RAE

TITLE: COLOMBIAN SIGN LANGUAGE AND GAMES EMPLOYED IN THE ENGLISH LEARNING PROCESS OF DEAF PEOPLE: a challenging experience
AUTHOR: Sonia Enith Salazar Mateus
DATE: April 13- 2018
ACADEMIC PROGRAM: Master in Education with Emphasis on Didactics of Foreign Languages
KEY WORDS: Deaf, Colombian Sign Language, Games, EFL, Inclusion.
DESCRIPTION: This Action Research is a pedagogical contribution to English teaching as a foreign language of deaf through the use of Colombian Sign Language (CSL) and games as learning strategies in order to give a learning opportunity for deaf in an inclusive context.

CONTENTS

INTRODUCTION: In this part, a general overview of the work is presented. The researcher explained how deaf learners are excluded in English teaching- learning practices in spite of law establishes quality and equity of opportunities in education. The research question that guided this work is: "What conditions in a methodological and didactic design could influence in the learning process of English as a foreign language of deaf students at UPN?" The main objective of this project is to allow a possibility of English learning through a teaching plan based on Colombian Sign Language and games as strategy of learning that aims that deaf students learn English as a foreign language at Universidad Pedagogica.

JUSTIFICATION: the teaching of English has been extendedly included in the academic process of students at all levels (*e.g.* elementary, secondary and university). English has been implemented in academic programs according to educative policies due to this language is seen as international language in different fields. It is necessary to face this globalized world by empowering opportunities in the personal, social and cultural aspects.

PROBLEM: The lack of a didactic and methodological design for English learning process of deaf.

MAIN OBJECTIVE: to allow a possibility of English learning through a teaching plan based on Colombian Sign Language and games as strategy for English learning as a foreign language to deaf.

SPECIFIC OBJECTIVES:

- To investigate reports concerning methodologies and strategies developed for the teaching of English to deaf students.
- To design and implement a didactic methodology to teach English based on the needs of deaf students registered in "Term Zero" at UPN.
- To analyze the outcomes of the implemented methodology.

THEORETICAL FRAMEWORK: Different assumptions and theories from some authors are the constructs of this study, among them: *education for deaf learners* to know how the teaching-learning process of deaf learners is. In addition, to comprehend how sign language contributes to the learning process of the deaf population; *English Schooling t*o know the current state of the learning of English as a foreign language by deaf individuals; *effect of Sign Language in Learning English* to understand the role of the sign language as the mother tongue in the learning of English as a foreign language. Thus, to comprehend how mother tongue (L1) is used when individuals learn another language and its contrast to mother tongue language; and *games as learning strategy* to observe what games are, why and how they should be used due to the effect on language learning, students' attention and motivation.

LEGAL FRAMEWORK: the regulation laws to favor the deaf and hard of hearing (among other limitations) have been implemented. Law 115 (*Ley 115 de 1994)*, makes reference to the education of people with physical, sensory, mental, cognitive and emotional limitations or exceptional abilities as integral part of public education services; Law 324 (*Ley 324 de 1996)* officially recognizes CSL as the first language of deaf people; Law 982 (*Ley 982 de 2005)* that guarantees norms to look for equalization of opportunities to deaf and deaf-blind people under protection of the state; Law 1346 (*Ley 1346 de 2009*) protects and insures the rights of people with disabilities based on non-discrimination, and Law 1618 *(Ley 1618 de 2013)* that establishes access to education pinpointing on the inclusion without discrimination.

RESEARCH METHODOLOGY AND APPROACH: This study is a qualitative one in which an Action Research (AR) design is followed due to the fact that the objective is to develop an educative proposal to transform and enrich educative practices for deaf learners in the project "Manos y Pensamiento" at UPN and it also contributes in the pedagogical field.

PARTICIPANTS: The populations of this work were sixteen undergraduate students, the total of students at term "Zero" at UPN.

CONCLUSIONS: There was required a methodology where association between written English – signs (CSL) and written English –images was established due to deaf perception is basically through sight.

CSL as means of direct and closer communication between English teacher and deaf learners without intervention of an interpreter is a meaningful contribution due to new knowledge is presented in a direct way It is undeniable that CSL has an important impact on the building of knowledge with deaf learners in their educative process.

Games were the main goal of the class not a part of the class as they were taken in the first stage of the implementation. This was possible with clear instructions, good material, enough time, challenge included according to characteristics of learners.

This implementation permitted to change the thought and attitude of some people including students (hearing and deaf) about English learning by deaf. Learners had the possibility to consider another way of communication.

Teacher needed to be open mind in order to make changes when necessary and faced the challenge of teaching English to deaf.

It was an interesting opportunity for deaf learners; most of them had the experience with English as a foreign language for the first time. They could perceive the world in another way, with another language. The learning of another language opens the vision of individual. Deaf learners thought of possibility of communication with foreign people if they learnt English.

It was frustrating to find the sample for this study, inclusive official institutions where there are deaf functionaries do not accept the proposal, and their answer is negative. The grater barrier is the clinical conception about deaf, sensitization is needed in educative context.

This study is a way to say others that deaf have the capacity to learn anything, the presence of the interpreter could be avoided if the teacher is prepared and knows SL, fossilization of errors in written production could be taken as English variations of deaf individuals, and teachers need to be creative to implement different methodologies and strategies according to learners. Barriers are just in our minds.

SUGGESTIONS: You should innovate, try different fields of actions and persist until you get do it. Deaf population need more opportunities on education, they can learn anything.

REFERENCES: For this work, researcher read theoretical foundations of many authors to guide this study among them**:** Vigostky (1924), Lado (1957), Stoke (1960), Selinker (1972), Lee (1979), McCallum (1980), Cummins (1981), Odlin (1989), Greenall (1990), Garrido (1993), Cordero & Martínez (1995), Sigurgeirsson (1995), Jacobs & Liu (1996), Casanova (1997), Odenweller (1998), Jones (1998), Kemmis & MacTaggart (1998, 2009), Marchesa (2001), Skliar (1995, 2003, 2004), Ramírez & Castañeda (2003), Hiltzensauer (2006), Dotter (2007,2008), ; Martinson & Chu (2008), Dominguez (2009), Lozanova (2009), Kontra (2012), Pritchart (2012), Sedlácková & Fonioková (2012), Dolezalova (2012), Mubaslat(2012).

EDUCATIONAL RESEARCH FIELD: Pedagogy, Didactics

COLOMBIAN SIGN LANGUAGE AND GAMES EMPLOYED IN THE ENGLISH

LEARNING PROCESS OF DEAF PEOPLE: a challenging experience

SONIA ENITH SALAZAR MATEUS

UNIVERSIDAD LIBRE

COLLEGE OF EDUCATION

Master in Education with Emphasis on Didactics of Foreign Languages

Bogotá, Colombia

2018

COLOMBIAN SIGN LANGUAGE AND GAMES EMPLOYED IN ENGLISH LEARNING PROCESS OF DEAF PEOPLE: a challenging experience

SONIA ENITH SALAZAR MATEUS

Thesis Submitted in Partial Fulfillment of the Requirements for the M.A. with Emphasis on

Didactics of Foreign Languages

Directed By

CLARA EUNICE RODRÍGUEZ MELO

M.A. in Applied Linguistics to the Teaching of English as a Foreign Language

UNIVERSIDAD LIBRE DE BOGOTÁ

COLLEGE OF EDUCATION

MASTER IN EDUCATION WITH EMPHASIS ON

DIDACTICS OF FOREIGN LANGUAGES
BOGOTÁ, COLOMBIA

2018

Note of acceptance

Thesis Director: _____

Jury: _____

Jury: _____

Jury: _____

ACKNOWLEDGEMENTS

Table of Contents

ABSTRACT

The Action Research study developed the implementation of a didactic proposal of the teaching of English as a foreign language for deaf learners through the use of Colombian Sign Language (CSL) and games.. The proposal was executed in a group of sixteen undergraduate students in term "Zero" at Universidad Pedagógica Nacional. A qualitative study was carried out and data was collected through different methodologies such as surveys, class observations and a variety of works done by learners. Findings showed that CSL as means of communication and tool of language learning is key in the learning process of deaf learners. Moreover, games as strategy of learning are useful in a didactic proposal to contribute in the teaching- learning process of English as a Foreign Language (EFL) of deaf people. Despite of old and persistent misconceptions about the deaf individuals, this study confirmed their potential through the positive results exhibited by them.

Key words: Deaf, Colombian Sign Language, Games, EFL, Inclusion.

RESUMEN

El estudio de Acción- Investigación desarrollo la implementación de una propuesta didáctica de enseñanza del inglés como lengua extranjera para aprendientes sordos. La propuesta se llevó a cabo con un grupo de dieciséis estudiantes de pregrado en semestre "Cero" en la Universidad Pedagógica Nacional. Se realizó un estudio cualitativo y los datos se obtuvieron a través de diferentes metodologías tales como: encuestas, observaciones de clase y variedad de trabajo hecho por los estudiantes. Los hallazgos mostraron que la Lengua de Señas Colombiana (LSC) como medio de comunicación y aprendizaje es clave en el proceso de aprendizaje de los aprendientes sordos. Además, los juegos como estrategia de aprendizaje son apropiados en un propuesta didáctica para contribuir en el proceso de enseñanza – aprendizaje del inglés como lengua extranjera de estudiantes sordos. A pesar de las pasados, persistentes y erróneas ideas sobre los individuos sordos, este estudio confirma su potencial y capacidad a través los resultados obtenidos por ellos.

Palabras clave: Sordos, lengua de señas colombiana (LSC), juegos, inglés como lengua extranjera, inclusión.

RAE

Title: COLOMBIAN SIGN LANGUAGE AND GAMES EMPLOYED IN THE ENGLISH LEARNING PROCESS OF DEAF PEOPLE: a challenging experience

Author: Sonia Enith Salazar Mateus

Publication Date: April 13- 2018

Key Words: Deaf, Colombian Sign Language, Games, EFL, Inclusion.

Academic program: Master in Education with Emphasis on Didactics of Foreign Languages

Description: This Action Research is a pedagogical contribution to English teaching as a foreign language of deaf through the use of Colombian Sign Language (CSL) and games as learning strategies in order to give a learning opportunity for deaf in an inclusive context.

