teachers involved. According to Sampieri (2014), it is indicated that the qualitative approach develops the analysis of the data, where the collection consists of obtaining the perspectives and points of view of those involved (p.8).

The methodology used was bibliographic in this regard Espinoza & Cervantes (2021), point out that the bibliographic method provides definitions and other theoretical elements that support the research. It was inductive since it allowed us to demonstrate the strategies used in the production of writing in the 1st year high school students of the Private Educational Unit "El Oasis" to generate information regarding the problem raised. It was deductive since conclusions were established based on the information generated. The inductive/deductive methodology was used, in this regard, Urzola (2020) points out that, during the induction process, knowledge is accumulated, and in turn, from deduction, ideas and thoughts are unified to give it scientific validation (p. 36).

On the other hand, the analytical method was used by which the causes and effects of the problem posed were determined. Instead, the synthetic method contributed to developing a thorough understanding of the problem. In this regard, the publication of Concepto (2024) points out that the analytical method contributes to obtaining evidence to verify or validate reasoning, while the synthetic method develops the capacity of the human mind for synthesis. The population and sample were made up of the teacher who teaches the English subject at the institution and the representative (Reyes-Avila et al., 2023).

3 Results and Discussions

The results obtained based on the implementation of the interviews are the following:

Interview with the teacher

How does the use of teaching resources influence the writing production of the English language in the deaf student in 1st year of high school? Because?
According to the teacher's criteria, the use of teaching resources positively influences the development of English language skills, especially writing skills, especially when it comes to students with different degrees of hearing impairment, where This is the only means of communication because teachers do not know sign language.
What type of teaching resources do you apply in the activities of the English language teaching-learning process with the student in question?
The resources used are those that the Private Educational Unit "El Oasis" has available. Thus, for example, the projector is used to share images downloaded from the Internet with students in general and cards adapted to the class topic. In the case of the student with hearing disabilities, written vocabulary is shared, also related to the topic discussed.
What is the contribution that didactic resources generate in the production of writing in the English language at the level of deaf students? Because?

According to the teacher, it is indicated that not all teaching resources contribute to the teaching-learning process of the English language8 in students with hearing disabilities. In the case of the first-year high school student, any teaching resource that involves the development of writing and reading skills contributes significantly, because it is the only means of communicating with the student (Paradis et al., 2010; Akbari et al., 2010).

What type of teaching resources do you use to establish adequate communication with the deaf student in 1st year of high school?

Since I do not know or master sign language, the only way to communicate with the student is through writing and reading in Spanish and very little in English.

Do you consider that the use of the Internet and computer programs for teaching the English language can be considered among inclusive teaching resources? Because?

The incorporation of computing in the educational process is always good and acceptable. However, in the case of the student with hearing disabilities, like other students, these types of resources must be applied with some control. First, to limit access to inappropriate content and, second, to choose carefully the activities to carry out with these teaching resources.

What type of resources do you use to keep the attention of the student in question?

The student has the characteristics of someone interested in learning, so her attention is focused on developing writing and reading activities. Additionally, the use of the projector allows for displaying information that can be shared with all classmates, given that Everyone must develop writing and reading skills.

What type of inclusive teaching resources do you implement within the production of English language writing with the student?

The teacher was able to point out that the most inclusive resource available at the moment is the projector, since, through it, information can be shared with the entire group, thus avoiding excluding the student from the dynamics of the class.

Do you consider that, with the teaching resources that you propose, the student achieves adequate learning in the production of writing in the English language? Because?

The problem of verbal communication with the student is not an obstacle, she communicates through writing and reading skills, therefore, it is considered that she is currently between achieving the required learning and She is close to achieving the required learning.

Interview with the student representative

Do you consider that the teaching resources used by the teacher in the production of writing in the English language are of practical use for the student? Because?

According to the student's representative, she was able to indicate that the student with hearing disabilities learns English much faster than other subjects because she likes and watches many movies titled in English and relates the vocabulary she learned in class with what she reads. in the movies.

How important do you consider the use of teaching resources used by the teacher in the production of writing in the English language? Because?

They are important, however, it is considered that it is not all the work that the teacher must do. When it comes to students with any disability, the teacher must find a way to reach their students with their knowledge. According to the student's representative, the teaching resources used are only the means and not the end of education.

How appropriate are the teaching resources used by the teacher in the production of writing in the English language?

According to the student's representative, the resources used by English teachers, although they indeed help in the learning of this language, at the level of her client, indicate that she hopes that teachers can implement other strategies, for example, the use of computer applications such as Rosetta Stone and others.

Do you consider that the student with hearing disabilities has an active participation in classes and the resources implemented by the teacher contribute to this? Because?

According to the student's representative, her client has adequate participation in class, but because at home she learns a lot and this is evident in her participation in the classroom with the help of the teacher.

What factors would negatively influence written production?

Without a doubt, one of the most important factors corresponds to the failure of teacher/student communication, as well as when the teacher gives unclear instructions and does not dedicate enough time to the student.

