



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ARTÍCULO CIENTÍFICO

TÍTULO

**LECTOESCRITURA EN INGLÉS PARA ESTUDIANTES CON DISCAPACIDAD
AUDITIVA**

Autora

Alcívar Zambrano Valeria Nicolle

Tutor

María Victoria Andrade Torres

Chone – Manabí – Ecuador

2024

TUTOR CERTIFICATION

María Victoria Andrade Torres; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work

CERTIFICATION

The present degree work called: "LECTOESCRITURA EN INGLES PARA ESTUDIANTES CON DISCAPACIDAD AUDITIVA" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of its: Alcivar Zambrano Valeria Nicolle, being her sole responsibility.

Chone, January 2025



María Victoria Andrade Torres

TUTORA



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ

CHONE

DECLARACIÓN DE AUTORÍA Y CONSENTIMIENTO DE DERECHOS

Quien/es suscriben la presente: Alcívar Zambrano Valeria Nicolle estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro para constancia que el siguiente trabajo de titulación: “LECTOESCRITURA EN INGLES PARA ESTUDIANTES CON DISCAPACIDAD AUDITIVA”, es de autoría propia y ha sido desarrollado respetando derechos intelectuales de terceros y consultando las referencias bibliográficas que se incluyen en este documento.

Responsabilidad por opiniones, investigaciones, resultados, conclusiones y recomendaciones; así como la información obtenida en este trabajo de grado, modalidad de integración curricular, es de exclusiva responsabilidad de su autora, excepto citas textuales.

Adicionalmente, cedo los derechos del presente trabajo a la Universidad Laica Eloy Alfaro de Manabí, para que pase a formar parte de su patrimonio de propiedad intelectual de trabajos de investigación, científicos o técnicos y de grado, ya que ha sido realizada con apoyo académico, financiero o profesional de la universidad

Chone, January 2025

Alcívar Zambrano Valeria Nicolle
C.I. 1315621720



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ


CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Trabajo de Integración – Artículo Científico sobre el tema “LECTOESCRITURA EN INGLES PARA ESTUDIANTES CON DISCAPACIDAD AUDITIVA” del año lectivo 2024, elaborado por la estudiante Alcívar Zambrano Valeria Nicolle.



Lic. Rocio Bermúdez Cevallos
Decana



Lic. María Victoria Andrade Torres
Tutor



Miembro del Tribunal



Miembro del Tribunal



Secretaria

Chone, January 2025

Dedication

To my parents, Mario Fernando Alcívar Vera and Hilda Ivonne Zambrano Chávez, for their effort and dedication, and for the countless sacrifices they have made to help me achieve my goals. Their unwavering faith in my abilities has given me the confidence to overcome every obstacle and reach this significant milestone. This work is a reflection of their love and dedication—none of this would have been possible without them.

To my younger brother, Luis Mario, my life companion, whose presence and joy have inspired me never to give up. With all my love and gratitude, thank you for your constant support, for always being by my side through every step of this journey. Your love and encouragement have been fundamental in helping me reach this point.

To my grandparents, Pedro Zambrano and Nieve Chávez, whose wisdom and affection have been a guiding light in my life. Thank you for being an example of resilience, unconditional love, and perseverance. Every story, piece of advice, and embrace helped guide me through the most challenging moments. This achievement is also yours, thanks to your constant support.

To my beloved Cristhian Caicedo, who has been my source of rest and support throughout this project. From the very beginning, you have stood by me, offering your encouragement and motivation to keep moving forward. Thank you for your love, dedication, patience, and for always being there for me.

Acknowledgment

I thank God for granting me the strength, wisdom, and perseverance needed on this academic journey, for fortifying my heart, illuminating my mind, and providing peace and comfort during the most challenging moments.

With profound gratitude and love, I dedicate this achievement to my parents, who believed in my abilities even when I doubted them. Thank you for being my greatest support and for teaching me that with effort and determination, anything is possible.

My sincerest thanks go to my dear advisor, Lic. María Victoria Andrade Torres, for her invaluable guidance throughout the entire process of completing this thesis. Her commitment to my academic growth has left an indelible mark on my professional development.

To my friends, Kerly and Bielka, thank you for always being there for me and always supporting me, regardless of distance or time of day.

To my classmates, especially Betsabé, Bryan, Daleska, Romina, Jonathan, and José Ignacio, who made the long days of work more enjoyable with their laughter and camaraderie—may we meet again.

To my esteemed professors—Rider, Diana, Aura, Gabriela, Lorena, Efrén, Xavier, Eliecer, Genny, Valentina, Javier, Víctor, and Raisa—thank you for sharing your knowledge and for being a source of inspiration throughout my educational journey. Every lesson taught and every word of encouragement has significantly contributed to my personal and professional growth.