Sources: With the aim to analyze and collect data, different sources were used for this Research work: Diagnostic surveys for deaf students and functionaries, class observations format, surveys at the end of the semester, teacher diary format and students´ artifacts. Besides, readings of articles, books and theses were consulted, they guide this study.

CONTENTS:

Introduction: In this part, a general overview of the work is presented. The researcher explained how deaf learners are excluded in English teaching- learning practices in spite of law establishes quality and equity of opportunities in education.

The research question that guided this work is: "What conditions in a methodological and didactic design could influence in the learning process of English as a foreign language of deaf students at UPN?" The main objective of this project is to allow a possibility of English learning through a teaching plan based on Colombian Sign Language and games as strategy of learning that aims that deaf students learn English as a foreign language at Universidad Pedagogica.

Justification: the teaching of English has been extendedly included in the academic process of students at all levels (*e.g.* elementary, secondary and university). English has been implemented in academic programs according to educative policies due to this language is seen as international language in different fields. It is necessary to face this globalized world by empowering opportunities in the personal, social and cultural aspects.

Problem: The lack of a didactic and methodological design for English learning process of deaf.

Theoretical Framework: Different assumptions and theories from some authors are the constructs of this study, among them: *education for deaf learners* to know how the teaching-learning process of deaf learners is. In addition, to comprehend how sign language contributes to the learning process of the deaf population; *English Schooling t*o know the current state of the learning of English as a foreign language by deaf individuals; *effect of Sign Language in Learning English* to understand the role of the sign language as the mother tongue in the learning of English as a foreign language. Thus, to comprehend how mother tongue (L1) is used when individuals learn another language and its contrast to mother tongue language; and *games as learning strategy* to observe what games are, why and how they should be used due to the effect on language learning, students' attention and motivation.

Legal Framework: the regulation laws to favor the deaf and hard of hearing (among other limitations) have been implemented. Law 115 (*Ley 115 de 1994)*, makes reference to the education of people with physical, sensory, mental, cognitive and emotional limitations or exceptional abilities as integral part of public education services; Law 324 (*Ley 324 de 1996)* officially recognizes CSL as the first language of deaf people; Law 982 (*Ley 982 de 2005)* that guarantees norms to look for equalization of opportunities to deaf and deaf-blind people under

protection of the state; Law 1346 (*Ley 1346 de 2009*) protects and insures the rights of people with disabilities based on non-discrimination, and Law 1618 *(Ley 1618 de 2013)* that establishes access to education pinpointing on the inclusion without discrimination.

Research Methodology and Approach: This study is a qualitative one in which an Action Research (AR) design is followed due to the fact that the objective is to develop an educative proposal to transform and enrich educative practices for deaf learners in the project "Manos y Pensamiento" at UPN and it also contributes in the pedagogical field.

Participants: The populations of this work were sixteen undergraduate students, the total of students at term "Zero" at UPN.

Conclusions: There was required a methodology where association between written English – signs (CSL) and written English –images was established due to deaf perception is basically through sight.

CSL as means of direct and closer communication between English teacher and deaf learners without intervention of an interpreter is a meaningful contribution due to new knowledge is presented in a direct way It is undeniable that CSL has an important impact on the building of knowledge with deaf learners in their educative process.

Games were the main goal of the class not a part of the class as they were taken in the first stage of the implementation. This was possible with clear instructions, good material, enough time, challenge included according to characteristics of learners.

This implementation permitted to change the thought and attitude of some people including students (hearing and deaf) about English learning by deaf. Learners had the possibility to consider another way of communication.

Teacher needed to be open mind in order to make changes when necessary and faced the challenge of teaching English to deaf.

It was an interesting opportunity for deaf learners; most of them had the experience with English as a foreign language for the first time. They could perceive the world in another way, with another language. The learning of another language opens the vision of individual. Deaf learners thought of possibility of communication with foreign people if they learnt English.

It was frustrating to find the sample for this study, inclusive official institutions where there are deaf, functionaries do not accept the proposal, and their response is negative. The grater barrier is the clinical conception about deaf, sensitization is needed in educative context.

This study is a way to say others that deaf have the capacity to learn anything, the presence of the interpreter could be avoided if the teacher is prepared and knows SL, fossilization of errors in written production could be taken as English variations of deaf individuals, and teachers need to be creative to implement different methodologies and strategies according to learners. Barriers are just in our minds.

References: For this work, researcher read theoretical foundations of many authors to guide this study among them**:** Vigostky (1924), Lado (1957), Stoke (1960), Selinker (1972), Lee (1979), McCallum (1980), Cummins (1981), Odlin (1989), Greenall (1990), Garrido (1993), Cordero & Martínez (1995), Sigurgeirsson (1995), Jacobs & Liu (1996), Casanova (1997), Odenweller (1998), Jones (1998), Kemmis & MacTaggart (1998, 2009), Marchesa (2001), Skliar (1995, 2003, 2004), Ramírez & Castañeda (2003), Hiltzensauer (2006), Dotter (2007,2008), ; Martinson & Chu (2008), Dominguez (2009), Lozanova (2009), Kontra (2012), Pritchart (2012), Sedlácková & Fonioková (2012), Dolezalova (2012), Mubaslat(2012).

COLOMBIAN SIGN LANGUAGE AND GAMES EMPLOYED IN THE ENGLISH LEARNING PROCESS OF DEAF PEOPLE: a challenging experience

INTRODUCTION

In Colombia, education is a right for all individuals. As it was established in the Law 115 (*Ley 115 de Febrero 8 de 1994*) and the General Law of Education (*Ley General de Educación*) in agreement with the Colombian National Constitution (article 67), education must be given to all regular individuals such as children, teenagers and adults, farmers, ethnical groups, people with disabilities and people with exceptional abilities. In the particular case of deaf people, educative practices exhibit the exclusion of students with hearing impairment from English classes. This is seen even in the most inclusive public institutions thus; deaf students are limited to sign language classes. This treatment is not only limited to primary and secondary education levels. At Universidad Pedagógica Nacional (UPN), deaf students do not attend to English courses as hearing students are requested as prerequisite in their academic programs, instead they attend to Sign language classes and Spanish classes as a second language.

Concerns arising from the treatment to minorities at international, national and local levels have been a constant. Inclusion has changed not only in its definition but also in action; currently, it is understood as a possibility to give equal opportunities of study and work to everybody, as well support of quality, pertinence and equity. Conditions of respect to different styles and rhythms of learning are needed in the places where inclusion programs are adapted. In addition, human, material and technological resources are needed; well prepared teachers that face diversity and are backed by family support for the success of the inclusion process. Thus far, some institutions have been working in inclusion with the interest of provide a suitable support to those students with a different cognitive or physical condition, taking into account their needs in a regular context. This allows students to learn with their and from their peers to have solidarity and to develop a democratic and plural society where difference is respected. This

approach of the incorporation of people that possess different physical and/or cognitive has aimed for the validation the right of education through the adoption of actions and programs that fulfill their specific needs and to develop adequate abilities. Educative institutions must provide equal opportunities in all areas of knowledge as well, to develop the potential of the students without regard of their physical and/or cognitive limitations. In order to achieve this, sceneries are built towards the construction of a tolerant society that values the richness of diversity and acknowledges the needs and abilities of all individuals. Inclusive education intents to give attention and support to the population with specific needs. It offers quality, relevance and fairness as it recognizes the singularity in the learning, needs and abilities of these individuals overlooking their personal or cultural characteristics.

Typically, all students at all education levels (*e.g.* elementary, secondary and university) should have the same rights and opportunities. This must be insured to all by including individual conditions that require the specific adjustments. Hence, institutions must implement strategies, methodologies and programs in order to make education possible by all available means. Furthermore, institutions must not overpass that learners are indispensable in the educative process. Fortunately, for the regulation laws to favor the deaf and hard of hearing (among other limitations) have been implemented. For instance, Law 115 (*Ley 115 de 1994)*, makes reference to the education of people with physical, sensory, mental, cognitive and emotional limitations or exceptional abilities as integral part of public education services. Furthermore, Law 324 (*Ley 324 de 1996)* officially recognizes CSL as the first language of deaf people. Other regulations are Law 982 (*Ley 982 de 2005),* Law 1346 (*Ley 1346 de 2009*) and Law 1618 *(Ley 1618 de 2013)* that guarantees norms to look for equalization of opportunities to deaf and deaf-blind people under protection of the state; protects and insures the rights of people with disabilities based on non-discrimination; and establishes access to education pinpointing on the inclusion without discrimination, respectively.

Moreover, in Colombia, the teaching of English has been extendedly included in the academic process of students at all levels (*e.g.* elementary, secondary and university). English has been implemented in academic programs according to *Ministerio de Educación Nacional* (MEN) with *Standards* (2006). The Common European Framework Reference, CEFR (2001) was taken as framework. On the other hand, governmental programs such as *Bogotá Bilingüe*

(Programa Nacional de Bilingüismo) and *Colombia Very Well* (Programa Nacional de Inglés) promote the learning of English as a foreign language at local and national level, respectively. These programs were thought to face globalization by empowering opportunities in the personal, social and cultural aspects. Nowadays, people must unwrap in a world that demands the learning of a foreign language; as it has become a tool that facilitates the personal and professional development in different fields such as educative, politics, economy, social and cultural. From the different foreign languages, English stands out and it is widely used to communicate ideas, thoughts, feelings, needs and interests. In order to participate in an increasingly globalized world, it is imperative to learn English. Hence, this context demands a pertinent education to face the new challenges.

Despite the fact that policies and governmental programs propose important changes on education, the experience of this researcher as a teacher has led to notice that students with any type of deafness (mild, moderate, moderate-severe, severe, or profound) are not being included in English classes at any of the education levels above mentioned. Large group of students, lack of resources and qualified teachers, inadequate learning-teaching practices, reluctance to change curricula and misconceptions regarding deaf people are some justifications that have been given to excuse the exclusion of this type of students.

It is evident how laws and decrees proposed to regulate education as well programs promoting the learning of English are not completely inclusive. That is, it does not cover all individuals during their academic process. For those reasons the researcher, who carries this study, has been reflecting in the importance and compulsion to transform and adapt practices in order to bring a proposal for the teaching of English to deaf students at UPN.