Discussion

Without a doubt, one of the most complicated tasks that teachers face is teaching the English language aimed at students with disabilities. The lack of teaching resources in the production of English language writing in deaf

students constitutes one of the main obstacles to achieving meaningful learning. However, the constant evolution of education causes teachers to formulate new questions related to how they should address this problem, questions that are related to their work, and questions such as: What teaching resources should be used to work with students with disabilities? auditory? How to include parents in the educational process? How to motivate the learning of this language? How to improve writing production in the English language? Answering these questions is not an easy task nor does it correspond to a single person, it is about working together among all those involved to achieve the objectives (Ndirangu et al., 2003; Ruthven et al., 2004).

In this sense, the research focused on investigating the didactic resources in the production of writing in the English language in the deaf students of the 1st year of high school at the Private Educational Unit "El Oasis". The information collected revolved around the opinion of the subject teacher and the student's representative. In the first case, the results obtained based on the question related to how the use of didactic resources influences the production of writing in the English language in deaf students of 1st year of high school, where the teacher was able to express that It positively influences the development of skills such as writing, especially when this is the only form of communication because teachers do not know sign language. From the point of view of Cortés Villarroel & Cisternas León (2022), the purpose of an inclusive approach is essential to improve the means of communication used with deaf people to ensure not only a good school career but, more importantly, guarantee their full participation. in written culture (p. 108).

The teaching resources that the teacher uses to establish adequate communication with the deaf student in the 1st year of high school. The teacher was able to express that he does not know sign language, and considers that the only way to communicate with the student is through writing and reading in Spanish and very little in English. Regarding the type of resources used to maintain the attention of the student who focuses on developing writing and reading activities, additionally, the use of the projector allows displaying information that can be shared with all classmates, given that everyone must develop these skills.

From the author's point of view, a fundamental contradiction is evident between the need to learn about the deaf student in her 1st year of high school and the teachers' lack of interest in finding an effective form of communication with the student, limiting themselves to it being the student who seeks this communication with the teacher. It is recognized that the teacher does not know sign language, adopting an inflexible position that contradicts the existing regulations on the subject. It should be noted that a person with any level of disability will have a much slower learning rate than the rest of the students. For Baño & Vera (2020) "Learning English language skills promotes self-confidence and autonomy" (p. 23).

Organic Law of Intercultural Education. Art. 10.- Curricular flexibility. Literal a. Curricular adaptations: When the national curriculum is complemented or adapted to the specific educational needs of the student body. It involves designing, applying and evaluating tools that allow individuality to be assumed in the teaching-learning process, to guarantee inclusion, permanence, learning, promotion and completion within the educational system (LOEI, 2023).

In the second case, the results obtained are based on the question related to whether the representative considers that the didactic resources used by the teacher in the production of writing in the English language are of practical use for the student. She was able to indicate that the A student with hearing disabilities learns English much faster than other subjects because he likes and watches many movies titled in English and relates the vocabulary he learned in class with what he reads in the movies. From the point of view of Castro Villalobos et al. (2019), "Inclusive teaching is understood to be that which responds to an education in diversity, which provides an educational response according to the needs of the students" (p. 2).

To the importance of the use of didactic resources used by the teacher in the production of writing in the English language, the representative expresses dissatisfaction with the teacher's work, and, considers that it is not all the work that the teacher must do. Regarding the fact that the didactic resources used by the teacher in the production of writing in the English language are adequate, it was evident that in this area there is also disagreement on the part of the representative, who was able to indicate that teachers should implement other strategies, for example. For example, the use of computer applications such as Rosseta Stone and others. According to Barrero (2021), it is indicated that the significant learning of reading comprehension and written production aimed at students with hearing disabilities requires the development of reading and writing skills based on a methodology with a differential approach (p. 172).

To the Organic Law on Disabilities in its Article 28.- Inclusive education. - The national educational 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 personnel and/or

curricular adaptations and physical, communicational and space accessibility. of learning, in a school education establishment (Organic Law on Disabilities, 2012).

Finally, the student representative was able to state that one of the most important factors corresponds to the failure of teacher/student communication, as well as when the teacher gives unclear instructions and does not dedicate enough time to the student. In the opinion of the author, the deaf student in the 1st year of Baccalaureate at the Private Educational Unit "El Oasis", despite showing some interest in learning the English language, has limitations during the teaching-learning process, that is, in the absence of assertive and two-way communication, their learning is developed through other activities other than those carried out by the teacher.

4 Conclusion

One of the main factors that negatively influence the writing production of the English language in deaf students in 1st year of high school is the lack of teaching resources, especially when it comes to sharing information with the student, since the teacher is not trained to work with disabilities and, in the present case, he does not know sign language, losing all communicative coordination with the student.

The teaching resources that contribute significantly to the writing production of the English language at the level of the deaf student are those related to the development of writing and reading skills since it is the only means of communication with the 1st year high school student of the Private Educational Unit "El Oasis".

Based on the teaching resources proposed by the teacher, it is considered that the 1st year high school student is currently at a level between achieving the required learning and being close to achieving the required learning. It is worth mentioning that the problem of communication with the student is not total, she communicates through writing and reading skills with the teacher and with her classmates.

The information obtained showed that the representative of the student considers that the 1st year high school student of the "El Oasis" Educational Unit with hearing disabilities learns English much faster than other subjects because she likes and is motivated by watching films titled in English and relates the vocabulary he learned in class with what he reads in movies. Therefore, the student has adequate participation in class, always counting on the teacher's help.

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