Index

Dedication	iv
Acknowledgment.....	v
ABSTRACT.....	2
RESUMEN	3
INTRODUCTION	4
LITERATURE REVIEW.....	5
Literacy in English.....	5
Hearing Disability	6
METHODOLOGY	8
RESULTS.....	9
DISCUSSION	14
CONCLUSIONS	17
REFERENCES.....	19

Literacy in English for Students with Hearing Disabilities

Lectoescritura en inglés para estudiantes con discapacidad auditiva

Alcivar Zambrano Valeria Nicolle

<https://orcid.org/0009-0005-1308-4121>

e1315621720@live.uleam.edu.ec

María Victoria Andrade Torres

<https://orcid.org/0000-0002-3345-7344>

maria.andrade@uleam.edu.ec

ABSTRACT

Literacy in English presents itself as a valuable pedagogical tool for improving students' language skills, particularly for those with hearing disabilities. The objective of this study was to analyze the development of English Reading literacy in students with hearing disabilities at "El Oasis" Educational Unit. A qualitative approach was used to structure the study design and analyze the research findings. The following instruments were designed and applied as data collection instruments: A) observation sheets of a student with hearing disabilities in the second parallel grade "A" belonging to the elementary basic level, B) two interviews, one with the English teacher and the other with the student's legal representative. The study was conducted at "El Oasis" Educational Unit, a private institution in the city of Chone, and convenience sampling was employed to select the participants. The main results indicate that strategies focused on literacy, such as applications, sign language, and interactive activities, are essential for learning English in students with hearing disabilities. These strategies facilitate adaptation to their educational needs without relying on sound reception. Furthermore, it was concluded that the family plays a key role in the English learning process for students with hearing impairments by providing emotional support that motivates them to continue striving.

Keywords: literacy in English, pedagogical strategies, students, hearing disabilities

RESUMEN

La lectoescritura en inglés se presenta como un recuso pedagógico valioso para mejorar las habilidades lingüísticas de los estudiantes, especialmente en aquellos con discapacidad auditiva. El objetivo del presente estudio consistió en analizar el desarrollo de la lectoescritura en inglés en estudiantes con discapacidad auditiva en la Unidad Educativa "El Oasis". Por lo cual, se utilizó el enfoque cualitativo para estructurar el diseño y llevar a cabo el análisis de los hallazgos de la investigación. Como instrumentos para la recolección de información, se diseñaron y aplicaron, A) fichas de observación a una estudiante con discapacidad auditiva de segundo grado paralelo "A" perteneciente al nivel básico elemental; y B) dos entrevistas, una a la docente de inglés y la otra a la representante legal de la estudiante. El contexto que se ejecutó el estudio fue la Unidad Educativa "El Oasis", una institución privada de la ciudad de Chone, y para la selección de la muestra se utilizó el muestreo por conveniencia. Los principales resultados muestran que el uso de estrategias centradas en la lectura y escritura, como aplicaciones, lengua de señas, y actividades interactivas, son indispensables en el aprendizaje del inglés para estudiantes con discapacidad auditiva, ya que favorece la adaptación a sus necesidades educativas sin depender de la recepción de sonidos. Además, se concluye que la familia desempeña un rol esencial en el proceso de aprendizaje del inglés a estudiantes con sordera, al proporcionar apoyo emocional que los motive a seguir esforzándose.

Palabras claves: lectoescritura en inglés, estrategias pedagógicas, estudiantes, discapacidad auditiva

INTRODUCTION

The teaching of English as a foreign language has become a global necessity, and Ecuador is no stranger to this phenomenon. In the Ecuadorian educational context, the inclusion of students with various disabilities, especially those with hearing disabilities, has gained relevance in recent decades. The integration of scholars with hearing disabilities poses challenges in terms of the design and implementation of pedagogical strategies and activities that favor the learning of deaf students, especially in areas such as literacy in English.

Literacy is defined as a set of communicative skills focused on meaning making, which are fundamental for students to adapt and perform successfully in learning (Arteaga & Carrión, 2022), while hearing disabilities refers to the sensory limitation of the sense of hearing, which can affect one or both ears, resulting in sensory loss due to damage to the auditory organs (Andrade et al., 2022). Adequate attention to these students is essential for their academic and social development, which has motivated several research focused on identifying effective strategies for their teaching (Muñoz, 2015). Thus, the present research has as its object of study a student with hearing disabilities, enrolled in “El Oasis” Educational Unit, in the period 2024 - 2025.

The importance of this research is based mainly on the need to improve educational practices for learners with hearing disabilities, a group that frequently faces additional barriers in their learning process. It is relevant to note that learning to read and write in English offers deaf students advantages, such as the possibility of exploring new cultures and accessing information available on the Internet related to their interests and activities (Molina, 2020). Therefore, addressing literacy in English language instruction for students with hearing disabilities contributes to the strengthening of inclusive education in the country and to the construction of an educational model that recognizes and values the diversity of needs of all students.