To evaluate the current state of the art of the teaching-learning experience of students that possess any type of deafness, it is required to investigate on the following criteria:

1. *Education for deaf learners.* To know how the teaching-learning process of deaf learners is. In addition, to comprehend how sign language contributes to the learning process of the deaf population.
2. *English Schooling.* To know the current state of the learning of English as a foreign language by deaf individuals.

3. *Effect of Sign Language in Learning English.* To understand the role of the sign language as the mother tongue in the learning of English as a foreign language. Thus, to comprehend how mother tongue (L1) is used when individuals learn another language and its contrast to mother tongue language.

Regarding education for deaf learners outside Colombia, R. Macias carried out a research study on the challenges faced by teachers with the students with auditory limitations. (Macías, 2010) A sample of 34 teachers of special education with emphasis on auditory attention and language (support teachers at pre-school, elementary and secondary levels) localized in three different cities were selected. This number of teachers corresponds to the 14.6 % of the teachers in that modality found in the three cities. The sample is considered homogeneous as they all share similar professional profiles. Structured and individual interviews (30 – 45 minutes) were the selected method of interaction with the teachers. The interview was divided in the following sections: *i)* personal information, *ii)* academic preparation and *iii)* special education challenges. Data shows that communication with hearing impaired students is a limited due to the lack knowledge of Mexican Sign Language (MSL). As consequence, the learning-teaching process is constrained. Hence, the author proposes to enhance the learning of MSL language by starting it at the initial levels of the academic process. Moreover, the study allows to identify the Sign Language as a necessary tool, and not as a unique possibility, to improve teaching- learning process of other areas of knowledge.

In Colombia, the work of Sabogal and coll., reflects on the work carried out for the education of people with hearing impairment. (Sabogal, Patarroyo, & Lopez, 2010). The authors propose the inclusion of hearing impaired students in the institution Escuela Normal Superior de Acacias (ENSA) with purpose to provide them an integral education and their recognition as "subjects of rights", respecting diversity. A pedagogical guide to attend 17 hearing impaired students at elementary and secondary levels is given. Within the proposed methodologies is found: games to facilitate the learning process, variety of activities such as body perception, use of technology, constant feedback, clear instructions and work on inductive and deductive methods. Furthermore, sensibility is promoted towards the hearing-impaired trough the opening of spaces for experience sharing and reflection. In conclusion, this project shows how changes

and adaptations are necessary when inclusion is given and how the institution needs to work to attend the population.

In Bogotá, UPN has started the process of inclusion of deaf students under the development of the project "Manos y Pensamiento: Inclusión de Estudiantes Sordos a la Vida Universitaria". This project was implemented in 2003 and it keeps running to date. The project aims for the inclusion of deaf students to the university context according to the needs exhibited by the becoming to be student. The project covers from the preparation of students to the training of future teachers specialized in education of deaf students. Hearing-impaired students begin their university education at UPN, entering to "Term Zero" (Semestre Cero). This term is designed to provide guidance and to prepare students to their starting changes in their personal, academic and even professional areas of their lives. In order to be registered in the academic program of their election, all students must complete all the requirements stated to complete the "Term Zero". Throughout the development of this project, modifications on the program have been carried out such as the enhancing of Colombian Sign Language (CSL) as their mother tongue, improving of Spanish as a second language and amelioration of evaluative practices. As participatory action research thus far, the project has shown results in the social aspect as well transcendence that has led it to achieve national and international recognition. Up to now, the project was certified as successful by Ministerio de Educación Nacional (MEN) in 2007 and it has been mirrored in other universities. These results confirm that that inclusion is viable. Although, it is demanded a change in conceptions, perspectives and attitudes in order to build a respectful and tolerant society.

For the researcher, great concern related to the need of improvement still stands, thus improvements in the pedagogical proposals may still be made and be implemented in order to upgrade the teaching-learning process of deaf community.

The motivation towards the learning of a foreign language by deaf students was studied by Morávková. (Moravkova, 2011) Under the restriction that these students may start the study of English as a second language when third grade of primary school is achieved, the author evaluated what prompt students to learn English. Studies were carried out with the help of 19 students with age ranging from 16 to 23 years old (Sample distribution of students of secondary school: 5 students of 1st grade, 7 students of 2nd grade and 7 students of 3rd grade) with different

degrees of hearing loss at Středníškola pro sluchověpostiženéa OU, Gellnerova 1. The authors aimed to know and understand what motivated these students to learn English. This study provides insights on the potential work that can be done with hearing loss learners at any academic level.

Furthermore, a project directed by Lozanova (2009), proposes the learning of foreign languages by the deaf and hearing impairment population based on common European standards. The project aims to offer equal opportunities for people with any type of hearing loss as it is required by the current reality of globalization and mobility. The work reveals information on the reasons people with a hearing loss learns foreign languages. Moreover, it identifies the strengths and weaknesses on communicative skill, gives classroom recommendations; reveals constraints and needs regarding teaching strategies and learning environment besides it confirms that the skills developed are generally focused on reading and writing.

In Colombia (Caldas), Buitrago and Gallego proposed a ten months course for deaf learners. (Buitrago & Gallego, 1994) The course was designed for a heterogeneous deaf group, ages ranging from seventeen to thirty years. It focuses on developing reading and writing skills using sign language. This research study stands out as one of the first approaches of the teaching of English by deaf population in Colombia.

Later on, Avila developed a blended English course using internet EFL resources to be taught to eleven deaf university students coursing different academic programs in a public University in Bogotá. (Avila, 2011) It is important to mention that English classes are not offered as part of their academic program to these students. The researcher expresses her concerns on the great disadvantages of learners with a hearing loss in the actual context in which English is widely used to access all kinds of information. In the course, learners had face to face classes complemented by virtual EFL activities. The methodology employed the presence of a CSL interpreter during the teaching of the classes. The instructions given by the English teacher are given to the students by the CSL interpreter. Results showed some perceptions related to the learning process of the deaf students. In addition, the preference for collaborative learning and tasks linked to visual media as a good learning tool.

On the other hand, regarding the role of L1 in the learning of another language, a study was carried out in Mexico by Barrientos et al. (Barrientos, Fonseca, Ortiz, & Sanchez, 2017) The

purpose of the study was to identify the importance of the use of the mother tongue or L1 (Spanish) in the effective learning of a second language or L2 (English). This was evaluated in students and teachers of the Global Plan (PG) in the Center of Language Teaching (CEI) of the Faculty of Higher Studies Acatlán (FES-AIS) in 2015. The study also allowed to observe the extent of the use of L1 by teachers when teaching an English class in the classrooms of the FES-AIS. The study highlights the importance of the understanding of L1 by the students, especially o those at the earlier beginner levels. This favors an efficient learning process and avoids situations of psychological frustration by the students. The knowledge acquired clarifies doubts related to the language and the class development (instructions, directions). The outcomes of this work will be exploited in the course of this project to verify how the use of sign language by teachers during the implementation of an English course has an effect on the English learning practices at UPN.

In Colombia, Buitrago et al., carried out a project titled "Interferencia Lingüística en el Aprendizaje Simultáneo de Varias Lenguas" that analyzed twenty documents written in different languages such as English, French, Italian and German (basic, intermediate and advanced levels) that showed linguistic interference. (Buitrago, Ramirez, & Rios, 2011) From those, thirteen were selected and exposed to learners. Data showed that learners presented a significant interference especially related to vocabulary, connectors and grammar categories. The similarities on phonetics, morphology and semantics were the main causes of linguistic interference. This is attributed to associations between L1 and L2 made by the students. This study may guide the understanding about the learning of English in simultaneous with the acquisition of Spanish as a second language and CSL of hearing-impaired students at semester zero.

Furthermore, the results on earlier studies were also investigated. Among them are studies concerning the role of mother tongue in the learning process (Cummins, 1981) and theories on language transferring (Selinker, 1972; Thiemer, 1980; Lado, 1957)

All the above-mentioned research contributed to the development of the work to be presented here. Three main drawbacks were identified which led to the fulfilment of this proposal. First, although misconceptions on deaf learners have been corrected, still other wrong conceptions remain. The results reported by previous studies, provide tools that can be used in order to approach the correction of remaining misconceptions. Second, the few studies on the

learning of English by deaf students exhibit positive results. Albeit longer learning times frames are expected, deaf students have achieved the learning of the English language. Still, the teaching of English to deaf students remains unincorporated in their academic programs. This reason is the engine that drives the need to continue researching in this recent field of action. Finally, there is a lack of information of the role of mother tongue in foreign language learning and how L1 is present in FL learning. Furthermore, improvements need to be explored such as the role of games in language learning as an enjoyable resource of learning and an alternative to the use of visual media.

Under the framework described, it is possible to identify what weaknesses are present in the education provided to deaf students at UPN. The university does not offer deaf students to learn English as a foreign language in their academic programs. Moreover, the development of an appropriate methodology to carry out the teaching process, keeping in mind their needs, stands out for its absence. Further confirmation of these facts was provided by members of the project (Chair of the project, Coordinator of interpreters, a Teacher and a Tutor) "Manos y Pensamiento: Inclusión de Estudiantes Sordos a la Vida Universitaria". A project that started with the aim to work on the inclusion of deaf population at the university life style. Students with no hearing impairment, can access English courses ranging from level 1 to 4. On the other hand, deaf students are only offered intensive courses of Spanish a second language. These courses target the improvement of reading comprehension and written production. But, deaf students are excluded from learning a foreign language notwithstanding the program of inclusion supported by the University.

In order to establish the current situation of deaf students in relation with the learning of English as a foreign language, three surveys were designed. A first survey, addressed for deaf students at semester "zero", was used as a tool of basic diagnostic (Appendix 1). It includes questions regarding previous learning English experiences. The results collected on this first surver are shown in Appendix 2. A second survey was designed for members of the project "Manos y Pensamiento" (Appendix 3). It was established with the objective to gain knowledge on the current state of English learning by deaf students, including the used methodology. (Appendix 4). The third survey had the intention to be answered by deaf students to provide information on their perception on the functionality of the work.

From the gain data, the lack of a well-studied methodology and an appropriate didactic to learn English by deaf students at UPN are the main issues. They are the fundament of the **SCIENTIFIC PROBLEM** to overcome. (Appendix 5). Hence a **SCIENTIFIC QUESTION** arises: What conditions in a methodological and didactic design could influence in the learning process of English as a foreign language of deaf students at UPN?

