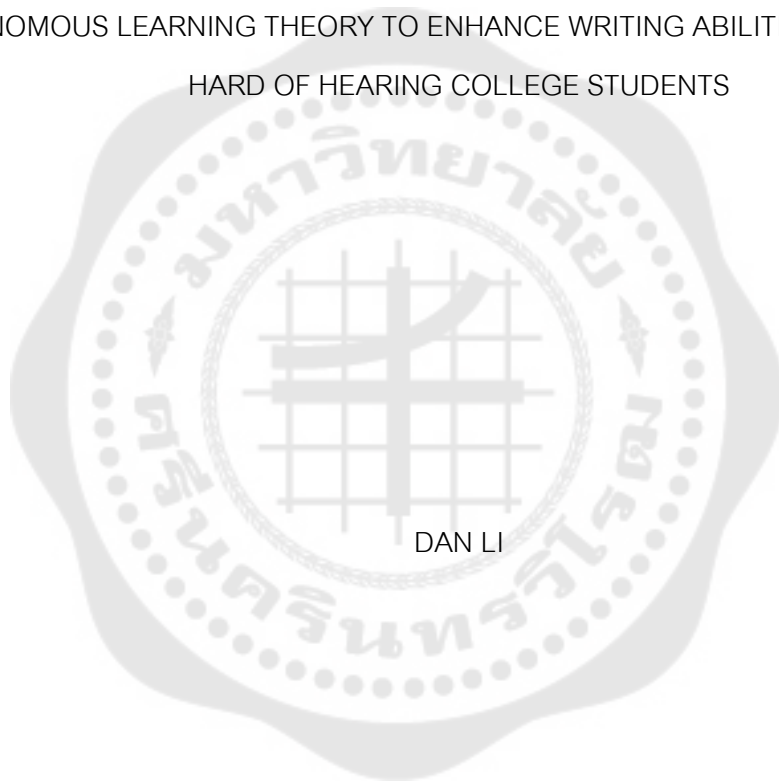THE DEVELOPMENT OF PRACTICAL ENGLISH CURRICULUM BASED ON

AUTONOMOUS LEARNING THEORY TO ENHANCE WRITING ABILITIES OF DEAF AND

HARD OF HEARING COLLEGE STUDENTS

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Graduate School Srinakharinwirot University

2023

การพัฒนาหลักสูตรภาษาอังกฤษเชิงปฏิบัติตามทฤษฎีการเรียนรู้ด้วยตนเองเพื่อเพิ่ม
ความสามารถในการเขียนของนักศึกษาวิทยาลัยหูหนวกและหูตึง

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THE DEVELOPMENT OF PRACTICAL ENGLISH CURRICULUM BASED ON

AUTONOMOUS LEARNING THEORY TO ENHANCE WRITING ABILITIES OF DEAF AND

HARD OF HEARING COLLEGE STUDENTS

DAN LI

A Dissertation Submitted in Partial Fulfillment of the Requirements

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2023

THE DISSERTATION TITLED

THE DEVELOPMENT OF PRACTICAL ENGLISH CURRICULUM BASED ON AUTONOMOUS

LEARNING THEORY TO ENHANCE WRITING ABILITIES OF DEAF AND HARD OF HEARING

COLLEGE STUDENTS

BY

DAN LI

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Title	THE DEVELOPMENT OF PRACTICAL ENGLISH CURRICULUM BASED ON AUTONOMOUS LEARNING THEORY TO ENHANCE WRITING ABILITIES OF DEAF AND HARD OF HEARING COLLEGE STUDENTS
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The research aimed to develop a practical English writing curriculum based on autonomous learning theory and evaluate its effectiveness in improving the writing ability of deaf and hard of hearing college students (DHH). The target group comprised 18 deaf freshmen. Curriculum development included four stages: (1) research on basic information on curriculum development; (2) development of a practical English writing curriculum; (3) the implementation of the curriculum; and (4) evaluation of the curriculum with a focus on improvement. After three months implementation, the researchers made a statistical analysis of the students' writing scores in the pre-test, mid-test and post-test, and analyzed the demographic variables. The validity of the evaluation results of the practical English curriculum and analysis of research data showed as following: (1) an enhancement was student writing skills in the curriculum; (2) the practical English writing curriculum was effective in improving the English writing ability of deaf and hard of hearing college students. Further analysis of the data indicated that the schools attended by deaf and hard of hearing college students, their communication methods, and their learning psychology all have an impact on their curriculum learning results. Consequently, curriculum designers, implementers and managers should all pay attention to the above issues and useful suggestions were given according to the results and conclusions of this research.

Keyword : Practical English writing curriculum, English writing skills, Deaf and hard of hearing college students, Autonomous learning theory

ACKNOWLEDGEMENTS

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INTRODUCTION

1. Background of the Research

Due to the quick development of information society, information update with each passing day, college students should keep up with the pace of development of the change of the world, the traditional way of learning based on imparting knowledge is no longer suitable for college students. More importantly, college students need to master learning methods and lifelong learning through autonomous learning, so that they can cope with the ever-increasing and changing information. Education Ministry (2007) The nature and objectives of college English teaching are clearly outlined in the promulgated requirements for college English curriculum teaching. In addition to enhancing students' English language proficiency and applied skills, college English education also aims to improve their abilities to learn autonomously and to improve their overall cultural quality in order to meet the demands of global communication and economic development. In the notice of the General Office of the Ministry of Education on the issuance of College English Curriculum Teaching Requirements, the Department of Higher Education of the Ministry of Education, PRC (No. 3, 2007) made it clear that one of the goals of the teaching mode reform was to support the formation of students' personalized learning methods and the development of students' autonomous learning ability.

The fourth objective in the Curriculum objectives of the College English Curriculum Standards for Higher Vocational Education formulated by the Ministry of Education of the People's Republic of China (2021) was the improvement of autonomous learning. Understanding the meaning of English learning, establishing a correct view of English learning, having a clear English learning goal can effectively plan learning time, learn tasks, use appropriate English learning strategies, develop learning plans, choose learning resources, monitor the learning process, and evaluate the learning effect. According to the needs of college entrance, employment and so on, take appropriate ways to use English for lifelong learning. It can be seen from the government documents that college English learning should be student-centered and pay attention to students'

practical English skills and autonomous learning ability. After students enter universities, the aim of English instruction is to meet the demands of our nation's rapid social development and international communication while also fostering students' ability to apply English comprehensively, improve their capacity for independent learning, and foster a lifelong learning attitude. With the support of learning strategies and materials tailored to their specific needs, students should be able to choose appropriate learning resources and techniques under the new teaching methodology, which will also gradually increase their capacity for autonomous learning. The change in teaching mode includes a metamorphosis of the teaching philosophy in addition to modifications to instructional strategies and resources. This means making the shift from a teacher-centered strategy that focuses only on teaching language knowledge and skills to a student-centered approach that stresses self-directed learning and practical language application skills. It also deviates from conventional lifelong learning, which promotes students' capacity for lifetime learning.

With the development of China's society and economy, and the increasingly frequent communication with the international world, there is a growing need for a large number of senior employees with professional knowledge and skills and a good command of a foreign language. As the status of English as an international language has improved, more and more learners have joined the ranks of English learning. According to statistics from China Disabled Persons' Federation (2021), more than 70 institutions of universities or colleges in China enrolled deaf and hard of hearing students, with an annual enrollment of about 2,000. English is a compulsory general education curriculum for Chinese college students. College English is required for deaf students in every college. Xia Junpeng (2018) found through investigation and research that at present, there are no textbooks and curriculum syllabi really suitable for deaf and hard of hearing students' higher English education in China, and school-based textbooks and curriculum syllabi are only in the trial stage. Each college chooses its own college English curriculum and textbooks for classroom teaching. The selected textbooks are mainly general English textbooks for ordinary college students. The

English teaching materials of ordinary college students mainly focus on the cultivation of students' English listening and oral ability. Deaf students are unable to learn listening and speaking English due to their hearing impairment, and they mainly learn reading and writing.

China is a vast country with great regional differences in education. There is no unified English curriculum standard in the stage of compulsory education for deaf and hard of hearing students, and the teaching arrangements are all based on teachers' self-interpretation of teaching content, so the teaching effect varies greatly. They differ greatly in basic English level, learning needs and ways due to different hearing loss. Students who graduated from ordinary high schools and deaf schools is very different in the basic English. Deaf and hard of hearing students' English learning initiative and parents' attention to English learning degree also cause their English learning differences.

In China, there are no unified curriculum standards and teaching materials for deaf education at the compulsory stage, so teachers in deaf schools can only adapt the curriculum standards and teaching materials according to their own will. Under such circumstances, it is difficult to guarantee the effect of English teaching in deaf schools during compulsory education. Therefore, after receiving the compulsory education in the deaf school, attending the entrance examination of colleges and universities to study t, their English ability level gap is very large, very unfavorable to the development and implementation of college English unified class teaching.

It is very necessary to carry out curriculum reform and compile English teaching materials suitable for deaf students in China. The English teaching of higher education for the deaf needs to be reformed from the aspects of curriculum setting, teaching organization, assessment and so on. Most of the researches on English teaching for deaf students focus on how to enhance students' English learning ability from the perspective of teaching mode reform and learning strategy training, but few from the perspective of college English curriculum design.

With the advent of the information economy era, knowledge grows rapidly, and the renewal period is constantly shortened. The knowledge learned in school can not meet the needs of the career any more that college students engage in after graduation. Therefore, the concept of lifelong learning of learners' own enterprising and hard work requires that learners must constantly learn independently to meet the requirement of social development.

Reed. A. (2005) indicated that deaf and hard of hearing students do not perform as well as their hearing peers on standardized tests of writing development. Therefore, English teaching for deaf students needs to develop English curriculum suitable for them so that Chinese deaf students can learn college English better. Through the above comprehensive examination of the current state of English teaching in the higher education of the deaf in China, it can be seen that in the higher English teaching of the deaf, it is necessary to prepare a set of practical college English curriculum suitable for them, and implement the curricula according to the autonomous learning theory.

2. Research Questions

(1) What does practical English writing curriculum based on autonomous learning theory for deaf and hard of hearing college students look like?

(2) How does practical English writing curriculum based on autonomous learning theory work?

3. Research Objectives

(1) To develop the practical English writing curriculum based on autonomous learning theory for the deaf and hard of hearing college students.

(2) To evaluate the effectiveness of practical English writing curriculum for deaf and hard of hearing college students' writing abilities based on autonomous learning theory.

4. Research Significance

This research provides curriculum development cases and teaching materials for college practical English writing teaching of Higher deaf education in China.

At present, most practical English curricula in China are written for ordinary listening college students in higher vocational colleges. The difficulty of English is slightly lower than that of the ordinary undergraduate students in colleges. They mainly highlight the practicability of English learning content. However, the current practical curricula for ordinary listening college students do not consider the special needs and characteristics of deaf students in learning English. This research mainly draws on practical English curriculum offered by vocational college students in China to develop practical English writing curricula for deaf college students, which mainly focus on their English writing academic achievement.

Establish a new mode of autonomous learning for college English students in higher deaf education in China, and promote the reform of college English teaching for deaf and hard of hearing students. To ensure that deaf students have equal opportunities to participate in college English learning.

5. Research Scope

5.1 Population

In western China, only the Special Education Department of Chongqing Normal University enrolls students with hearing impairment with a total population of about 80(first year -fourth year). The Practical English writing curriculum was specially developed for these students.

5.2 Sample

The first year deaf and hard of hearing college students (n=18) in Chongqing Normal University was selected as the sample population, using random sampling by year.

5.3 Variables

Independent variable: practical English writing curriculum based on autonomous learning theory.

Dependent variable: deaf and hard of hearing college students English writing abilities.

6. Definitions of Terms

6.1 English Writing Abilities

In this research, the English writing abilities of students mainly refers to deaf and hard of hearing college students' English writing abilities. They can write about practical English article, including notices, advertisements and emails.

This study will use the National College English A-level test scoring standard to evaluate the English writing abilities of deaf college students. According to this scoring standard and combined with the analysis of relevant literature, the researchers summarized the English writing abilities of students into the following components:

Component 1: Writing the main points of the content

The whole article has a complete theme and can be written around the theme without deviating from the topic. The article is fluent and has a clear expression of meaning. This writing element includes: key points, writing logic,

Component 2: Sentence structures

The sentence structure is complete, such as being able to correctly use subject + predicate + object, and the basic sentence structure is correct. Can master the use of complex clauses such as attributive clauses, predicative clauses, and adverbial clauses. This writing element includes: clauses, conjunctions, etc.

Component 3: Grammars

Students can use tenses and voices correctly, understand fixed phrases and prepositions, etc. Master the correct spelling of words, singular and plural forms,

and the correct use of parts of speech. The writing elements include: tense, voice, fixed collocation, word spelling, part of speech conversion, etc.

6.2 Practical English Writing Curriculum

Practical writing English learning content comes from students' daily or future needs of life and work, mainly involving literature, movies, advertisement, email, cultural etiquette in English-speaking countries and domestic English tests in China. Practical English writing curriculum is different from traditional writing curriculum. Traditional English writing curriculum only focus on the teaching of sentences and grammar, and the writing topics are far from students' current studies and future work. In practical English writing curriculum, students will learn English knowledge that can be used in life, to improve students' interest in learning and motivation. Practical English writing curriculum can stimulate deaf and hard of hearing students' motivation in learning English, and they can also practice and consolidate the English knowledge they have learned in life.

The practical English writing curriculum requires curriculum developers to not only analyze the subject knowledge of the curriculum, but also take into account the learning and work needs of learners in terms of curriculum content selection and curriculum organization.

6.3 Deaf and Hard of Hearing College Students

College students with deafness are also called deaf and hard of hearing college students, who are completely deaf or have hearing impairment, and they graduated from ordinary senior high schools or senior high schools for the deaf. They do not take the national uniform higher education entrance examination, but take the independent entrance examination of colleges and universities to study in special education schools of universities. When they enter the university, they usually form a separate class and learn the university curricula by sign language, spoken language or multimedia. Their major directions mainly include graphic design, computer application, etc., which do not require high oral communication skills.

The similarities between deaf students and ordinary college students are greater than differences. In addition to hearing impairment and other disorders caused by hearing impairment, such as disabilities of oral expression, the physiological development of deaf students is the same as that of ordinary hearing college students.

6.4 Autonomous Learning Theory

Autonomous Learning is known as self-regulated learning, active learning, self-education, self-instruction, self-planned learning, autonomous learning, self-directed learning, self-management learning, self-managed learning. Autonomous learning is learner-centered. Students can plan, manage, regulate, test, feedback and evaluate themselves in the whole learning process according to their own different needs. It usually involves the following steps:

(1) Under the guidance of different needs, distinguish priorities and design their own medium and long-term goals;

(2) Choose appropriate learning materials and strategies;

(3) Manage time and schedule;

(4) Make timely adjustment and reflection according to different situations;

(5) Establish evaluation criteria to measure their learning effect.

7. Conceptual Framework

According to the theory of autonomous learning and practical English curriculum development, practical curriculum development is carried out, and teachers guide students to carry out in class and after class autonomous learning. In the curriculum design, the main curriculum forms and strategies are presented.

Concept Theory

Theories of Autonomous Learning

    1.Humanistic Theory

    2.Constructivism Learning Theory

    3.Self-efficacy Theory

    4.Core Literacy Curriculum Theory

    5. The Learning Pyramid Theory

Theories of Practical English Curriculum

    1.Ecological Curriculum Theory

    2.Student-centered Curriculum Theory

Students' needs: Learning Style of Deaf and Hard of Hearing college students

Subject requirements: Practical English writing requirements

Practical English writing Curriculum

1.Objective

To enhance deaf and hard of hearing college students' English writing abilities

2.Content

English writing curriculum

3. Teaching stages

4.Evaluation

(1) English A Level Test

English writing abilities

1. Writing the main points of the content

2 Sentence structures

3.Grammars

CHAPTER 2

LITERATURE REVIEW

The main purpose of this study is to develop a curriculum for deaf students' English writing abilities. To contextualize this study, the relevant literature was reviewed to gain knowledge and understanding for use in developing the curriculum. Researcher reviewed the relevant literature and organized the content related to curriculum development as follows. The content outline follows.

1. Theory of Autonomous learning

    1.1 Humanistic Theory

    1.2 Constructivism Learning Theory

    1.2.1Two types of constructivism

    1.2.2 Basic application

    1.3 Self-efficacy Theory

    1.4 Core Literacy Curriculum Theory

    1.5 The Learning Pyramid Theory

2. Theory of practical English curriculum

    2.1 Ecological Curriculum Theory

    2.2 View of student-centered curriculum

3. Deaf and hard of hearing students

    3.1 Learning style

    3.2 Autonomous learning

    3.3 English Abilities

    3.4 English writing curriculum learning and teaching

    3.5 English writing errors

4. English writing scoring criteria

    5. Practical English writing curriculum development

1. Theory of Autonomous learning

1.1 Humanistic Theory

    Carl R. Rogers (1902–1987) is considered as one of the pioneers of humanistic psychology. He developed the idea of unconditional positive regard and the person-centered, or client-centered, approach to psychotherapy. The field of clinical psychological research was also created by him.

    The humanistic perspective on personality heavily emphasizes free will and self-actualization. It holds that people have good intentions and a strong desire to improve. The development of human potential, personality, and creativity is emphasized by humanistic learning theory, which also highlights the pursuit of self-realization, self-selection, and a healthy personality as objectives.

    The humanistic learning theory based on modern humanistic psychology has the following viewpoints:

    (I) The teaching purpose view based on human nature

    Humanism believes that human nature is essentially good; any behavior performed by people is not caused or determined by external stimuli, but is an autonomous and comprehensive choice made from the inner self, out of the emotions and will of the person concerned; Human learning is the process by which a person's personality and potential are fully realized. Maslow noted that the goal of education should be to help students realize their full potential as human beings, particularly their capacity to become real persons. Education should also focus on helping students meet their most fundamental needs in order to help them become self-actualized; the process of human socialization and the process of personalization are completely unified. As a result, a lot of humanistic educators think that helping students recognize their

individuality as human beings, develop their own sense of self, and eventually reach their full potential is the main objective of education. Humanists emphasize that in order for students to become fully formed individuals, teachers should concentrate on assisting students in clarifying their learning objectives and content, fostering a positive psychological environment that can support students' learning, and making sure that students can discover the significance and value of the material they are studying through appropriate learning activities set up by teachers in a setting full of security and satisfaction.

(II) The teaching process view that highlights the subject

Humanism believes that in the teaching process, students should be centered and let students become the real subject of learning. Humanism emphasizes that in the process of education and teaching, we should pay attention to the study of students' inner world such as cognition, emotion, interest, motivation, potential, etc., respect each kid's unique individuality, guard their self-worth, and assist each student in realizing their own worth and reaching their full potential. Humanism aims to demonstrate that external learning requirements are in line with each person's personal growth trend and that education can provide instant amusement and even become an exciting endeavor, rather than serving as a means of securing one's place in society or a means of competing with others. Teachers should therefore pay close attention to the emotional experiences that students have during the teaching process, put themselves in the shoes of the students to comprehend the learning process and content, assist students in understanding the meaning of learning, establish a connection between the learning content and specific students, assist students in selecting learning materials within a given range, encourage students to develop spontaneous and conscious learning habits, and realize meaningful learning in the truest sense of the word.

Xu shujuan (2020) mentioned that the theory of humanistic autonomous learning can be traced back to the student-centered teaching and learning thought of C Rogers. The purpose of teaching, he believes, is to produce "well-rounded people". He advocates student-centered teaching organization, promoting students' self-learning,

self-realization, and fostering students' independence, autonomy and creativity. The measure of the completion of a curriculum is not whether the content is learned, but whether the students learn it. Humanistic theory provides the basis for hierarchical, individualized and independent teaching, and is also the basis for the combination of formative evaluation and terminal evaluation to evaluate the different effects of students.

In this study, the curriculum design and implementation process, fully consider students' learning status, The selection of curriculum content is based on students' learning foundation and future life and work needs. The curriculum organization also takes students as the main body of curriculum learning, and teachers guide students to learn and participate in the curriculum. to the needs of students as a starting point, people-oriented, truly meet students' personalized needs. As shown in Table 1.

Table 1 The content of Humanistic Theory and its applications in this study

Humanistic Theory	Applications in this study
1. Pay attention to the inner world of learners	1. Interview students before, during and after the curriculum implementation to understand their needs and feedback; 2. Pay attention to students' psychological needs and constantly encourage them; 3. Pay attention to students' self-evaluation;
2. Have a positive attitude towards the nature of students	1. Encourage students and give them positive and timely feedback; 2. Allow students to make mistakes;
3. Emphasis on teachers' attitude and teaching style	1. Teachers have the initiative and right to interpret in the curriculum design and implementation process; 2. Encourage teachers' autonomy and creativity;
4.Emphasis on	1. Focus on the fun and participation of the curriculum

meaningful learning and process learning	learning process; 2. Learn by doing, focusing on the active exploration and construction of deaf and hard of college students;

1.2 Constructivism Learning Theory

Constructivism believes that knowledge is created through construction, with the assistance of others and educational resources, within a specific social and cultural context, rather than by teachers. Constructivism advocates a student-centered approach to learning, with teachers providing guidance. It not only highlights the cognitive role of learners but also recognizes the important role of teachers. According to this perspective, teachers serve as facilitators and supporters in the process of constructing meaning rather than simply imparting knowledge or indoctrinating students. Students are active participants in information processing and play an integral role in creating their own understanding, rather than being passive recipients of external stimuli or objects of indoctrination.

1.2.1 Two Types of Constructivism

(1) Individual constructivism

There are many similarities between cognitive learning theory and individual constructivism, which maintains that learning is a process of meaning building in which students establish, enhance, and modify their own cognitive structure through the combination of new and existing information and experience. Learning is a two-way process. On the one hand, new knowledge enters the preexisting cognitive framework and acquires new relevance. On the other hand, the acquisition of new information results in some initial knowledge and experience being reorganized or adjusted. Inquiry-based learning is one method of incorporating the principles of individual constructivism into particular teaching.

(2) social constructivism

Social constructivism holds that learning is a period of cultural involvement in which students build pertinent knowledge by taking part in day-to-day

activities within their society. Learning involves more than just an individual's active processing of the material; it also calls for collaboration and mutual aid among students.

View of knowledge

Constructivism holds that knowledge is merely an interpretation, presumption, or hypothesis of the objective universe rather than a wholly objective reflection of reality. As people's understanding grows, it will continue to evolve and deepen, giving rise to new theories and presumptions.

It is vital to reprocess and reconstruct the original information in accordance with the context of the particular situation in order to solve it. Furthermore, even while language lends knowledge an external shape and has become widely recognized, this does not imply that all learners comprehend the same amount of information. For knowledge must be constructed by individuals based on their own knowledge and experience, and it also depends on the process of learning within a particular context.

View of learning

The process by which pupils create their own knowledge is known as learning. Students actively create the meaning of knowledge rather than just passively absorbing it. Learning is the active selection, processing, and management of outside information by the learner in light of their prior experiences. One develops their own understanding or personal meaning by interpreting the facts they have been given. distinct interpretations of the information received, distinct knowledge and experience mobilized, and distinct knowledge and experience in each person's thinking.

Teaching Concept

Teaching cannot "fill" students with information from the outside world by using force or ignoring their prior knowledge and experiences. Rather, it ought to use learners' prior knowledge and experience as a springboard for future learning and assist them in actively creating new information and experiences from these

foundations. Teaching is the process of analyzing and transforming knowledge, not just imparting it. In order to properly investigate some topics, teachers and students—as well as students themselves—must work together, interact, and pose questions to one another.

1.2.2 Basic Application

Inquiry learning

The practice of building knowledge through problem-solving exercises is known as inquiry-based learning. During the teaching process, students should develop their problem-solving abilities and the capacity to learn on their own by continuously identifying and resolving difficulties. They should also learn information about the topic being studied through relevant problem scenarios. Stated differently, inquiry-based learning is a style of teaching in which pupils actively engage in activities that help them create their own knowledge and understanding.

Scaffolding teaching

When a teacher or other adult completes learning activities alongside students, it's known as scaffolding teaching. This is when an outside source of support helps students finish tasks that they are unable to finish on their own. Students are allowed to operate independently as the activity proceeds because external support is gradually diminished until the scaffold is gone.

Situational teaching

Situational teaching refers to instruction based on contagious real-world situations or issues. Situational actions are linked to learning and knowledge. Pupils ought to make an effort to identify, evaluate, and resolve issues in authentic task scenarios.

Cooperative learning

The process of creating meaning from knowledge acquired through dialogue, opinion exchange, mutual supplementation and modification, and sharing of collective thought outputs is referred to as cooperative learning. Study groups serve as the fundamental organizational structure for collaboratively achieving educational

objectives in cooperative learning, which is primarily focused on interactive cooperation as teaching activities (both between students and teachers).

In this study, in the curriculum content selection and learning process reflection, students are guided to self-construct practical English knowledge system. In the curriculum development process, students should also participate in the whole process, so that they can constantly reflect and adjust to get better academic performance. As shown in Table 2.

Table 2 The content of Constructivism Learning Theory y and its applications in this study

Constructivism Learning Theory	Applications in this study
Inquiry learning	1. Problem-oriented, in the unit theme writing, let students summarize and sort out relevant vocabulary and grammar by themselves; 2. Problem-oriented or project-based learning methods, let students find answers to questions and writing skills individually or in groups;
Scaffolding teaching	1.In the curriculum design and implementation, teachers provide timely help to students to help them build a writing knowledge system; 2.when students have mastered writing skills, teachers gradually withdraw their help and let students build independently;
Situational teaching	Teaching English writing curriculum in real situations, such as holidays, taking English level tests, writing letters with friends, watching movies, etc.;
Cooperative learning	1. Group cooperative learning: students complete curriculum learning tasks together in groups; 2. Group presentation: Classroom presentation or achievement exhibition in groups;

1.3 Self-efficacy Theory

According to the self-efficacy theory, people expect to do well when working on simple activities and poorly when working on complex ones. Additionally, they think that the presence of other people activates appropriately favorable or negative expectations for the evaluation of their performance. The term "self-efficacy" describes a person's conjecture and assessment of their own ability to carry out a particular behavior. The psychologist Bandura made the initial suggestion in 1977. According to Bandura, self-efficacy is "the degree of confidence that people have the capacity to use their skills to complete a certain work behavior." The psychologist Bandura made the initial suggestion in 1977. According to Bandura, self-efficacy is "the degree of confidence that people possess the capacity to use their skills to complete a certain work behavior." According to Bandura, there is an efficacy expectation in addition to result expectations. A person's hypothesis that a particular activity will result in a particular outcome is referred to as an outcome expectation. A person may activate and choose a particular activity if they believe it will result in a particular outcome.

Li Zuoshan (2021) employed the Academic Self-Efficacy Questionnaire for Hearing-impaired College Students as a means of administering a questionnaire survey to students with hearing impairments. The study examined the correlation between the academic self-efficacy and independent learning strategies of the participants. The results demonstrate that college students with hearing impairments have low levels of academic self-efficacy, rather than high levels. There is a normal favorable link between hearing-impaired college students' academic self-efficacy and their independent learning practices.

Mu Yanling (2019) used the Self-Regulated Leaning Scale for College Students designed by Zhu Zu-deand surveyed 125 freshmen in College of Special Education of Beijing Union University, including 62 students with normal hearing and 63 deaf or hard-of-hearing students. The data from the survey was analyzed by the social statistical software package SPSS 19. 0. The outcome shows that sense of self-efficacy

and learning external target of the deaf or hard- of-hearing students are significantly better than that of the normal hearing students on learning motivation (p< 0. 05), but the sense of self-efficacy of the deaf or hard-of-hearing students cannot eliminate their learning anxiety, and the learning external targets cannot be translated into internal learning target. The general learning methods of deaf or hard-of-hearing students on learning strategy are significantly weaker than that of the normal hearing students (p<0. 05). At last, the characteristics and causes of self-regulation learning of deaf or hard-of-hearing students are analyzed and approaches to improve teaching effectiveness are proposed.

Self-efficiency is very important for deaf students to learn English. First of all, teachers guide students to have a correct and positive identity for themselves, they should have high requirements and expectations for their English learning, and reduce the anxiety of learning English, so that they can take this as the goal of English learning and arrange learning independently.

Research on writing studies reveals a robust correlation between motivation and performance results and perceived self-efficacy. Academic success is closely linked to students' self-perceived efficacy and self-created motivation in their environments. Highly self-efficacious people typically overcome challenges and reach high performance levels thanks to their resilient efforts. In addition, people give greater weight to the academic pursuits that brought them success.