Consequently, the objective of this research is to analyze the development of literacy in English in students with hearing disabilities at “El Oasis” Educational Unit. To this end, the following specific objectives are proposed: to investigate the relationship between literacy in English and the learning of scholars with hearing disabilities, through a review of the academic literature; to identify the pedagogical strategies used to promote literacy in English; and to determine the importance of family support in strengthening these skills. Finally, the results of this research provide new perspectives on how to improve the teaching of English to students with deafness, which will contribute to the field of inclusive pedagogy and English language teaching.

LITERATURE REVIEW

Literacy in English

According to Arteaga and Carrión (2022), literacy is understood as a set of communicative skills oriented to the construction of meanings that help students develop effectively in their social environment. In the educational environment, literacy is a vital component in the learning process of beginners from the first years of schooling, since the ability to read and write correctly is fundamental for any activity or task (Pisco & Bailón, 2023). In this sense, the development of literacy in academic activities notably favors the progress of students’ skills by increasing their confidence and strengthening greater participation in school activities.

The development of literacy encompasses several steps within the cognitive process, ranging from ignorance to the understanding of the relationship between writing and spoken language, as well as the association of writing with oral language (Reyes, 2019). Furthermore, it is necessary to advance from the conscious process of operations, such as the identification of phonemes and their representation in letters, the combination of letters to form words, and the

organization of words, towards the automation of these operations, finally reaching the mastery of written text and written language (Pisco & Bailón, 2023).

Literacy in English in the words of Sanz (2014), is related to the four basic language skills (listening, speaking, reading and writing), grouped into receptive and productive skills since some individuals can understand what they hear, but not what they read, or communicate orally but not in writing, which leads to each skill being developed differently. Hence, it is necessary to work on language skills in an integrated manner to achieve a balance between receptive and productive skills in order to ensure English language learning.

Similarly, Fernández and Casas (2016) argue that literacy in English fulfill a communicative function that depends both on the mastery of the syntactic, semantic, and pragmatic aspects of the language, as well as the influence of the environment and the social experience of individuals. Cabrera (2022) notes that reading and writing together are an innovative form of education that promotes the psychomotor, biological, social, and cultural development of students to communicate more realistically and creatively in the English language in written form.

Consequently, the combination of literacy in English is based on the development of reading and writing skills in this language. It includes the comprehension of texts, the ability to write appropriately, and the mastery of the linguistic structures necessary to produce and understand the language, without the need to use oral expression, presenting itself as a great advantage to those students who present a sensory disability such as hearing disabilities.

Hearing Disability

When hearing disabilities is mentioned, it refers to the sensory limitation related to the sense of hearing, which can affect one or both ears, becoming a sensory loss, because the organs and structures responsible for the perception of sound stimuli are damaged (Andrade et al., 2022).

The Ministry of Education of Ecuador (2013) defines hearing disabilities as the absence or reduction of the ability to perceive sounds. According to Álvarez (2021), hearing disabilities is considered a permanent special educational need (SEN) and is clinically diagnosed when the hearing loss exceeds forty decibels; a factor that limits the reception and processing of auditory information, which directly affects the student's development and learning.

In Ecuador, hearing disabilities is an invisible condition for many, because it does not always present obvious physical characteristics, unless hearing aids are used (Villareal et al., 2024). Students with hearing disabilities frequently face greater behavioral and oral language difficulties due to less social interaction time (Cruz et al., 2021). Schoolchildren with this disability have difficulty understanding instructions and writing coherently, affecting learning, and creating barriers in the educational process (Tasinchana & Tigasi, 2023). Thus, it is essential that teachers employ pedagogical methodologies or strategies aimed at developing the skills of students with hearing disabilities so that they can break down the barriers that limit their learning.

Nevertheless, Yáñez et al. (2023) emphasize that hearing disabilities in learning English hinder the acquisition of oral language, greatly limiting access to information; therefore, it is essential to use signed communication and accompany language with gestures or signs that simplify understanding and learning of the English language in students with hearing disabilities. Equally, Muñoz (2015) argued that English as a foreign language is increasingly important, and in Ecuador, the integration of students with hearing disabilities the common educational system presents new challenges, demanding special attention in its teaching and inclusion.

For this reason, literacy in English is presented as an innovative methodology in the teaching-learning process for learners with hearing disabilities. For authors such as Molina (2020), literacy in English for hearing disabilities students requires the modification of pedagogical plans

that promote comprehension and written production, overcoming auditory limitations through visual and gestural strategies that support language learning. According to Díaz and Ñato (2020), including students with hearing disabilities in the teaching of English represents a challenge for many educators because meeting their special educational needs requires the implementation of strategies that strengthen reading and writing skills that permit them to achieve the educational objectives proposed by the Ministry of Education of Ecuador.