Following the establishment of the scientific problem, the theoretically groundwork on specific subjects such as education for deaf learners, English learning as a foreign language for deaf learners and the role of mother tongue in the foreign language learning process, needs to be addressed.

There has always been a degree of stigmatization towards people with hearing impairments. In ancient times, it was believed that presenting congenital problems was one of the consequences of the condition of deafness thus, deaf people did not have the ability to rationalize ideas. Thereby, deaf people were rejected, and their rights were not recognized. (Ramirez & Castañeda, 2003) Up to the present moment, there are still misconceptions that deaf people possess learning difficulties and knowledge processing. It is an urgent matter to correct these ideas.

"In the hearing society it is already clear that English is the world´s *lingua franca* and that mobility in the global sense is not possible without a considerable knowledge of it. For many hearing pupils, English is the second or third language they learn for this reason. For many or most deaf people, this self-evidence does not yet exist". (Dotter, 2008) To demonstrate that the learning capacity of deaf people can be developed and that they have the potential to learn a foreign language, it is important to highlight all the research work carried and the positive results obtained in relation to these issues so far. It is a right for people with deafness to have access to our current globalized.

Furthermore, it cannot be overlooked the role of L1 in the learning process of foreign languages. Language transfer, defined as a mental process where learners organize the target language and develop hypothesis about this, may direct on the understanding about how SL is transferred to FL learning and how positive or negative could be. (Craats, 2001)

Taking into account everything previously described, it is established as the **OBJECT OF STUDY** the teaching of English to deaf people. Thus, the **OBJECTIVE** of this research project is to allow a possibility of English learning through a teaching plan based on Colombian Sign Language and games as strategy for English learning as a foreign language to deaf. CSL for deaf English teaching- learning process will be the **FIELD OF ACTION** of this research.

For this research project three questions were established: *i)* What methodologies and strategies have been implemented in English teaching practices for deaf students in national and international institutions?; *ii)* What didactic strategies should contribute to the English learning process with deaf students of "Term Zero" at UPN?; and *iii)* What outcomes in the English learning process are observed with the implementation of the proposed didactic design?

To find the answers, certain **SCIENTIFIC TASKS** are needed to be carried out:

- To investigate reports concerning methodologies and strategies developed for the teaching of English to deaf students.
- To design and implement a didactic methodology to teach English based on the needs of deaf students registered in "Term Zero" at UPN.
- To analyze the outcomes of the implemented methodology.

In order to carry out this research project, a **METHODOLOGICAL DESIGN** was designed based on Action Research (AR). According to Kemmis and MacTagart is a "form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality of their own social or educational practices...". (Kemmis & MacTagart, 2008) The researcher and participants of this study have a responsibility to change their current context, in order to make way to the transformation of the current practices.

This study contributes to the inclusion of deaf people to society thus, backs in the enrichment of our society. Educative practices must validate the national guidelines of the policies and agreements related to globalization demands.

"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need." Rick Riordan.

CHAPTER I – THEORETICAL FRAMEWORK

In this chapter, the history on the perception of deaf people is given in order to provide the reader the background that has brought them to their current situation and from here to work in the building of improved deserving perspectives. The researcher delves into the three main parts: *i)* notions on education for deaf learners. Definitions about deafness related to its clinical and anthropological vision are given; *ii)* disability and *iii)* bilingual and inclusive education as an option to support diversity in a multicultural world.

Concerning the teaching of English to people with deafness, there are few studies to the extent of the knowledge of the researcher. Nonetheless, these studies reveal how the perspectives about deaf have changed and some educative proposals are being implemented to give deaf learners what they need in the way they need. These works provide guides on considerations to be taken into account about the learner, teacher and the role of sign language in the L2 and another language learning process.

1.1 History

Religious, social, political and cultural conceptions and attitudes have greatly affected the history of people with deafness. Consequence of wrong actions and persistent misconceptions through time has caused a great misunderstanding of the people with this condition that will take a long time to correct.

Since ancient times, deaf were seen as sick or strange and as such they were treated. Throughout history, these people have been stigmatized to possess cognitive problems and not being able to think rationally. Deaf were not accepted by Gods according to the religious beliefs in Greek and Rome B.C. In the Middle Ages, deaf were stoned, taken as slaves or murdered; they had no rights because their deafness was considered an abnormality and a damnation. Erroneously, people believed this limitation brought by itself deficits in cognitive development

thus, they did not possess the capacity to learn a language. Those conceptions had negative effects on the educational, social, emotional, and vocational aspects for people with any degree of this impairment.

Changes for a better quality of life for the deaf only arrived in the Modern ages. (Velasquez, 2010) In these times, authors appeared with educative proposals for deaf such as, Girolamo Cardano (1501-1576) who proposed the use of hands and signs as a tool of communication for deaf. He was inspired by his observation on how deaf tried to communicate with their family members at home. Simultaneously, Pedro Ponce de León (1508?-1584), a Benedictine monk, established the first method of teaching to the deaf how to communicate written and orally. His method was based on manual alphabet, gestures and signs. Later on, Juan Pablo Bonet (1573-1633), author of the first treatise for the teaching to the deaf based on manual alphabet. The abbot Charles-Michael de l'Épée (1712-1789) founded the first institution for deaf in France. The education was given using the sign language proposed by Bonet. This institution was rapidly taken as a model by other European countries. The idea to educate and to communicate to the deaf was brought to America by Thomas Hopkins Gallaudet (1787-1851). After his trip to Europe where he learnt methodologies concerning the teaching to the deaf using signs, lip reading and oral communication, he founded a university for deaf in EEUU using American Sign Language (ASL). Whereas in the EEUU, education for deaf used a combined method based on sign and oral language, in the Congress of Milan in 1880 was decided that as sign language was forbidden, the best way to teach deaf was using oral communication. This resulted in a frustrating and complicated learning process for the deaf. In Europe, deaf education was seen as a corrective and regulating perspective where the institution was a clinical care place, a deaf student was a patient and a teacher was a therapist with a clear purpose: work on oral communication.

Oral communication by the deaf is developed through systematic repetition and imitation in order to correspond to hearing people oral production. (Ramirez, 1999) Thus, the emphasis on the spoken language used by the majority and the restriction in the use of sign language, leads to hearing culture denying possible manifestations of other cultures. This was also stated by Skliar, "the space of discriminatory practices in which deafness is medicated; the subject is a pathologic

individual, curricular adaptations are made denying a deaf curriculum and practices and policies are logocentric and ethnocentric". (Skliar, 1997)

Long time was taken for those conceptions to be changed around the world. In Colombia, the education of the deaf was started to be taken seriously until 80's decade. Educative polices demanded that institutions for deaf developed an official curriculum with pertinent adjustments. This situation made possible, tardily, the introduction of sign language in the classrooms as a vehicle for pedagogical relations. The Ministerio de Educación Nacional demanded deafness to no longer be considered an illness but a situation of cultural diversity. (Medina, 2005) There was a need to adapt the curriculum according to the needs of deaf learners as well the need to acknowledge the deaf community in order to provide the attention they need and the importance they had. So far, it still has not been easy for this community to be acknowledge as a group of individuals that make part of a society, hence this achievement is still a work in progress.

1.2 Notions on Education for deaf

The history related to deaf explains how some concepts and social and cultural context have been changing and how these changes have had repercussions on education field. There are necessary concepts to clarify and comprehend the challenge of education for deaf and its implications to reflect on possibilities to contribute in the educative practices according to their needs.

1.2.1 Deafness

Nowadays there are the clinic and anthropological conceptions of deafness. Clinic vision defines deafness as a "sensory impairment" which must be compensated through the use of processing aids, surgery and/or rehabilitation. This hearing limitation occurs for different reasons such as environment, genetic factors, illnesses, medications and trauma at any stage of life from childhood to old age. Marchesa makes a classification of deafness depending on the location of the lesion it could be: conductive deafness, deafness of perception and mixed deafness. The author also states deafness according to the degree of hearing loss: light loss, mild loss, severe and profound. (Marchesa, 2001) In addition, he says it is possible to talk about pre-lingual hearing loss (before language acquisition) and post-lingual hearing loss (after language acquisition) it depends when the limitation occurs. Unfortunately, clinical vision considers a

limiting factor for the acquisition of oral language and relates deafness with cognitive problems. For the researcher deafness is a hearing loss according where, how and when it occurs complemented with the anthropological vision. A physical diagnostic is necessary to know how to direct an educational approach bearing in mind the decision made by deaf about preference of oral or sign language, but it is necessary to avoid pejorative terms such as disability and complete the definition of deafness from the anthropological vision.

On the other hand, socio-anthropological vision propitiates a change in the social, educative, communicative and cultural contexts. The deafness is seen as a "condition" that identifies a group of people through the development of a visual-manual language (signs) with their particularities and culture. Deaf people "become individuals belonging to a minority culture, users of a minority language, immersed in a linguistic collective and cultural diversity this conception permits to accept deaf people as a part of society in a plural world where there is respect for the difference and diversity. (Patiño, Oviedo & Gerner, 2001)

Skliar says that both the clinical and socio-anthropological conceptions must be overcome considering that deaf people give priority to sign language acquisition but also, they need to learn basic skills of Spanish or any other language where they are immersing, as L2 not choosing oral expression as an aim and not respecting their differences (residual hearing, articulatory ease, lip and facial reading skill). (Skliar, 2004) The statement of the author allows to deaf people to make a personal decision about the communicative approach on their teaching-learning process and the answer for the decision made is the acceptation and respect by people around them.

1.2.2 Disability

The definition of this concept is complex because there are social, cultural, politics and philosophical influences. The World Health Organization defines disability as "an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations". According to this definition disability is related to possibility of body to do some actions and social interactions; however, it is a situation that gives a stigma and place attitudinal barriers in the society.

In the convention of the Organization of the United Nations in 2006 disability is defined as "an evolving concept that results from the interaction between people with disabilities and ~~the~~ barriers due to the attitude and the environment that prevent their full and effective participation in society, on an equal basis with others." Again, this definition shows that disability represents impossibility to participate in the same terms as regular individuals because of different physical or mental conditions.