Self-efficacy is an important motivational factor affecting self-learning. Students with high self-efficacy are more inclined to self-study. Students with low self-efficacy have weaker tendency to study independently. In this study, in the stage of curriculum development and curriculum implementation, teachers should pay attention to the influence of students' self-efficacy on students' autonomous learning, and guide students' positive learning motivation. Before they study English writing curriculum, teachers should help them build sufficient confidence and positive self-evaluation, and increase their belief in improving their writing ability. As shown in Table 3.

Table 3 The factors of Self-efficacy Theory and its applications in this study

Self-efficacy Theory	Applications in this study
direct experiences	1. Help students develop curriculum study plans; 2. During the curriculum implementation process, always let students have a successful experience;
vicarious experiences	1. During the curriculum implementation process, use the role model of successful people; 2. Share successful cases with students;
emotion arising	1. Teachers always remind students to learn English writing; 2. Teachers often encourage students to learn English writing;
Situational conditions	1. Reduce students' anxiety in unfamiliar environments; 2. Create real scenarios close to students' English writing learning;

1.4 Core Literacy Curriculum Theory

The idea of "core literacy" was originally put up in the Ministry of Education's 2014 "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Morality and Cultivating People. "Core literacy is regarded as an important educational goal. On September 13, 2016, the research results of "Core Literacy of Chinese Student Development" were released. This result will be related to many aspects such as future curriculum revision, curriculum construction, and student evaluation.

Core literacy refers to the ability of individuals to manage their own life and make independent development choices in the learning context, so as to improve their

physical and mental quality and self-improvement, to choose appropriate learning approaches, to think systematically and solve problems, and to have the creative ability and positive motivation to search, read, interpret and reflect. And turn it into the quality of planning execution and innovation and strain required by life. It highlights the importance of autonomous learning. Core competency education and assessment are receiving more and more attention on a worldwide scale. In fact, many nations and regions are now basing their education reform and policy decisions on this concept. Many international organizations, as well as nations and regions worldwide, are considering how best to train the next generation of people to better prepare them for the ever-evolving social and economic landscape and help them better adjust to the demands of the workplace and daily life.

The core literacy of Chinese students is based on the basic principles of scientific method, timeliness and nationality, with the core of cultivating "all-rounded people". It is broken down into three categories: social involvement, autonomous development, and cultural basis. The six literacy rates—humanistic base, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation—all fully express it.

The fundamental values of nationalism, scientific method, and timeliness form the basis of Chinese students' core literacy, which is focused on developing "all-rounded people". It is broken down into three categories: social involvement, autonomous development, and cultural basis. The six literacy rates—humanistic base, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation—all fully express it.

Autonomous learning
(Independent development)

Cooperative learning
(Social participation)

Situational learning
(Cultural basis communication and interaction)
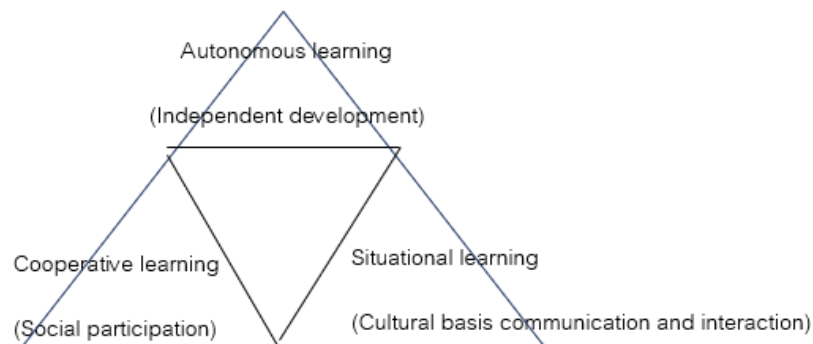
Figure 1 The learning framework of core elements (Cai qingtian,2020)

Table 4 The concept of core literacy curriculum and its applications in this study

Core literacy curriculum	Applications in this study
cultural foundation	1. Basic knowledge of English writing for students; 2. Common mistakes made by students in English writing;
independent development	1. students autonomous learning; 2.individual learning and group discussion;
social participation	1. Students will practice the letters, job application letters, emails, etc. learned in the English writing curriculum in their studies and work; 2. Students will use the practical writing learned in the English writing curriculum to solve problems encountered in their studies and work;

1.5 The Learning Pyramid Theory

The National Training Laboratory in Maine, US, conducted research that led to the development of the Learning Pyramid Theory, often known as the Cone of Learning. It displays digitally how much more memory students are able to retain after two weeks of utilizing various teaching strategies. It is a contemporary learning styles theory. Edgar Dale, a renowned learning specialist and American professor, was the one who initially devised and recommended it. He used several learning approaches and created a digital visualization of how much a student could retain after two weeks. Use the study of languages as an illustration. Ten percent of the material can be retained by reading, twenty percent by hearing, thirty percent by looking at pictures, fifty percent by viewing movies, exhibitions, demonstrations, and in-person observations, and seventy percent via residual discussion and speech, two weeks after the initial

lesson. Ninety percent of people will recall what they experienced, heard from others, and seen firsthand. (Gu Min, 2011) It is suggested that all traditional methods—individual or passive—had learning effects of less than 30%, but team, active, and participatory learning have learning effects more than 50%.

In the curriculum designing, during the curriculum implementation, curriculum editors and designer spay special attention to the active learning of students. Use group discussion and as the main form of classroom learning. To encourage students to take the initiative to explore learning, stimulate their learning motivation, and improve the learning effect.

According to the learning pyramid theory, different learning styles have different learning effects. In the implementation of the curriculum, teachers guide students to self-study by using group discussion, research, theme sharing, class presentation and other forms to guide students to carry out active learning and participatory learning. As shown in Table 5.
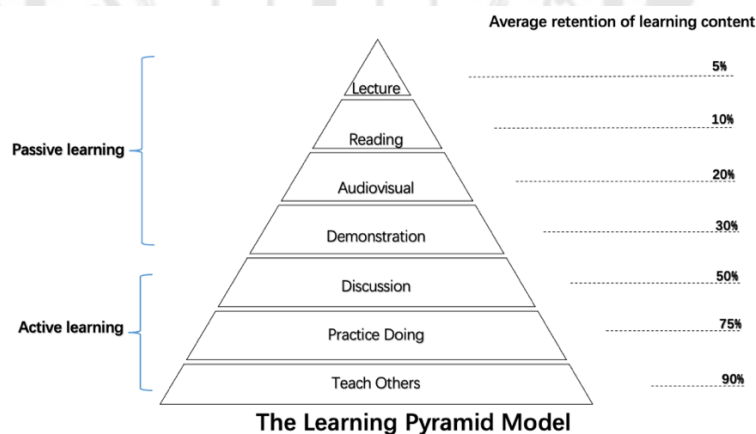
Figure 2 The learning Pyramid Model

Table 5 The content of The Learning Pyramid Theory and its applications in this study

The Learning Pyramid Theory	Applications in this study
listen to lectures	1. Reduce the proportion of curriculum where teachers teach knowledge; 2. Teachers supplement and summarize after students construct knowledge;
reading	1. Students read and accumulate knowledge, and take notes; 2. Students read literary works;
audiovisual	1. Students watch English movies every week; 2. Use computer multimedia technology to record lecture videos or micro-classes;
discussion	Group discussion on division of labor and cooperation;
practice doing	1. Students have ample opportunities to practice; 2. Students participate in the entire English writing curriculum;
teach others	1. Students act as teachers and explain basic knowledge points; 2. Students act as teachers and explain difficult points and key points; 3. Students act as teachers and tutor students with poor foundation;

2. Theory of Practical English curriculum

    2.1 Ecological Curriculum Theory

By carrying out ecological inventory, team members can determine the most significant home and community habitats, the top activities that take place there, and the abilities required to engage in those activities. This process creates an ecological curriculum.

Under the guidance of ecological education concept, with life as the core and life as the master, learning life and learning life is a process in which the two sides of pedagogy follow the basic laws of life, experience survival, and pursue harmonious and healthy quality of life as the needs of social development and students' individual education in frequent interaction.

Students live in a real environment, interacting with people, interacting with the environment. Ecological curriculum is formative, which is closely connected with real life and specific activities, and has elasticity and dynamics. Life is regular and has its own order structure. The formative construction of ecological curriculum is to follow the law of life and express the richness and diversity of life.

This study applies the ecological curriculum theory, considering the unique learning environment and possible future life and work needs of students in English curriculum design, and designs a real and dynamic curriculum system. The content of English curriculum should be close to students' life, and the curriculum content should be practical and directly address the current or future needs of students. As shown in Table 6.

Table 6 The content of Ecological Curriculum Theory and its applications in this study

Ecological Curriculum Theory	Applications in this study
The students' current real environment	1. Conduct an ecological analysis of the current environment of students; 2. Conduct teaching in a real ecological environment;

The environment in which students will live and work in the future	1. Plan students' future life and work; 2. Develop corresponding English writing curriculums based on the planning results;

2.2 View of Student-centered Curriculum

Practical English curricula are mainly aimed at cultivating students' ability of practical application of language, so the teaching content must highlight practicality and pertinence. In the process of English teaching, teachers should strengthen professional English teaching, integrate students' English learning with their majors, and insist on employment-oriented curriculum content selection, so as to effectively realize students' sustainable development and lay a solid foundation for students' future learning and development.

According to this point of view, this study adopts the teacher-guided students to study autonomously. Every student is unique, students are the main body of English learning activities, responsible for their own learning and learning results. As shown in Table 7.

Table 7 The content of View of student-centered curriculum and its applications in this study

View of student-centered curriculum	Applications in this study
positive relationship	Students develop relationships with classmates and adults who support, value, and demand a lot of them.;
students' needs	Safety, physiological, and biological needs of students are satisfied;
positive identity	students get a positive sense of identification and belonging and are totally accepted for who they are.;
students' ownership	Teachers act as mentors and facilitators while allowing

agency	students to freely pursue their interests.;
real-world relevant	Students gain practical problem-solving skills and acquire transferable skills;
competency progress	Students advance via mastery and receive assistance when required;

3. Deaf and Hard of Hearing Students

3.1 Learning Style

It appears that students find it difficult to study in a traditional classroom, yet nothing can stop them from reading. Their memorization skills are outstanding, but they still seem to have poor literacy and reading comprehension because they don't have the opportunity to practice and listen to material again.

Deaf students are greatly restricted in language learning due to their hearing impairment, and independent learning presents the following characteristics: First, deaf and hard of hearing students have difficulties in communicating with the outside world, and are prone to negative emotions, inferiority, anxiety and other bad emotions. They are prone to self-denial and fear of difficulties, and thus get tired of independent learning, resist it, and even give up. Secondly, due to hearing impairment, students with hearing impairment lag in language development and lack of cognitive ability, rely on classroom teaching of teachers in English learning, and have weak awareness of autonomous learning. Compared with hearing students, deaf and hard of hearing students with autonomous learning are more "passive", "mechanical" and lack of autonomy, which is more in need of teachers' guidance and supervision. Third, the hearing-impaired students mainly rely on vision in English learning. The lack of listening and speaking ability makes the autonomous learning of hearing-impaired students face great difficulties and challenges, so they need to make more efforts and hardships. Because students have hearing impairments, their learning style is mainly visual type and tactile type. Yan Ming (2016) pointed out that conscious learners are good at receiving information through "seeing", and intuitive visual materials can form clear visual

images in learners' minds. They learn well by reading books, looking at text, pictures and videos on the blackboards or screens. Kinesthetic learners like to acquire knowledge by participating in activities, doing things themselves, or experiencing them. They like to try things out, learn by doing, execute plans, and participate in challenging activities. Teachers should guide students to make full use of their sensory preferences and style advantages, receive language information with multiple senses, and maximize their learning potential.

For Chinese deaf students learning college English, sign language is the first language, Chinese is the second language, and English is the third language. The grammar and word order of sign language are very different from that of Chinese and English. They usually learn English as a third language by means of Chinese as a second language. English is a phonological learning language, while sign language is a semantic learning language. Students learn English mainly by visual means, usually through sign language and Chinese. They are unable to memorize words by English pronunciation and cannot communicate with others in spoken English. Therefore, English curriculum and textbooks for ordinary college students are not suitable for students in terms of content and difficulty. So deaf and hard of hearing students have special needs in learning English.

3.2 Autonomous Learning

Holec (1981) was the first to introduce the concept of autonomous learning in Foreign Language learning in his work Autonomy in Foreign Language Learning. Holec (1981) defined learner autonomy as "the capacity of learners to take control of their own learning". In other words, learners possess the ability to devise learning strategies, select study materials, oversee the learning process and evaluate their progress independently.

The five elements of curriculum design were further explained by Cotterall (1995) and include learning record books, self-directed learning centers, classroom learning tasks and materials, teacher-student discussion, and the primary subject matter of language and student learning.

In the curriculum of the learning process, students should self-construct through self-planning, self-management, self-regulation, self-testing, self-feedback, and self-evaluation in accordance with their unique needs, according to Yan Ming's (2007) observations about learner-centered autonomous learning. Enter your desired changes in this section. Then, use the button below to paraphrase. It really is that simple.

It includes the following steps:

(1) Under the guidance of different needs, distinguish priorities and design their own medium and long-term goals;

(2) Choose appropriate learning materials and strategies;

(3) Control the time and schedule;

(4) Make appropriate adjustment and reflection according to different situations;

(5) Establish evaluation criteria to measure their learning effect;

According to Pintrich (2000), autonomous learning is a proactive and beneficial learning process in which students choose their own learning objectives at the outset. Next, keep an eye on, manage, and exert control over motivation, cognition, and behavior that is both directed and restrained by situational factors and goals. A mediating function is played by autonomous learning activities in terms of students' overall, environmental, and individual accomplishment.

According to Pintrich (2000), autonomous learners exhibit the following four traits: (1) React more favorably to the information that others share, and actively develop learning objectives, techniques, and meanings during the process. (2) Be able to accept the constraints imposed by circumstances, individual differences, and physiology; additionally, be able to keep an eye on and modify their learning habits. (3) Possess the ability to assess their learning impacts in light of objectives and benchmarks. (4) In order to enhance learning outcomes and academic performance, low-achieving students can employ the self-regulation process to modify the impact of outside circumstances as well as their own personal traits.

According to Pang Weiguo (2004), students should be encouraged to study the material on their own first. If questions come up during this process, they should be encouraged to conduct inquiry learning. If individual research is insufficient to solve the issue, group or collective inquiry learning will be conducted until the issue is resolved.

Pang Weiguo(2003) wrote in the book that Zimmermaan pointed out that when a student is an active participant in all three aspects of metacognition, motivation, and behavior, it is considered autonomous. In the curriculum of his continuous research, Zimmermaan has developed a distinctive autonomous learning research system, as shown in the figure below.
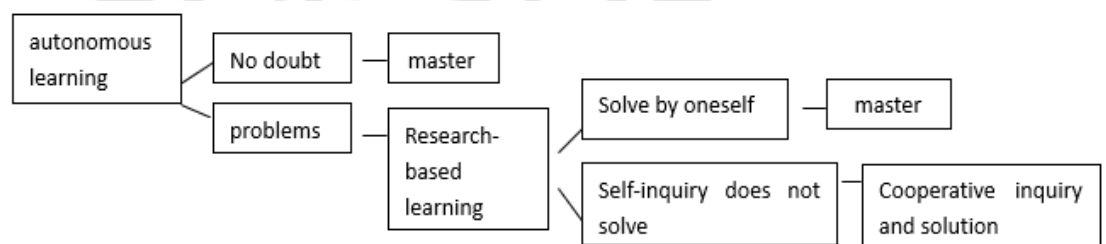
Figure 3 the process of autonomous learning (Pang Weiguo ,2003)

Pang Weiguo (2004) believes that the process of autonomous learning involves at least the following sub-processes or elements:

(1) Intrinsic motivational elements of learning.

It is generally intrinsic and self-motivated, and such motivation has a stimulating effect on many factors, including self-efficacy, outcome expectation, learning value consciousness, learning interest, attribution tendency, appropriate goal orientation, etc.

(2) Cognitive strategy system

(3) Metacognitive process

(4) Learning environment and other processes of creation or utilization.

Based on the above research literature on autonomous learning, it can be concluded that autonomous learning can promote students' learning motivation,

enable students to actively construct knowledge system and improve their learning effect. This study also draws on the specific strategies in the theory of promoting students' autonomous learning in the literature, and forms a new model of autonomous learning suitable for students according to their learning characteristics.

3.3 English Abilities

According to A. K. Smith (2013), deaf children are a diverse group that exhibits literacy and language skills that are particular to their community and to each individual. Although each child's hearing loss degree, amplification type, modality, and communication philosophy are unique, children with hearing loss will often have difficulty learning language. In cases where a kid with hearing loss experiences limited language access, deficiencies in language proficiency can have a direct impact on the development of reading and writing skills.

The English level of deaf and hard of hearing college students is equivalent to that of junior middle school students, and the academic level of English vocabulary, grammar and writing lags behind that of ordinary college students.

According to the dimension of English ability divided by Chinese English Ability Scale, the object of this study is students' writing ability. English learning of deaf students does not involve listening and speaking. The learning content mainly includes language comprehension ability (reading comprehension ability), language expression ability (written expression ability), pragmatic ability (pragmatic comprehension ability, pragmatic expression ability), language knowledge (structural knowledge, pragmatic knowledge), translation ability (translation ability) and language use strategy (language comprehension strategy, language expression strategy, translation strategy, fabric knowledge learning strategy). In this study, English ability of students mainly refer to their writing skills.

3.4 English Writing Curriculum Learning and Teaching

Three progressive and complimentary steps were used by Zhang Songbai (2004): observation, questionnaire, and interview. An unbiased account of the English

nature instruction in China's deaf schools is observation. Four English teachers from two deaf schools in Xi'an were interviewed, and 108 pupils from three deaf schools in China participated in a questionnaire study. The findings demonstrate that written English is the primary language of instruction and learning for Chinese deaf people learning English. Chinese deaf people learn English in a trilingual and bicultural setting that consists of written Chinese, Chinese Sign language, and English. Chinese written language and Chinese Sign language are used as auxiliary languages to help Chinese deaf persons learn English.

Jessica Williams (2022) used an online curriculum along with supplemental materials to teach reading and writing to small deaf groups for two hours per day, five days a week, for five weeks. The student participants' reading and writing abilities increased after the curriculum.

A randomized controlled study of SIWI was tested out by Kimberly Wolbers (2022) with 15 teachers and 79 children in grades 3-5. Three nine-week sessions were dedicated to teaching the genres of persuasive, information report, and recount. Writing samples were gathered before, right after, and nine weeks after the genre's instruction was discontinued. The samples were examined for writing characteristics, language clarity, and language complexity. At the start and conclusion of the academic year, questionnaires on motivation and standardized writing assessments were gathered. Writing outcomes unique to the genre, such as information reports and recounts, showed statistically significant impact sizes for both treatment and maintenance. The outcomes of standardized writing reflected these findings.

The special points of independent learning ability of hearing-impaired students can be summarized as follows: although hearing-impaired students have a good sense of self-efficacy, they cannot significantly eliminate their learning anxiety; Although hearing-impaired students have higher external learning goals, these external learning goals cannot be actively converted into intrinsic learning motivation. The learning methods of hearing-impaired students are weaker than those of hearing students.

According to Zhao Xichun (2021), there are several issues with autonomous English learning for college students with hearing impairments, including: (1) a lack of implementations and low efficacy of the program; (2) unclear learning objectives and a lack of awareness and capacity for autonomous learning; and (3) a lack of resources and an environment conducive to autonomous learning. Therefore, the following are some strategies to help students construct autonomous English learning: (1) developing excellent teachers and altering the teaching models; (2) fostering an environment that supports independent learning for deaf and hard of hearing students and developing resources for autonomous learning; and (3) altering teaching evaluation standards and putting in place an incentive system for autonomous learning.

Xu Shujuan (2016) According to Xu Shujuan (2016), the process of learning English involves students interacting with teachers to meet learning objectives, using their own distinct autonomous learning style, positive attitude, and good learning ability, implementing, finishing, and evaluating their own learning effects, and achieving goals through both individual and group activities.

More specifically, students can learn English through a system called college English independent learning. This means that students can assess their own English learning status quo in light of their unique circumstances, set learning goals, create lesson plans, implement effective learning techniques, and track their progress through information feedback. Based on this information, they can then summarize, assess, and provide feedback on new material. This method of learning or cycle of learning.

Autonomous college English learning is the process by which students meet their learning objectives through interaction with teachers, use their own unique autonomous learning style, positive attitude, and good learning ability, implement, finish, and assess their own learning effects, and accomplish their goals through collaborative efforts and individual activities. More specifically, students can learn English through a system called college English independent learning. This means that students can assess their own English learning status quo in light of their unique circumstances, set

learning goals, create lesson plans, implement effective learning techniques, and track their progress through information feedback. Based on this information, they can then summarize, assess, and provide feedback on new material. This method of learning or cycle of learning.

Gao Wenzhi (2015) pointed out that in college English teaching practice, there are common problems such as fuzzy teaching objectives, forced use of textbooks and syllabuses of ordinary listening students, large differences in levels of students, learning difficulties and low enthusiasm. At the same time, as the current higher education for the deaf and hard of hearing students mainly focuses on vocational education and application education, emphasizing the cultivation of students' vocational skills, deaf and healthy communication ability and social adaptability, it is difficult for the hearing-impaired students to devote too much energy to English learning. In terms of policy, there is no other official document that requires English curricula for higher hearing education.

Zhao Xichun and Chen Yan (2020) proposed the following problems and deficiencies in English teaching for hearing-impaired students: (1). The teaching objectives are vague and teaching materials are difficult for students with hearing-impairment. (2). The lack of excellent teachers (3). Lack of effective examination evaluation.

Zhao Xichun and XieZhixian (2021) pointed out that the problems of autonomous college English learning for hearing-impaired students include: (1) Few implementations and low efficiency of autonomous college English learning for hearing-impaired students. Almost no autonomous learning is set or defined as the assessment content of college English curriculums. The autonomous learning of college English for hearing-impaired students is in a state of no goal, no plan and no supervision, and the implementation of independent learning is few and the efficiency is low. (2) Lack of clear learning goals, weak awareness and ability of autonomous learning.

The main manifestations are as follows: (1) Hearing-impaired students due to lack of cognitive ability. As a result, the consciousness of autonomous English

learning is weak, psychological dependence is serious, learning ability is weak, English learning mainly depends on the teacher's classroom explanation, self-learning ability and independent thinking ability is relatively poor. (2) Hearing-impaired students lack the ability to master correct autonomous learning methods and skills. Autonomous learning ability to ensure the improvement of learning efficiency is an objective requirement for autonomous college English learning. Most of the hearing-impaired students are simple and inefficient in learning methods. Some of them only rely on taking notes in class and are weak in summarizing, analyzing and solving problems. In the face of difficulties in learning, they often show negative emotions such as impatience, frustration and loss. (3) Lack of autonomous learning atmosphere and resources.

Zhao Donghua (2018) investigated the English learning status of 53 deaf college students majoring in fashion design. The survey indicates show that the deaf students have little interest in English learning, do not pay attention to learn English, and appear problems in English class, such as unable to keep up with the progress, easy to forget, vocabulary memory difficulties and so on. (1) The majority of deaf and hard of hearing students surveyed do not like to learn English, the interest in English is not strong; (2) Most deaf and hard of hearing students find it difficult to learn English; (3) Feedback deaf and hard of hearing students in English learning problems, such as word recitation difficulties, difficult to remember and forget, translation difficulties, do not understand the article, low accuracy, no interest, etc.; (4) the main investigation of deaf and hard of hearing students English learning methods, mainly: preview, memorizing words, translation, review, do problems, notes, watching English movies, and think that English is too difficult, no learning methods; (5) reflect the deaf and hard of hearing students in the English classroom problems, mainly have a bad foundation, cannot understand what the teacher is talking about, the teacher's sign language cannot understand, communication difficulties, feel English class is very boring, do not know how to express in English, (6) the deaf and hard of hearing students on the English classroom advice, For example: do some interesting and easy to remember small games in class, hope the teacher learn more deaf sign language to facilitate

communication, hope the teacher set up a class discussion group, hope the teacher vivid and easy to understand the lecture.

Zhang Min (2016) applied the textbook evaluation model and conducted a questionnaire survey on the teaching methods, reading materials, exercises and the applicability of the textbook design of the English textbook New Horizons College English Reading and Writing Curriculum (Preliminary Level 1) used by 33 deaf freshmen majoring in Information and Resources in Chongqing Normal University by means of demand analysis, internal analysis and external analysis. This textbook is designed and developed for ordinary college students. It is found that the content of teaching materials is difficult for deaf and hard of hearing students and the applicability of teaching materials is weak.

JitkaSedláčková (2021) pointed out that in teaching and application practice, due to the weakening of listening and speaking functions of hearing-impaired students, their English learning efficiency and the range and means of communication are greatly limited. Hearing-impaired students often have to spend 2-3 times as much time and energy as healthy listening students to achieve the same learning effect. At the same time, as the third language of hearing-impaired students besides sign language and Chinese, English is very easy to cause confusion of thinking of hearing-impaired students due to the huge differences in word order and culture. In the practice of college English teaching, there are many problems such as fuzzy teaching objectives, forced use of textbooks and syllabuses of healthy listening students, large differences in levels of students, learning difficulties and low enthusiasm. As the current higher education for the hearing impaired mainly focuses on vocational education and application education, emphasizing the cultivation of students' vocational skills, deaf and healthy communication ability and social adaptability, it is difficult for the hearing-impaired students to devote too much energy to English learning. Students have many different needs in learning college English due to hearing impairment.

From the above related studies, we can see that college students with hearing impairment have low self-energy efficiency due to hearing impairment and other

factors.   When they learn college English curricula, they usually lack clear learning objectives and learning methods. The main way of learning in class is to copy notes. The curricula and textbooks chosen by teachers are difficult for students. The above reasons result in students' low willingness to learn English and low academic achievement. Therefore, it is necessary to reform the curriculum of English learning for deaf students. A curriculum system suitable for deaf students is formulated and the curriculum is implemented according to the characteristics of deaf students in learning English.

3.5 English Writing Errors

Wolbers, K. et al. (2010) pointed out that the writing abilities of deaf and hard of hearing students vary. They have trouble with high-level semantic and rhetorical abilities as well as low-level morphology and syntax.

Quintanar et al. (2007) and Dolz et al. (2013) stated that neuro-psychologically speaking, determining the kind of faults is a crucial step in the evaluation process so that a rehabilitation program may be designed.

Research on deaf pupils' writing expanded to include coherence and discurriculum level structures in the late 1980s (Klecan-Aker & Blondeau, 1990).

Marks, C., &Stuckless, R. (1966) pointed out that DHH students write with more nouns and verbs, less adverbs, auxiliaries, and conjunctions, and shorter, simpler sentences than hearing students.

Stuckless, E. R. et al. (1966) maintained that relevant literature studies had listed the common mistakes in English writing of deaf students and the problems that teachers often pay attention to in teaching. Chinese deaf students study English as a second language or the third language. The best predictor of teachers' ratings of the quality of deaf and hard of hearing students' writing is grammatical correctness.

Taeschner, et al. (1988) contended that deaf and hard of hearing students used simpler language, stayed away from complicated syntactic structures, wrote less cohesively, used a smaller vocabulary, and made phonetic mistakes.

Carl James (2001) divided errors into three categories according to the level of errors: 1. Ontological errors: errors in spelling, writing, and pronunciation. 2. Text

errors: refer to various lexical and grammatical errors. 3. Discourse errors: including errors in various coherence and pragmatic aspects.

Albertini & Schley (2003) pointed out that writing instruction for deaf and hard of hearing students focused on morphology, syntax, and lexical choice

O'Neill et al. (2012) said that college-age students should be able to comprehend the needs of the reader, write a text that serves the purpose, and explain their points in a clear, accurate, and coherent manner while also using proper grammar and spelling.

Bowers et al. (2014) stated that when spelling words, DHH students make spelling mistakes not seen in other populations because they cannot spell the word correctly relying on sounding out the word.

Thierfelder and Stapleton (2016) found that the most common writing errors made by the deaf community in Hong Kong are associated with word choice, the usage of articles, and the use of plural markers.

According to Thierfelder, P., et al. (2016), certain types of errors may serve as indicators of the cognitive processes involved in learning new information, reflecting the process of learning. Thierfelder and Stapleton (2016) discuss how writing mistakes are inevitable for both hearing and deaf people, particularly when writing in a second language.