METHODOLOGY

This research used a qualitative approach, focused on the experiences, opinions, and behaviors of individuals, to understand and explain the social phenomena in which they develop, as Piña (2023) points out. The qualitative approach was used to analyze the development of literacy in English with hearing disabilities learners in “El Oasis” Educational Unit.

As a data collection technique, interviews were conducted with the teacher in charge of the English subject at the educational institution and the student’s legal representative. Each interview consisted of eight questions, so as not to overwhelm the participants, which addressed both the independent and dependent variables. In addition, it was coordinated with the teacher and the student’s legal representative to schedule the interviews at convenient dates and times. It was also ensured that the place was private and comfortable so that the interviewees felt in an environment of trust.

Participants’ responses were recorded, then accurately transcribed for later analysis. Careful transcription simplified the identification of trends, experiences, and important aspects in the responses. Thus, a rigorous and structured interpretation of the qualitative data was achieved, ensuring its alignment with the objectives of the study, which provided validity to the results obtained.

On the other hand, observations were conducted during two English classes attended by the hearing-impaired student. A structured observation sheet was used focusing on adapted resources, participation, and academic progress in reading and writing. Real-time notes documented student responses, interactions, and the effectiveness of the literacy strategies used by the English teacher. Besides, qualitative data from observations were organized and analyzed to identify relevant points, ensuring alignment with the research objective.

Regarding the selection of the sample, the method of convenience was used, given that the selection of the sample is made according to the convenience of the researcher, who arbitrarily determines the number of participants included in the study (Hernández, 2020). Accordingly, the sample consisted of a six-year-old second-grade student (female) with a hearing disability, her mother, who serves as her representative, and her English teacher from “El Oasis” Educational Institution, a private school in Chone, Ecuador, during the 2024-2025 academic year. The student was specifically chosen due to her hearing disability, which manifests as an auditory deficit.

RESULTS

After applying, collecting, and analyzing the results of the interviews, the main findings are presented in two sections. The first section presents the results of the interview with the English teacher, while the second section describes the results of the interview with the representative of the hearing disabilities scholar. Finally, the third section presents the results of the observations conducted during the English classes in which the student participated. The findings are as follows:

Table 1

Results of the interview with the English teacher

Indicators	Principal Finding(s)
Familiarity with literacy in English.	<ul style="list-style-type: none"> The teacher is familiar with literacy in English and states that it is important to develop students' language skills.

	<ul style="list-style-type: none"> • The educator recognizes that literacy is interrelated, which helps students understand and produce the language more effectively.
Academic training in teaching students with hearing disabilities.	<ul style="list-style-type: none"> • The teacher has received academic training in teaching students with hearing disabilities during her training as an educator in English language pedagogy. • She frequently attends workshops and seminars on the educational needs of these students, since during her time as a teacher she has taught English to some students who have different physical, mental, and sensory disabilities.
Impact of literacy on academic performance in students with hearing impairment.	<ul style="list-style-type: none"> • The teacher mentioned that literacy directly impacts the academic performance of learners with hearing disabilities and their other classmates, because it strengthens their written comprehension and expression skills. • By working on the development, reading, and writing in students with or without hearing disabilities, noteworthy results can be obtained.
Strategies to improve literacy in English.	<ul style="list-style-type: none"> • The teacher uses strategies such as: technological applications, incorporation of sign language, interactive activities, work in pairs, individualized feedback, and guided writing. She emphasized that throughout her career as an English teacher, these strategies have been extremely useful to her and daily, she looks for new activities and methodologies that adapt to the needs of her students.
Curricular adaptations in planning to integrate literacy in English in students with hearing disabilities.	<ul style="list-style-type: none"> • The teacher adjusts the complexity of the texts and tasks. She focuses particularly on vocabulary according to the student's level and pace of learning. • The teacher also mentioned that she provides additional time in activities and assignments, to ensure that the student can

	<p>complete the activities without pressure and does not get stressed.</p> <ul style="list-style-type: none"> • Finally, the teacher stressed that she maintains a planning open to continuous modifications, and incorporates strategies based on observations of the student's progress.
Resources to enhance literacy in English in students with hearing disabilities.	<ul style="list-style-type: none"> • Among the resources that the teacher uses are visual materials, books, personalized worksheets, digital platforms provided by the book, communication boards, vocabulary cards, and interactive games.
Limitations faced by students with hearing disabilities in learning English.	<ul style="list-style-type: none"> • The student does not regularly attend classes. • The student becomes demotivated in the development of some activities. • Sometimes she isolates herself and shows resistance to participating in the class.
Advantages of literacy in English on the academic performance of students with hearing disabilities.	<ul style="list-style-type: none"> • The teacher said that literacy in English helps students with hearing disabilities to understand information and improve their performance in tasks related to the language. • She has observed that working on literacy reinforces the student's participation in academic activities, motivating her to interact with the same materials as her peers.