In spite of the governmental policies in favor of disability at international and national levels, negative conceptions are present in human beings because of traditional and deep-rooted thought of the difference as something abnormal, there is necessary to change old beliefs in favor of having a society where respect and tolerance make possible to live better. For that reason, the researcher avoids the term of disability keeping in mind the negative connotations of this concept and she prefers to make reference to deafness in spite of disability or impairment.

1.2.3 Deaf Community and Sign language

The socio - anthropological vision recognizes that deaf have their own structured language that joins them. Members share feelings of group identity, self-recognition as deaf, which redefines deafness as a difference and does not as deficiency. (Skliar 1995). For Baker and Padden "the deaf community comprises those deaf and hard of hearing individuals who share a common language, common experiences and values and common way of interacting with each other and with hearing people".(Bakar & Padden, 1998) To close Deaf Community is a minority group that shares similar experiences, interests, and language, deaf can be educated, be successful, get marry, have a "normal" life, they should never be considered disabled or abnormal, deaf only have a different condition related to language.

The distinctive and strong particularity in this community is their linguistic system. A general definition given by dictionary for Sign Language, which is going to be discussed afterwards is: "any visual and gestural systems of communication, especially employing manual gestures, as used among deaf people", this definition needs to be complemented according to the relevance it has in the Deaf Community due to include deaf conceptions, beliefs, thought, in other words deaf culture.

Studies done by Stoke, Friedman and coll, Massone and Pettito among others, confirm that SL has linguistic features as any other oral language, it is stated that SL is not a derivation of a spoken language.(Stoke, 1960; Fredman, Klima & Bellugi, 1976; Massone & Pettito, 2000) Furthermore, SL as any other language is linguistically structured and determines habits, values, beliefs, view of the world of the community and the impact of this language in their learning process must be kept in mind. According to Basic Dictionary of Colombian Sign Language, SL can be studied in all linguistic levels: phonological, morphological, semantic, pragmatic and even at the discursive level. On the other hand, the recognition of signs as a language began with the studies carried out made a comparison between oral languages and American Sign Language and stated that SL structure has its equivalent of syntax (use of the space) grammar (simultaneousness of the signs) and pragmatics (deaf's body language) and for deaf people language perception and production is visual and gestural.(Stoke, 1960) In other words, SL has its own vocabulary (nouns, verbs, adjectives, adverbs, articles, conjunctions, prepositions and so on) some of them are made with a specific sign or it is given according to the repetition of the sign or position of hands or/and face expression; its own morphological organization, word order is different from Spanish; its intonation goes according to the strength in the signs; it can express tenses, in sum SL is a complex linguistic system as oral languages and as them, SL should be studied in detail to understand learning process of a foreign language.

SL is not a universal language as Oviedo states there are idiolect variation, diaphasic, diastractic and diatopic differences among countries and regions.(Oviedo, 2001) Like any other language, it also has linguistic variations, there are differences at national, regional and local levels considering who, how, where, when even why language is used, because does not exist a unique universal sign language, so there are also changes in SL responding to the dynamic characteristic of the language. For instance, in Colombia SL as influenced by Spanish Sign Language (SSL) because of immigration or deaf were educated in Spain in the 1950's, especially in Cali. Later in the 1970's American Protestant Missionaries came to the country, as a result there was a strong influence of American Sign Language (ASL) especially in Bogotá. (Oviedo 2001)

Skliar and coll stated that sign language is a feature of deaf community giving to deaf a proud attitude and this attitude works in a positive way, for that reason they create their own

organizations, their own cultural representations.(Skiliar, Massone & Veinberg, 1995) In addition, Tovar says that recognition of sign language brings another perspective of deafness and deaf where clinical vision is abandoned and the socio-anthropological vision takes place and deaf begin to participate in a meaningful way. (Tovar 2001) A positive attitude about oneself allows facing challenges, looking for new goals, planning for the future.

Sign language is the first language for deaf individuals, it is their mother tongue. In Colombia sign language is accepted as deaf's mother tongue, for this reason bilingualism as an educational option is assumed for them in 1990, so they acquire CSL as their L1 and they learn Spanish as their second language or L2. Later, by Ley 324 of 1996 CSL is officially recognized as the natural language for deaf, it means mother tongue or first language for them.

To conclude about this topic Tovar writes an article about the importance of SL as a linguistic system that must be respected and maintained.(Tovar, 2001) The researcher agrees with the authors, SL is a language with important recognition and status as any other oral language and as a language could be a bridge of communication between deaf and hearing people and it is an alternative to reach any kind of knowledge, it cannot be denied.

1.2.4 Bilingual Education

According to the clinical or socio- anthropological vision education has been proposed as a therapeutic or pedagogical perception. The most educative practices have been discriminatory, and the predominant model has been a corrective and normalizing due to deaf "need" to be normal and normal means a deaf who speak then, deaf have to take therapy and treatment to reach the goal.

The clinic educative perspective makes the individuals and their cultural manifestations invisible. The approach has been oral monolingual. The worry of this perspective is to make deaf people to speak in order to turn them into "normal individuals", the progress in the educational field and cultural recognition has been almost vain. On the other hand, the socio-anthropological perspective has been looking for comprehension, acceptation and respect for deaf culture working on integration and inclusion in scholar, labor, social and cultural spheres giving the bilingual and inclusive alternatives on the field of education. Institutions such as Federación Nacional de Sordos de Colombia, FENASCOL and Instituto de Sordos , INSOR research about

some concerns like: validity of the bilingual and intercultural model children from five years old, implementation of bilingual model at preschooler and elementary level, Spanish as a second language, inclusion of students in regular institutions with assistance of an interpreter at secondary level, linguistic study of CSL and cochlear implant. However, the limitations predominate and deaf are seen as disabled. (Medina, 2005)

In the concept of Skliar, there is no justification to establish a barrier between deaf and other human beings, from this segregation other such as: civil, legal, labor and cultural are interlinked. (Skliar, 2003) Education is a right without restriction by beneficence and charity, without the curative obsession of medicine. Bilingual education should create conditions for bilingual and bicultural development, generate a change of status of L1 and L2, promote the use of SL in all educative levels, and diffuse SL and deaf culture beyond the educative institution…always respecting the particularity and singularity of deaf individuals. In this sense, bilingual education gives a socio-cultural alternative for deaf respecting their characteristics where deaf can develop their L1 and learn L2 allowing the context they need to have a cognitive development.

Bilingual education for the deaf is a coherent response to the socio and linguistic situation and condition of the deaf (Skliar, 1997) Ramirez and Castañeda add that "it is an educational approach that respects and understands, On the one hand, the situation of bilingualism that the deaf students live, and on the other, the right that they have as linguistic minority to be educated in their own language as UNESCO established in 1954. There is agreement about conditions and educative proposal in order to have a different educative approach. In addition, the authors clarify bilingualism in the education of Colombian for deaf is given with the two languages that are in their environment: CSL and Spanish as L2. (Ramirez & Castañeda, 2003)

In the work of Ramirez and Castañeda is stated that education for deaf in Colombia began in 1923 in Medellín and then in 1924 in Bogotá following the oral method divulged in Europe. (Skliar 1995). The model had clear objectives as Manrique and Scioville exposed "develop the skills that allow deaf to use their auditory residuals; to teach speak and understand oral language; to develop their understanding of language in order to make them able to understand different areas of knowledge; to prepare them to reach higher educative levels or the labor market in a competitive way". (Manrique & Scioville, 1977) MEN based the educative proposal in those

terms, the conception of deafness was clinical, and the educational answer was therapeutic and rehabilitation of deaf in spite of pedagogical proposals. By the 1980's important changes in the education for deaf emerged, FENASCOL began to promote the teaching and learning of LS and demands a qualified education for deaf. (Mejía,1988).

After long time, bilingual education appeared as a solution for deaf education. Ramírez and Castañeda stated the bilingual proposal needs a hard work from the educative community involved (parents, teachers, interpreters and others) in order to achieve the bilingual objectives: acquisition of CSL; learning of Spanish as L2; learning of academic and scientific knowledge; cognitive, social and emotional development. (Ramirez & Castañeda, 2003) Nowadays, bilingual education is implemented in institutions to attend deaf learners at elementary, secondary and university level. Fortunately, educative polices guarantee this educative model for deaf, but work continues in order to improve the proposal.

However, a bilingual proposal it is not enough to attend to the educative needs of deaf in spite of the recognition of SL in deaf education and implementation of the education through SL and learning of Spanish as L2 and all adaptations done with this model mentioned before due to deaf need to be respected and accepted in all contexts without any exclusion or restriction.

1.2.5 Inclusive Education

To complement deaf education, inclusive education is another proposal. Casanova states inclusion as a possibility because of flexible organization, adaptations, and modifications considering variables in time, location, purposes, curriculum, methodologies, and strategies. (Casanova, 1997) Besides he adds the importance to respect the pace and learning styles, evaluation from formative perspective where educative process has new and different meanings. This inclusion accepts diversity, other languages, and other cultural expressions that may transform society in a positive way. The researcher wants to contribute with the inclusion program at UPN implementing an English course for deaf learners keeping in mind their needs, because inclusion does not mean to have all people concentrated in the place at the same time, one of the inclusion goals is to give learners what they need in the way the need making the modifications and adaptations according to the conditions.

25

Students with different characteristics generates environments of coexistence, respect and tolerance not given in other circumstances.This coexistence permits to recognize of each other avoiding social and cultural barriers and the educative institution has the responsibility to promote this context. Cawthorn , Stinton and Antia argue that inclusion can work best if it is to be implemented when deaf students come to regular classes with hearing students, and they are involved in all aspects of school life. (Cawthorn, 2001; Stiton & Antia, 1999) This environment promotes learning from each one of the students (deaf and hearing) where difference is a possibility to learn not a barrier to exclude individuals. At first instance, the researcher's proposal is only for deaf learners (there are not hearing learners) due to they are in term "zero" and in this stage the goal is to give to deaf some tools for adaptation at university life, after this term they will be with regular students according to the academic program they choose.

Domínguez presents the responsibility of the educational system to find solutions adapted to deaf learners' needs that will allow them to develop linguistically, socially, emotionally and academically.(Dominguez, 2009) The author affirms that a quality education for deaf students should promote access to equal conditions that hearing students, it means offering the ordinary curriculum (with the pertinent adaptations), give the possibility to deaf students to understand and participate in educative situations (it is necessary to use sign language), generate situations to make possible they learn the oral and written language of their environment (with the consequent resources as materials that they need) and offer situations in favor of friendly relations with other deaf and hearing peers, and promote the development of their personality helping students to grow in a bi-cultural environment. The statement of the author states bilingual and inclusive educative proposals are present and possible options to support deaf learners in a pertinent way respecting their linguistic difference and their educative rights.