According to Herrera Fernández et al. (2016), it is crucial to consider the significance of mistakes as a learning tool and to use this information to provide appropriate feedback to apprentices when evaluating the writing of deaf children.

According to the classification of errors made by Carl James (2001) and the types of errors in students' actual writing, Wu Xian (2016) classified ontology errors into case errors, punctuation errors, and word spelling errors. Text errors (lexical errors, sentence errors) are divided into lexical collocation errors, lexical choice errors, nouns, verbs, adjectives, adverbs, prepositions, articles; Discurriculum errors (sentence-level errors) can be divided into basic sentence pattern errors, compound sentence errors,

word order errors, Chinglish errors, non-predicate verb errors, subject-verb agreement errors, emphasis structure errors, subjunctive errors.

Wang Yaqin et al. (2018) used error analysis to examine the written English produced by deaf and hard of hearing students, summarizing twenty-four different categories of faults. The most common mistakes are observed to be in the writing structure, word spelling, and predicate defaults. The sorts of faults in deaf and hard of hearing students' written English are shown to be related to their English skill, according to an analysis of errors in their compositions. There are certain similarities among the kinds of written English mistakes made by deaf individuals with varying proficiency levels. Textual errors, or lexical and grammatical errors, account for the largest percentage of all error kinds.

Front-line educators should take into account the impact that learning motivation, learning anxiety, and self-confidence have on deaf pupils' acquisition of English, according to Liu Gai (2022). The writing type faults include 1. Phonological Route (PR) Omission 、 Join 、 Separation 、 Phonological replacement, according to Alejandra Herrera-Marmolejo (2020). 2. Lexical Route (LR): Intruder words 、 Continuations 、 Derivational replacements 、 Neologisms 、 Dynamic rotations 、 Static rotations Lexical Replacement. Error types can serve as indicators of the cognitive processes involved in acquiring new information, providing insight into the learning process. Poor comprehension of the rules governing grapheme-phoneme transformation and incorrect phoneme and syllable reading when writing words are common PR mistakes. More particular mistakes include missing graphemes, improperly segmented words, improperly linked words, phonemic substitutions, and articulatory substitutions.

According to Liu Gai (2022), learning motivation, learning anxiety, and self-confidence are the three main affective factors. Good learning outcomes can be achieved by students by balancing multiple emotional factors.

Furthermore, deaf and hard-of-hearing students write writings that are shorter, less well-structured, and produced more slowly than those of typical children due to their limited vocabulary and restricted understanding of syntax and semantics.

In order to better develop English writing curriculum for deaf students, the above-mentioned previous studies on common errors in English writing for students were counted. This study which draws on the research results of Wu Xian (2016) and Wang Yaqin et al. (2018), divided the errors in the English writing of deaf students into ontological errors. There are three aspects of text errors and discourse errors. Based on

Dimension	Errors
Ontology errors	spelling/Upper and lower case/punctuation
Text errors	vocabulary/grammar
Discourse errors	coherence/pragmatics

the statistics of the data on the writing errors of the deaf, it can be concluded that the English writing of students' main errors are ontology errors (spelling mistakes) and text errors (grammatical errors). As shown in Table2-8 and Table2-9.

Table 8 Dimension of writing errors

Table 9 Statistic of writing errors from the related research

Related Researches	errors 1: ontology errors	errors 2: text errors	errors3: discourse. errors
Klecan-Aker &Blondeau(1990)			✓
Marks,C.,&Stuckless, R. (1966)		✓	✓
Stuckless, E. R. et al. (1966)		✓	
Taeschner, et al. （1988）	✓	✓	✓
Carl James (2001)	✓	✓	✓
Albertini & Schley (2003)		✓	
O'Neill et al. (2012)	✓	✓	

Bowers et al. (2014)	✓		
Thierfelder et al. (2016)	✓	✓	
Wang Yaqin. et al. (2018)	✓	✓	
Liu Gai (2022)	✓		
Total	n=7	n=8	n=4

4. English writing scoring criteria

In this study, the writing scoring criteria for students were based on the writing scoring criteria for the College English A-level examinations. The scoring standard is divided into 5 levels, each of which has a specific score range and a specific description of the scoring standard. The scoring teachers can give a more accurate score to the writing of students based on this writing scoring standard. The score of this scoring standard can determine the scores of students' writing test, and thus determine whether the overall English writing ability of students has improved.

Level 1 (25–30 points): Write all the important details in a clear hierarchy, using fluid language that adapts to the context, and with at least 2-3 complex structures. Almost no grammatical errors (1-2) or a small number of errors resulting from the use of complex structures that do not impair comprehension of the meaning are allowed.

Level 2 (15–24 points): Summarize the content's major ideas in a clean, fluid writing style with a few minor grammar faults (3–4);

Level 3 (9–14 points): The majority of the major ideas are expressed in writing, the language is essentially fluid, and while there are occasional grammar and spelling mistakes, they essentially have little bearing on the meaning being expressed;

Level 4(5-8 points): Write around half of the pertinent subject points; comprehension is hampered by the language's incoherent style, repetitive grammatical structure, numerous mistakes, and scanty phrases;

Leve l5 (0-4 points): Words do not convey the meaning, the meaning is unclear, and only 2-3 phrases are readable;

Scoring instructions:

1. The structure of phrases and oranges is incorrect, and the person, tense, and voice are misused. One point will be deducted for each mistake.

2. If the person, tense, and punctuation are wrong throughout the article, 2 points will be deducted.

3. One point will be deducted for every 3 errors in spelling, punctuation, articles, prepositions, etc.

4. The same mistake will be deducted only once.

5. If the number of words is less than 100 words, 2 points will be deducted.

6. The writing is sloppy and the paper is unclear, which affects the marking. 2 points will be deducted.

5. Practical English Writing Curriculum Development

There are practical English curriculums in universities in China and foreign countries. However, the practical English curriculums in English-speaking countries are taught by English as the first language and are the native language. They are not suitable for Chinese college students, who learn English as a second language and Chinese as their first language. The researchers analyzed the content framework of the existing textbooks for practical self-learning college English in China. Moreover, the practical English curriculum for ordinary college students cannot be directly used for the English writing teaching of deaf students, and need to be screened and adapted. The content with a cross (✖) is not suitable for students, or the part that is not suitable for students' English writing. The practical English curriculum that has been screened and adapted serves as an important reference for developing practical English writing teaching for the deaf.

Table 10 The framework of the college English textbooks for practical autonomous-learning in China

Title of a book	author	content	Date of

			publication
A new model of autonomous college practical English learning A new model of autonomous college practical English learning	Wang Hongxia	The part 1: practical life vocabulary Part 2: The shortest and most useful sentences in English Part 3: Most Frequently Used Spoken English (✖) The part 4: the scope of recitation and answer The part 5: practical examples The part 6: Selected English Tongue Twisters (✖) The part 7: the speech model (✖) The part 8: Basic cultural knowledge The part 9: Appreciating Classic European and American Songs (✖) The part 10: selection of various test questions	08/2014
A New Model of Autonomous Learning in Practical College English (5th Edition)	Zhang Aihui He Zhenhua	The part 1: recite and answer questions The part2: the selection of English humorous stories The part 3: English poetry appreciation	02/2017

		The part 4: the celebrity speech excerpts The part 5: Common sense of British and American culture The part 6: Classic British and American literary classics The part 7: English Songs Selection (✖) The part 8: Common campus English vocabulary The part 9: various English test questions	
A new model of college English autonomous learning	Yu Xiujuan	The part 1: Basic Pronunciation Exercises (✖) The part 2: Common vocabulary in life The part 3: often expressed in English The part 4: Most Frequently Used Spoken English Sentences (✖) The part 5: the essay recitation and questions and answers The part 6: Common English test questions The part 7: English	09/2018
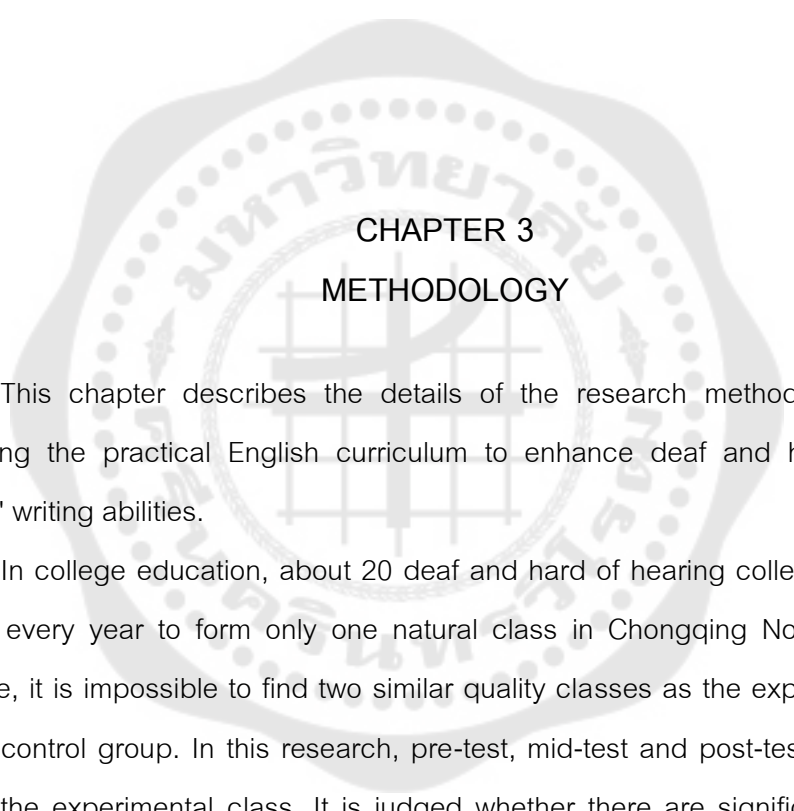
		expressions of Chinese cultural elements The part 8: the English film clips The part 9: the selection of English short plays	
College English autonomous learning model	Wang yingyu	The part 1: Basic Pronunciation Exercises (✖) The Part 2: Common vocabulary in life The part 3: Common English expressions The part 4 Most Frequently Used Spoken English Sentences (✖) The part 5 ：the essay recitation and questions and answers The part 6: Common English test questions The part 7: English expressions of Chinese cultural elements The part 8: the English film clips The part 9: selection of English short plays	08/2019

New college English autonomous learning model	Zhang Aihui He Zhenhua	The Part 1: Excerpts from popular English speeches	01/2021
		The part 2: the classic English movie lines excerpts	
		The part 3: the introduction and excerpt of British and American literary classics	
		The part 4: English Song Selection (✕)	
		The part 5: Common sense of culture in English-speaking countries	
		The part 6: Common English in Public Places	
		The part 7: Sample Questions for English Test and Competition	
		The part 8: College English Band 4 high frequency vocabulary	

CHAPTER 3
METHODOLOGY

This chapter describes the details of the research methodology used for developing the practical English curriculum to enhance deaf and hard of hearing students' writing abilities.

In college education, about 20 deaf and hard of hearing college students are enrolled every year to form only one natural class in Chongqing Normal University. Therefore, it is impossible to find two similar quality classes as the experimental group and the control group. In this research, pre-test, mid-test and post-test design will be used in the experimental class. It is judged whether there are significant differences between pre-test, mid-test and post-test of the experimental class. By testing the significance of the differences between the pre-test score, mid-test score and the post-test score, the effectiveness of the practical English writing curriculum design and implementation is verified.

The practical English writing curriculum development research process mainly includes four main stages: stage1: survey of basic information; stage2: curriculum development; stage3: curriculum implementation; stage4: curriculum evaluation. Four stages are summarized as a research procedure shown in Figure 3-1.

Stage1: Survey of basic information of curriculum design

    1.1 literature research

    1.2 Interviewing teachers

    1.3 Interviewing deaf and hard of college students

Stage2: Curriculum development

    2.1Design curriculum draft

    2.2 Experts review curriculum

    2.3 Pilot study

Stage3: Curriculum implementation

    3.1 Basic information for samples participating in the curriculum

    3.2 research procedures

    3.3 Collect data

    3.4 Analyze data

Stage4: Curriculum Evaluation and Revision

    4.1 Basic information for Curriculum Evaluation

    4.2 research tools

    4.3 Collect data

    4.4 Analyze data

    4.5 Curriculum revision

steps	methodology
stage1:survey of basic information	
1.1 review related literature	1.literature research 2.analysis of pracitcal English curriculum
1.2 informal interview	1.interview with teachers 2.interview with deaf and hard of hearing
stage2:curriculum development	
2.1curriculum design	developing a draft curriculum
2.2evaluating draft curriculum by experts	five experts comments and suggestions
2.3conducting a pilot study	pilot study for one week
2.4 revising the draft curriculum	complete the final draft of the curriculum
stage3: curriculum implementation	
implementing the curriculum	students' autonomous learning English writing curriculum for three months
stage4: curriculum evaluation	
4.1 students' academic achievement tests	pre-test, mid-test and posttest of students' writing tests
4.2 students' satisfaction	students' satisfaction to the curriculum
4.3 revising the curriculum	revise the curriculum based on 1.interviewing students 2. the results of data analysis

Figure 4 Curriculum Development Procedure

Stage1: Survey of Basic Information of Curriculum Design

  1.1 Literature Research

    This step was to study related literature and policy documents for college English teaching. Research on relevant literature and analysis of Chinese practical English teaching materials, reading current college English curriculum teaching materials and college English writing curriculum standards promulgated by the country. In order to better know the requirements of the Chinese education authorities for college students to learn English, the researchers checked the websites of the education authorities to find policies and regulations related to college English writing curriculum. In particular, the policies related to college students' independent learning of English was served as the policy support for this study.

    The main researchers of this study analyzed the current practical college English curriculum and teaching syllabus in China, and through literature analysis, find out the curriculum content that meets the learning characteristics of deaf students and is suitable for their English writing. Read current college English teaching documents and state-issued curriculum standards, such as National College English Teaching Curriculum Standards. In addition, this paper studied the existing practical English curriculum and teaching materials in China, and makes an analysis of relevant teaching materials. In this step, the researchers analyzed the content framework of existing college English practical self-study textbooks in China. Through the above process, understand the needs of university practical English curriculum. Through the investigation, the researchers understood the needs of practical English writing curriculum in the universities.

    This curriculum drew on Chinese high school, vocational school and university English curriculum standards, such as College English Curriculum Standards for ordinary college students.

  1.2 Interviewing Teachers

    In order to better understand and prepare for the practical English writing curriculum before development, researchers interviewed other English teachers before

curriculum development. This step was to interview peers, and experts for their suggestions on the preparation of practical English writing curriculum.

The content of the interview mainly focused on the four aspects of curriculum development:(1) objective (2) content (3) implementation (4) evaluation. Asked these teachers to give suggestions and ideas on the writing of the above four contents.

1.3 Interviewing Deaf and Hard of College Students

This step was to survey English learning style and needs of deaf and hard of hearing students in their freshman and sophomore years. (n=36)

Although the physical and psychological development of deaf students was basically the same as that of ordinary college students, due to hearing loss and the deficiencies caused by hearing loss, the needs and basic levels of students in learning college English are very different. Therefore, students have differences in (1) Gender (2) Hearing loss level (3) Graduated high school (4) Communication way (5) Hometown. These demographic variables will also have requirements and influences on curriculum preparation and implementation. The researchers investigated these demographic variables before curriculum preparation as a reference factor for curriculum preparation. At the same time, after the implementation of the curriculum, they also compared the influence and differences of these demographic variables on the English writing ability of students.

Stage2: Curriculum Development

2.1 Design Curriculum Draft

Step1 the main source of Practical English curriculum content selection

This curriculum was rich in content, covering the literature of English-speaking countries, film and television, cultural etiquette and domestic English tests, etc. The content of the curriculum was close to the current or future life of college students, looking forward to the future needs of work and life. According to the analysis

of learning needs and characteristics of students, flexible choice of curriculum content, teachers guided students to choose the learning content that matches them.

Step2 the layout of the curriculum content

It not only met the general requirements of students in learning college English, but also conformed to the special characteristics of students in cognition and learning;

Special needs of students: English alphabet sign language learning as the basis of learning; computer English, art English and other professional English learning;

The curriculum presentation sequence was from scattered to comprehensive, from easy to difficult: word - phrase - sentence pattern - text - comprehensive application;

Step3 Draft curriculum development

After the conclusion of questionnaire survey and demand survey, practical English college curricula suitable for students were developed by referring to existing practical English college curricula in China and considering the particularity of learning English for students. The draft curriculum will be developed.

2.2 Experts Review Curriculum

Five curriculum experts in related fields were invited to evaluate the draft curriculum. According to the advice of experts and the learning needs of students, the curriculum was revised in the early stage.

(1) The criteria for selecting experts for the evaluation of the Curriculum have been listed in table 11.

Table 11 Criteria for selecting experts for the evaluation of the Curriculum

Items	Job/Professional Area	Criteria
1	Expert in teaching D/HH students college English	associate professor or professor; Master's degree or higher; 20 years or more in teaching students English
2	Expert in teaching D/HH students college English	assistant professor or associate professor A master's degree or higher; 10 years or more in teaching deaf students English;
3	Special Education Curriculum Development Specialist	associate professor or professor; A profession related to the education of children with autism or a license to practice; 20 years or more in education for deaf and hard of hearing college student;
4	Special Education Curriculum Development Specialist	Background in special education or related fields; More than 30 years in teaching English; More than 15 years of experience in developing curriculum;
5	Assessment and evaluation specialist	Associate Professor or Professor ; Research in assessment and evaluation at least 10 years ; experienced in teaching management for10 years;

(2) Experts checking the quality of the curriculum before implementation

Consistency checking

Using the IOC (Index of item consistency) and evaluating by external expertise who have knowledge and experience relevant the curriculum. Consistency checking form as table 12.

Table 12 Consistency checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

		Evaluation Results		
	Items	Consistent (+1)	Unsure (0)	Inconsistent (-1)
1	Learning problem with the principles of the curriculum			
2	Curriculum principles and Curriculum aims			
3	Principles of curriculum and learning activities			
4	Curriculum aims and Curriculum content			
5	Curriculum aims and learning activities			
6	Curriculum content and learning activities			
7	Curriculum content and learning materials			
8	Curriculum content and learning resources			
9	Curriculum content and learning duration			
10	Curriculum assessment with Curriculum aims			

Calculate mean score of each item then interpret the consistency following criteria

> .05 consistency

< .05 inconsistency (improve it before implementation)

Appropriately checking

Using 5 levels of the rating scale and evaluating by external expertise who have knowledge and experience relevant your curriculum. Appropriate checking form as table 13.

Table 13 Appropriate checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

No.	Items	Evaluation results				
		5	4	3	2	1
1	Curriculum principles					
	1.1 Reasonable					
	1.2 Theoretical concepts used to support					
	1.3 Lead to practice					
2	Curriculum objectives					
	2.1 Clear and concrete					
	2.2 Can be measured and evaluated					
	2.3 Suitable for the target group					
3	Curriculum content					

	3.1 Meet the curriculum objectives					
	3.2 Academically correct					
	3.3 Suitable for the target group					

No.	Items	Evaluation results				
		5	4	3	2	1
4	Learning activities					
	4.1 Meet the curriculum objectives					
	4.2 Suitable for the target group					
	4.3 Interesting and possible					
5	Curriculum materials					
	5.1 Meet the learning activities					
	5.2 Suitable for the target group					
	5.3 Interesting and possible					
6	Curriculum evaluation					
	6.1 Meet the curriculum objectives					
	6.2 Suitable for the target group					
	6.3 Possible to practice					

Calculate mean score and interpret of each item. If the mean score below 3.50 then improves it before implementation.

Experts' descriptive comments and suggestions

After the curriculum is developed, it was presented to experts and peers in the field for their comments and suggestions. Experts and peers were invited to supervise the implementation process. Before the implementation of the curriculum, experts and peers was invited to evaluate the effect of the curriculum, as well as suggestions for revision. 5 experts gave descriptive comments and suggestions about the college practical English curriculum. According to their comments and suggestions, the curriculum manuscript was revised and completed. It was put into practice.

2.3 Pilot Study

Before the curriculum is implemented, the purpose of the pilot study was to acquaint teachers with teaching methodologies and assess the quality of the draft curriculum, including the lesson plans and student guides. Since there is only one class for students who have hearing impairments in each grade in Chongqing Normal University, the pilot study was taken in the students of Year two (n=18). The pilot study was conducted by the same teacher. The Pilot study was conducted for four class hours, two class hours per week. The researchers were conducted on-site observation to understand the performance of students and teachers in the self-directed learning classroom. At the same time, the researchers were interviewed classroom teachers and students in the second Year who are deaf to understand their attitudes and opinions about practical English curriculum.

Stage3: Curriculum Implementation

3.1 Basic Information for Samples Participating in the Curriculum

(1) Population

About 80 (first year - fourth year) deaf and hard of hearing college students in Chongqing Normal University.

(2) Sample

This study used random sampling by year, and the first year deaf and hard of hearing college students (n=18) in Chongqing Normal University was selected as the sample population.

Table 14 Demographic description of basic information of the participants(n=18)

demographic variables	category	count	percentage
Gender	Male	6	33.33
	Female	12	66.67
Hearing loss level	1	9	50.00
	2	4	22.22
	3	2	11.11
	4	3	16.67
Graduated high school	Deaf school	11	61.11
	Ordinary school	7	39.89
Commnication way	Oral	6	33.33
	Sign language	4	22.22
	Oral+sign language	8	44.45
Hometown	Countryside	4	22.22
	City	14	77.78

From table 14, the basic population information and communication mode of students, it can be seen that the average age of students is more than 18 years old, so they are all adults. There are more girls(n=12) than boys(n=8), and more students from cities(n=14) than those from rural areas(n=4). There are great differences in students' hearing status. Some students have no hearing ability at all, some students have partial hearing, and two students have hearing through cochlear implantation. Students communicate in a variety of ways, including oral communication, sign language and

pen-written communication. Their communication style also reflects their main learning style. Students have different life, educational background and communication mode, so they will have different learning needs in college English study.

3.2 Implementation procedures

This curriculum consisted of three parts: before class preparation, in class learning and autonomous learning after class. The teaching process conducive to students' autonomous learning mainly included determining learning objectives, stimulating learning motivation, self-learning textbook content, self-learning examination, group discussion, teacher's explanation, exercise consolidation, students' summary and other links. This curriculum provided students with modular and hierarchical classroom learning content, which makes students' English learning more diversified, three-dimensional and independent, and also serves the teaching method of "concentrated classroom learning, independent extracurricular learning and action-driven learning".

Under the leadership of the teacher, students in the experimental class took a 3-month practical English writing curriculum based on autonomous learning. Then implement the practical college English learning for students lasted for three months in a semester.

At the first session of the curriculum, teachers and students discussed the curriculum and work together to revise the curriculum content and schedule. After the curriculum framework is determined, the teacher informed students of the framework and content of the next class in advance before each class. Students prepared the content of the corresponding difficulty in advance according to their own learning basis. The teacher led the students to work out a three-month English learning framework, and instructed them to find and plan practical learning content in line with their own learning difficulty, and strengthen the learning content in real life.

Deaf and hard of hearing students learned the curriculum in autonomous style. In class, teachers asked students or groups to present their autonomous learning

content according to the knowledge framework given before class. Teachers gave comments, and teachers and other students can ask questions about the learning presented. At the beginning of each class, the students took turns to share news, and summarize the phrases and knowledge points in the news. Teachers helped students to set up English learning records, record daily learning content and self-evaluation and reflection. The teacher helped the students to change their learning gradually from heteronomy to self-discipline. Teachers gave students personalized guidance on learning strategies, so that each student could make longitudinal progress. With the purpose of improving the effectiveness of students' learning, this study referred to the effective learning mode of active learning based on the Learning Pyramid Theory in the curriculum implementation design. The curriculum was implemented in a way that combines classroom intensive learning with after-class independent learning. Classroom concentrated learning included individual learning and group learning and other learning forms. As shown in Figure 5.
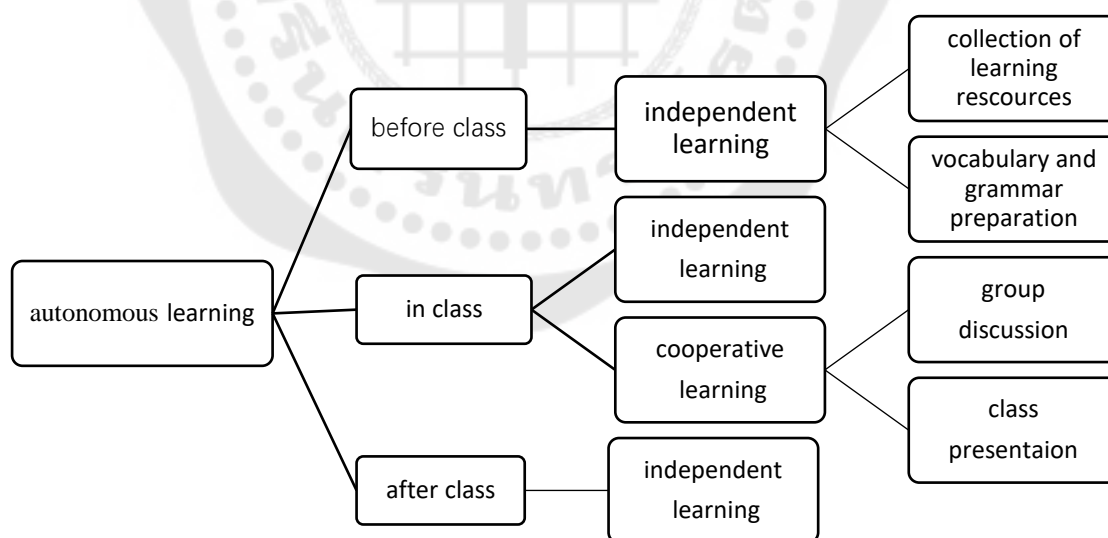
Figure 5 Deaf and hard of hearing college student autonomous learning style

3.3 Collect Data

The English writing curriculum lasted three months. Before implement the curriculum, at the end of second month and the third month, deaf and hard of hearing students was tested for pre-test, mid-test and posttest. Full score is 30.

3.4 Analyze Data

Two teachers who have been engaged in teaching English for more than 10 years scored the three writing tests of 18 students, namely the pre-test, mid-test and post-test, according to the writing scoring standards of the College English A-level exam. And the scorers' consistency test was conducted on the two teachers' scores.

Computer software was used to analyze the changes in the scores of these three tests to verify the effectiveness of the curriculum.

In order to gain a deeper understanding of the impact of demographic variables on the learning of this curriculum by different students, the researchers also conducted correlation analysis between demographic variables and test scores.

Stage4: Curriculum Evaluation and Revision

4.1 Basic Information for Curriculum Evaluation

After the practical college English curriculum was finished implemented by the students based on the autonomous model and guided by the English teacher, researchers should evaluate the achievement of the curriculum by evaluating the deaf and hard of hearing students' writing academic achievements.

The curriculum evaluation consisted of two parts:

(1) Academic achievement test: Standardized tests were used to evaluate academic achievement of students' English writing abilities;

(2) Student satisfaction evaluation on the curriculum: Students were asked to evaluate their satisfaction with the curriculum in the middle and at the end of the curriculum.

Instant learning reflection and self-learning effect evaluation were also important forms of curriculum evaluation. Through self-reflection and self-evaluation,

students can dynamically revise their learning plans and arrangements, which was of great significance for students to learn English independently.

The students were asked to evaluate their satisfaction with practical college English curricula by questionnaires.

4.2 Research Tools

(1) National College English A-level Writing Test

PRETCO is a standardized test designed by the PRETCO Committee, which is approved by the Ministry of Education, for students in vocational colleges and adult colleges to take on a voluntary basis. National College English A Level Test is equivalent to College English Test Band 3, slightly lower than College English Test Band 4. It is a test grade set according to the ability of college students, and its difficulty level and practical range are very suitable for the current level and needs of students in learning English. Standardized tests are also a formative assessment, and this continuous academic feedback is conducive to students' independent learning. Formative assessment is effective in helping students to determine learning objectives. It can improve students' English competence. It helps students improve autonomous learning and facilitates students to have positive attitudes towards English learning so that students have more interests in it. Their learning objectives are no longer just the goals listed in teaching syllabus or demanded by teachers. Their learning objectives are to improve their weak points which are checked in assessment tools. Therefore, different students may have different learning objectives. They can do more practices on their weak points after class. With the help of formative assessment, students' goals of learning English are not to pass the final exam or A Level-Test. They start to learn in order to improve their English skills and English autonomous learning.