Table 1 presents the results of the interview with the English teacher, who has knowledge and mastery of literacy in English and pedagogy for students with special educational needs, the teacher recognizes the importance of making curricular adaptations, especially for scholars with hearing impairment. Hence, she has been in constant training to effectively integrate activities and strategies to teach in English. Besides, by integrating literacy in the classroom, the teacher has supported the English language acquisition of students with and without disabilities by providing them with the necessary resources for their academic success.

Table 2

Results of the interview with the representative of the hearing disabilities student.

Indicators	Principal Finding(s)
Familiarity with literacy and the English language.	• The student's representative is widely familiar with the subject of this research since she is also an English teacher and has a solid background in language pedagogy.
Support for the hearing disabilities student at home.	• The interviewee stated that her support for her daughter both in affection and in education has no limits, so she always tries to find the best for her, never skimping on resources or time.
Impact of literacy in English on academic performance	• The interviewee has evidenced that her daughter has made noteworthy progress in literacy in English. Her daughter is always enthusiastic and excited whenever she must do some kind of activity related to the subject.
Supportive strategies at home to improve literacy in English.	• The interviewee combines flashcards with pictures, with basic vocabulary, such as animals, colors, shapes and numbers in English and sign language so that her daughter can associate the concepts and strengthen her literacy comprehension.
At-home accommodations to support literacy in English.	• The interviewee mentioned having a basic command of sign language, which contributes to the student feeling confident at home and every time she needs to perform a task or activity, she turns to her for guidance and support.
Resources available at home to contribute to the development of literacy in English.	• At home, the student has a laptop and visual materials such as images.

Limitations faced by families in supporting English literacy for students with hearing disabilities.	<ul style="list-style-type: none"> • The interviewee indicated that she still needs to learn a lot to fulfill everything her daughter needs, even though she always gives the best of herself, her task as a mother never ends, because her work demands a lot from her, therefore she cannot be present all the time in her daughter's education.
Benefits evidenced at home in the behavior of the student with hearing disabilities in literacy in English.	<ul style="list-style-type: none"> • The interviewee has observed that her daughter has made progress in learning the English language, since she shows that she recognizes some colors and figures in English.

Table 2 shows the main findings of the interview with the representative of the hearing disabilities student. It emphasizes the relevance of family support and the use of available resources at home for the development of literacy in English, although it also stresses the need for more training and dedicated time to optimize the reinforcement of language learning from home.

Results of observations of the student with hearing disabilities

In the classroom observations, specifically to the hearing-impaired student, it was found that the student has difficulty learning English due to her disability. Despite this, she shows a notable interest in participating in class activities, but, on some occasions, she feels unmotivated and tends to isolate herself during some activities that require more effort. However, when adapted resources are used, such as visual material, technological applications, interactive games, and the use of sign language, the student seems happier when learning. Moreover, paired work strategies and individualized feedback were found to contribute to her participation in class.

In fact, on both occasions when the class was observed, it was evident that the student became excited every time the teacher presented cards with cartoons of animals, objects, and colors. This visual activity seemed to capture her attention significantly, which motivated her to

get more involved in the class dynamics. Their participation increased when the materials were visual and related to familiar pictures, which fostered their connection with the content and improved their enthusiasm for learning. The student demonstrated motivation, evident in her progress as she linked images to words. Learning was strengthened by connecting with tangible objects and situations, and writing evolved gradually through simple words and sentences.

DISCUSSION

The results of the student with hearing disabilities observation sheets and the interviews with the English teacher and the student's representative show a complementary and committed approach to reading and writing skills in English.

The English teacher, who has a background in teaching scholars with special educational needs, accentuates the importance of literacy for language development; thus, her participation in workshops on special educational needs reinforces her ability to adapt her teaching to scholars with hearing disabilities. In the class observations, it was corroborated that the teacher has mastery in teaching students with special educational needs because she always used different resources and adapted materials, which she meticulously presented to her students. For her part, the representative, also an English teacher, provides unconditional support at home, as she frequently tries to find the best resources and time to help her daughter's learning.

According to Moreno's research (2020), most teachers in Ecuador agree that receiving academic training on inclusion and accessibility issues is valuable in improving the academic performance of students with disabilities. Subsequently, it is relevant to know and apply strategies adapted to the needs of all students.