Finally, as stated by Ramirez and Castañeda, there is no a unique bilingual educative model to implement with deaf learners, the important fact is to think of characteristics of the population in order to work on a pertinent model. Definitely, educative model and proposals must be thought on learners as the center in the educative process to give the best option for them due to times and population are changing and learning- teaching process is dynamic.

1.3 English for Deaf

English is recognized as the language of the world in this globalized context. Educative, cultural, social and work opportunities demand its learning. In Colombia was established a governmental educative proposal "Colombia Very Well" from 2015 until 2025, the program is for all Colombian people. However, deaf Colombian learners have not many possibilities to learn English as FL, as a consequence of misconceptions related to deaf.

Considering L2 learning, in this case Spanish is a complex learning process for deaf, and that the low levels on reading and writing (which are not mastered for many "normal" students either, as shown in state test SABER) affect the possibility of English learning. It is thought that EFL for deaf it is not possible because "deaf are not able to learn Spanish, less they are going to learn English" or "they do not need to learn English" as they were isolated in the world.

It is a reality around the world that deaf people present differences on their written production of the national language they learn, these differences are called "difficulties" or "errors", this situation needs to be analyze deep due to there are factors that could explain it and guide teachers and researchers in order to find a possible way to improve deaf's written production, and this is a strong "reason" to think deaf cannot learn another language. The situation mentioned does not mean deaf cannot learn a foreign language with educative, professional, social, even personal purposes, especially nowadays in a globalized world that requires the English learning, deaf are in a world where they need to access to information, to have more and different possibilities at educational, professional and personal fields.

Some countries in Europe have been implementing English learning as a FL. In Colombia few studies have been carried out, however this recent field of education needs more attention and work.

1.3.1 EFL Implementations

Deaf also have interest about learning English. According to Kontra "deaf adults are interested in learning the written modality in the FL. (Kontra, 2012) The motivation is predominantly instrumental for getting information from internet sources, for keeping in touch with foreign Deaf organizations via email and for travelling abroad" The interest to learn a FL can vary from the personal to the educational or professional reasons. Besides, she affirms "deaf

learner has a strong first language base, and the knowledge of the majority spoken language is built on the firm foundations of sign language", this is one of the factors could be analyzed with a previous knowledge of sign language (how is structured and how it works) to understand the differences on deaf's written production and to think of a possibility of written variety of FL of deaf population.

Related to English learning, Pritchard says "English has become a world language, used more often by non-native speakers than native speakers, both hearing and Deaf people need to develop skills in English to participate in and cope with the demands of our modern multicultural, technological society" it shows the need of learning English in the world at present days.(Pritchard, 2012) In Norway English is a mandatory subject in the curriculum for deaf and hard of hearing (people with a hearing loss in a certain degree) according to the preferences and functional hearing of learners, it means oral or written English and this learning-teaching process is given through British Sign Language as a bridge to English language. Again, it is seen how English is a tool to face the world today.

Pritchard supports that "Pupils need an environment where there is a feeling of security, where they can experiment, practice, make mistakes without ridicule and see their skills increasing and expanding" this makes reference to learning spoken English due to deaf have the possibility to choose oral language in EFL.(Pritchard, 2004) Furthermore, about reading she states "we can approach the reading of English in different ways and with different goals. But first we need to understand the nature of reading English. Solely trying to remember what words look like is not a good reading strategy alone". About writing skill she proposes teachers give corrections and guidance to maintain deaf´s motivation so as to give options to deaf to be creative in a progressive way from copying, completing sentences, writing sentences, use of writing frame, and planning and writing text. For learning-teaching grammar she recommends meaningful activities to give to learners the experience of language as a whole. These suggestions could help teachers to guide strategies for learning and teaching process with deaf population but it is important to bear in mind learners' needs and interests and contexts where and when they are.

For Sedláčková and Fonioková on the concern of English for deaf they make emphasis on reading skills as a result of difficulties presented by them and the slow progress. (Sedláčková &

Fonioková, 2012) Reading comprehension is critical factor in academic success and it does not apply in one's mother or national language, but also in foreign languages, particularly today. They say "reading comprehension is useful to everybody, but even more so to university students. It is seen then especially pertinent to deaf, even though reading is seen as one of the challenging areas and a frequent cause of academic and career failure of the deaf". One of the goals on English learning for deaf in long terms, it is to give the tools to improve reading.

To complement about reading, strategies are based according to kind of reading, phase of reading process, approaches to learning from texts. (Najvarova, 2008). Again, it is important to direct efforts according to learners' conditions (level, needs, and interests) and to establish clear goals. As conclusion, Sedláčková and Foniokováreflec on difficulties for deaf in terms of language, insufficient language among others, they also invite teachers and researchers to search for ways of developing reading comprehension. (Sedláčková & Fonioková, 2012)

It is observed a problematic situation on reading skill that needs to be considered on learning-teaching strategies for deaf, after all the reading process starts from reading of words to the complex level of reading specialized texts.

Doleżalova an English teacher of deaf and hard of hearing learners for over 5 years at university level at Charles University in Prague, describes her experience as a constant search of improving methods and strategies conforming to learners' needs. **Fuente especificada no válida.** She has had to implement visual material, technological artifacts, social networks, even the pace to speak with deaf and hard of hearing when they need. She clarifies their learners make decision about oral or sign communication to learn EFL and she respects it and adapt her teaching. This testimony corroborates how important and necessary is to think of learners' needs and adapt teaching-learning strategies to reach educative goals.

Domagala-Zysk stars from the idea of learning English "to acquire high quality education and to be competitive in the job market" confirming the need of learning this language to have better educational and job opportunities.(Domagala-Zysk, 2012) During her work with deaf and hard of hearing English teaching-learning process, she has carried out studies of written production to explain problems on this process. She noticed the following types of errors made by interference of SL: incorrect sentence structure, incorrect verb forms, definite and indefinite article omission, lack of plural forms, wrong forms in adjective sentences, using national

language equivalents, subject omission, incorrect prepositions, possessive and spelling. In this respect, Cornett adds that "written production of deaf students resembles a foreigner's style: language is simplified…" these are arguments to propose a dialectal variation on deaf's written production as another variety of English. (Cornett, 2011)

Dotter compares the second language and third o foreign language learning process giving important directions on deaf and hard of hearing learners' education. (Dotter, 2008) The author expresses the need to change and adapt curricula in order to give pertinent attention to minority groups like deaf learners. He states that deaf and hard of hearing learners prefer to use their sign language to learn another language. Deaf and hard of hearing students have interpreters in their classes to learn about different subjects of their academic programs because they are with hearing students, so they do it through sign language. The researcher wants to observe and analyze the effect of the use of Colombian Sign Language in English learning. The chapter written by the author mentioned before is very important for the researcher to reflect and guide the practices with the population objet of this study. On the other hand, it is significant to comprehend how foreign language learning could be influenced by deaf's mother tongue.

The European Commission implements in 2008 multimedia course that is a proactive learning environment on the web, this is a model for teaching written English for deaf in order to improve this skill. The program is called "SingOn" basic level (www.sign-on.eu); "SignOnOne" , it is an intermediate level and uses the national SL (Austrian, British, Catalan, Dutch, Finnish, Icelandic and Norwegian) as a tool for communication with deaf learners. The contents are presented in units and some topics are: family, seasons, home among others; grammar themes such as passive voice, relative clauses, use of articles and so on. Grammar explanations are given through the use of SL. The program has a communicative perspective promoting awareness of master the language to improve English learning level. User of the program can navigate according to their needs and interests. (Dotter, 2008) The worry and attention for deaf and hard of hearing is present not only from educative institutions but also government entities.

In this regard, Hiltzensauer adds information and communication technology is an important means to reach goals of education for deaf people creating, presenting and using materials through SL. (Hiltzensauer, 2006) Offering English to deaf is not limited to the classroom in the school or university levels, implementation goes to use of online programs

taking advantage of the technological resources and allowing a greater coverage of population and places. This program could be taken as model and replicated in the Colombian context according to deaf learners' needs in order to work on communication and grammar.

Definitely, English for deaf needs to be implemented and adapted. English learning has not as a unique purpose communication or grammar, both are complemented. Grammar is more than a core of rules and structures of a language, it is so important in people´s communication that requires attention and study. The knowledge of grammar could be given conscious unconscious but is present during language learning process and of course while language is used (written or spoken). In spite of the fact that individuals can communicate their thoughts, ideas, wishes in any way it is better do it in the correct form.

1.3.2 Learner's role

Armstrong claimed that "traditional education ignores or suppresses learner responsibility" because learner just is a receiver of information. (Armstrong, 2012) The learner needs to be the center of the learning-teaching process; needs' learners will keep in mind when syllabus and lesson plan are developed. Deaf have the freedom of choosing if they prefer to learn through oral or sing language, this is a personal decision. Besides, it is necessary an autonomous and self-regulated learner to mastery EFL.

1.3.3 Teacher's role

It is not enough to be an English teacher or a pedagogue of deaf who knows English, each one of them have important qualities related to their academic training but also it is necessary to know and to understand the specificity of the psychological and social functioning of deaf and hard of hearing persons. Domagala-Zysk says that teacher needs to be patient due to learning process is different. (Domagala-Zysk 2012) It is necessary a teacher who treats deaf as equals in intelligence, abilities: as person able to learn. (Lozanova, 2009)

Teacher should be able to face difference without any type of discrimination and he/she must give the best of him/herself. Besides, in the case of deaf learners, the teacher needs to be creative for preparing visual resources and didactic strategies to implement in teaching practices to have the attention of learners and positive results.

1.3.4 Sign language's role

All of the authors mentioned below express that sign language is used as a bridge to learn a foreign language. This language facilitates communication between teacher-student; SL permits to give explanations to learners about foreign language and directions of the activities to be done by students, and another important role L1 has on FL is how it can influence in the foreign language learning.