Used the College English standardized writing examination bank to test the students' writing performance in learning practical English. In the English test writing abilities of students will be investigated, with a full score of 30.

The National College English A-level test is the national standardized English ability test questions, the topic type and topic difficulty are stable. Establish the

National College English A-level writing test question bank Researchers have conducted the National College English A-level test in the past five years, in June and December. A total of ten sets of real questions are used as the test question bank, randomly selected one writing test, the difficulty, question type, which are related to daily life and work. English grammar, English vocabulary and practical English writing ability of students were investigated. Two English teachers calculated the students' comprehensive scores for the three writing tests of the pre-test, mid-test and post-test based on the A-level exam scoring standards. The full score is 30 points.

Table 15 Standardized A-level Writing English test

Content	English abilities	Full score
Practical writing	English practical writing ability of students	30

(2) Scale of student satisfaction evaluation on the curriculum:

In this research, students' satisfaction scores were compiled by themselves, and students were asked to rate their satisfaction with curriculum learning in the middle and at the end of the stages of the curriculum. The most satisfied score is 5, and the unsatisfied score is 1.

4.3 Collect Data

(1) National College English A-level Writing Test

After deaf and hard of hearing students took the pre-test, mid-test and posttest writing test, two teachers will give the scores to the test-paper separately.

(2) Scale of student satisfaction evaluation on the curriculum

Deaf and hard of hearing students were required to finish the satisfaction scale by online evaluation scale. Then the computer system collected the data automatically.

4.4 Analyze Data

(1) National College English A-level Writing Test
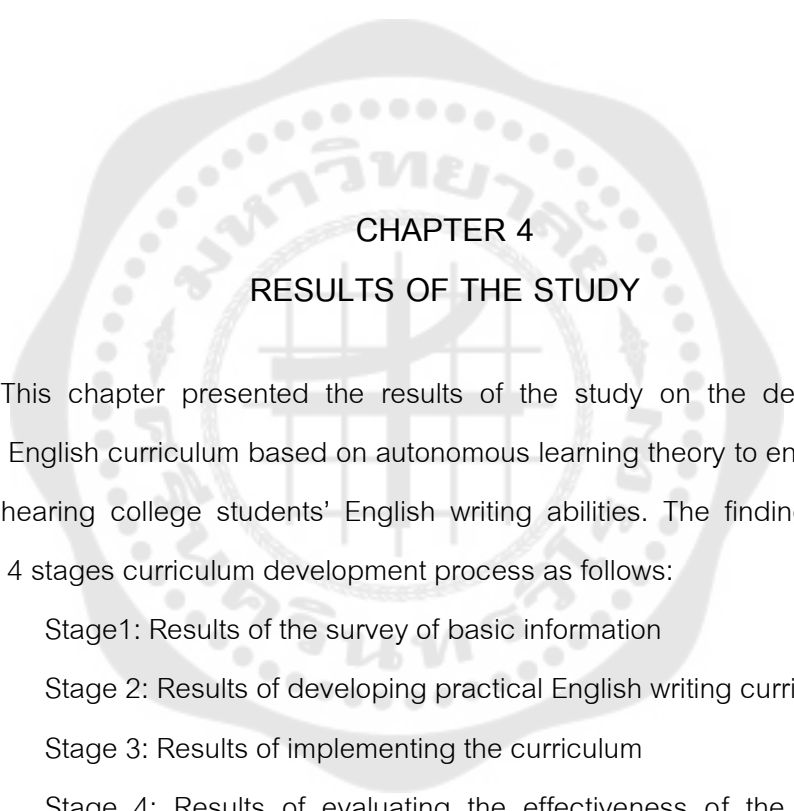
The scores of the three English writing tests of students were analyzed using computer software to compare the differences in the three test scores. To test whether the progress of deaf and hard of hearing students' writing abilities was significant or not, the data were subjected to the independent samples t-test. This was a test that can be used to evaluate before-and-after differences in small sample data. The significance level was .05. That is, if the P value of pre- and post-test was less than 0.05, then the English writing ability is significant before and after the curriculum.

(2) Scale of student satisfaction evaluation on the curriculum

Computer software was used to compare the differences in the middle stage and at the end of the stage. The independent samples t-test. This was a test that can be used to evaluate before-and-after differences in small sample data. The significance level is .05. That was, if the P value of pre- and post-test is less than 0.05, then the English writing ability is significant before and after the curriculum.

4.5 Curriculum Revision

After the implementation of this curriculum, combined with the above curriculum evaluation in all aspects and the achievement of the curriculum goal test, this curriculum was revised to make it more suitable for students.

CHAPTER 4
RESULTS OF THE STUDY

This chapter presented the results of the study on the development of a practical English curriculum based on autonomous learning theory to enhance deaf and hard of hearing college students' English writing abilities. The findings of the study included 4 stages curriculum development process as follows:

Stage1: Results of the survey of basic information

Stage 2: Results of developing practical English writing curriculum

Stage 3: Results of implementing the curriculum

Stage 4: Results of evaluating the effectiveness of the curriculum and revising the curriculum

The researcher presented the results of data analysis of research data on the development of practical English writing curriculum based on autonomous learning theory.

1. Results of the Survey Basic Information

    1.1 Results of Related Literature

        The researchers listed and analyzed relevant research on the autonomous learning of English of deaf students in China and abroad. It was found that the English writing teaching curriculum for students mainly started from: (1) errors that students are prone to make in writing (Philip Thierfelder2016, Wang Yaqi, 2018) (2) specific writing strategies for deaf students (Kimberly A. Wolbers 2011, Barbara Arfé John A. 2015, Albertini 2016, Kimberly A. Wolbers 2016, Gu Yunqiao, 2023) were carried out in these two dimensions. However, there was no research on the development of practical English curriculum for students based on autonomous learning theory.

Table 16 Study of policy documents

	Policy documents	Requirements
1	College English Curriculum Standards for Higher Vocational Education (2021)	to cultivate students' ability to learn English and apply English, and lay a good English foundation for students' future continued learning and lifelong development;
2	Teaching Requirements for College English Curriculum (2007)	to encourage the development of students' autonomous learning skills and the creation of their own unique learning strategies. Under the new teaching paradigm, students should be able to select the resources and instructional techniques that best meet their needs, get advice on effective learning techniques, and progressively become more autonomous learners;

3	Experimental Plan for Compulsory Education Curriculum in Deaf Schools" (2007)	foreign languages are optional curriculum that each school can choose to offer based on the actual situation of different regions and deaf and hard of hearing students;

From table 16, it could be seen from the English curriculum standards promulgated by the Ministry of Education that English learning should cultivate students' lifelong autonomous learning English ability for students' future life.

In this study, students passed a three-month autonomous learning English writing curriculum series, inputting English words, phrases, grammar, etc., and accumulated English culture and literacy through weekly English unit theme activities. This curriculum was essentially a curriculum for students to self-explore writing rules and strategies.

1.2 Result of Analyzing Existing University Practical English Curriculum in China

By referring to the existing practical English teaching materials in China's higher education, the curriculum structure was analyzed, and the parts that were not suitable for deaf people (such as listening and speaking) are removed. Considering that the major of deaf students in Chongqing Normal University was related to the use of computers, computer English is included in the curriculum.

It was found that the existing practical English curricula in higher education mainly consist of the following parts:

(1) English movies

(2) Tourism English

(3) English vocabularies and expressions

(4) English culture

(5) computer English

(6) English tests

Through the results of literature analysis, the above six contents were the main contents of the practical English writing curriculum for students.

1.3 Results of Informal Interviews with Teachers

Before the curriculum was formulated, semi-open structured interviews were conducted with domestic teachers engaged in English education for the deaf, mainly to understand peers' suggestions on the development of practical English writing curriculum. The results were organized as table 17.

Table 17 Teachers Interview Results

Procedure	Suggestions
objectives	1. Pay attention to students' interest in learning English;
content	1. Focus on English cultural experience; 2. Pay attention to students' basic knowledge (such as words, phrases, sentence patterns, grammar, etc.);
implementation	1. Group discussion: students are divided into groups taking into account differences in basic English levels; 2. Pay attention to students' sorting out knowledge (such as sharing before class and independent accumulation after class);
evaluation	1. Student self-evaluation; 2. Teachers should provide timely feedback on students'

	evaluations;

1.4 Results of Survey

Deaf students at Chongqing Normal University mainly studied the "College English" curriculum in their freshman and sophomore years. Before the curriculum was formulated, the researcher mainly wanted to understand the current situation and English learning style and needs of 36 students in their freshman and sophomore years who were offered the "College English" class. Basic information is shown the table 18 below.

Table 18 Demographic statistics for sample participants (n=36)

Demographic Variables	Category	Count (n=36)	Percentage (%)
Gender	Male	13	36.11
	Female	23	63.89
Hearing loss level	level 1	13	36.11
	level 2	5	13.89
	level 3	7	19.44
	level 4	11	30.56

Graduated high school	Deaf school	23	63.89
	Ordinary school	13	36.11
Communication way	Oral	15	41.67
	Sign language	7	19.44
	Oral+sign language	14	38.89
Hometown	Countryside	8	22.22
	City	28	77.78

From Table 18 , it showed that students have many different needs and supports in learning college English due to hearing impairment:

(1) Hearing loss is different

Deaf students have different hearing loss conditions. Some students are completely deaf, some students are hearing-impaired, and some students have partial hearing through wearing hearing AIDS or cochlear implants.

(2) Different ways of communicating

The communication methods of deaf students include spoken language, sign language, mixed use of spoken language, pen and paper, etc. Students with different ways of communication have different needs and ways of learning English. Some deaf students can speak some simple English, some cannot pronounce.

(3) Different educational backgrounds

Some deaf students graduated from ordinary high schools, and some graduated from deaf high schools. Some began to learn English in primary school, and some did not learn English before entering college. Therefore, deaf college students have a large gap in English foundation and different starting points of learning.

(4) Different living places

Some students came from cities, they may have better early education background and economic background than those from countryside.

To sum up, they have different English learning needs and starting English level, and each student has different ways of learning English. They are not suitable for common English learning curricula and teaching strategies.

2. Results of Development of Practical English Writing Curriculum

2.1 Results of Draft Practical English Writing Curriculum

Based on the preliminary literature research and interviews with students and their teachers at domestic colleges and universities teaching English, as well as sorting out the content of existing domestic practical English curriculum, the researcher formulated the first draft of Practical English.

The curriculum content was mainly divided into three parts. Each part contained four-unit topics. Each topic has one week of classes, 4 classes per week, 12 weeks, a total of 48 class hours.

Part 1: Basic learning

This part was the basic part, mainly accumulating common words, phrases, sentence patterns and grammar. Lay the foundation and prepare for the practical English applications that follow.

Part 2: Basic application

This part was the basic application part, mainly including Appreciation of movies, Tourism English Computer English, Practical English writing (1)

Part3: Comprehensive application

This part was a comprehensive application part, which mainly included Cultural knowledge of English-speaking countries, Classic British and American literature, English expression of Chinese cultural elements, and Practical English writing (2).

In addition to the above-mentioned unit topic learning content, students took turns to share their pre-class remarks (10 minutes) before class.

Classroom routine personal presentation

(1). share English words study

(2). English jokes

After class, students were also required to study independently and complete the independent study manual (30 minutes) every day.

After class learning

(1). Practical English writing

(2). autonomous learning manual

2.2 Results of Checking the Quality of Practical English Writing Curriculum

After the first draft of the curriculum was formulated, five domestic deaf education curriculum experts were invited to rate the first draft of the curriculum in terms of consistency checking and appropriate checking in terms of curriculum quality, lesson plan design, and curriculum evaluation. Researchers also conducted open-ended interviews with experts to provide opinions on curriculum setting and curriculum revision.

2.2.1 Checking the Quality of the Curriculum by Experts

(1) Consistency checking of the curriculum design

Using the IOC (Index of item consistency) and evaluating by external expertise (5 experts) who have knowledge and experience relevant the curriculum. Consistency checking form see appendix B-1.

It can be seen that the curriculum principles and curriculum objectives were consistent, and the expert rating is Low. After interviewing the experts, it

was because the curriculum does not have clear principles. A description of the curriculum principles was added in subsequent revisions of the curriculum. The consistency of curriculum content and learning resources was rated low by experts because experts believed that the curriculum did not provide students with reference and optional curriculum resources. When the curriculum was revised, a curriculum resource library will be established for students to choose from.

(2) Appropriate checking of the curriculum design

Using 5 levels of the curriculum design by external expertise (5 experts) who have knowledge and experience relevant curriculum. Appropriate checking form appendix B-2.

It was found that the curriculum developed is appropriate at a high level. The assessment items in each area were considered to be appropriate and meet the criteria at a high level, which indicated that the curriculum development was appropriate and could be used to promote English writing skills for deaf and hard of hearing students.

However, the expert rating of theoretical concepts used to support was low (M=3.4). After interviewing experts, it was because the curriculum did not provide a clear theoretical support basis. A description of the theoretical basis of the curriculum would be added in subsequent revisions of the curriculum. Interesting and possible, experts rated it as low (M=3.4) because experts believed that the curriculum did not provide students with a variety of interesting ways to implement the curriculum and learn the curriculum. When revising the curriculum, attention should be paid to the fun and feasibility of curriculum content presentation and curriculum implementation methods.

2.2.2 Checking the Quality of Teaching Plan by Experts

(1) Consistency checking of teaching plan

From appendix B-3, it could be seen that for teaching principles and teaching aims, the expert rating is Low (M=0). After interviewing experts, it was because the curriculum does not write clear curriculum principles and the curriculum principles

were unclear. A description of the curriculum principles will be added in subsequent revisions of the curriculum. Curriculum content and teaching resources, experts rated it as Low (M=0.4) because experts believed that the curriculum did not provide students with reference and optional curriculum resources. When the curriculum is revised, a curriculum resource library was established for students to choose from. Curriculum assessment with teaching aimed experts' rating of Low (M=0.4) because experts believed that autonomous learning curriculum did not provide students with opportunities for self-evaluation and self-regulation. In subsequent curriculum revisions, students' self-evaluation and self-regulation was added, and students was guided to plan their own studies.

(2) Appropriate checking of teaching plan

Using 5 levels of the rating scale and evaluating by external expertise (5 people) who have knowledge and experience relevant curriculum. Appropriate checking form sees appendix B-4.

It was found that the curriculum developed was appropriate at a high level. The assessment items in each area were considered to be appropriate and meet the criteria at a high level, which indicated that the curriculum development is appropriate and could be used to promote English writing skills for deaf and hard of hearing students. The teaching methods using inquiry, autonomous and cooperative teaching were rated as Highest by 5 experts. The teaching difficulty and intensity of the teaching process were reasonable and five experts rated it as Highest.

2.2.3 Checking the Quality of the Curriculum Evaluation by 5 Experts

From appendix B-5, it could be seen that for Principles of evaluation and learning activities, the expert rating was Low (M=0.2). After interviewing experts, it was because the curriculum does not write clear curriculum principles, so the principles of evaluation curriculum were not clear. A description of the curriculum principles and evaluation principles was added in subsequent revisions of the curriculum.

Using 5 levels of the rating scale and evaluating by external expertise (5 people) who had knowledge and experience relevant curriculum. Appropriate

evaluating form was shown in appendix B-6. It was found that the curriculum evaluation is appropriate at a high level. The assessment items in each area were considered to be appropriate and meet the criteria at a high level, which indicated that the curriculum evaluation is appropriate and could be used to promote English writing skills for deaf and hard of hearing students.

2.2.4 Informal Interview and Suggestions of Five Experts

After five experts conducted the consistency check and appropriate check on curriculum design, teaching plan and curriculum evaluation, the researcher conducted open-ended interviewed with the five curriculum experts and informal interviews with the experts, asking the experts to discuss how to implement the curriculum before implementation and they provided comments for improvement and revision. Based on the evaluation of the curriculum was put forward by five experts, the advantages and disadvantages of this curriculum were shown in Table 19.

Table 19 Summary of five experts' comprehensive evaluation of the curriculum

	Details
advantages	1. The curriculum objectives are accurately positioned and the curriculum content is contemporary.
	2. The selected curriculum content is highly practical and targeted, and meets the learning style and needs of students;
	3. The curriculum implementation adopts the autonomous learning method of students, combining the learning of English professional knowledge and the cultivation of independent learning ability of

	students;
shortcomings	1. The theoretical support of the curriculum is insufficient, and the curriculum content should be expressed more theoretically and academically; 2. Autonomous learning should include a variety of study methods inside and outside class; 3. Students cannot learn new words by rote memorization; 4. Establish a learning resource library and make full use of network resources and modern information technology; 5. Students should be allowed to participate in curriculum evaluation, such as self-evaluation, self-planning, etc.; 6. Increase discussions on hot issues that students are concerned about;

2.3 Results of Practical English Curriculum Pilot Study

The pilot study class was sophomore deaf students. The pilot study curriculum consisted of 2 classes, each class lasted 2 hours, for a total of 4 periods. The content of the curriculum was the first week (summary of word classification, 2 lessons) and the second week (summary of common phrases, 2 lessons).

Before each class, a class presentation was held, and two students shared humorous stories and A-level exam vocabulary.

Feedback from interviews with teachers:

1. The curriculum was highly practical and targeted, and the curriculum content was highly relevant to the times.

2. Teachers taught more easily, and the classroom returned to students. Students were the main body of learning, students were highly motivated to participate, and learning efficiency was high.

3. Students carried out autonomous learning in the classroom, which required teachers to do more pre-class preparation. Teachers needed to build a higher-

demand and broader curriculum framework in advance to give students a broader space for study. Otherwise, teachers and students easily lost their way in class, and students' academic learning might not be comprehensive.

4. Under the curriculum framework setting, a curriculum resource library should be further established to provide students with more learning materials as learning reference materials.

5. This kind of autonomous learning required teachers and students to jointly evaluate the learning effects. Teachers should feedback the evaluation results to students in a timely manner to encourage students to continue to actively learn.

6. Students summarized words and phrases, suggesting context. For example, while reading, learn new words in everyday situations.

The researcher conducted interviews with students in the pilot curriculum class. After summarizing the interviews with students, sophomore deaf and hard of hearing students mainly had the following understandings of these two practical English writing classes. See table 20.

Table 20 Students' feedback of pilot study

	Students' feedback	Curriculum revision
Curriculum contents	1.It is recommended to change humorous stories to share current affairs news based on the age and cognitive level of students;	1. Change the daily classroom sharing topic to current affairs news;
	2.I would like to ask the teacher to provide some targeted tutoring for	2. Increase vocabulary and writing training for college English passing exams;

	English passing exams, such as College English A-level and CET-4;	
Teaching strategies	1. I am very curious and feel that this learning method is different from my previous learning. I am looking forward to it; 2. Students in the pilot class like the humorous sharing session very much, which is close to life and can easily learn these expressions. 3.Every time I do PPT sharing in class, I want to make it more beautiful, so I spend a lot of time and energy and feel very tired; 4.It is recommended that the teacher give a more in-depth explanation or summary after the students share;	1. The forms of students' classroom reports are diverse and can be chosen by students themselves. You can make PPT, use word documents, oral reports and other forms; 2. After each student finishes a report, the teacher comments and summarizes the content of the report;

	Students' feedback	Curriculum revision
Learning psychology	1.My English foundation is not good. I don't know many words and phrases, and my grammar is also very poor. I am worried that I will not be able to learn English autonomously; 2.Worry about my own learning consciousness, I may not be able to	1.Teachers pay attention to factors such as students' poor English foundation and learning difficulties, and guide students to actively learn before learning; 2. During the curriculum, teachers should always pay attention to students' learning

	persist in autonomous learning, and	psychological and emotional
	I am easily influenced by the	needs, and constantly
	outside world and easily distracted;	encourage students to learn
		independently;
		3. Teachers give students timely
		affirmation and praise so that
		students have a sense of
		learning achievement;

2.4 Revising the Draft Curriculum

Through a questionnaire demand survey of students, based on experts' scores and interview opinions on the first draft of the curriculum, and based on pilot study practical experience and feedback experience from teachers and students, the researcher revised the curriculum.

(1) Add the preface, curriculum principles and curriculum design ideas that were not included in the first draft of the curriculum (marked *) to make the curriculum structure more complete. See Table 21.

Table 21 Comparison of the draft curriculum and the revised curriculum

Part	Draft Curriculum	Curriculum Revision
1	Overall curriculum objectives	Foreword*
2	curriculum specific objectives	Overall curriculum objectives
3	curriculum content	curriculum specific objectives
4	curriculum evaluation	curriculum Principles*
5	curriculum teaching design	curriculum design ideas*
6	curriculum evaluation	curriculum content

7	Curriculum resource development and utilization	curriculum evaluation
8		Curriculum resource development and utilization

(2) Based on the evaluation and modification opinions of the above five experts on the first draft of the curriculum, combined with the components of the curriculum, this curriculum mainly had the following issues that need to be revised. for specific revision measures, see Table 22.

Table 22 Expert opinions and revision of corresponding parts of the curriculum

Curriculum	Evaluation Opinions and Suggestions from Experts	Curriculum Revision
1.Curriculum principles	1. The theoretical support of the curriculum is not enough, and the curriculum content should be expressed more theoretically and academically; 2. Lack of curriculum principles section;	1.Increase the theoretical support of the curriculum; 2. Add a preface and curriculum principles section; 3. Sort out the text expression of the curriculum to make it more professional and academic;
2.Curriculum objectives	None	None
3.Curriculum content	1. Curriculum should reflect traditional Chinese culture; 2. Increase the relevance of curriculum content and writing;	1.Celebrate traditional Chinese festivals and learn Chinese traditional customs and food culture; 2. Add hot topics in contemporary Chinese society that are close to students' lives;

		3. Provide a variety of curriculum content for students to choose from; 4. Strengthen guidance on students' practical writing skills;
4.Curriculum implement	1. Provide students with more autonomy; 2. Pay attention to students' self-evaluation and feedback;	1.Provide students with more opportunities to choose from; 2. Help students write study plans and conduct self-planning; 3. Add students' self-evaluation at mid-term and final;
5.curriculum resources	1.Curriculum should provide students with a library of learning resources;	1. Establish an image data learning library and Establish network resource libraries such as learning APPs and learning websites; 2.Establish a catalog of recommended extracurricular reading books;

(3) Specific modifications to curriculum content

Table 23 Curriculum revision content

Specific Modification Content	
Five experts' revision opinions	1. Sort out the full text of the curriculum and add theoretical explanations such as curriculum concepts and principles. Mainly refer to the 2021 edition of the "English Curriculum Standards for

	Higher Vocational Education" and the "Research on the Chinese English Proficiency Level Scale-Writing Ability Scale". The major requirements and contents for cultivating college students' English writing ability;
	2. When implementing this curriculum, we use a combination of in-class and extra-curricular independent learning to extend learning time to extra-curricular activities;
	3. Put the first week (word classification summary) and the second week (common phrase summary) in the first draft into the situation and context;
	4. Change the word accumulation in the first part of the independent study manual to the accumulation of words and phrases in English paragraphs;
	5. Increase the reading accumulation of students, and learn and consolidate new vocabulary in article reading and contextual application;
	6. Strengthen the English expression of Chinese cultural elements and increase English learning on hot social topics;
	7. The curriculum content is relatively empty and presented in more concrete terms;
	8. Increase guidance on writing methods for deaf and hard of hearing students;
	9. Students' self-evaluation, self-planning and adjustment;
1.Teacher interviews 2.Student interviews 3.Pilot study	1. The independent study manual increases the accumulation of sentences and beautiful articles. Students learn words in articles and in context. Rather than simply memorizing words in a detached manner; 2. Personal sharing content changes from sharing humorous stories to sharing current affairs news, making students care about what is

happening around them and helping students accumulate new vocabulary;

3. Pay attention to students' continuous reflection and adjustment. Teachers will track and investigate students' needs and learning status at any time before, during and at the end of the semester, interview students, and understand students' learning trends;

4. In order to help students continue to self-monitor, students are required to establish a study plan every week, and evaluate their study this week on Sunday based on the study plan made on Monday to see whether the study plan is completed and the learning goals are achieved;

5. Teachers will print out students' learning achievement scores every week and provide timely feedback to students;

6. Add some festive cultural atmosphere, celebrate English festivals, and enhance cultural understanding;

Based on the above process, the researcher revised the curriculum again and obtained the final implementation version of the curriculum.

2.5 Checking the Quality of the Revised Curriculum by Experts

(1) Consistency checking

Using the IOC (Index of item consistency) and evaluating by external expertise (5 experts) who have knowledge and experience relevant the curriculum. Consistency checking form was shown in appendix B-7.

Five experts rated the consistency of the curriculum revision. There were seven items in which all five experts gave perfect scores, indicating that after the curriculum was revised, the consistency of each part of the curriculum was very high.

(2) Appropriate checking

Using 5 levels of the curriculum design by external expertise (5 experts) who have knowledge and experience relevant curriculum. Appropriate checking form is shown in appendix B-8.

From appendix B-8, theoretical concepts used to support and Interesting and possible. The comprehensive rating of the five experts in these two parts changed from Low to High.it was found that the curriculum developed is appropriate at a high level. The assessment items in each area were considered to be appropriate and meet the criteria at a high level, which indicated that the curriculum development is appropriate and could be used to promote English writing skills for deaf and hard of hearing students.

3. Results of Implementing Practical English Writing Curriculum

After passing the above-mentioned curriculum design, curriculum evaluation and curriculum revision by five experts, the curriculum entered the implementation stage.

3.1 Results of Pre-test, Mid-test and Posttest Mean Scores by Two Teachers

After 12 weeks of practical English writing learning based on independent learning of students, in order to detect the changes in the writing ability of 18 students, the researcher used a combination of quantitative and qualitative statistical analysis methods to analyze the practical English writing learning effects of students.

Before the curriculum was implemented, the researcher randomly selected an essay from the National College English A Examination's real essay question bank in the past five years as a pre-test essay. The test time was 30 minutes. The test type was non-outline argumentative essay writing. All the test questions were taken from the real questions of the College English A-level examination, which mainly involve practical essays, letters and other practical writing skills. At the end of the first month of the curriculum, another article was elected as a mid-test. After the 3-month curriculum study was completed, extract one article again as Post-test. In order to ensure the reliability of the scoring, two teachers who have been engaged in teaching English for deaf

education for ten years comprehensively scored the three compositions in accordance with the College English A-level examination scoring standards, and the scorers' consistency test was conducted on the two teachers' scores. Consistency test results like table 24 shown.

Table 24 Consistency test of two teachers' ratings

	Pre-test-B	Mid-test-B	Posttest-B
Pre-test score-A	0.795***		
Mid-test score-A		0.883***	
Posttest score-A			0.908***

According to the above table4-9, it can be seen that the consistency coefficient of the two teachers' scores on the Pre-test score was 0.795, the consistency coefficient of the two teachers' scores on the Mid-test score is 0.883, and the consistency coefficient of the two teachers' scores on the posttest score is 0.908. For the three writing tests, the correlation between the two teachers' scores was significant and highly correlated, indicating that the two teachers' scores for the three writing tests were consistent. The average of the two could be used as the subsequent pre-test, mid-test, and posttest scores.

Table 25 Differences of writing scores in Pre-test, Mid-test and Posttest(M±SD)

	①Pre-test	②Mid-test	③Posttest	F	p	LSD
writing score	12.56±4.43	14.67±4.83	17.78±4.50	64.591***	0.000	③>②>①

From the table4-10 above, we can see that there was a significant difference (p<.000) in the writing scores of the pre-test, mid-test, and post-test. This was reflected in the fact that the mean post-test score M=17.78 (SD=4.50) is much higher than the mean mid-test score. M = 14.67 (SD = 4.83), which was also much higher than the mean pre-test score M = 12.56 (SD = 4.43). The average post-test writing score > the average mid-test writing score > the average pre-test writing score. It showed that with the implementation of the curriculum, students' writing scores improved significantly. It showed that this practical English writing curriculum can improve students' English writing ability.

3.2 Differences in Posttest Mean Scores of by Demographic Variables

The researcher used the demographic information of students as variables to analyze the students' posttest scores. The independent sample t-test was used to analyze the differences in students' posttest writing scores based on gender, graduation school, and hometown. One-way analysis of variance was used to analyze the differences in students' posttest writing scores based on hearing loss level and communication methods. The analysis results are shown in Table 26.