The interview with the English teacher revealed several pedagogical strategies designed to meet the needs of learners with hearing disabilities in the development of literacy in English. In

the observations, it became evident that when the teacher uses adapted resources, such as technological applications, interactive games and the use of sign language, the student paid more attention, she was more engaged and active in the activities, her level of participation increased, and it was noted that the interactive games and the use of sign language helped to improve her understanding and increase her interest in participating in class activities. For example, the following are the most significant ones according to the author of this research:

Sign Language. Ureta and Donos (2022) argue that sign language is a form of human communication that develops spontaneously among people with hearing disabilities, which arises as an inherent response to their need to interact and express themselves, becoming a decisive element that defines identity and strengthens the sense of unity within the deaf community.

Relatedly, Peña et al. (2022) state that sign language, as a visuospatial-gestural system specific to deaf people, is considered a significant symbol of identity and part of their cultural heritage: Undoubtedly, sign language is a fundamental strategy for students with hearing disabilities to fully interact and develop their reading and writing skills.

Interactive activities. Guiracocha (2022) states that interactive activities awaken joy and motivate the desire to have fun, be entertained, and develop skills such as reading and writing, which contribute to the English language learning process, as long as they are planned in a way that is attractive to students.

On the other hand, Vaca and Gallegos (2021) claim that the use of interactive activities promotes dynamic and active learning, intricately linked to the development of skills such as reading and writing. Consequently, interactive activities promote a participatory approach in which all students can participate, including those with hearing disabilities. Moreover, it is important that

the teacher includes clear rules that favor the strengthening of values such as respect, empathy, inside and outside the classroom.

Technological applications. Salcedo and Tinizaray (2022) emphasize in their results that technological applications have a highly positive impact on the increase of English vocabulary, considering that the use of visual didactic material, through platforms such as “Educaplay”, contributes significantly to language learning for students with hearing impairment.

In this sense, authors such as Mera et al. (2024) and Screpnik (2024) add that the use of technological applications is aimed at promoting equal opportunities and ensuring access to quality education for all students, regardless of their hearing abilities. Consequently, combining interactive and visual approaches through technology applications in English language teaching can improve the reading and writing skills of hearing disabilities students and have a positive impact on their self-esteem.

Conversely, the teacher implements curricular adaptations such as the simplification of texts and tasks. In a complementary manner, the student’s representative also applies pedagogical strategies at home, such as the use of cards with pictures and words in English, combined with sign language, fortify the learning process of the hearing disabilities student. These types of adaptations are aligned with the principles of Universal Design for Learning (UDL), which according to the Ministry of Education (2022), is based on essential principles that seek to ensure that all students can achieve learning under conditions of equality and equity, regardless of whether they have a disability.

In observations classes, the student became excited whenever the teacher presented cards with cartoons of animals, objects, and colors. This visual activity captured her attention and motivated her to engage more in class, enhancing her connection to the content and enthusiasm for

learning. The student showed motivation, which was reflected in her progress as she was able to associate and recognize images with words. This result coincides with what Molina (2020) pointed out in her findings, where literacy in English for students with hearing disabilities is addressed through visual and contextual strategies that integrate pictures and multisensory materials to facilitate the association of words with meanings and the progressive development of writing.

In this sense, using visual resources in teaching English to students with hearing disabilities can enhance their reading and writing skills, since these materials generate motivation and enthusiasm in students, reflected in their academic performance in learning the English language.

Besides, it is important to emphasize that, in both contexts, school, and family, reflect a multimodal approach relevant to the learning of students with hearing disabilities, in terms of literacy development, since the need for continuity and coherence between the pedagogical strategies applied in both environments is highlighted.

The role of family support is a principal factor in the learning of hearing disabilities students. Martínez et al. (2020), Mendoza and Cárdenas (2022) and González and Sánchez (2022) suggest that the family is the first foundation in the formation of people, so it is considered the main institution and the basis of human societies. The main objective of the family nucleus is to guide its members so that they can face the environment in which they will develop (Martínez et al., 2020). In this instance, the student's motivation and her progress in English language pattern recognition are indicators of the impact of the family environment.

CONCLUSIONS

The relationship between literacy in English and the learning of scholars with hearing disabilities, according to the review of various academic sources, indicates that success in effective language learning in students with deafness depends on the proper use of strategies focused on

strengthening literacy, since these are skills that do not require the reception of sound patterns or oral production. Consequently, integrating literacy in lesson plans undoubtedly helps English language instruction to be more effectively adapted to the educational needs of hearing disabilities students so that they can be integrated into the English language learning process without limitations.

The pedagogical strategies identified for the development of literacy in English in students with hearing disabilities include the use of applications, sign language to associate concepts and strengthen reading and writing comprehension. Interactive activities that integrate pair work, guided writing and individualized feedback are also implemented, which adjust to the English learning process and the educational needs of each student and have proven to be effective.

Besides, it was determined that family support is of utmost importance in strengthening literacy in English for students with deafness. The family provides resources tailored to the student's needs and acts as an emotional pillar that motivates the student in the learning process. However, time constraints and lack of training of family members highlight the need for close collaboration between the educational institution and the home.