Linguistic features of SL may be observed through Linguistic Interference and Contrast Analysis (CA) to explain and to understand the "mistakes" presented by deaf in their written production (this is one of the ways to reflect their language learning) due to SL really interferes on deaf L2 learning. In general, deaf population presents "mistakes" with L2 and is reflected on their writing. However, interference it is not only with L2 but also with any other language learning. According to studies carried out by Domagala-Zysk, there are common "errors" of deaf written production. (Domagala-Zysk 2012)

Lado through the Contrastive Analyis (CA) in which is made a comparison between a pair of languages looking similarities and differences, said "those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult", he establishes that learners are dependent on their L1 in the learning process of another language. (Lado, 1957) In grammar Spanish there are lots of complex elements and deaf have not reference with their mother tongue, SL. This is a barrier to reach proficiency in the second language learning, this could explain why some aspects are more difficult than others when another language is learnt.

Selinker introduced the term interlanguage to make reference to influences of languages between them when learning process and use of them. (Selinker, 1972) The author establishes transfer is a strategy used by individuals to learn L2 or FL and of course, not all aspects of L1 are transferred, only structures or elements that are useful for learners are selected. These selections are used and learners can transmit their thoughts in the target language. Therefore, it is a universal strategy linked to general linguistic patterns as sequences of development (the natural order hypothesis) evolutionary errors (common in the acquisition of L1 and any other language) and errors of non-native speakers of L2 or FL.

Additionally, Odlin states important theory about second language process "transfer is the influence resulting the similarities and differences between the target language and any other language previously acquired",this interference can be seen in the oral and written production of the learner/user of the target language in phonological, lexical-semantic and morph-syntactic and pragmatic aspects.(Odlin, 1989) The linguistic transfer could be positive or negative according to similarities or differences between languages. Positive transfer is seen from similarities related to linguistic features between L1 and L2 or FL, giving as a result comprehension and acceptability on language production (written and oral). Negative transfer occurs when L1 and L2 or FL show contrast between them, in this way it the differences could be considered as "errors". In the same way, Cummins talks about positive transference, L1 knowledge could be helpful when learning L2 or FL and this knowledge and skills that learner has are extremely instrumental to develop the abilities in L2 or FL.(Cummis, 1981) This explains how languages affect one another in a positive or negative way.

Viader and Pertusa establish some characteristics on written production: in SL deaf do not use articles with a specific sign, deaf do not make difference between gender in adjectives, verbs conjugation sometimes is wrong, omission of words (conjunctions, articles, prepositions), use of wrong pronouns, repeated use of the same word, concordance of grammar categories (article, number, gender, tense).(Viader and Pertusa, 1995) The observations done are based on Spanish written production, however some of these features are very similar to English written production as Domagala-Zysk presents. Similarities in errors made by deaf learners of different backgrounds may also help teachers or others involved in the design and implementation of linguistic education programs to understand better learning difficulties.

To avoid a behavioral perspective as commonly is associated with transfer, Sharwood-Srnith talks about "problem-solving procedure", a view which takes into account the active role of the learner when transfer language occurs. (Sharwood-Srnith, 1979) In this way transfer need not be mechanical: it can also be creative. Individuals could make this process conscious or unconscious and while learner is making a mental comparison and associate or exclude and state their own language rules with the new language it is not only a behavioral attitude.

Contrastive analysis suggests that through a process of mapping one system into another it is possible to identify similarities and differences that can to lead to a better understanding of

the potential problems faced by L2 or FL learners.The transferences can be related to linguistics: syntax, grammar, lexicon and so on. Despite CA cannot predict the error that may occur in the process, is still useful for explaining the transfer because it is an undeniable aspect in any language learning. In spite of the fact those terms have been modified (transfer, linguistic interference, cross linguistic influence) they make reference to L1's influence on L2 or FL. These perspectives permit to compare SL, L2 and FL to explain the features presented on written production (even oral) of deaf and hard or hearing learners and study, analyze and propose strategies and methodologies to contribute to this recent field on education: English for deaf.

1.4 Suggestions on English learning for deaf

There are some recommendations about classroom practice, among them: organize the classroom to maximize the visual input, write key words or phrases on the board, use visual aids to provide additional access to information, use screen projectors, light should be appropriated, present new vocabulary prior to the lesson, give participation to students in an organized way to have the attention on who is participating, create a more visual environment as possible and give extra time to learners. (Lozanova, 2009)

Dotter also states visual information should be presented to deaf and hard of hearing in order to facilitate learning and memorization of vocabulary. He confirms the need of visual input to facilitate language learning. (Dotter, 2008) Cordero and Martínez also point to visual material with the written form of words to facilitate comprehension and learning. (Cordero & Martinez, 2005)

English for deaf is a recent field of study, at international, national and local levels but some strategies have been used EFL through SL. Most of studies are carried out in Europe, but give relevant information to apply in the national and local contexts to make English implementation as a subject at all levels of education as happens with hearing learners. There is not a better or satisfactory method for teaching-learning process thanks to the dynamic nature of language. At this time, reality is a globalized, plurilingual and multicultural world where English is the tool for communication and access to knowledge and more opportunities, its learning is a necessity and false beliefs about deafness need to be changed.

Moreover, in the educative process of EFL for deaf SL has a defined role on language learning that should take into account in order to make learning process easier as possible, besides the knowledge of this language by the teacher allows understanding related to linguistic features on SL and FL learning.

1.5 Games as learning strategy

An additional concern of this study is game in language learning. There are several literature about this field due to it has always been an interest about how individuals learn a second or a foreign language. Due to the importance that game have in language learning the work made by Mubaslat argues how effective games are for the primary stages.(Mublast, 2012) According to her, games ought to be used as a relevant activity of the class, carefully chosen and with a purpose to allow learning in a pleasant way. The paper gives lights of what games are, why and how they should be used. The study is done with three groups during five months with twenty lessons per month each one of forty- five minutes. Data shows a good effect on language learning, the students' attention and motivation increased and games enrich the environment of the classroom. An ideal environment to learn is where the individual is motivated, relaxes, challenged among other important conditions. In the case of hearing impairment students it is imperative to get their motivation to learn a new language.

Another research link is related to games in learning "El Juego Como Herramienta en el Aprendizaje del Inglés" by Lozano in Spain. (Lozano, 2012) The population sample was at elementary level in the science class. The school is bilingual and public. Conclusions of this study showed more interest of the students, relax environment to learn, and more participation of the students. Besides, the relevance of game as a necessary activity in the physical, intellectual and social development of the individual this contributes in a positive way in the learning process, especially at initial stages.

The study carried out by García, with students of 5th grade at CEDIT Jaime Pardo Leal in Bogotá, he implements a pedagogical strategy using games to improve English learning. (Garcia, 2007) Games such as: matching cards, lottery, duck and goose, hangman, singing with the human body improve learning of grammar and vocabulary. Conclusions of the implementation are: positive results on language learning, students enjoy the activities because of the comfortable environment without anxiety factors; students have the experience of losing and

winning where values are present, the attention and motivation increases and improving of group work. Again, games are a strategy that catch the attention of students and allow learning in a relax environment.

Learning new topics or themes about any field should be in a different way of traditional methods and strategies used for that purpose due to there is expectative about what is going to be learnt and motivation is key in the learning process. In this sense, Richard-Amato says "games stimulate students' inner motivation and enhance the interest of the class.(Richard-Amato, 1988) Secondly, the variety and intensity that games offer may lower anxiety". Additionally, Ersoz confirms "games are highly motivating because they are amusing and interesting…" Games give the possibility to get the students' attention that it is a necessary factor in learning language. (Ersoz, 2002)

It is widely known, Vigostky gives high importance to game; he establishes that individuals through game have social and cognitive development. (Vigostky, 1924) As Jacobs and Liu add in relation to social development, games played in pairs or small groups provide a venue for learners to develop their skills in working with others such as disagreeing in a politely way.(Jacobs & Liu, 1996) Games promote social interactions giving specific roles to each one and attitudes in front of different hypothetical situations; and learning is given in a different way as occur with traditional instruction.

The definitions of games point to fun activity with purpose and rules. According to Byrne games are a form of play by rules, they are not only enjoyable activities in order to break the class routine but also they are an option of learning language by students in the course of the games. (Byrne, 1955) In addition, Hadfield's definition is "an activity with rules, a goal and an element of fun".(Hadfield, 1990) Richards and coll give a useful definition "a game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication by spoken or written language". (Richards & Plat & Plat, 1992)

As strategy "games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teach us how to strategize, to consider alternatives, and think flexibly". (Martinson &

Chu, 2008). A complex process as learning should be experimented in a comfortable setting and games give this alternative where "students learn without realizing that they are learning" as is stated by Schultz and Lee also says that language games permit to learners use the language instead of think of learning the correct form. (Shultz, 1988 & Lee, 1979) Pivec and Dziabenko establish "learning process should be interesting, easy and it should be fun to learn. (Pivec and Dziabenko, 2010) It also should fit with an everyday task and the working environment in order to achieve optimum results". In addition to this, it can be said students do not worry about mistakes and punishment. All the statements presented contributed to complement the proposal using games for EFL learning with deaf students considering this was the first experience where their needs were kept in mind in a design of a didactic proposal for English learning.

1.5.1 Reasons for using games

Valid reasons are given to use games in language learning, Lee says that games should be as central not peripheral in a foreign language learning program. (Lee, 1979) Lee and Mubaslat give reasons for implement games in language learning: break down with the routine of the class, motivate learners, bring a challenge, students learn without being aware of the process, provide variety on practice, individual and cooperative work is present, there is interaction among learners.(Lee, 1996; Mubaslat, 2012)

Richard and Amato say "add diversion to the regular classroom activities… but also they are used to introduce new ideas" and Wierus and Wierus say students can remember things faster and better.(Richard and Amato, 1988; Wierus and Wierus, 1994;) In sum, use of games brings a friendly, fun, comfortable and relaxed environment for learning. Similarly, McCallum opines that games are useful as reinforcement, review and enrichment.(McCallum, 1980) Possibilities of games are wide, however is the teacher who has to observe and analyze his/her educative context to implement games in classes and learning-teacher process.

To learn new vocabulary it is not an easy work, Carter and McCarthy consider new words are forgotten if they are not recycled in some way and make it into long term memory. (Carter and McCarthy, 1998) Games give a possibility to repeat in different ways not just vocabulary, but also contents, opics and so on.