Table 26 Differences in Demographic Variables of posttest score(M±SD)

Variables		Posttest Score	t /F	p	LSD
	M±SD	119.78±20.03			
Gender	Male (n=6)	17.00±4.10	-0.507	0.619	
	Female (n=12)	18.17±4.82			
Hearing loss	1(n=9)	17.44±4.77	0.415	0.745	

level	2(n=4)	16.25±5.04			
	3(n=2)	19.00±3.54			
	4(n=3)	20.00±4.77			
Graduated high school	Deaf school(n=11)	15.68±4.06	-3.004**	0.008	
	Ordinary school (n=7)	21.07±3.03			
Communication way	①Ora l(n=6)	21.00±3.31	4.896*	0.023	①>②
	②Sign language (n=4)	13.50±5.20			
	③Oral+sign language (n=8)	17.50±3.22			
Hometown	Countryside(n=4)	16.25±4.44	-0.760	0.458	
	City(N=14)	18.21±4.59			

Note: "*", means p＜.05，"**"，means p＜.01，"***"，means p＜.001

As can be seen from the table 4-11, there was a significant difference in the post-writing score in the variable of high school graduation school. This was reflected in the fact that the average post-writing score of students who graduated from a school for the deaf, M=15.68 (SD=4.06), was much lower than that of students who graduated from an ordinary school. The average posttest score of the students was M=21.07 (SD=3.03) (p<.05). In addition, there were also significant differences in the posttest score of the students who used spoken language. Score M =21.00 (SD=3.31) is much higher than the posttest score M=13.50 (SD=5.20) (p<.05) of students who used sign language. Post-writing score was not significant on other demographic variables difference.

Table 27 The mean and standard deviation of writing scores in pre-test, mid-test and posttest as well as of each demographic variable

		Writing Score					
		①Pre-test		②Mid-test		③Posttest	
		M	*SD*	*M*	*SD*	*M*	*SD*
All students	n=18	12.56	4.43	14.67	4.83	17.78	4.50
Gender	Male	12.42	5.05	13.75	5.07	17.00	4.10
	Female	12.63	4.33	15.13	4.86	18.17	4.82
Hearing loss level	1	11.28	4.79	13.89	5.08	17.44	4.77
	2	12.00	2.12	14.00	4.51	16.25	5.04
	3	14.25	5.30	15.25	6.72	19.00	3.54
	4	16.00	5.07	17.50	5.07	9	4.77
Graduated high school	④Deaf school	10.59	4.02	12.45	4.39	15.68	4.06
	⑤Ordinary school	15.64	3.24	18.14	3.29	21.07	3.03
Communication way	⑥Oral	15.92	3.46	18.25	3.59	21.00	3.32
	⑦Sign language	7.88	3.30	10.00	5.49	13.50	5.20
	⑧Oral+sign language	12.38	3.50	14.31	3.29	17.50	3.22
Hometown	Countryside	12.00	4.78	13.75	4.03	16.25	4.44
	City	12.71	4.51	14.93	5.14	18.21	4.59

Note: "*", means p ＜.05，"**"，means p ＜.01，"***"，means p ＜.001

The researcher used computer software Repeated measurement ANOVA to examine the relationship between the three writing scores of students in the pre-test, mid-test and posttest on demographic variables such as gender, hearing loss level, graduation school, communication method, and hometown.

Table 28 Repeated measurement ANOVA results for writing score

	F	*p*	Simple Effect Analysis

Time	53.698***	0.000	③＞②＞①
Gender	0.161	0.693	
Time×Gender	0.796	0.460	
Time	39.566***	0.000	③＞②＞①
hearing loss level	0.557	0.652	
Time×hearing loss level	0.820	0.504	
Time	59.262***	0.000	
Graduated high school	9.301**	0.008	④＜⑤
Time×Graduated high school	0.215	0.808	
Time	54.519***	0.000	③＞②＞①
Communication way	6.183*	0.011	⑥＞⑦
Time×Communication way	0.109	0.978	
Time	38.050***	0.000	③＞②＞①
Hometown	0.248	0.625	
Time×Hometown	0.632	0.538	

Note: "*", means p＜.05，"**"，means p＜.01，"***"， means p＜.001

From Table4-12 and Table4-13 above, we can see that there was a significant difference in the writing scores of the pre-test, mid-test, and post-test (p<.000). This was reflected in the fact that the mean post-test score, M=17.78 (SD=4.50), was much higher than the mean mid-test score. M = 14.67 (SD = 4.83), which was also much higher than the average predicted score M = 12.56 (SD = 4.43). The main effect of test time was significant (p<.001), post-test (M= 17.78, SD =4.50) was much higher than the mid-test (M = 14.67, SD =4.83), which was also much higher than the mean pretest score of 12.56 (SD =4.43) (i.e., there was a significant difference in the

mid-test scores between pre-test, mid-test, and post-test scores). Regardless of the demographic variables, the main effect of test time is significant (p<.001), post-test (M= 17.78, SD =4.50) is much higher than the mid-test (M = 14.67, SD =4.83), which was also much higher than the mean pretest score of 12.56 (SD =4.43) (i.e., there was a significant difference in the mid-test scores between pre-test, mid-test, and post-test scores). In addition, a new variable writing score was generated using the average of the pre-test, mid-test, and post-test scores, and then an independent sample T test was conducted on gender. The results found that the main effect of high school graduation was significant (p=0.008). Post hoc comparisons revealed a significant main effect for deaf school graduates. The average score of graduates from deaf school is 12.91 (SD=1.10), which was significantly lower than the average score of 18.29 (SD=1.38) of graduates from ordinary schools. The main effect of communication method was also significant (p=0.011), reflected in the use of spoken language. The average score of students who used oral language was 18.39 (SD=1.43), which was much higher than the average score of 10.46 (SD=1.75) of students who use sign language.

4. Results of Students' Self-evaluation

4.1 Students Self-satisfaction Survey of the Practical Writing Curriculum

During the curriculum implementation, the subjects (N=18) rated their autonomous learning satisfaction at the end of the first teaching month and at the end of the third teaching month after the implementation of the practical English writing curriculum. The researcher conducted statistical analysis on the students' self-learning satisfaction in the two times using the related sample t test. See table 29 .

Table 29 Difference test of satisfaction level to self-study on Mid-test and Posttest (M±SD)

	Mid	Post	*t*
Satisfaction level to self-study	3.47±1.10	2.17± 0.79	3.338 **

From table 4-14, It can be seen from the above table that there was a significant difference in students' satisfaction level to self-study scores in the mid-test and post-test. The mean value of students' satisfaction level to self-study-Mid was 3.47 (SD=1.10), which is much higher than that of students' satisfaction level to self-study. The mean value of self-study-Post is 2.17 (SD=0.79), which showed that with the implementation of the curriculum, students' satisfaction level to self-study scores have actually decreased.

4.2 Informal Interview with Students

After the implementation of the curriculum was completed, the researcher conducted interviews with six students through online interviews. Gender: 3 males, 3 females. Regarding the selection of interviewers' academic level, there were 2 interviewers with high academic level in writing, 2 with medium academic level in writing, and 2 with low academic level in writing. See Table4-15. Open-ended questions were used to interview these six students about their opinions and suggestions on independent learning English writing curriculum this semester. The researcher conducted reflections on the curriculum revision based on the interview responses of six students, which served as the basis for subsequent curriculum revisions.

Table 30 Students' post- informal interview (n=6)

Gender	English Academic Writing Level
male: n=3	High academic writing level: n=2
female: n=3	Moderate academic writing level: n=2
	Low academic writing level: n=2

The researcher conducted reflections on the curriculum revision based on the interview responses of six students, which served as the basis for subsequent curriculum revisions. Questions and answers see Appendix I.

CHAPTER 5
CONCLUSION AND DISCUSSION

In this chapter, the major findings in relation to research questions was discussed. Those findings were yielded from the results of both the quantitative data analysis and qualitative analysis in the study. The pedagogical implications of the

current research explored, including the description of the implications in English writing instruction and the practical implication of the improvement in autonomous writing process. Besides, the limitations of the research were pointed out, and the recommendations for further studies would be put forward.

1. Summary of Research Results

The development of the practical English writing curriculum for deaf students has four stages.

The first stage was the preparation stage of basic information such as curriculum development. It mainly involved sorting out relevant literature, testing students' learning needs and independent learning abilities using the "Autonomous Learning Scale", interviewing students, sorting out existing practical English curriculum and constructing practical English.

The second stage was the curriculum development stage, which was followed by five experts scoring the first draft for consistency and suitability, and interviews with the experts. The first revision of the curriculum was made based on suggestions from expert interviews.

The third stage was the curriculum implementation stage. Before the curriculum was implemented, students were given a writing pre-test using compositions from the A-level exam question bank. The researcher conducted a correlation analysis between the pretest scores and the autonomous learning ability scale, and the results showed that the independent learning behavior of students has an impact on English writing performance. At this stage, students under the leadership of teachers, go through unit-themed curriculum. The first month was Basic learning. The main learning content is common words, phrases, and sentence patterns. It was mainly used to organize and organize the basics of practical English writing curriculum. accumulation. A writing mid-test was conducted at the end of the first teaching month. The second month was basic application, and the main learning contents were film appreciation, travel English, computer English and practical writing teaching. The third month was comprehensive

application, and the content difficulty was higher than that in the second semester. The main curriculum content involved the culture of English-speaking countries, classic literary works of British and American countries, the expression of Chinese elements and the teaching of practical English writing (2).

The daily teaching routine during the curriculum implementation stage was that during classroom teaching, students first took turns sharing words and current affairs English news. Then the teacher and the students analyzed the themes and content of this week together, completed the learning of these themes in groups, and reported the learning results in groups. Students were required to complete the independent study manual after class.

The fourth stage was curriculum evaluation and curriculum improvement.

After three months of learning practical English writing curriculum based on autonomous learning theory, the English writing scores of students showed significant growth in the pre-test, mid-test and posttest (p<.000).

The researcher used the demographic information of students as variables and combined the writing post-test scores of students for analysis and comparison.

The average posttest score of students who graduated from schools for the deaf, M=15.68 (SD=4.06), was much lower than the average posttest score of students who graduated from ordinary schools, M=21.07 (SD=3.03) (p<.05), there were also significant differences in communication methods, as shown in the post-writing score M=21.00 (SD=3.31) of students who used spoken language is much higher than the post-writing score M=13.50 (SD=5.20) of students who use sign language) (p<.05). There were no significant differences in the remaining demographic variables such as gender, hearing loss level, and hometown.

Students were satisfied with the writing curriculum, but they were less satisfied with their studies at the end of the curriculum.

The researcher conducted interviews with six students in the experimental class to understand their opinions and suggestions on the practical English writing curriculum

Based on the above quantitative analysis and qualitative research results, the researcher revised the curriculum for the second time.

2. Discussion of research results

2.1 The Effectiveness of English Writing Learning

This study proves that the English writing ability of deaf students can be improved by taking writing curriculum. During the three months of teaching, both the curriculum content and the specific implementation process paid attention to the accumulation of words, phrases and sentence patterns for students, and also allowed them to read a large amount of literature. The above reasons can quickly improve the vocabulary, phrases and sentence patterns of students. Therefore, in the statistical analysis of various indicators of the practical English writing of students, there was a significant increase in the total number of words and the number of measurement units in the writing fluency of students. Sentence structure and writing-related grammatical content should be added to subsequent curriculum revisions. Grammar for students should also be paid attention to in teaching.

2.2 The psychological Process of English Learning

Strassman et al. (2019) and Stoddard & MacArthur (2013) Writing curriculums for deaf and hard-of-hearing college students in the past have applied strategies used with hearing students to study particular areas of writing, such as vocabulary, spelling, grammar, writing process, and journaling. Studies that concentrate on writing instruction for deaf children have also applied these strategies. Nonetheless, the results of this study indicated that students' learning psychology also has a significant impact on how the curriculum is implemented.

From Table 30, it could be known that during three months of independent learning of practical English writing, students were more satisfied with their learning at the end of the first month, but at the end of the third month, their students' satisfaction with their learning was reduced. However, various standardized scales and tests show

that the academic performance of students was significantly improved by the end of the third month. Students showed a negative correlation between self-academic satisfaction and academic performance scores. This showed that students lacked a strong sense of self-efficacy for their own learning, lacked confidence in their own learning, had no sustained and strong motivation to learn, and lacked independent learning ability. They easily gave up and self-denial when encountering learning difficulties. Zhao Xichun and XieZhixian (2021) had the same opinion that deaf and hard of hearing students' self-learning ability and independent thinking ability was relatively poor. It was believed that deaf and hard of hearing students had difficulty communicating with the outside world and are prone to negative emotions, low self-esteem, anxiety, etc. Self-denial and fear of difficulties might lead to boredom, resistance, or even giving up on independent learning.

Students were still in the stage of novelty and curiosity in the first month of taking practical English writing curriculum. However, as the difficulty and depth of teaching increases, the learning requirements for students were getting higher and higher, and they may also encounter difficulties in learning. At this time, students were prone to fear of difficulties and give up easily. This required teachers to not only pay attention to the subject knowledge of English writing, but also paid continuous attention to the English learning psychology of students, enhanced their learning motivation, and increased their self-confidence in learning. Students' self-efficacy could better promote students' academic development levels and results.

2.3 The Influence of Communication Methods

The degree of hearing and speaking loss affected the English writing ability of deaf students, which is consistent with the research results of A. K. Smith (2013).

In this study, the post-test writing scores of students who used oral language and sign language were compared and found that the post-test score of students who used oral language M=21.00 (SD=3.31) was much higher than the Post-

test score of students who used sign language. score M=13.50(SD=5.20) (p<.05), there is a significant difference. The average Posttest score of students who graduated from schools for the deaf, M=15.68 (SD=4.06), was much lower than the average Posttest score of students who graduated from ordinary schools, M=21.07 (SD=3.03) (p<.05). There was a significant difference. It showed that oral communication can promote the writing of students. The main reason might be that the word order and vocabulary of spoken language are basically consistent with written language. Students who used oral communication have accumulated written language materials in their lives and have laid the foundation for writing. The word order and vocabulary expressions of sign language were very different from those of written language, which might affect the understanding and use of written language by students who used sign language, resulting in negative transfer. The English input for students was mainly visual learning, and the information output was mainly in the form of reading and writing. They may demonstrate language deprivation because they did not have enough understandable input to fully develop an expressive language.

3. Suggestions

3.1 Suggestions for Application

3.1.1 Negative Transfer of Sign Language

Deaf people's signed sentence structure and word order are completely different from written language, so sign language has a negative transfer effect on English written language. In curriculum design and actual English writing teaching, teachers should pay special attention to using sign language to communicate English reading accumulation of students, increased their information input, and add visual cues. Teachers could also consciously compare the different requirements of sign language, Chinese and English in terms of sentence structure, word order and other grammatical requirements when instructing writing strategies.

3.1.2 The Learning Psychology

The ability of students to learn independently and to acquire English was not significantly different from that of regular college students. However, because

students had hearing impairments, consideration should be given to their metacognition when studying English writing and the effect that their self-efficacy had on their English learning outcomes.

The English Curriculum Standards for Higher Vocational Education Colleges (2021 Edition) stipulated unequivocally that students must comprehend the meaning of learning English, form an accurate understanding of the subject, have specific goals for their English learning, be able to plan their time and tasks efficiently, and employ appropriate learning strategies. They must also create learning plans, choose resources, monitor their progress, and assess their learning outcomes which were able to adapt suitable strategies and techniques for using English for lifetime learning in accordance with the demands of job and further education.

Lei Zhenlong (2020) made the observation that college students can employ metacognitive strategies to create short- and long-term plans for their independent English language learning. Students could create more specialized learning programs, such as entrance examinations, semester exams, stage exams, etc., with the help of their teachers. Under the direction of teachers, long-term plans might be divided into short-term objectives and plans in order to increase students' motivation to put in a lot of effort toward them.

In order to achieve the goal of English learning, Cao Yangyang (2020) suggested that teachers stick to using meta-strategies to develop their students' abilities in all areas and allow them to understand metacognitive strategies through a variety of channels. This improved the students' capacity for independent learning and their awareness of it. Students acquired language skills more effectively. Metacognitive strategies were employed while carrying out autonomous college English learning to help students set goals for their lives, take charge of their own cognitive processes, adopt particular techniques and approaches, create lesson plans, keep an eye on their own progress, and eventually assess their own learning outcomes to create more in-depth learning plans and objectives.

Students must first have a full understanding of their own learning interests, learning methods, learning abilities, and difficulties they may encounter in learning. They must understand that independent learning of college English will face many difficulties, and they must actively master the ability to solve problems. When encountering difficulties, actively seek solutions to the problems. Independent learning of college English for hearing-impaired students required that students can consciously determine learning goals under the direction of teachers, independently choose appropriate learning methods, self-monitor the learning process and self-evaluate learning results, and actively carry out self-monitoring, self-adjustment, self-evaluation and Self-reinforcing. Teachers encouraged and guide students to take English proficiency exams to promote learning, obtain certificates at all levels, set a role model in the class, and help students continue to learn English.

3.1.3 Establishing an English Learning Resource Library

There was no learning resource library established before the development of this curriculum. However, during the curriculum implementation process, students and teachers spent a lot of time and energy looking for suitable learning materials. At the same time, they also found that there were very few materials suitable for deaf and hard of hearing people to learn English. The English writing learning resource library could provide learning materials and materials for students to learn English, which was very important for students to learn English. Therefore, follow-up research should be to establish a learning resource library for students and provide students with an English learning resource library suitable for their learning characteristics and special needs. Such as various types of writing samples, graded English literature readers, classic movie library, etc.

3.1.4 Application of Modern Network Teaching Technology

Develop online curriculum, online and offline hybrid curriculum, and develop visual curriculum resources suitable for students to learn English. Curriculum learning tools could be mobile APPs, online lectures, short videos, and AI learning to

increase the diversity of curriculum learning methods. sex. Teachers guide students to objectively understand their own learning needs and characteristics, and use information technology to achieve (1) personalized learning. Develop practical and feasible online learning plans for yourself. Teachers could also assign personalized learning homework packages, online homework packages, etc. to students. (2) Cooperative learning. Online learning platforms can establish class learning groups, where students could discuss, work together in groups, etc., to promote cooperation and communication. In the group, you could also check in every day to establish a good atmosphere of mutual learning and inquiry in the class. (3) Establish a class learning resource library. Both teachers and classmates could upload learning resource content related to classroom offline learning or learning materials that students are interested in in the class learning group. Make full use of website learning resources such as VIP, Chaoxingxuexitong website, etc., as well as micro-class and micro-video learning methods to make up for the lack of auditory learning of students with more visual learning input.

Outside the classroom, online media, electronic resources, corpora, online feedback, automatic writing scoring systems, etc. can all serve college English writing teaching and provide a resource-rich intelligent writing environment.

3.2 Suggestions for Future Research

3.2.1 Expand the Scope of Research Objects

The number of students sampled in this study was small, and it was impossible to find two homogeneous classes to serve as the experimental group and the control group. The experimental data may have errors in data analysis due to insufficient sample size, and some important indicators may not show significant differences. Future research could horizontally unite universities across the country that recruit deaf and students to conduct wider-scale teaching reform experiments. It extended vertically to the deaf primary school, junior high school, and high school English learning stage, and made a good connection with the university English learning. At the same time, it also

extended to the English learning of students for further education, employment and life after graduation, and to make career development plans.

3.2.2 Self-efficacy

This curriculum development was an attempt and was still in the basic trial stage of developing college English curriculum for deaf and hard of hearing students. The learning framework of the practical English writing curriculum was first established by the researcher, and the learning content and learning methods are decided independently by students. This curriculum development model started from the curriculum designer-curriculum implementer-curriculum evaluator. The subjects of these three parties are not unified. In the preparation stage and early stage of curriculum development, students did not have enough understanding of the purpose of learning and the internal driving force of learning, and they do not participate enough. It was easy for students to stay on the surface of independent learning. This kind of independent learning was difficult to sustain. sex and long-term. During this curriculum development experiment, students became very motivated and enthusiastic, and their participation and self-evaluation were very high. But by the end of the curriculum, students' enthusiasm and evaluation of self-learning score ranges dropped. This requires curriculum design researchers to pay great attention.

Therefore, in future research, students can try to use project-based learning and task-driven learning. Students are encouraged to take the national passing examination to promote their studies. During the learning process, attention is paid to students' self-evaluation, and students review and revise each other's essays. Pay attention to the formative evaluation of students during the learning process and timely feedback on evaluation results.

3.2.3 Further Study on Writing errors

This curriculum development research was mainly aimed at the vocabulary and sentence level development of students. Future curriculum research could focus on further research on grammar, logic, sentence cohesion, etc. in the

writing of students, mainly to solve the problems of students such as unclear case distinction, confusing English letter spelling structure, and reversed word and sentence order in their writing. Wang Zhengsheng (2014) proposed to collect English writing texts of deaf and hard of hearing students, establish a corpus of Chinese deaf people, conduct detailed analysis of the texts in the corpus, and then combine it with the input to explore the mental processing process of students in English, in order to improve teaching. for reference. Further in-depth research could use sign language translation and written translation to compare the differences between sign language and Chinese in understanding English, and provide further strategic guidance for deaf people's writing skills.

3.3 Policy Making for the Government and University

According to Carrie Lou Garberoglio (2016), the autonomy of deaf teenagers was associated with career possibilities that gave higher pay and more opportunities for growth. This suggests that the field may be able to increase the pathways leading to sustainable employment for deaf individuals.

Autonomous learning ability and English writing ability are related to the future career development of students and should attract great attention from schools and relevant functional departments.

First of all, teachers in our school who were engaged in higher English teaching for deaf people first try to develop school-based English learning curriculum. Teachers engaged in deaf teaching in colleges and universities should also actively apply for teaching reform projects and use projects to promote the advancement of deaf higher education reform. The project could provide guarantees for team members, funds, venues, etc.

Secondly, curriculum development cooperation and teaching and research activities should be carried out between colleges and universities to form curriculum standards for the English subject of deaf education in colleges and universities, and to develop national public English curriculum standards and development teaching

materials for students. The 2020 version of the "College English Teaching Guide" for university public English and the 2021 version of the "College Curriculum Standards for Higher Vocational Education" for higher vocational colleges, but there were no national unified curriculum standards for higher education English curriculum for the deaf.

The English curriculum for deaf students was to cultivate their international vision, professional knowledge, adapt to social development, and broaden their employment prospects. The government and schools should attach great importance to it, increase investment in personnel and funds, pay attention to the development of higher education teaching and scientific research for students, and truly promote the development of higher education for disabled people.
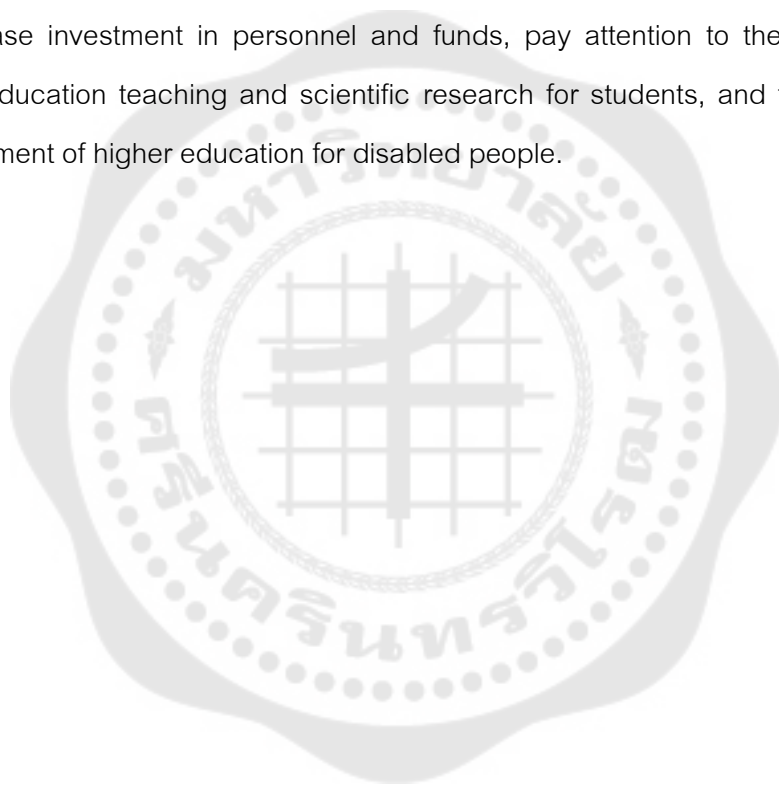
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APPENDIX

APPENDIXA-1

Expert Information

Expert Information

serial number	Name	gender	age	job title	research direction	working place
1	Xu jiacheng	male	65	professor	Special Education	Beijing Union University
2	zhuguiqin	female	58	professor	Education science	Chongqing Normal University
3	Xiongliping	female	47	Associate professor	Special Education	Chongqing Normal University
4	Yu yuanyuan	female	40	Middle school teacher	Deaf education	Chongqing School for the Deaf
5	Liang yuyin	female	30	lecturer	Deaf education	Chongqing Normal University

APPENDIX A-2

Five Experts' Deep Interview

Five experts' deep interview

five experts' interview	comprehensive opinions about the curriculum	suggestions to revise the curriculum
expert1	The curriculum design of "Practical English Writing Curriculum Design for Deaf and hard of hearing college students of Chongqing Normal University" mainly adopts the autonomous learning curriculum method for deaf and hard of hearing college students. Adopting the unit theme curriculum model, the selected content takes into account the starting point and learning characteristics of deaf and hard of hearing college students in learning English, and involves the practical English abilities that students may need in their future life and work, especially practical English writing abilities.	1. The curriculum goals of practical English writing for deaf and hard of hearing college students are relatively accurate. For example, deaf and hard of hearing college students can master basic practical English writing to solve their English writing needs in life and work; college students can learn English independently and master autonomous learning methods. However, it is not clear enough about the core competencies and the core competencies of the subject that can be developed by the curriculum objectives of practical English writing for deaf and hard of hearing college students. 2. The curriculum content is agreed upon through consultation and dialogue between teachers and students, but it needs to have specific cognitive content such as laddering and challenge. The achievement of learning goals and the adequate provision of learning resources must be considered in the curriculum content. 3. The curriculum implementation is arranged from easy to difficult, from learning scattered knowledge points to a framework structure for comprehensive application. During the curriculum implementation, there should be a variety of activities such as in-class and

		extra-curricular activities, and exploration of various studies.
expert2	1. The curriculum content is practical and relevant to the times. 2. The cultivation of professional abilities and independent learning abilities are well integrated during the curriculum implementation.	1. It is best for the curriculum to describe the target audience for the curriculum. 2. If the research focuses on curriculum development, the curriculum standards section should be enriched and the formulation can be more academic and theoretical. The current feeling is more like a syllabus. 3. The curriculum principles and curriculum theoretical support are not mentioned in the issued curriculum. 4. The curriculum standards list words, phrases, sentence patterns, etc., and whether the detached teaching in multiple classes is consistent with the rules of language learning.
expert3	1. In the curriculum implementation process, there is a perfect connection from basic learning, basic application to comprehensive application. The class objectives and content are reasonably arranged. However, in the learning activities, more social hot topic activities can be arranged according to the age of college students, so that English can truly be used as a communication tool. It can also incorporate traditional Chinese elements, such as digging into the relationship between color and the five elements, the symbolic relationship	1. The learning objectives can be further specified and refined, the learning objectives in the teaching design can be refined, and the learning objectives can be added under the curriculum objectives to provide a basis for curriculum evaluation. 2. Add speech recognition software to learning resources to increase effective communication with deaf and hard of hearing students.

between Chinese spirit and animals;
the design of Chinese bridges, the
greatness of mortise and tenon and
other effective disciplines.

    2. Conduct a topic discussion
every 4 class hours, and explore and
solve hot issues around the topic. For
example: older young people are
unmarried and infertile; cancer is
younger; whether to buy or rent a
house, etc. It can provide guiding
cases to inspire teachers' thinking and
make the outline more practical.

expert4	The topic selection is reasonable. Based on one's own work and education targets, the selection of practical English writing curriculum and teaching designs for deaf and hard of hearing students has practical guiding value for the actual English teaching of deaf and hard of hearing students. The organizational structure of the curriculum is basically reasonable, and the theme selection of the curriculum design is relatively appropriate. The curriculum design is relatively complete, the activity design links are relatively complete, and the teaching content is relatively rich. Allowing students to participate in discussions about learning content and activities can enhance students' initiative and enthusiasm for participating in curriculum construction.	1. Increase the elements and content of English writing for deaf people and reduce the content in basic applications that is not closely related to writing. 2. The application of assistive technology in deaf learning is not reflected in teaching facilities and resources. 3. Strengthen the selectivity of teaching materials and teaching activities. suggestion: 4. Increase selective content, respect personal interests and meet personal needs and characteristics.