Finally, teachers and researchers in the educational area are encouraged to continue developing research on strategies, methodologies and activities that contribute to the linguistic development of those students who present some type of disability because they deserve to learn the English language without limitations.

REFERENCES

- Álvarez, A. H. (2021). Estudiantes sordos y/o con discapacidad auditiva: Guía para profesores de Inglés en Chile. *Universidad de la Serena*, 38.
- Andrade, M. V., Jama, V. R., Mendoza, R. E., & Mendoz, H. X. (2022). Adaptaciones curriculares aplicadas en el aprendizaje del idioma inglés para estudiantes con discapacidad auditiva. *593 Digital Publisher CEIT*, 7(4), 106-121. doi:[tps://doi.org/10.33386/593dp.2022.4-2.1227](https://doi.org/10.33386/593dp.2022.4-2.1227)
- Arteaga, M. A., & Carrión, G. (2022). Modelo de lectoescritura. Percepciones y retos desde la pedagogía conceptual. *Conrado*, 18(84), 84-91. Obtenido de http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1990-86442022000100084
- Cabrera, K. (2022). Estrategias lúdicas en la lectoescritura del idioma inglés como lengua extranjera . *Universidad Central del Ecuador*, 228.
- Cruz, C. S., Espinoza, V., & Hohlberg, E. (2021). Problemas Socioemocionales en Niños con Discapacidad Auditiva, Discapacidad Visual y Desarrollo Típico. *Revista latinoamericana de educación inclusiva*, 15(1), 95-116. doi:<http://dx.doi.org/10.4067/S0718-73782021000100095>
- Díaz, J. P., & Ñato, A. P. (2020). Adaptaciones curriculares para la enseñanza del inglés como lengua extranjera en estudiantes con necesidades educativas especiales asociadas a la discapacidad auditiva. *Universidad Central del Ecuador*, 187. Obtenido de <https://www.dspace.uce.edu.ec/server/api/core/bitstreams/650b462f-e3f2-437e-acbd-928058e14624/content>
- Ecuador, M. d. (2013). Estrategias pedagógicas para atender necesidades educativas especiales. 67. Obtenido de <https://educacion.gob.ec/wp-content/uploads/downloads/2019/05/Guia->

- de-estrategias-pedagogicas-para-atender-necesidades-educativas-especiales-en-el-aula.pdf
- Educación, M. d. (2020). Diseño Universal de Aprendizaje: Una respuesta a la diversidad. *Dirección Nacional de Comunicación*, 12. Obtenido de <https://educacion.gob.ec/wp-content/uploads/downloads/2020/12/Pasa-la-Voz-Diciembre-2020.pdf>
- Fernández, M. B., & Casas, A. J. (2016). Hacia el fortalecimiento de la comprensión de lectura y la producción escrita en inglés como lengua extranjera en dos i.e.d. de Bogotá. *Universidad de los Andes*, 80.
- González, R. H., & Sánchez, N. G. (2022). La participación de las familias sordas en centros educativos españoles: un estudio exploratorio. *Revista de Estilos de Aprendizaje / Journal of Learning Styles*, 15(2), 8-19.
- Guiracocha, J. E. (2022). Actividades lúdicas para el fortalecimiento del aprendizaje de la lectoescritura en los estudiantes de segundo año de educación general básica de la unidad educativa Dora Beatriz Canelos, año 2022. *Universidad Politécnica Sleciana*, 74. Obtenido de <https://dspace.ups.edu.ec/bitstream/123456789/24817/1/UPS-CT010520.pdf>
- Hernández, O. (2020). Aproximación a los distintos tipos de muestreo no probabilístico que existen. *Rev Cubana Med Gen Integr*, 37(3).
- Martínez, G. I., Díaz, M. J., & Cepeda, V. L. (2020). El contexto familiar y su vinculación con el rendimiento académico. *IE Revista de Investigación Educativa de la REDIECH*, 11, 1-17. doi:https://doi.org/10.33010/ie_rie_rediech.v11i0.657
- Mendoza, M. I., & Cárdenas, J. H. (2022). Importancia de la participación familiar en la educación de los estudiantes del nivel inicial. *Estudios del Desarrollo Social*.