	This is a correct academic direction.	
expert5	Generally speaking, the curriculum objectives of the "Practical English Writing Curriculum Design for Deaf and hard of hearing college students of Chongqing Normal University" are relatively clear, and the curriculum principles and curriculum implementation are relatively clear. However, it is not very practical to take student-centered design as the foothold and to develop students' core competencies as the curriculum goal. Clarity, the suggestions are more specific and focused.	1. The curriculum should better reflect the characteristics of deaf and hard of hearing college students learning English; 2. Pay attention to students' self-evaluation;

APPENDIX B

Five Experts' Evaluation
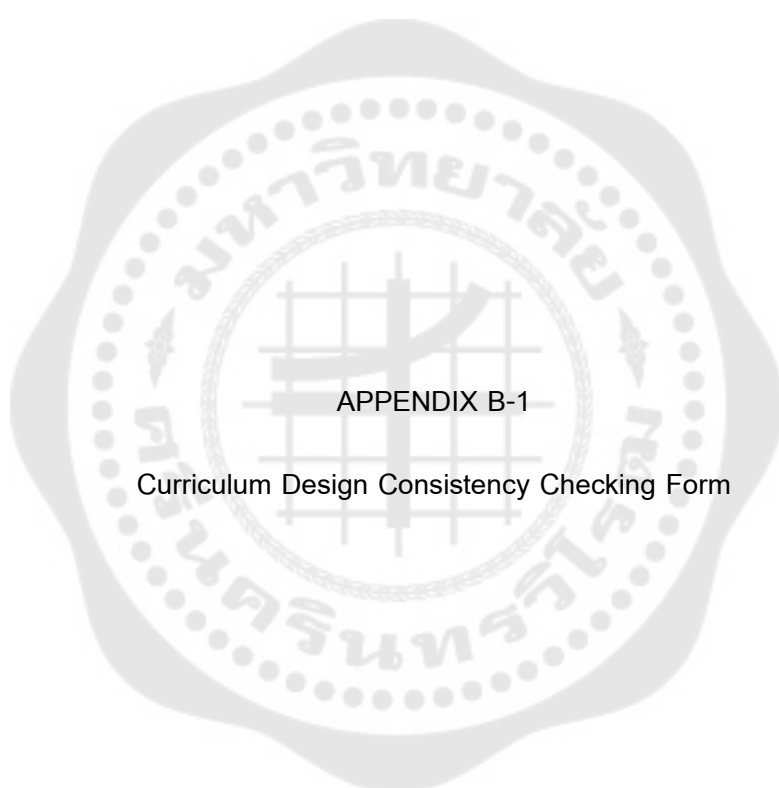
APPENDIX B-1

Curriculum Design Consistency Checking Form

Curriculum design Consistency checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

Consistent(+1)， Unsure(0)， Inconsistent(-1)

No.	List of Evaluation	Evaluation results(n=5)							
		1	2	3	4	5	M	S.D.	level
1	Learning problem with the principles of the curriculum	0	1	1	1	1	0.8	0.4	High
2	Curriculum principles and Curriculum aims	0	0	0	0	0	0	0	Low
3	Principles of curriculum and learning activities	0	1	1	1	1	0.8	0.4	High
4	Curriculum aims and Curriculum content	1	0	1	0	1	0.6	0.49	High
5	Curriculum aims and learning activities	1	1	1	1	1	1	0	High
6	Curriculum content and learning activities	1	1	1	1	1	1	0	High
7	Curriculum content and learning materials	1	1	1	1	1	1	0	High
8	Curriculum content and learning resources	1	0	0	0	0	0.2	0.4	Low
9	Curriculum content and learning duration	1	1	1	1	1	1	0	High
10	Curriculum assessment with Curriculum aims	0	1	1	0	1	0.6	0.5	High
	Total	0.6	0.7	0.8	0.6	0.8	0.7	0.22	High

Calculate mean score of each item then interpret the consistency following criteria

> .05　consistency

< .05　inconsistency (improve it before implementation)

APPENDIX B-2

Appropriate Checking Form

Appropriate checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

No.	List of Evaluation	Evaluation results(n=5) (Full score=5)							
		1	2	3	4	5	M	SD	level
1	Curriculum principles								
1.1	Reasonable	4	3	5	5	4	4.2	0.75	High
1.2	Theoretical concepts used to support	3	3	5	3	3	3.4	0.8	Low
1.3	Lead to practice	4	3	5	5	4	4.2	0.75	High
2	Curriculum objectives								
2.1	Clear and concrete	4	4	5	3	4	4	0.63	High
2.2	Can be measured and evaluated	3	4	5	2	4	3.6	1.0	High
2.3	Suitable for the target group	5	4	5	4	4	4.4	0.49	High
3	Curriculum content								
3.1	Meet the curriculum objectives	4	5	5	4	4	4.4	0.49	High
3.2	Academically correct	4	5	5	5	4	4.6	0.49	Highest
3.3	Suitable for the target group	5	4	5	4	5	4.6	0.49	Highest
4	Learning activities								
4.1	Meet the curriculum objectives	4	5	5	4	5	4.6	0.49	Highest
4.2	Suitable for the target group	5	4	3	4	5	4.2	0.75	High
4.3	Interesting and possible	4	4	3	3	4	3.6	0.49	High

5	Curriculum materials								
5.1	Meet the learning activities	4	4	5	5	4	4.4	0.49	High
5.2	Suitable for the target group	5	4	5	4	4	4.4	0.49	High
5.3	Interesting and possible	4	4	2	3	4	3.4	0.8	Low
6	Curriculum evaluation								
6.1	Meet the curriculum objectives	4	4	4	4	4	4	0	High
6.2	Suitable for the target group	5	4	4	4	4	4.2	0.4	High
6.3	Possible to practice	5	4	4	3	5	4.2	0.75	High
	Total	4.20	4.00	4.40	3.80	4.20	4.13	0.64	High

Calculate mean score and interpret of each item. If the mean score below 3.50 then improves it before implementation.

Level: <3.5   Low   3.5-4.5   High   >4.5Highest

APPENDIX B-3

Teaching Plan Consistency Checking Form

Teaching Plan Consistency Checking Form

Direction: Please mark ✓ in the evaluation results according to your opinion.

Consistent(+1)， Unsure(0)， Inconsistent(-1)

No.	List of Evaluation	Evaluation results(n=5)							
		1	2	3	4	5	M	S.D.	level
1	Teaching problem with the principles of the curriculum	0	1	1	1	1	0.8	0.4	High
2	Teaching principles and teaching aims	0	0	0	0	0	0	0	Low
3	Principles of curriculum and learning activities	0	1	1	1	0	0.6	0.49	High
4	Curriculum aims and teaching content	1	0	1	0	1	0.6	0.49	High
5	Curriculum aims and teaching activities	1	1	1	1	1	1	0	High
6	Curriculum content and teaching activities	1	1	1	1	1	1	0	High
7	Curriculum content and teaching materials	1	1	1	1	1	1	0	High
8	Curriculum content and teaching resources	1	0	0	0	1	0.4	0.49	Low
9	Curriculum content and learning duration	1	1	1	1	1	1	0	High
10	Curriculum assessment with teaching aims	0	1	1	0	0	0.4	0.49	Low
	Total	0.6	0.7	0.8	0.6	0.7	0.68	0.24	High

Calculate mean score of each item then interpret the consistency following criteria

> .05   consistency

< .05   inconsistency (improve it before implementation)

APPENDIX B-4

Teaching Plan Appropriate Checking Form
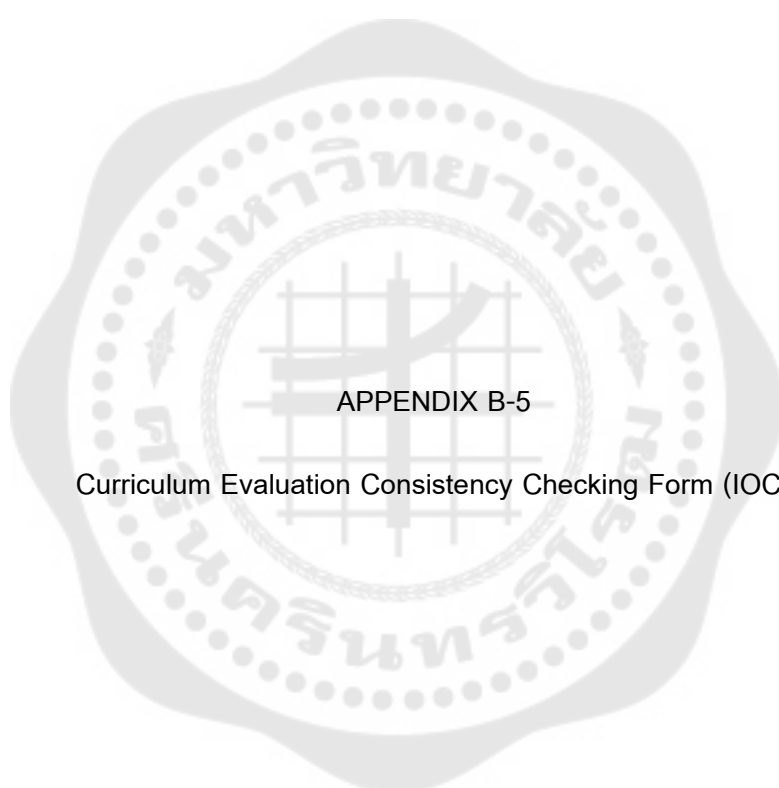
Teaching Plan Appropriate checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

No.	List of Evaluation	Evaluation results (n=5) (Full score=5)							
		1	2	3	4	5	M	SD	level
1	teaching objectives								
1.1	Teaching objectives are clearly stated, specific, and evaluable	4	4	4	4	5	4.2	0.4	High
1.2	Teaching goals are consistent with students' reality and highly implementable	5	5	4	4	4	4.4	0.49	High
2	Important and difficult points in teaching								
2.1	Accurately put forward the key points and difficulties of teaching	4	4	4	4	4	4	0	High
2.2	In line with students' learning foundation and cognitive rules	4	4	4	4	5	4.2	0.4	High
3	teaching method								
3.1	Use a variety of teaching methods	5	5	4	4	5	4.2	0.49	High
3.2	Adopt inquiry, independent and cooperative teaching	5	5	5	5	5	5	0	Highest
4	teaching resources								
4.1	Choose teaching media using modern technology	4	4	4	4	5	4.2	0.4	High
4.2	Operable, multi-sensory engagement for students	5	5	4	4	4	4.4	0.49	High
5	Teaching organization								

5.1	The organizational form is reasonable, scientific and effective	4	4	4	4	4	4	0	High
5.2	Proper use of space	4	4	5	4	4	4.2	0.4	High
5.3	Combining classroom teaching with extracurricular activities	3	4	4	4	4	3.8	0.4	High
6	Teaching process								
6.1	Complete teaching links	5	5	5	4	4	4.6	0.49	Highest
6.2	Diversity in teaching methods	4	4	4	4	3	3.8	0.4	High
6.3	student-centered	4	4	4	4	4	4	0	High
6.4	Reasonable time allocation	3	3	4	4	4	3.6	0.49	High
6.5	Appropriate teaching capacity	4	4	4	4	4	4	0	High
6.6	Teaching difficulty and intensity are reasonable	4	4	5	5	5	4.6	0.49	Highest
7	teaching evaluation								
7.1	Diversification of evaluation subjects	3	3	4	4	4	3.6	0.49	High
7.2	Scientific evaluation method	4	4	4	5	4	4.2	0.4	High
7.3	Combining evaluation and motivation	3	3	4	4	4	3.6	0.49	High
	Total	4.0	4.1	4.2	4.1	4.2	4.1	0.34	High

Calculate mean score and interpret of each item. If the mean score below 3.50 then improves it before implementation.

Level: <3.5 Low   3.5-4.5 High   >4.5Highest

APPENDIX B-5

Curriculum Evaluation Consistency Checking Form (IOC)

Curriculum Evaluation Consistency Checking Form (IOC)

Direction: Please mark ✓ in the evaluation results according to your opinion.

Consistent(+1)， Unsure(0)， Inconsistent(-1)

No.	List of Evaluation	Evaluation results(n=5)							
		1	2	3	4	5	M	S.D.	level
1	Evaluation with the principles of the curriculum	0	1	1	1	1	0.8	0.4	High
2	Curriculum evaluation and Curriculum aims	0	1	1	1	1	0.8	0.4	High
3	Principles of evaluation and learning activities	0	0	0	0	1	0.2	0.4	Low
4	Evaluation aims and Curriculum content	1	0	1	1	0	0.6	0.49	High
5	Evaluation aims and learning activities	1	1	1	1	1	1	0	High
6	Evaluation content and learning activities	1	1	1	1	1	1	0	High
7	Evaluation content and learning materials	1	1	1	1	0	0.8	0.4	High
8	Evaluation content and learning resources	1	0	0	1	1	0.6	0.49	High
9	Evaluation content and learning duration	1	1	1	1	1	1	0	High
10	Evaluation assessment with Curriculum aims	0	1	1	0	1	0.6	0.49	High
	Total	0.6	0.7	0.8	0.9	0.8	0.74	0.31	High

Calculate mean score of each item then interpret the consistency following criteria

> .05   consistency

< .05   inconsistency (improve it before implementation)

APPENDIX B-6

Curriculum Evaluation Appropriate Checking Form

Curriculum Evaluation Appropriate checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

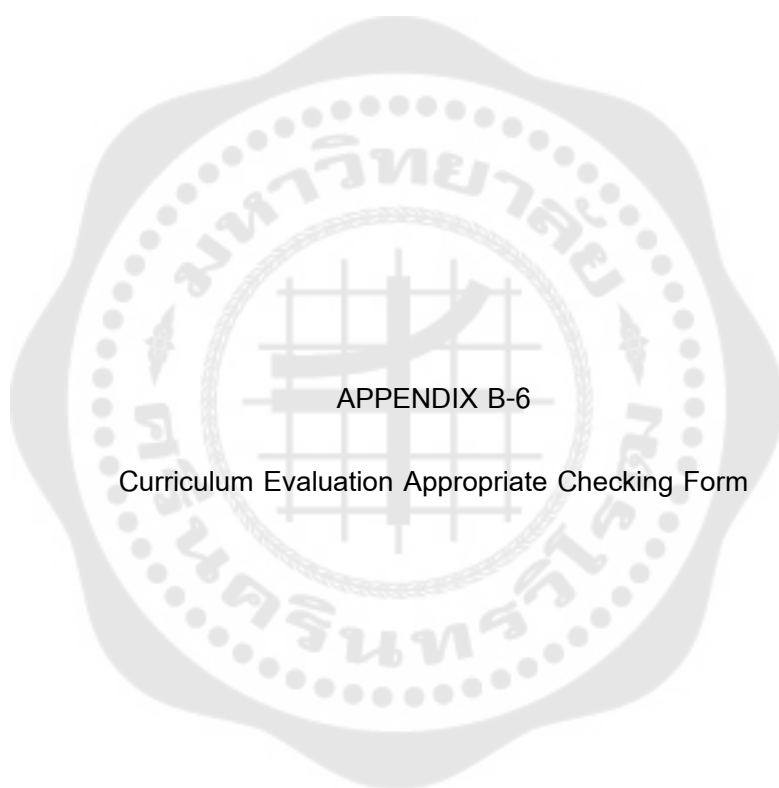| No	List of Evaluation	Evaluation results (n=5)							
		1	2	3	4	5	M	SD	level
1	Curriculum evaluation content								
1.1	Assessment content reflects curriculum objectives	5	4	4	4	4	4.2	0.4	High
1.2	The review content is complete	4	4	4	4	4	4	0	High
1.3	Evaluation in multiple dimensions	4	4	4	4	4	4	0	High
2	Curriculum evaluation tools								
2.1	Use standardized rating scales	5	5	5	5	4	4.8	0.4	High
2.2	The proportion of the evaluation composition is reasonable	4	4	4	4	4	4	0	High
2.3	Provide timely feedback on evaluation results to students	3	3	4	4	3	3.2	0.49	High
3	Ways of curriculum evaluation								
3.1	Student participation in evaluation	4	4	5	4	4	4.2	0.4	High
3.2	Multiple raters	4	4	4	5	5	4.4	0.49	High
3.3	Easy to operate	5	5	4	4	4	4.4	0.49	High
4	effect of curriculum evaluation								
4.1	Ability to objectively measure student learning outcomes	4	4	4	5	4	4.2	0.4	High
4.2	Can quickly measure students' learning results	5	5	4	4	4	4.4	0.49	High
4.3	Evaluation is dynamic	3	4	3	4	4	3.6	0.49	High
5	The role of curriculum evaluation								

5.1	Can promote student learning	5	4	4	4	4	4.4	0.4	High
5.2	Can help teachers revise curriculums	5	4	5	4	4	4.4	0.49	High
5.3	Can help teachers improve teaching	4	5	5	4	4	4.4	0.49	High
	Total	4.27	4.20	4.13	4.20	4.00	4.17	0.36	High

Calculate mean score and interpret of each item. If the mean score below 3.50 then

improves it before implementation.

Level:<3.5 Low   3.5-4.5 High   >4.5Highest

APPENDIX B-7

Curriculum Design Consistency Checking Form (IOC)

curriculum design Consistency checking form (IOC)

Direction: Please mark ✓ in the evaluation results according to your opinion.

Consistent(+1)， Unsure(0)， Inconsistent(-1)

No.	List of Evaluation	Evaluation results(n=5)							
		1	2	3	4	5	M	S.D.	level
1	Learning problem with the principles of the curriculum	1	1	1	1	1	1	0	High
2	Curriculum principles and Curriculum aims	1	1	0	1	1	0.8	0.4	High
3	Principles of curriculum and learning activities	0	1	1	1	1	0.8	0.4	High
4	Curriculum aims and Curriculum content	1	0	1	0	1	0.6	0.49	High
5	Curriculum aims and learning activities	1	1	1	1	1	1	0	High
6	Curriculum content and learning activities	1	1	1	1	1	1	0	High
7	Curriculum content and learning materials	1	1	1	1	1	1	0	High
8	Curriculum content and learning resources	1	1	1	1	1	1	0	High
9	Curriculum content and learning duration	1	1	1	1	1	1	0	High
10	Curriculum assessment with Curriculum aims	1	1	1	1	1	1	0	High
	Total	0.9	0.9	0.9	0.9	10	0.92	0.13	High

Calculate mean score of each item then interpret the consistency following criteria

> .05   consistency

< .05   inconsistency (improve it before implementation)
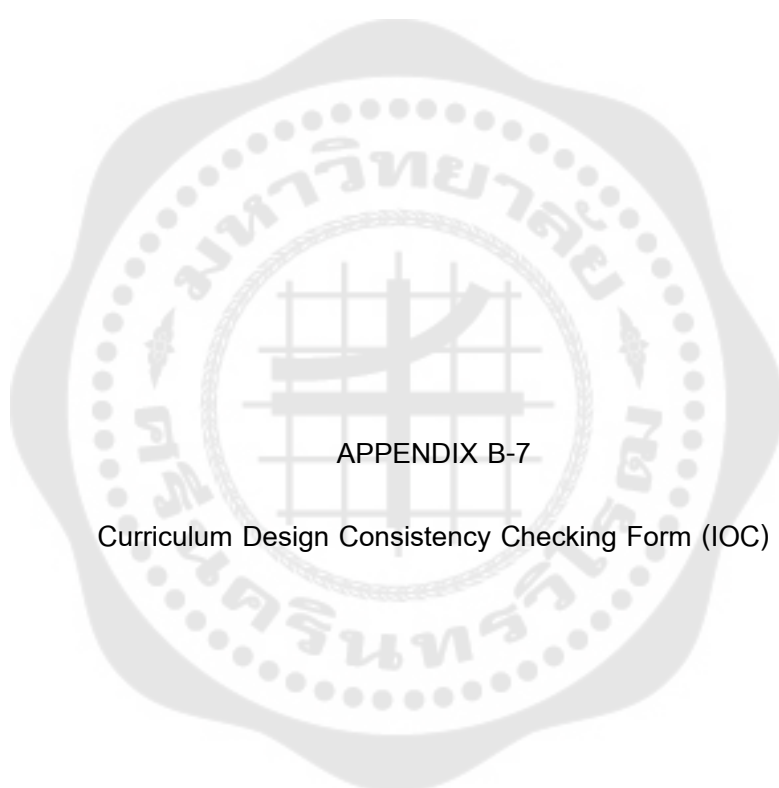
APPENDIX B-8

Appropriate Checking Form

Appropriate checking form

Direction: Please mark ✓ in the evaluation results according to your opinion.

No.	List of Evaluation	Evaluation results(n=5) (Full score=5)							
		1	2	3	4	5	M	SD	level
1	Curriculum principles								
1.1	Reasonable	4	4	5	5	4	4.4	0.49	High
1.2	Theoretical concepts used to support	4	4	5	4	4	4.2	0.4	High
1.3	Lead to practice	4	4	5	5	4	4.4	0.49	High
2	Curriculum objectives								
2.1	Clear and concrete	4	4	5	4	4	4.2	0.4	High
2.2	Can be measured and evaluated	5	4	5	4	4	4.2	0.49	High
2.3	Suitable for the target group	5	4	5	4	4	4.4	0.49	High
3	Curriculum content								
3.1	Meet the curriculum objectives	4	5	5	4	4	4.4	0.49	High
3.2	Academically correct	5	5	5	5	5	5	0	Highest
3.3	Suitable for the target group	5	4	5	4	5	4.6	0.49	Highest
4	Learning activities								
4.1	Meet the curriculum objectives	4	5	5	4	5	4.6	0.49	Highest
4.2	Suitable for the target group	5	4	3	4	5	4.2	0.75	High
4.3	Interesting and possible	4	4	4	4	4	4	0	High

5	Curriculum materials								
5.1	Meet the learning activities	4	4	5	5	4	4.4	0.49	High
5.2	Suitable for the target group	5	4	5	4	4	4.4	0.49	High
5.3	Interesting and possible	4	4	4	4	4	4	0	High
6	Curriculum evaluation								
6.1	Meet the curriculum objectives	5	5	5	5	4	4.8	0.4	Highest
6.2	Suitable for the target group	5	5	5	5	4	4.8	0.4	Highest
6.3	Possible to practice	5	5	4	4	5	4.6	0.49	Highest
	Total	4.5	4.39	4.72	4.33	4.27	4.31	0.40	High

Calculate mean score and interpret of each item. If the mean score below

3.50 then improves it before implementation.

Level: <3.5   Low   3.5-4.5   High   >4.5Highes

APPENDIX C

English Autonomous Learning Questionnaire

English autonomous learning questionnaire

Number_____   gender_____   age_____

Fill in according to your actual situation:

1. Graduated from high school (   )

A. Ordinary high school   B. High school for the deaf

2.come from (   )

A. city   B. Rural area

3. Your hearing condition (   )

A. Completely inaudible   B. Partial hearing

4. Your primary mode of communication (   )

A. Spoken English   B. Sign language

C. Pen writing   D. Other ways _____

Declaration: This questionnaire aims to investigate your ability of independent English learning. As each person's situation is different, his views on the following questions are naturally different, so any choice is possible, there is no right or wrong. Please read each of the following questions carefully and choose the one that best matches your opinion. We will be responsible for keeping everyone's answers confidential. Thank you very much for your cooperation.

For the following opinions, please use 1 (completely disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), 5 (completely agree) to express your opinion.

1. Students are responsible for their own English learning.

2. Students should decide what to study by themselves.

3. Students should decide their own foreign language learning goals.

4. Students themselves should choose suitable materials to study.

5. In addition to the classroom, students should always evaluate their own learning results.

6. I can make a foreign language learning plan according to my current situation.

7. I believe I can complete the learning content according to the speaking plan.

8. I believe I can overcome the difficulties in language learning.

9. I often ask myself whether I have completed my study plan.

10. I use language learning methods that work for me.

11. I know my strengths and weaknesses in foreign language learning.

12. When I start a study task, I always have a clear goal.

13. I learn more when I'm interested in a topic.

14. I will use different learning strategies according to different learning tasks.

15. When I encounter setbacks in my study, I will encourage myself.

16. I have the goal of learning foreign languages.

17. In addition to the homework assigned by the teacher, I have my own foreign language learning plan.

18. I will evaluate my own level of foreign language periodically.

19. I will complete the scheduled learning tasks according to the foreign language learning plan.

20. After a period of study, I will check the implementation of my study plan.

21. I will reflect and summarize my foreign language learning methods.

22. I will evaluate my learning effect and find out the existing problems and solutions.

23. When a task is over, I ask myself if I accomplished what I set out to do.

24. I have clear requirements for improving my English study.

25. I will evaluate my progress in learning English and make plans accordingly.

Please use 1 (never), 2 (rarely), 3 (sometimes), 4, (often), and 5 (always) to express your opinion on the following points.

26. I preview my English lessons before class

27. I look for appropriate learning materials according to my own learning interests and needs.

28. I review recent lessons or other material.

29. I use the library or the Internet to find information about English learning.

30. I listen to tapes and Internet to improve my English listening.

31. I have the habit of reading English.

32. I can write down what happens around me in English.

33. I use the opportunities in class and after class to practice my oral English.

34. After learning a unit or two, I will test my learning performance.

35. I will learn the social and cultural knowledge of English-speaking countries to assist my English study.

36. If I don't understand a question, I will consult my teacher, classmates or search for information until I understand it.

The Autonomous English Learning Scale designed by Xing Lilan (2012) in Exploration of the Autonomous Model of Chinese College English Learners divided the characteristics of learner autonomy into three aspects: (1) learner's ability to self-manage in the process of language learning; (2) learner's attitude and awareness of independent learning; (3) Learners' autonomous learning practice. Self-management ability mainly refers to the ability of students to set goals, choose appropriate learning materials and activities, determine learning progress, monitor their own learning, and

evaluate learning process and performance. Learner autonomy concerns whether learners are willing to control their own learning, whether they have confidence in controlling their learning, how their metacognitive awareness guides their learning, and their needs for English learning strategies. Self-directed learning activities include a series of learning activities in which learners put their self-management abilities and attitudes into practice.

This study adapted The Autonomous English Learning Scale of the questionnaire, involving 36 questions from three dimensions. In the first part (including self-management learning ability dimension and self-learning psychological dimension), 25 questions were all used in 5-point Likert scale, with 1, 2, 3, 4 and 5 respectively representing "completely disagree", "disagree", "agree" and "completely agree". The 11 questions in the second part (including the behavioral dimension of self-learning) were also 5-point Likert scale, with 1, 2, 3, 4 and 5 representing "never", "rarely", "sometimes", "rarely", "sometimes", "often" and "always". Appendix D Final curriculum

Final curriculum

Practical English writing curriculum for deaf and hard of hearing college students at Chongqing Normal University

Foreword

The English curriculum for deaf and hard of hearing college students is a compulsory general curriculum. Deaf and hard of hearing college students are the main body of English learning. This curriculum is based on the independent learning theory and adopts the unit theme curriculum model. The selected content takes into account the starting point and learning characteristics of deaf and hard of hearing college students in learning English, mainly involves the practical English skills that students may need in their future life and work, especially practical English writing skills. This curriculum mainly adopts the independent learning method of deaf and hard of hearing college students. The curriculum implementation is arranged from easy to difficult, from learning scattered knowledge points to a framework structure for comprehensive application, so as to cultivate the English literacy and continuous learning interest of deaf and hard of hearing college students. It is offered in four semesters for the first and second years of college.

This curriculum mainly refers to the spirit of documents such as "College English Teaching Guide" (2020), "College English Curriculum Standards for Higher Vocational Education" (2021) and "China English Proficiency Rating Scale - Research on Writing Ability Scale" (2020). This curriculum is developed based on the current situation and learning characteristics of deaf college freshmen learning English. The curriculum is offered in the first semester of their freshman year.

Part One Curriculum Standards

1. Overall objectives of the curriculum

This curriculum helps deaf and hard of hearing college students learn practical English writing in college, stimulates the inner driving force of deaf and hard of hearing college students to learn English, constructs a knowledge system of practical English writing for deaf and hard of hearing college students, guides deaf and hard of hearing college students to learn practical English independently, and masters the basic ability of practical English writing. And enable them to cope with the English writing requirements required in future study and work.

2. Specific objectives of the curriculum

(1) Deaf and hard of hearing college students can master basic practical English writing and solve their English writing needs in life and work;

(2) Deaf and hard of hearing college students can learn English independently and master independent learning methods;

3. Curriculum Principles

(1). The principle of life.

The curriculum content is close to the study and life of deaf and hard of hearing college students, and the selected topics are topics familiar to deaf and hard of hearing college students, currently popular, or what deaf and hard of hearing college students need in their future work. Deaf and hard of hearing college students can apply the English they

have learned in their daily lives. Curriculum content should be derived from the English writing knowledge and abilities that deaf and hard of hearing college students need for their current studies and future work.

(2). Feasibility principle.

This curriculum is based on the current level of English learning for deaf and hard of hearing college students as a starting point to help each student find room for their own learning and progress. The difficulty is moderate and easy for deaf and hard of hearing college students to master. This curriculum is highly operational and easy to promote.

(3). Principle of easy evaluation

This curriculum uses a test question bank to evaluate students' learning effectiveness in this curriculum. This curriculum is evaluated throughout by curriculum experts and peers.

(4). The principle of continuity.

This curriculum guides deaf and hard of hearing college students to conduct independent learning and cultivates their lifelong learning concepts and skills. The implementation of the curriculum not only focuses on the current university studies of deaf and hard of hearing college students, but also focuses on cultivating the ability of deaf and hard of hearing college students to continue learning English when working and studying in the future, to cultivate students' concepts and skills of continuous lifelong learning.

4. Curriculum design ideas

(1). It not only meets the general requirements for deaf and hard of hearing college students to learn college English, but also meets the special characteristics of deaf and hard of hearing college students' cognition and learning;

(2). Special needs of deaf and hard of hearing college students: learning English vocabulary, phrases, sentence patterns, etc. as the basis for learning; increasing professional English learning such as computer professional English and artistic English;

(3). The curriculum presentation is in line with the characteristics of deaf and hard of hearing college students' cognitive development and learning new knowledge, and the order is from fragmented to overall, from easy to difficult: words - phrases - sentence patterns - chapters - comprehensive application;

(4). Construct a curriculum system based on the English cultural background as the overall framework. While focusing on the application of English knowledge and skills, it also pays attention to students' experience and understanding of English culture;

(5). Deaf and hard of hearing college students complete this curriculum in an independent learning manner. Students independently explore and summarize practical English writing skills during learning, and accumulate the basic knowledge and materials required for writing;

5. Curriculum content

This curriculum includes English film and television, tourism English, English vocabulary and expressions, English culture, computer English and English tests.

This curriculum is divided into three sections: basic learning, basic application and comprehensive application. Each section contains several topics, and one topic is completed every 4 lessons. This curriculum only provides the subject framework of the curriculum content, and the specific curriculum content is determined by the teacher and the student after discussion.

Section 1: Basic Learning (16 lessons)

1 vocabulary

For example:

Nouns (fruits, animals, food, vehicles, occupations, colors, shapes, weather, etc.), verbs, adjectives, adverbs, prepositions, conjunctions, etc.;

2 commonly used phrases;

3 basic grammars;

4 sentence expressions;

(1) Five simple sentences

(2) Clause: attributive clause, object clause, subject clause, adverbial clause*

(3) Special sentence patterns: parallel sentence patterns, emphatic sentence patterns, inverted sentence patterns

5 Basics of Practical English Writing: Introduction to the Basics of English Writing

Section 2: Basic Application (16 lessons)

(1) Travel English

(2) English film and television: English cartoons, classic film and television works, Oscar-winning English films;*

(3) History, humanities and customs of English-speaking countries*

(4) Expressing Chinese elements in English*

(5) Computer English

Section 3: Comprehensive application (16 lessons)

(1) Practical English writing: notices, cover letters, emails, etc.*

(2) College English A-Level Writing Test Contents

note: The parts marked with an asterisk are the key points of the curriculum content.

6. Curriculum Implementation

This curriculum has 4 classes per week, each class is 45 minutes, and a unit set of questions is completed every 4 classes. One semester is 12 weeks long, with a total of 48 class hours.

This curriculum adopts a learning model that combines classroom class learning and extracurricular independent learning. The main learning methods are individual and group learning. In the implementation stage of the curriculum, it is necessary to highlight the practicality of the curriculum and mobilize deaf and hard of

hearing college students to participate in the multi-sensory comprehensive learning of the curriculum.

1. Teachers inform students in advance of the learning topics for the next class, and deaf and hard of hearing college students conduct previews and preparations before class.

2. Classroom learning mainly includes:

(1) Accumulation and sharing: sharing of words, sharing of English sentences, and sharing of English short articles;

(2) Group learning: group discussion, group task-based learning;

3. After-school learning mainly includes:

Complete the daily study manual

(1) Develop learning goals and plans

(2) Word records: accumulated by myself + shared by classmates

(3) Daily accumulation of sentence patterns: daily accumulation of beautiful sentences

(4) Diary

(5) Self-evaluation and reflection

(6) Revise study plan

Curriculum Content Arrangement

teaching month	The first week	The second week	The third week	The fourth week	Supplementary learning content
The first month (Basic learning)	Common word categories and phrases Summarize	basic English sentence pattern and grammar	Practical English Basic Writing (1)	Practical English Basic Writing (2)	Classroom routine: personal statement 1.English words learning sharing 2.English news sharing 3. Foreign and Chinese traditional festivals
The second month (Basic application)	Appreciation of movies	Tourism English	Computer English	Practical English writing (1)	After class study 1. Preparation before class 2. Practical English Self-Study Manual
The third month (Comprehensive application)	Cultural knowledge of English-speaking countries	Classic British and American literary	English expression of Chinese cultural elements	Practical English writing (2)	

7. Curriculum evaluation

Full score 100 points: classroom learning (50%) + extracurricular learning (50%)

Classroom learning: attendance (10%) + class sharing (30%) class answer questions (10%) + classwork (20%) + student self-evaluation (30%)

Extracurricular learning: Pre-class preparation (50%) + Practical English writing independent study manual (50%)

In each class, teachers or classmates select individuals and groups with outstanding performance, and appropriate points will be added to the total score at the end of the semester.

8. Development and Utilization of Curriculum Resources

Teachers should guide deaf and hard of hearing college students to find and utilize curriculum learning resources and help students build a practical English curriculum resource library. Utilize or create new learning resources around you to create a real English learning environment, allowing deaf and hard of hearing college students to participate in English learning activities immersively, and mobilize deaf and hard of hearing college students to actively participate in English learning with multiple senses.

(1). Deaf and hard of hearing college students make full use of online resources to learn English, such as English video lectures, watching English movies, etc.;

(2). Mobile English learning resources such as mobile APP for deaf and hard of hearing college students. Students can learn English without being restricted by learning location and time. For example, use Baicizhan APP to learn, memorize and test words.

(3). Read English short classics or English reading materials, such as "The Little Prince", "Harry Potter" series, etc. Classes that have the conditions can also set up an English book corner for students to borrow books together.

(4). Establish a class English learning group. Teachers and students can upload and share useful learning resources for students to access at any time.

(5). Establish an English learning volunteer support team. Contact the sign language interpretation team on campus, the Youth League Committee of the School of Foreign Languages and the Academic Affairs Department, and recruit caring people inside and outside the school to provide assistance services for deaf and hard of hearing college students to learn English.

(6). Mobilize the inner motivation of deaf and hard of hearing college students to learn English. Establish an English learning reward mechanism for deaf and hard of hearing college students. For example, after a deaf college student

passes the English proficiency test, points can be added when appropriate during scholarship evaluation, and the good results of the deaf college student's English proficiency test will be reported in the honor list as an encouragement. Newspaper copying competition, English movie review competition, English poster production competition for traditional festivals, etc.

(7). Organize practical activities such as English learning activity month and Western English cultural festival theme activities (Thanksgiving, Christmas). A series of English learning practice activities are carried out every semester to provide deaf and hard of hearing college students with opportunities to use the practical English they have learned. Such as newspaper copying competition, English movie review competition, English poster production competition for traditional festivals, etc.

Part Two Curriculum Teaching Design

Curriculum Teaching Design

(1)

Week: the first week

Period: 4 periods

Learning content: Common word categories and phrases Summarize

Learning Objectives:

1. Deaf and hard of hearing college students learn to summarize and classify words by word classification.

2. Deaf and hard of hearing college students can apply the English words they have learned in their daily life.

3. Deaf and hard of hearing college students can master at least 100 expressions and phrases;

4. Deaf and hard of hearing college students can write sentences using these 100 phrases;

Learning activities

Activity 1

The teacher will lead A small group to discuss how to classify practical English words. The teacher can provide the syllabus glossary of "College English Curriculum Standards for Higher Vocational Education (2021)" and "National College English A-Level Proficiency Test" for reference. For example:

Noun: colors, animals, clothing, food, etc.

Verb: to exercise, to study, to live, etc;

Activity 2

Each group is responsible for finding as many English words as possible in 2-3 categories. Then share in groups.

The teacher added important and frequently used words that the students had not found. Students write down these English words in the Self-Directed Learning Manual of Practical English Writing.

Activity 3

Students work in groups to find the phrases in the vocabulary syllabus of junior high school, senior high school, College English A and College English Test Band 4, and sort out and summarize them

Activity 4

In groups, compete to memorize the words and phrases you learned today. One group will write the questions and the other group will tell the meaning of the words. Take turns. The team with the highest score wins.

Consolidate and extend

1. To help students remember the words in today's class with pictures from life;

2. Make a picture book of words and become the first unit of practical English textbooks;

3. Encourage students to make sentences with phrases learned in class. Each person chooses the most satisfactory sentence to share with the class. The teacher makes comments, pointing out where the students' sentences need to be corrected.

Class summary

1. Please summarize the methods and learning experiences of classifying and memorizing words;

2. Teachers' comments and supplement students' summaries;

3. Teachers praise individuals and groups who complete excellent word learning tasks;

Learning methods: group discussion and presentation

Materials: Multimedia, Cell phone, Tablets and other learning devices

Assessment: 1. Student class satisfaction questionnaire;

2. Student learning effect: the accuracy rate of students' memorization of words;

Assignments:

1. Review the words learned today;

2. Use this classification method to continue summarizing other words and phrases;

3. Each group uploads examples of the phrases in the section they are responsible for.

4. Complete this week's practical English writing self-study manual;

5. After all the learning materials are sorted out, upload them to the class learning. group to form a class learning material library;

6. Preview the phrases to be accumulated in the next class. Write at least 20 phrases.

in the notebook.

(2)

Week: the Second week

Period: 4 periods

Learning content: English basics grammar: tense and Voice

Learning Objectives: deaf and hard of hearing college students master basic writing

grammar: tense and voice

Learning activities

Activity 1

  Students watch grammar learning videos before class, and teachers answer questions

and difficulties raised by students.

Activity 2

Students summarize tenses and voices in their homework books. It is recommended to use

mind maps or charts. For example：

	tense	passive voice

Activity 3

1. Students who have completed the mind map summary better, please share their learning

results with other students.

2. Divide into groups to share knowledge about tense and voice. (Students are divided into

three levels: good, average, and poor)

Activity 4

1. Classroom exercises. Fill in the blanks with the correct tense and voice.

2. Ask students to take turns to comment on the answers and explain the grammatical reasons.

Consolidation and extension

1. Test paper. Question (1) Fill in the grammar blank (2) with the correct form of the verb.

2. Ask students to take turns to comment on the answers

Class summary

1. Emphasize the importance of tense and voice in writing.

2. Teachers and students review the knowledge points of tense and voice together

3. Let the students select individuals and groups with outstanding classroom performance.

Learning methods: Individual study, group discussion, group sharing, class test

Materials: Multimedia, Mobile phones, Tablets and other learning devices. Workbooks, Grammar. books

Assessment: 1. Test paper

2. Student class presentation

Assignments:

1. Review the grammar learned today;

2. Complete this week's practical English writing self-study manual;

3. Review the mind map and other notes, homework and test questions in class;

4. All learning materials are sorted and uploaded to the class learning group to form.   a class learning material library;

5. Preview the five simple sentences and clauses to be learned in the next class.

 6.Study the sentence pattern grammar explanation video sent by the teacher, and write your own learning results in the homework book.

(3)

Week: the third week

Period: 4 periods

Learning content: Summary of useful sentence patterns

Learning Objectives:

1. Students master five types of simple sentences

2. Students master subject clauses, attributive clauses, object clauses, and adverbial clauses.

3. Students can write complete sentences using the above simple. sentences and clauses.

Learning activities

Activity 1

Students are divided into groups to sort out and summarize five basic sentence patterns of simple sentences.

1. "Subject + predicate" (i.e. "subject-predicate" sentence pattern)

2. "Subject + predicate + object" (i.e. "subject-predicate-object" sentence pattern)

3. "Subject + predicate + indirect object + direct object" (i.e. "subject-predicate-double-object" sentence pattern)

4. "Subject + predicate + object + object complement" (i.e. "subject-predicate-object-object complement" sentence pattern)

5. "Subject + copula + predicate" (i.e. "subject-copula-predicate" sentence pattern)

Activity 2

Each group member finds examples of simple sentences and writes down examples of simple sentences.

Presented in the group and confirmed that every student in the group has mastered it.

Activity 3

1. Select a host student in the group to analyze the components of the examples written by each student in the group.

2. Each group writes five simple sentences on the blackboard, and the whole class analyzes the sentence components together.

Activity 4

Subject clause, attributive clause, object clause, adverbial clause.

1. The teacher checks the students' preview of clause patterns, and asks each group to

send a student to talk about the usage of a clause.

2. The teacher guides the students to summarize the grammar of clauses by themselves, and asks the students to share their own summary.

3. The teacher supplements and sorts out.

4. Do classroom exercises: fill-in-the-blank questions + translation questions. Ask students to take turns to comment on the answers.

Consolidation and extension

1. Students use the simple sentences and clauses learned in class to make sentences. Each person chooses the most satisfactory sentence to share in class. The teacher makes comments and points out where the students' sentences need to be modified.

Class summary

1. Ask students to summarize the learning process and learning methods.

2. Encourage students to use the five basic simple sentence patterns and clauses learned today when writing.

3. Praise individuals and groups who performed well in today's learning.

Learning methods: Individual study, group discussion, group sharing, class test

Materials: Multimedia, Mobile phones, Tablets and other learning devices. Workbooks grammar books.

Assessment: Classroom sharing;

Assignments:

1. Review the grammar learned today;

2. Complete this week's practical English writing self-study manual;

3. Review the mind map and other notes and classroom exercises in class;

4. All learning materials are sorted and uploaded to the class learning group to form. a class learning material library;

5. The teacher recommends several English movies, and students watch these movies. before the next class. ("Coco", "Zootopia", "The Sound of Music"）

(4)

Week: the fourth week

Period: 4 periods

Learning content: Practical English writing basics

Learning Objectives:

1. Students master the practical English writing formats such as news, emails, and job application letters;

2. Students master the commonly used vocabulary, phrases, and sentence patterns in practical English writing;

Learning activities

Activity 1

Students are divided into groups to sort out and summarize five basic sentence patterns of simple sentences.

1. "Subject + predicate" (i.e. "subject-predicate" sentence pattern)

2. "Subject + predicate + object" (i.e. "subject-predicate-object" sentence pattern)

3. "Subject + predicate + indirect object + direct object" (i.e. "subject-predicate-double-object" sentence pattern)

4. "Subject + predicate + object + object complement" (i.e. "subject-predicate-object-object complement" sentence pattern)

5. "Subject + copula + predicate" (i.e. "subject-copula-predicate" sentence pattern)

Activity 2

Each group member finds examples of simple sentences and writes down examples of simple sentences.

Presented in the group and confirmed that every student in the group has mastered it.

Activity 3

1. Select a host student in the group to analyze the components of the examples written by each student in the group.

2. Each group writes five simple sentences on the blackboard, and the whole class analyzes the sentence components together.

Activity 4

Subject clause, attributive clause, object clause, adverbial clause.

1. The teacher checks the students' preview of clause patterns, and asks each group to send a student to talk about the usage of a clause.

2. The teacher guides the students to summarize the grammar of clauses by themselves, and asks the students to share their own summary.

3. The teacher supplements and sorts out.

4. Do classroom exercises: fill-in-the-blank questions + translation questions. Ask students to take turns to comment on the answers.

Consolidation and extension

1. Students use the simple sentences and clauses learned in class to make sentences. Each person chooses the most satisfactory sentence to share in class. The teacher makes comments and points out where the students' sentences need to be modified.

Class summary

1. Ask students to summarize the learning process and learning methods.

2. Encourage students to use the five basic simple sentence patterns and clauses learned today when writing.

3. Praise individuals and groups who performed well in today's learning.

Learning methods: Individual study, group discussion, group sharing, class test

Materials: Multimedia, Mobile phones, Tablets and other learning devices. Workbooks grammar books.

Assessment: Classroom sharing;

Assignments:

1. Review the grammar learned today;

2. Complete this week's practical English writing self-study manual;

3. Review the mind map and other notes and classroom exercises in class;

4. All learning materials are sorted and uploaded to the class learning group to form. a class learning material library;

5. The teacher recommends several English movies, and students watch these movies. before the next class. ("Coco", "Zootopia", "The Sound of Music" ）

Week: the fifth week

Period: 4 periods

Learning content: appreciate the movie

Learning Objectives:

1. Students watch classic English movies and learn movie lines and British and American culture;

2. Students understand English expressions in life and feel the atmosphere of British and American culture;

3. Cultivate students' habit of watching music movies and enhance their interest in learning English.

Learning activities

Activity 1

Students share the English expressions they learned from watching the movies shared by the teacher before class (picture + sentence)

Activity 2

As a group, choose a movie that you have watched before class and write a plot introduction in English. And make a class presentation and share.

Activity 3

As a group, recommend a movie to the whole class to watch together. While watching, record the English expressions learned in the movie.

Consolidation and extension

Make an English movie poster with an English introduction to the movie and display it in the class. (If conditions permit, a film culture festival can be held)

Class summary

1. Write the name of the movie that the students have watched.

2. The students vote for the best movie poster

Consolidation and extension

1. Students use the simple sentences and clauses learned in class to make sentences. Each person chooses the most satisfactory sentence to share in class. The teacher makes

comments and points out where the students' sentences need to be modified.

Class summary

1. Write the name of the movie that the students have watched.

2. The students vote for the best movie poster.

Learning methods: Group Discussion and Presentation

Materials: Multimedia: computers, projectors, audio equipment

Assessment: Movie Poster

Assignments:

1. Review the expressions in the movies we watched today;

2. Complete this week's practical English writing self-study manual;

3. Watch the movies recommended by teachers and classmates after class;

4. Find the English names of continents, oceans and common countries.

(6)

Week: the sixth week

Period: 4 periods

Learning content: Tourism English

Learning Objectives:

1. Students are familiar with the names of continents and common country names.

2. Master basic travel English such as visa application, airport and hotel check-in, and asking for directions.

Learning activities

Activity 1

The teacher shows the world map. Which countries will the students plan to travel to in the future?

The students draw the outline of the continents and oceans in their notebooks. And mark the corresponding country names. Students with a good foundation can also understand the country's flag, which country's people, and which country's language's English expression.

Activity 2

Review in groups, and then compete between groups.

Activity 3

Discuss the process of traveling abroad in groups, and write down what English knowledge is needed? (Visa, airport, hotel, scenic spot, asking for directions, etc.) and find the English needed to write these down.

Activity 4

Select a foreign country in groups, and the group members act as tour guides, introduce the country with pictures and texts, and lead the whole class to travel to the country.

Consolidation and extension

Carry out the World Cultural Festival, and divide the groups into various ways to comprehensively present the customs and customs of the country in the classroom, simulate various scenarios, and the teacher and students visit them separately, as if they were there, and feel the culture of various countries.

Class summary

1. Summarize what you have learned today.

2. The students vote to select the best students and groups today.

Learning methods: Group Discussion and Presentation

Materials: Multimedia，workbook

Assessment: Group competition，Work evaluation

Assignments:

1. Review the English expressions of the continents, oceans and countries you visited. today;

2. Complete this week's practical English writing self-study manual;

3. Preview the English names of computer hardware devices;

(7)

Week: the seventh week

Period: 4 periods

Learning content: Computer English

Learning Objectives:

1. Students master the basic English expressions of computers: hardware + software

2. Students master the English expressions of basic English programming terms

Learning activities

Activity 1

1. Ask students to come to the stage to share the English expressions of the various components of computer hardware. (with pictures and text)

2. Ask each other in the group to confirm that each member of the group has mastered the computer hardware vocabulary.

3. Group competition. The teacher shows the computer hardware picture, and the students take turns to write the corresponding English words on the blackboard in groups. The group with the most correct answers wins.

Activity 2

1. Students list what software do you need to use in daily life?

2. Find out the English vocabulary or sentences needed for the software by category.

3. Divide into groups to claim the introduction preparation of a software, and make group presentations and sharing.

Activity 3

1. The teacher gives students English terminology materials commonly used in English programming, and students draw the key points.

2. After students learn English programming materials independently, they raise questions they don't understand.

3. Students first answer questions raised by other students, and finally the teacher supplements.

Consolidation and extension

Discuss and draw a mind map of English hardware, software and programming in the group. Draw it on a large white paper, post it in the classroom for display, and each group learns from each other.

Class summary

1. Groups take turns to summarize and present the hardware, software and programming

knowledge learned today.

2. Students vote to select the best performing students and groups today.

Learning methods: Group Discussion and Presentation

Materials: Multimedia, Desktop Computer

Assessment: Class Notes, Group Competition

Assignments:

1. Review the English expressions related to computer hardware, software and programming learned today;

2. Complete the self-study manual for practical English writing this week;

3. Preview the writing format and common English expressions of English job application letters and notices. Teachers recommend writing tutorial videos.

4. Collect sample application letters and notices in groups. Find 5-10 sample articles each. Print them out.

(8)

Week: the eighth week

Period: 4 periods

Learning content: Practical English Writing (1)

Learning Objectives:

1. Students master the formats and common expressions of job application letters and notifications.

2. Students write neatly.

Learning activities

Activity 1

Study the sample application letters and notices collected by each group in small groups. Summarize the format of application letters and notices.

Activity 2

Display the format of application letters and notices in small groups, as well as the commonly used expressions.

Activity 3

Each student organizes notes and writes the key points and format diagrams of application letters and notices.

Consolidation and extension

Each student chooses a writing topic of application letters or notices from the past essay questions of the College English A-level exam. Try to write the essay.

Each student modifies his or her own essay according to the reference answers, and asks the teacher for assistance when necessary.

After each student modifies the essay, copy it on the essay paper, display it in the class, and learn from each other.

Class summary

1. Ask students to summarize the structural framework and commonly used expressions of writing application letters and notices.

2. Students vote for excellent essays.

3. Students select the best individuals and groups today.

Learning methods: Group Discussion and Presentation

Materials: Multimedia, White paper, Colored pens

Assessment: Classroom presentation, Exhibition

Assignments:

1. Review the English expressions and sentence patterns learned today.

2. Complete this week's practical English writing self-study manual;

3. Choose an English reading or classic. Or a teacher's recommendation.

(9)

Week: the ninth week

Period: 4 periods

Learning content: English-speaking countries Culture

Learning Objectives:

1. Students can understand the names of English literary works.

2. Students can use English to introduce traditional festivals in English-speaking countries.

Learning activities

Activity 1

Share the culture, geography, history, customs, festivals, economy, etc. of the English-speaking countries you are interested in with pictures and texts in small groups. Write a paragraph as an introduction to the country.

Activity 2

Write another sentence or present a few keywords to describe the above countries in small groups, and the students guess which country it is.

Activity 3

Introduce traditional festivals of English-speaking countries (Christmas, Thanksgiving, Mother's Day, etc.) in small groups

Consolidation and extension

Make an English-speaking country introduction album. Find some documents to supplement the introduction of the country. After the production is completed, the paper file will be exhibited in the classroom. The electronic file will be exhibited on the Internet.

Class summary

1. The group sends a representative to introduce the English album country introduction made by the group.

2. The groups take turns to summarize and display the English expressions and sentence patterns learned today.

3. The students vote to select the best students and groups today.

Learning methods: Group discussion and presentation

Materials: Multimedia, White paper, Colored pens

Assessment: Classroom presentation, Exhibition

Assignments:

1. Review the English expressions and sentence patterns learned today.

2. Complete this week's practical English writing self-study manual;

3. Choose an English reading or classic. Or a teacher's recommendation.

Week: the tenth week

Period: 4 periods

Learning content: Classic English and American literature

Learning Objectives:

1. Students understand the summary of English literary works

2. Students can read simple English literary works

3. Students can introduce their favorite literary works in English

Learning activities

Activity 1

Please share the English literature books you want to recommend. Show the character relationship diagram and introduce your favorite characters to the students.

Activity 2

Students introduce the classic scenes in the literary works and present the text part of the original works.

Activity 3

If there is a remake of the movie, share the video clips of the above classic scenes with the students.

Consolidation and extension

1. Each student makes a book recommendation tabloid of the literary books he recommends with pictures and texts, and presents it in the class.

2. Students read the book tabloids made by other students, and actively introduce them to their classmates and answer questions raised by their classmates.

Class summary

1. Each student writes a sentence to recommend his favorite English literary works again.

2. The students vote to select the best students and groups today.

Learning methods: Personal reading and presentation

Materials: Multimedia，English classics

Assessment: Personal exhibition，Literary works tabloid competition

Assignments:

1. Review the English expressions and sentence patterns learned today.

2. Complete this week's practical English writing self-study manual;

3. Prepare English expressions for traditional Chinese festivals or traditional culture. Prepare in groups.

(11)

Week: the eleventh week

Period: 4 periods

Learning content: Chinese cultural elements in English

Learning Objectives:

1. Students master the English expression of Chinese traditional culture

2. Students have confidence in Chinese traditional culture.

3. Students love their motherland and hometown.

Learning activities

Activity 1

Display the English names and English introductions of Chinese traditional festivals in groups. (Spring Festival, Lantern Festival, Qingming Festival, Dragon Boat Festival, Mid-Autumn Festival, Double Ninth Festival, etc.)

Activity 2

Display the English names and English introductions of Chinese traditional foods in groups. (Dumplings, buns, noodles, hot pot, etc.)

Activity 3

Display the names and English introductions of famous Chinese historical and cultural attractions in groups. (Forbidden City, Great Wall, Terracotta Warriors, Dujiangyan, etc.)

Consolidation and extension

Each student writes a paragraph about his or her own thoughts after understanding the profound Chinese traditional culture. For example, the long history of Chinese culture, the pride and cultural confidence of being a Chinese, etc.

Class summary

1. The teacher comments on the report of each group to further arouse the students'

patriotic feelings and love for the motherland.

2. The students vote to select the best students and groups today.

Learning methods: Individual writing, Group discussion and presentation

Materials: Multimedia, Textbook

Assessment: Writing Competition

Assignments:

1. Review the English expressions and sentence patterns learned today.

2. Complete this week's practical English writing self-study manual;

3. Send an English email to your classmates or teacher.

4. Try to write an English advertisement to promote a product.

(12)

Week: the twelfth week

Period: 4 periods

Learning content: Practical English Writing (2)

Learning Objectives:

Students master the format and common expressions of emails and advertisements

Learning activities

Activity 1

1. The group sends a representative to show the sample email collected before class.

2. The teacher asks: Please find out the important and necessary components of email and the writing format.

Activity 2

1. The group sends a representative to show the sample English advertisement collected before class.

2. Please find out the important components of English advertisement.

Activity 3

The students find some more English advertisements, and after reading, talk about their feelings, the diversity and simplicity of English advertisements.

Activity 4

The whole class determines an advertising item or activity, and everyone creates an English advertising poster and displays it in the class.

Consolidation and extension

Find out the real test questions about email in the College English A-level exams in previous years. Students choose a topic and write the email. And send it to the teacher or classmates.

Class summary

1. Students summarize the key points and requirements of English email and English advertisement writing.

2. Students vote to select the best students and groups today.

Learning methods: Individual writing, Group discussion and presentation

Materials: Multimedia, Textbook

Assessment: Writing Competition

Assignments:

1. Review the English expressions and sentence patterns learned today.

2. Complete this week's practical English writing self-study manual;

3. Send an English email to your classmates or teacher.

4. Try to write an English advertisement to promote a product.

APPENDIX D

Standardized Practical English Writing Tests

Practical Writing Test (1)

Directions: This part is to test your ability to do practical writing. You are required to write an According to the following information given in Chinese. Remember to do the task on the Translation/Composition Sheet.