- Merá, S. E., Andrade, M. V., Alcívar, V. E., Rodríguez, M. M., & Mala, M. A. (2024). Aplicaciones Tecnológicas como Recurso Didáctico en el Aprendizaje del Inglés en el Estudiante con Discapacidad Auditiva. *Ciencia Latina Revista Científica Multidisciplinar*, 8(1), 6425-6442. doi:https://doi.org/10.37811/cl_rcm.v8i1.9987
- Molina, M. C. (2020). Lectoescritura en inglés para estudiantes sordos. *Educación y Educadores*, 23(4), 596-610. doi:<https://doi.org/10.5294/edu.2020.23.4.3>
- Moreno, R., López, J., & Carnicero, J. (2020). Formación en atención a necesidades educativas especiales: modificación de la percepción de los maestros de ecuador sobre la inclusión de estudiantes con discapacidad en el aula ordinaria. *Revista Nacional e Internacional de Educación Inclusiva*, 12(2), 139-152.
- Muñoz, P. A. (2015). La enseñanza del inglés como lengua extranjera a niños sordos e hipoacúsicos incluidos en. *Universidad Nacional de Cuyo*, 307. Obtenido de https://bdigital.uncu.edu.ar/objetos_digitales/9226/tesismuoz-enseanzaingles.pdf
- Peña, A. M., Fleitas, X. R., & Pedroso, M. M. (2022). La lengua de señas. Su importancia en la educación de sordos. *VARONA(75)*. Obtenido de <https://www.redalyc.org/articulo.oa?id=360673304006>
- Piña, L. S. (2023). El enfoque cualitativo: Una alternativa compleja dentro del mundo de la investigación. *Revista Arbitrada Interdisciplinaria Koinonía*, 8(15), 1-3. doi:<https://doi.org/10.35381/r.k.v8i15.2440>
- Pisco, J. W., & Bailón, A. L. (2023). La lectoescritura como elemento fundamental en el proceso de enseñanza aprendizaje de los estudiantes de Básica Media. *Digital Publisher CEIT*, 8(1), 328-347. doi:<https://doi.org/10.33386/593dp.2023.1-1.1658>

- Reyes, D. P. (2019). El proceso de enseñanza-aprendizaje de la lectoescritura: una revisión teórica. *Universidad de la Laguna*, 20. Obtenido de <https://riull.ull.es/xmlui/bitstream/handle/915/15570/El%20proceso%20de%20ensenanza%20aprendizaje%20de%20la%20lectoescritura%20una%20revisi%20teorica.pdf?sequence=1>
- Salcedo, K. S., & Tinizaray, L. Á. (2022). Enseñanza del idioma Inglés a estudiantes con discapacidad auditiva través de lenguaje de señas con la plataforma Educaplay. *Universidad Técnica Particular de Loja*, 77. Obtenido de <https://bibliotecautpl.utpl.edu.ec/cgi-bin/abnetclwo?ACC=DOSEARCH&xsqf99=129175.TITN>.
- Sanz, J. B. (2014). La enseñanza de la lectoescritura en inglés y en español. . *Universidad de Valladolid*, 66.
- Screpnik, C. R. (2024). Tecnologías digitales en la educación inclusiva: oportunidades, desafíos y perspectivas para personas con discapacidad cognitiva. *Revista UTE Teaching & Technology (Universitas Tarraconensis)*, 2, 19-33. doi:<https://doi.org/10.17345/ute.2024.3664>
- Tasinchana, A. S., & Tigasi, C. D. (2023). Universidad Técnica de Cotopaxi. *Discapacidad auditiva en el proceso de enseñanza-aprendizaje*, 77. Obtenido de <https://repositorio.utc.edu.ec/server/api/core/bitstreams/1f6f5775-0c27-4a58-86a9-134ffec8cbe6/content>
- Ureta, J. J., & Donos, M. M. (2022). Lengua de Señas Ecuatoriana (Lsec) como Herramienta de Inclusión en Educación Especializada. *Ciencias de la Educación*, 8(2), 251-261. doi:<http://dx.doi.org/10.23857/dc.v8i1.2643>

- Vaca, B. R., & Gallegos, M. A. (2021). Juegos didácticos interactivos como estrategia de aprendizaje para la enseñanza de lectoescritura de 6° año paralelo “D” de EGB de la UE “Miguel Ángel Pontón” de la ciudad de Riobamba periodo 2020 - 2021. *Universidad Nacional de Chimborazo*, 80. Obtenido de <http://dspace.unach.edu.ec/bitstream/51000/8274/1/UNACH-EC-FCEHT-EBAS-2021-000038.pdf>
- Villareal, G. F., Cortez, C. D., Tenorio, C. L., & Villacís, E. J. (2024). Guía institucional para la inclusión escolar de estudiantes con discapacidad auditiva en la Escuela José María Velasco Ibarra, Ecuador. *Revista Científica Arbitrada Multidisciplinaria PENTACIENCIAS*, 6(6), 159-167. doi:<http://dx.doi.org/10.59169/pentaciencias.v6i6.1264>
- Yáñez, B. M., Saltos, C. L., Mendoza, R. E., Loor, C. K., & Rojas, D. M. (2023). El inglés como segunda lengua en estudiantes con discapacidad auditiva. *Maestro y Sociedad*, 211-219. Obtenido de <https://maestroysociedad.uo.edu.cu/>