说明：假定你是办公室秘书梁丽，根据下列内容拟一封邮件。

内容：

1)本部门定于下周五(6月25日)下午2点在一楼会议室举办部门团建活动；

2)本次团建活动的目的是提供一个本部门中外员工之间相互了解、相互沟通的机会，并增进外籍员工对中国文化的了解；

3)本次团建活动主要内容包括学习编织中国结、学习剪纸等；

4)希望各位员工安排好工作参加团建活动。

Words for reference:

团建 team building

编织中国结 tie Chinese knots

剪纸 make paper cuttings

Practical Writing Test (2)

Directions: This part is to test your ability to do practical writing. You are required to write an According to the following information given in Chinese. Remember to do the task on the Translation/Composition Sheet.

说明：假设你是某公司市场部经理王小刚，最近访问了英国的一家公司，请根据以下内容写一封

感谢信。

内容如下：

1)首先感谢对方公司的热情接待；

2)表示此次访问收获很大(内容自拟，如：参观工厂、与客户交流等)、所签的合作协议是双赢的；

3)表示本公司还有许多产品适合贵国市场需要，有进一步合作的可能性；

4)最后欢迎对方来访，并再次表示感谢。

Words for reference:

双赢 win-win

Practical Writing Test (3)

Directions: This part is to test your ability to do practical writing. You are required to write an Ad. according to the following information given in Chinese. Remember to do the task on the Translation/Composition Sheet.

说明：请为ABC公司起草一份招聘广告，具体内容如下：

ABC公司专门从事机器人制造，产品畅销全球，深受客户欢迎。现公司欲招聘销售经理1人，条件如下：

1.年龄:30—45,男女不限;

2.至少拥有大专学历；

3.具有5年以上销售管理经验；

4.有较强的学习和交流能力；

5.具有一定的英语会话能力和熟练的计算机技能；

6.愿意经常出差。

应聘者请于12月10日前将简历发送至ABCHR@126.com或拨打电话12345678与Helen Smith女士联系。

Practical Writing Test (4)

Directions: This part is to test your ability to do practical writing. You are required to write an Ad. according to the following information given in Chinese. Remember to do the task on the Translation/Composition Sheet.

说明：假如你是ABC服装公司销售部经理王华，给客户约翰·斯密斯先生写一封信，信的主要内容如下：

1.对方6月15日询问衬衫订购的来信已收到，表示感谢；

2.衬衫的价格将根据订购数量而定，数量不足100件，每件80元；100件及以上，每件75元；

3.我们公司生产的衬衫款式新颖，价格公道，对方也可以访问我们公司的网站(网站地址自拟)，了解我们产品的更多信息；

4.随信寄去公司的产品价目表，并表示愿意为对方提供周到的服务。

Practical Writing Test (5)

Directions: This part is to test your ability to do practical writing. You are required to write an Ad. according to the following information given in Chinese. Remember to do the task on the Translation/Composition.
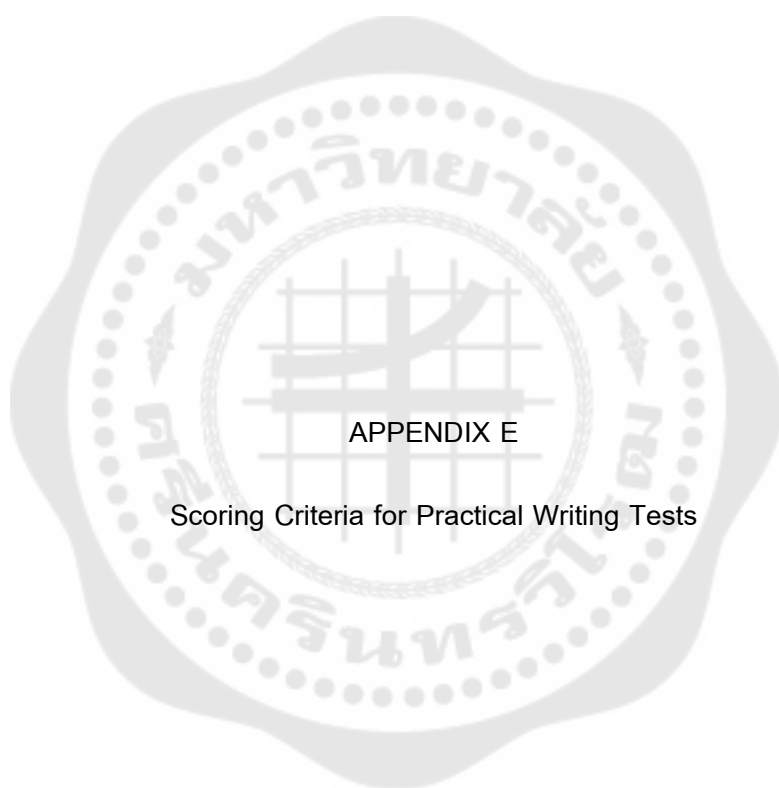
说明：假定你是公司采购部经理王斌。请根据以下内容给ABC公司销售部经理Hoffman先生写一封电子邮件c。

内容:

1.两周前本公司与ABC公司签订合同，订购床头灯1000台。订单号:HP3456236;

2.按照合同，ABC公司应在合同签订后一周内发货，10日内到货; 3. 但是到目前为止，本公司尚未收到所订货物或任何相关信息; 4. 要求对方查询，并回信告知。

Words for reference:

签订合同: sign a contract

床头灯: bedside lamp

采购部： purchasing   department

APPENDIX E

Scoring Criteria for Practical Writing Tests

1.The problem is marked by a comprehensive method, measured from three aspects: form, expression, and language, and given only one mark, that is, globing marking.

2.rewarding score: Grading should be rewarding, not penalty.

3.Three points can be divided into five levels:

1) The format is correct, the content is complete, the expression is clear, and there are only a few minor errors in the language;(25-30)

2) The format is basically correct, the content is complete, the expression is clear, there are some language errors, there may be some errors in the structure of individual sentences;(15-24)

3) The format is basically correct, the content is generally complete, the expression can be barely understood, there are many language errors, including a small number of serious errors.

4) The format is barely correct and the content is incomplete. There are many mistakes in the language, some of which are serious mistakes.

5) The format is not correct, the content is not clear, the language is fragmented, only some sentences are correct.

6) If you do not follow the prompts to write the composition or the language expression is completely unintelligible, you should give 0 points.
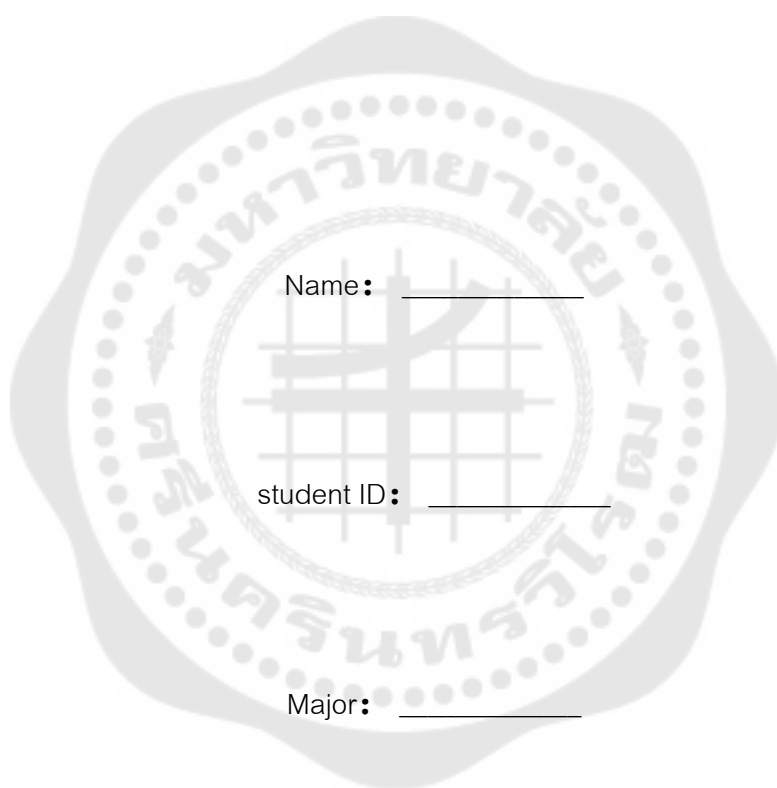
APPENDIX F

Practical English Writing

Autonomous Learning Manual

Practical English writing

autonomous learning manual

Name**:** _____

student ID**:** _____

Major**:** _____

Grade**:** _____

September -November, 2023

the_____ week

time： _____year _____ month _____day---_____day

Goals for this week

number	goals	self-evaluation
1		
2		
3		

English learning weekly self-evaluation

	study time	study content	completion
1			
2			
3			
4			
5			
6			
7			

What I learned this week.

Reflection on learning this week.

What adjustments do I need to make to study next week?

Everyday study recording

_____year _____month _____day week_____   weather_____

1. words (phrases) accumulation

_____

_____

_____

2. Words (phrases) sharing record

_____

_____

_____

3. sentence pattern accumulation

sentence

pattern_____

example sentences：

_____

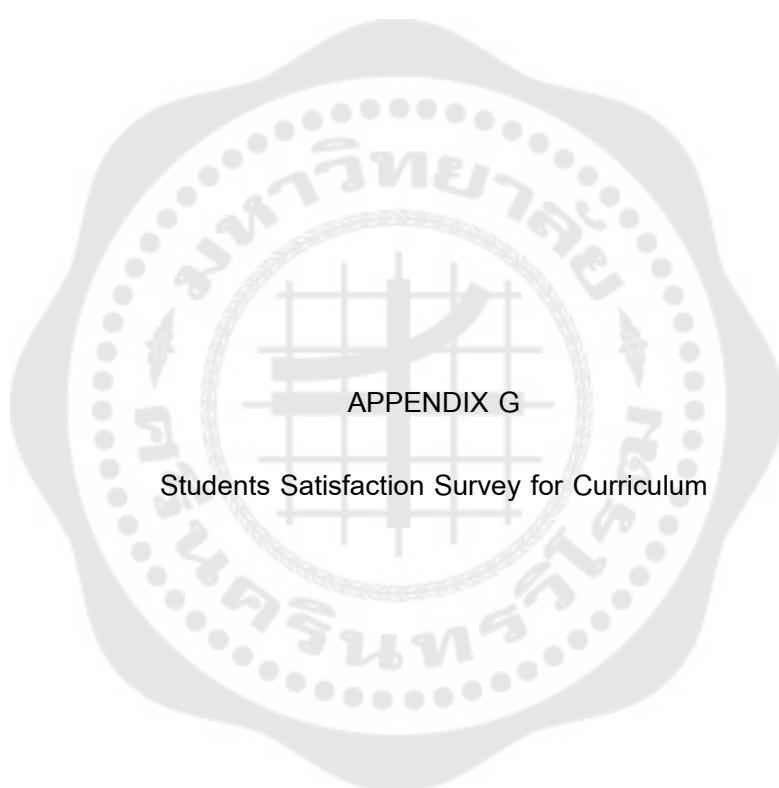imitation sentence：

_____

4. English essay excerpt

_____

_____

_____

5. Diary

APPENDIX G

Students Satisfaction Survey for Curriculum

Name: gender:

hearing loss decibels: main means of communication:

evaluation items	5	4	3	2	1
1. Overall satisfaction with the curriculum.					
2.clear curriculum objectives.					
3. The content of the curriculum is interesting.					
4. The implementation of the curriculum is reasonable.					
5. The evaluation method of the curriculum is reasonable.					
6. Teachers organize and teach the curriculum in a reasonable way.					
7. This curriculum provides me with enough opportunities to interact and exchange learning content with other students.					
8. My English learning has improved in this curriculum.					
9. This curriculum enables me to think independently about the subject knowledge content of the curriculum.					
10 The curriculum meets my future career development needs.					
11. The curriculum is helpful to my English writing ability.					
12. This curriculum enabled me to master the method of learning English independently.					
13. I will always study English (even if there is no English class in the future).					
14. Practical English curriculum is very useful for my future life and study.					

Please describe your favorite and least favorite parts of this curriculum.

Please give your suggestions on how to improve and enhance this curriculum in the

future.

APPENDIX H

Scores of Deaf and Hard of Hearing Students' Satisfaction to the Curriculum

Scores of deaf and hard of hearing students' satisfaction to the curriculum

No.	students' satisfaction to writing curriculum	
	mid-test	posttest
1	3	2
2	2	2
3	4	1
4	3	1
5	3	2
6	3	1
7	4	2
8	2	4
9	2	3
10	3	2
11	4	2
12	2	2
13	3	3
14	4	2
15	1	3
16	2	3
17	2	2
18	3	2

APPENDIX I

Informal Structured Interview Questions and Answers(n=6)

Interview questions	Students' answer
1. What do you think of the independent learning method this semester?	S1.: It's OK.
	S2: I feel pretty good. Apart from writing every day, everything else feels good.
	S3: Independent English learning can improve students' own learning initiative to a certain extent, enhance classroom interactivity, allow students to communicate and discuss with each other, cultivate students' sense of collaboration and inquiry, and facilitate students to better cooperate with teachers. Teaching tasks
	S4: I think there are good and bad ways of independent learning this semester. The learning method of this semester has diverged the thinking of our students, exercised our ability to think independently, collect information independently, and then report on the podium. This process is beneficial to training our way of thinking in learning English; but due to my own level of ability, I In the process of collecting materials, I only wanted to be fast and beautiful, and ignored that the essence of the independent learning method this semester is to learn English well. Therefore, I did not have a deep understanding of the English grammar of the materials themselves.
	S5: Overall, I think it is easier and more efficient to study at your own pace.
	S6: I feel that this independent learning method is quite good. It not only helps me master knowledge and skills, but also helps me understand myself, improve my independent learning ability, improve my ability to acquire knowledge and apply it, and improve my ability to learn independently.

2. What is your biggest gain from autonomously studying English this semester?	S1: The biggest gain is that I learned a little grammar on my own, and I think English is a bit interesting. S2: English stories and sentence patterns S3: The biggest gain is that we can learn what we want to learn through independent learning. We can freely arrange time to study and improve the efficiency of our own learning. Especially in group cooperation, it stimulates our enthusiasm for English learning. S4: The biggest gain is that I have experienced a different teaching model. In the past, the teacher taught us knowledge, but now the teacher gives us a certain topic, collects information in groups, and finally reports on the stage. The process is still very novel and exciting for me. I have symptoms of procrastination. It is important to complete the task within the prescribed time in class. For me, there are still certain challenges. S5: Have the motivation to learn and do not need teachers to urge or supervise. S6: Improve independent learning ability
3. How long do you spend studying English every day? What are the reasons that hinder you from learning English?	S1: The time is 10 minutes. The reasons include lifestyle habits, physical condition and many things. S2: About half an hour a day. What hinders learning English are homework from other curriculums, mobile phones and computers. S3: When I am particularly busy, I will interrupt my daily study

plan. In addition, I will study English for half an hour in the evening every day. Having too many tasks and homework to complete can become an obstacle to learning English.

S4: I haven't studied English for three weeks. The biggest reason is that we have no English classes in the second half of this semester, and I have not signed up for the grade exam myself. In addition, the computer curriculums in this major are also a huge challenge for me, so I spend a lot of time studying computers.

S5: At least half an hour. If you have a full class, you will not have enough energy, and you will have more than enough energy but not enough energy.

S6: At least half an hour of study time; ① No planning time or plan ② Psychological resistance to learning English more or less ③ Always staying in the comfort zone, simply memorizing and reviewing words and sentence patterns, and no in-depth learning of other knowledge.

4. What keywords would you use to describe the practical English writing curriculum learning this semester?	S1: It's okay, you need a certain foundation S2: Have a good time. It's a… be good at… S3: Freedom, respect for students, and improvement of independent learning abilities. S4: Think, Collaborate, S5: Efficient and autonomous S6: Consciousness, planning, patience, repetition, accumulation
5. Have you truly insisted on independent learning this semester? What	S1: Not completely done S2: It's hard to say because I don't have any interest in English. S3: I have not always adhered to independent learning. The actual situation is that I forget to follow the daily English learning plan when I am very busy due to many things every day.

is the actual situation?	S4: Didn't do it. The actual situation is that except for the study records in class, the independent study manual is usually completed in one go before the specified time. S5: I should be able to do it. I insist on memorizing words every day. I also try to use English for simple communication in daily life. I have the desire to take the initiative to learn. S6: I think I am at 80% level. I have been very busy and tired several times, especially during the practice week. I did not take time to study independently, and I did not have time to do it again... ...
6. Do you have any suggestions for modifications to the independent learning manual?	S1: It seems that I still haven't thought of any suitable suggestions. S2: It is recommended to write 2-3 times a week. Writing five times a week makes people unable to think of anything and is quite boring. S3: It is recommended that the questions should not be repeated because they are too rigid and systematic. You can skip the questions and change it to a free way. You can record whatever English-related knowledge you learn every day. S4: I think the second item of the independent learning manual, word accumulation and classmates' word sharing records, can be merged together. The diary can be changed into a composition, which is more practical, because if I write a diary independently, my article will contain a lot of idiotic words and typical Chinglish. S5: It is recommended to divide the manual by sections and extend the cycle time. A weekly manual is more suitable for middle and high schools. College students can read one book a month or even longer. There is no need to strictly divide the scope of knowledge to be written on each page. According to their own learning situation Just come and write

	S6: The part where classmates share words or phrases can be regarded as their own accumulation, and should be regarded as the part dedicated to writing applied English words or phrases.
7. What suggestions do you have for the effective implementation of this kind of independent learning curriculum?	1. I feel a little better now S2: I can't think of any good suggestions, but I just think it's okay this time. S3: None S4: Although we are learning English, the theme does not have to be limited to the customs and customs of Western countries. I think there can be more Chinese elements, because everyone is more familiar with Chinese culture. Then, although the vivid and beautiful ppt is good, I hope that in the process of collecting information, I can truly learn English knowledge and not be superficial. S5: It is suggested that teachers can appropriately add a little more leadership teaching content, or set aside one class a week to summarize students' reports and share them. S6: None
8.What difficulties did you encounter in the process of writing practical English? How did you deal with these difficulties?	1. Words, syntax, etc. are not clear. Memorizing them and understanding their meaning can solve some problems. S2: When you encounter sentence patterns that don't make sense in the order, or words you don't recognize, you usually go to the Sosou Translation app to solve the problem. S3: Without writing inspiration, it is difficult to write, and writing enthusiasm is not high. Read more information on the Internet to find inspiration, and extract good quotes and materials for reference. group plan. S4: When the teacher gives us a new learning topic, I will be confused and clueless. I don't know where to start. When

other groups are almost finished, our group has not even collected the information.

S5: The time arrangement is not suitable. I am a little tired from studying English every day when there are many classes. Make reasonable arrangements and use fragmented time to learn and memorize words or listen to English songs to ensure that you have time to learn English every day.

S6: I can't write the words I want to write or write the wrong words. In the final analysis, I don't have enough accumulation and haven't reviewed them thoroughly. I have written the sentence patterns I have accumulated several times but only half of them is correct.

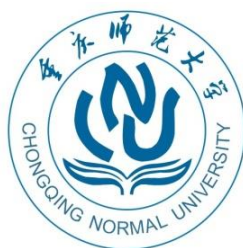| 9. After studying the practical English writing curriculum this semester, do you think your English writing has improved? If so, in what aspects has it been improved? Give a few examples to illustrate. | S1: Yes, the improvement in syntax is obvious. In the past, I sometimes forgot to describe tenses and sometimes wrote them wrong. I was a little unclear about passive voice and active voice. Through the guidance of teachers and my own self-study, Next, I gradually understood some concepts, and then realized that the reasons why I wrote some mistakes were due to lack of proficiency and inability to remember. Then it would be better if I became proficient in writing and memorized it.
S2: Somewhat improved, improved in writing verbs. For example, add -s or -es, -ed after the verb.
S3: The writing progress is not very obvious, but some aspects have been improved. For example, when writing, I will use some good sentences and words on the Internet; I will use templates flexibly in my writing, and the error rate will be lower than before.
S4: There has been improvement. We have been studying the English excerpts in the independent study manual in the first half of the semester. Most of the excerpts for my level 4 compositions have made me feel better when I excerpted them more. It was my first composition, which was before the first English session at the beginning of the school year. There were a lot of grammatical and lexical errors in the test. Compared with our last English writing, I think there has been some progress.
S5: There has been improvement. When I encounter classic sentence patterns, I will write them down in the independent learning manual. Then the more I write them, the more I will remember them, and I will have something in my mind when I use them.
S6: I feel that my English writing ability has improved somewhat, such as sentence patterns, grammar, possessives, etc. |

APPENDIX J

Movie Festival Proposal

School of Educational Sciences, Chongqing Normal University

2023—2024

"Movie and TV English, more words for life" theme event

proposal

Host: Chongqing Normal University 2022 Special Education

2023.9

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1.overview of the activity

(1) Activity background

(2) Activity purpose

(3) Activity theme

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(7) Activity time

2. Activity process

(1) Pre-activity (preparation)

(2) Mid-activity (activity implementation)

(3) Late-activity (closing)

3. Precautions

I. Activity Overview

(1). Activity Background

In such a rapidly developing era, we gradually discover the importance of English as a language, which is constantly penetrating into our lives. Therefore, this activity aims to cultivate students' thinking ability and improve their English level, so that everyone can feel the charm of English in entertainment and repeatedly experience the English knowledge in the film. At the same time, the film we selected is educational and inspiring, which can mobilize everyone's passion for learning English.

Multimedia as a new teaching method is increasingly widely used in classroom teaching, and English movies have also entered the classroom as an effective teaching tool. Learning English by watching English movies is different from traditional classroom teaching methods. It can create a good language environment for teachers and students and promote in-depth learning for both parties. Therefore, watching movies is an excellent way to learn English. It can not only learn different local languages from different places, but also understand the customs, values, and life in Europe and America, and improve the level of art appreciation and one's own accomplishment.

(2). Purpose of the activity

To further improve students' comprehensive quality, increase students' interest in learning English, enhance students' English reading comprehension and expression skills, better meet the challenges of future competition, open up a good way to learn English, and at the same time create a healthy and positive learning atmosphere to improve students' English learning ability.

The content of the movie is rich, vivid, vivid, colorful, and situational, which can help students create a real language environment. Students can learn, apply and accumulate English knowledge in the process of watching the movie plot, which is helpful for memorizing vocabulary and grammar knowledge and feeling the differences between Chinese and Western cultures. In the process of watching movies together and actively discussing, it can also promote the relationship between teachers and students and enhance the sense of collectiveness of the class.

(3) Activity theme

Movie and TV English, more words for life

(4) Activity unit

Organizer: Chongqing Normal University 2022 Special Education (Information and Resources)

(5) Activity target

All teachers and students of Chongqing Normal University 2022 Special Education (Information and Resources) (estimated number of participants: 20)

(6) Activity location

T2508, Lizhi Building, University Town Campus, Chongqing Normal University

Note: In case of emergencies, please refer to the latest news in the group

(7) Activity time

September 14, 2023 - September 21, 2023

Note: In case of emergencies, please refer to the latest news in the group

2. Activity process

(I) Pre-activity (preparation)

① Submit relevant activity materials and planning documents to relevant teachers and obtain their consent and support;

② Make an appointment for classroom and classroom scene layout;

③ Online preparation: movie playback platform

(2) Mid-term of the activity (activity implementation)

① All teachers and students enjoy the movie "Dead Poets Society" together

After watching the movie, write a review.

(3) Sharing of classic lines

① Each group sends a representative to share the lines of the movie "Dead Poets Society" and share their feelings about watching the movie.

② Each group sends a representative to share a line from the movie, and other students guess which movie the line is from.

(4) Classic section performance

After discussion and cooperation, each group will perform a wonderful movie clip on stage; each group's performance time shall not exceed 10 minutes, and the audience will score. The group with the most restored performance will be awarded the title of "Best Performance".

(5) Poster design

Based on the group as a unit, use creativity to try to highlight the characteristics of the movie to the greatest extent. The poster needs to play a good publicity role. The poster will be announced and displayed at the end of the activity.

(6) Late stage of the activity (summary)

① Each group selects a judge. After all the presentations are completed, the judges of each group will score the other groups, and the final score will be the average score.

② Make Meipian promotion.

3. Notes

(1). Weather conditions: If the weather is bad, the event will be postponed, subject to the notification in the group.

(2). Check the equipment before the event officially starts, and contact the staff in time if there is any problem with the equipment. If the movie cannot be shown

normally during the event, the publicity staff will put it in the group for everyone to check.

(3). Before the event starts, we have done a good job of scouting and arranging. If an accident occurs, we will remain calm, calm everyone's emotions first, evacuate people according to the planned route, and contact relevant personnel.

School emergency phone: 65635120

Chongqing Medical University City Hospital emergency phone: 65715120

Chongqing Normal University 2022 Special Education (Information and Resources)
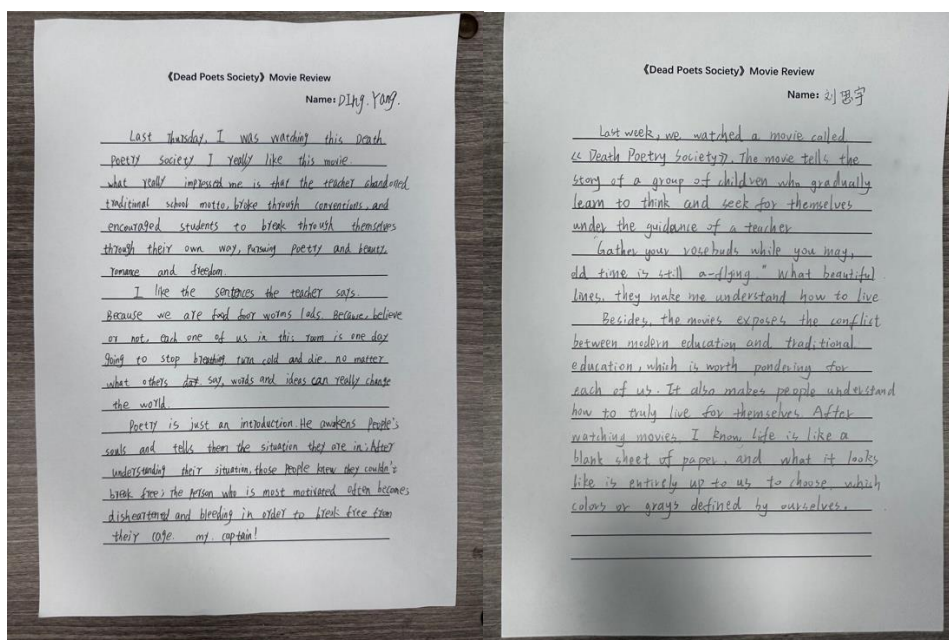
September 18, 2023
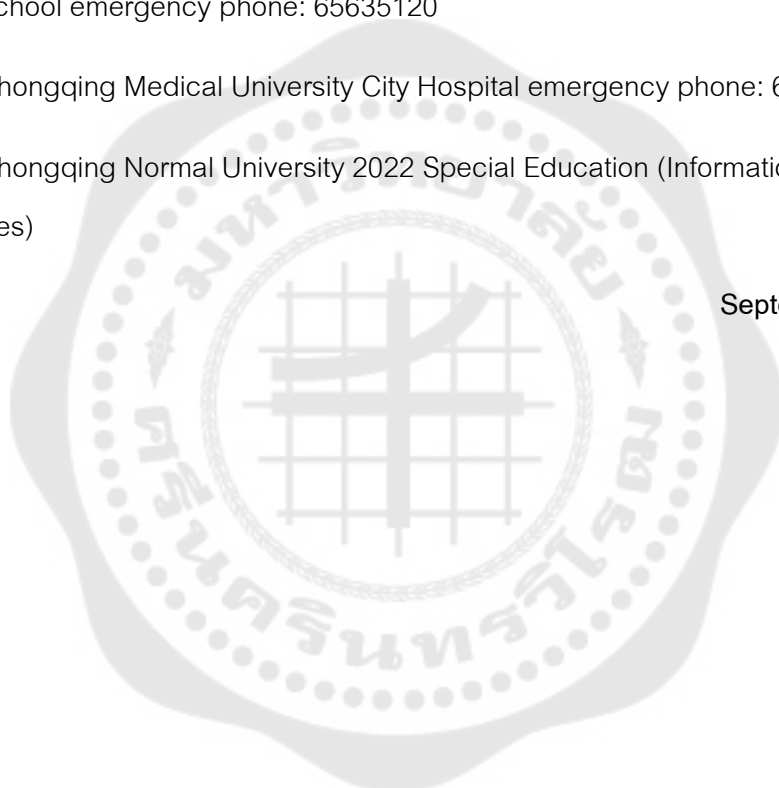
Photos of the First English Film Festival for Deaf and hard of hearing College Students

Movie lines sharing

Writing after seeing movies

making English movie poster

Group learning

VITA