1.5.2 Classification of games

Games are categorized according to language purposes and skills (listening, speaking, writing and reading) on language learning. Lee suggest the following categories: structure games, vocabulary games, spelling games, pronunciation games, number games, listen and do games, read and do games, writing games, miming-role games and discussion games.(Lee, 2000) On the other hand, McCallum divides games into: vocabulary games, number games, structure games, spelling games, conversation games, writing games and role play games. (McCallum, 1980) The researcher of this study has four categories where could be place each one of the previous mentioned: vocabulary games, grammar games, communicative games and skill's games in which are involved the activities implemented.

1.5.3 How to use games

It is important to bear in mind how to choose games. Sigurgeirsson affirms that a game could be perfect for one teacher or a group of students it could be terrible for another teacher or group of students. (Sigurgeirsson, 1995) It is possible have different reactions and results with a game due to variables such as: students' interest, teacher's or students' mood and so on. In relation to this Carrier states teachers should first keep in mind the level of the game to fit their students' language level. (Carrier, 1990)

Another recommendation is given by Jones, teacher has to look at the group that is going to participate in the game and s/he has to propose a goal for that group. (Jones, 1998) In this choosing, teacher needs to keep in mind characteristics of the group (age, interests, styles of learning, physical conditions, attitudes and skills) and have in mind a plan B if students do not respond positively.

Furthermore, games increase their involvement, motivation and interest in the material presente. (Odenweller 1998) In this sense teachers need to be creative with materials they are going to use (colors, size, shape and so on). To add, El-Shamy proposes that a game must be some challenge: skill, chance and endurance are necessary elements. If a game is so easier for learners the interest and expectative are lost.(El-Shamy, 2002)

Another important factor in the choice of a game is its length and the time. According to Siek-Piskozub, the teacher can either allocate more or less time depending on the students' level,

the number of people in a group, or the knowledge of the rules of a game, etc. (Siek-Piskozub 1994) It depends on learners' characteristics, time of class and goal proposed.

The use of games in class requires clear instructions before playing. Tuan and Doan indicate that it is equally important the rules of the games are clearly explained and well understood by learners and give demonstrations in order to guide and help them. (Tuan & Doan, 2010)

Games can be taught to work individual, pair or in group. According to Greenall there is an element of competition between individual students or teams. (Greenall, 1990) This condition permits to have different options to work with a group of students giving them the chance to experiment learning alone or with their peers.

In conclusion, the constructs presented in the theoretical framework are significantly connected to guide the educative proposal. As teachers it is necessary to look for methodologies and strategies to contribute to the learning process of students as Riedel points out "we are teaching a new generation of students, which requires unconventional teaching strategies be put into practice classroom".(Riedel 2008) Education is a dynamic process in which learners' interests and individual and group characteristics should keep into account in order to choose a correct and functional option. On the other hand, as teachers it is important to adapt strategies to have learners' attention, innovating in the classroom practices.

CHAPTER II – PROPOSAL

Setting out the statement problem: the lack of English learning process by deaf students with a methodology and didactics keeping in mind their needs in the academic program offered to deaf learners in an inclusive context at UPN, this chapter presents the methodological design, the type of study, the context and the participants. Besides, the paper includes instruments of data collection, the research process and data analysis.

2.1 Research Design

This study is a qualitative one in which an Action Research (AR) design is followed due to the fact that the objective is to develop an educative proposal to transform and enrich educative practices for deaf learners in the project "Manos y Pensamiento" at UPN. In order to achieve a change in the educative practices in the project mentioned below, it is necessary the participation of deaf students, teacher-researcher, and some functionaries of "Manos y Pensamiento".

As a researcher I could observe the educative reality of deaf students in an inclusive context where exclusion persists because the clinical vision of deaf limits the possibilities for deaf learners. It is seen as a problem due to inclusion implies equality and equity and nowadays English is a requirement in the professional, academic and personal contexts for most of people. Finally, after analyzing the situation I have a proposal thought in deaf, where CSL and game is the key of the implementation.

According to Kemmis and McTaggart "Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out". (Kemmis & McTaggart, 1988) This research design is pertaining because sensitization through reflection in order to change the educative practice and the opinion about English learning by deaf at "Manos y Pensamiento" project, and it also tries to bring equity and quality on education for deaf in the sense they do not have an English learning process , now they   attended to English classes

keeping in mind learners' needs due to they have their own needs and pace of learning because educative practices may be adapted according to individuals.

Following to Kemmis and McTaggart, I pretend to implement educative practices for deaf learners using CSL as means of communication and to access to knowledge, even to learn another language; and games as a strategy of learning. I hope to change the educative context at "Manos y Pensamiento" project, through sensitization and reflection about need and possibility of English learning. This proposal goes beyond to ground theory; it looks to transform social and educative practices and discourses in the project "Manos y Pensamiento".

2.2 Context and Participants

The place where this study is carried out is at UPN, a public university. It is characterized by being pedagogical in its training. Another feature of this university is its inclusive character, for this reason it promotes educational alternatives keeping in mind that society is a plural context and diversity is present.

This university has an institutional inclusive Project called "Manos y Pensamiento: Inclusión de Estudiantes Sordos a la Vida Universitaria". Its purpose is the training of specialized deaf teachers to cover educational needs of Colombian deaf population. This project has established a semester called "Cero" that stars only at the beginning of every year. At the end of semester "Cero" if they approve the subjects they can continue with the academic preparation at first semester of the academic program chosen by them.

In 2017, the total of students registered in semester "Cero" is sixteen. The sample of this proposal is the same, sixteen students. The subjects in the curriculum of semester "Cero" are five: Sign Language Straightening (Fortalecimiento de Lengua de Señas), Read- Written Spanish as a Second Language (CastellanoLecto-EscritocomoSegundaLengua), Professional and Vocational Training (FormaciónProfesional y Vocacional), Development of Logical thought(Desarrollo del PensamientoLógico) and Pedagogy for Deaf(PedagogíaparaSordos) See Appendix 6.

English was an additional subject in the first semester of 2017 but it was not an official subject in their academic program in order to implement this educative proposal.

The students are from seventeen to twenty nine years old; there are deaf and hard of hearing students. Some of them have had classes before at school, one of them at Universidad Nacional in a free course. See Appendix 2. Some of the academic programs they want to start after semester "Cero" have English in the curriculum (two of the students are not sure about their choice). See Appendix 5

Deaf learners' opinions about English learning are that it is important, good and necessary. They have different reasons for learning English. This information is summarized in **Table 1.**

Learners' characterization

Total of students Semester "cero"	16	
Total of the sample	16	
Range of age	17-29	
Deaf	9	
Hard of hearing	7	
English learning before	6	
No English learning Before	10	
Academic programs chosen	Licenciatura en Deporte (7 students) Licenciatura en Educación Especial (3 students) Licenciatura Psicología y Pedagogía (1 student) Licenciatura en Diseño Tecnológico (1student)	

	Licenciatura en Electrónica (1 student) No answer (3 students)	
Opinions about english learning	Important (9 students) Good (4 students) Necessary (2 students) No answer (1 student)	
Deaf opinions' for english learning	Communication (8 students) At studies (3 students) Writing (2 students) Interesting activity (2 students) Reading (1 student)	

Learners' characterization

The teacher researcher of this study is a Master candidate at Universidad Libre; she has four levels of CSL. She attends classes in the project "Semillero de Intérpretes" at UPN in order to improve her CSL level. It is important to clarify that "Semillero de Interpretes" is a proposal included in "Manos y Pensamiento" a training of CSL open for students and functionaries of the university with a clear purpose: to contribute in the training of future interpreters, besides it contributes to spread the knowledge and use of CSL. The teacher-researcher has worked teaching English in different levels. The implementation of this proposal gives the opportunity to the teacher to work with deaf learners for the first time. The assistance of an interpreter during the implementation was not necessary due to the teacher- researcher has some knowledge of CSL and she wanted to have a direct communication with her learners, to avoid translation from English using Spanish and to avoid losing learners' attention due to they could be attend to the interpretation or they ask to the interpreter instead of the teacher.

The researcher planned sixteen sessions according to the schedule of the first semester of 2017, every session of three hours once a week, however only eleven sessions were carried out due to different factors that affect the schedule such as: parents and teachers' meeting, pedagogical trip, riots at university and teacher-researcher's illness.

2.3 Instruments of Data Collection

Empirical methods were used in this research in order to collect the information for a subsequent analysis. In relation to these methods the researcher used: three surveys; five observations; students' artifacts (students' pictures in class and a video composed by small class recordings in different activities); a list of assistance, an academic report and grades of students as evidence of the work done.

Pinsonneault and Kraemer defined a survey as a "means for gathering information about the characteristics, actions, or opinions of a huge group of people". (Pinsonneault & Kraemer, 1993) In light of this definition three surveys were done: two quesionaries for deaf students at initial and final stage in order to characterize the population, to have information about English learning and to know their opinion about the strategy implemented. The first survey just has five questions, they are not difficult with multiple options and only one is an open question. The final survey is related with the implementation in order to know their opinions of the process   See Appendix 7. Some answers of the surveys permit to observe a characteristic of their written production in Spanish, this is important due to there is an influence of CSL (their first language) on the second language and probably on third language learning. There was a survey designed for functionaries of the project "Manos y Pensamiento", the questions are related to the project "Manos y Pensamiento" and their opinion about English learning for deaf. See Appendix 4

Erlandson and coll say that observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. There were two external and three participant's observations (by the researcher –teacher). (Erlandson, Harris, Skipper, & Allen, 1993) The first ones where controlled (using a chart to fill some data), the other three are uncontrolled observation carried out by the researcher. See Appendix 8. The information collected in this way provides information about the context of study, learners' perceptions, learners' nonverbal expressions, and learners' and teacher-

researcher behavior during the process. English classes' video support the observations. See Appendix 9 (video).

In relation to artifacts, Goetz and LeCompte define artifacts as things that people make and do. These are tangible learners' evidence during the implementation and show the learning process of learners. The researcher collected quices, tests, written activities, and homework. (Goetz & LeCompte, 1984) See Appendix 10

2.4 Implementation

The spiral stated by Kemmis & MacTaggart was the guide for this proposal in two phases. Each one of the phases were guide with its steps as follows
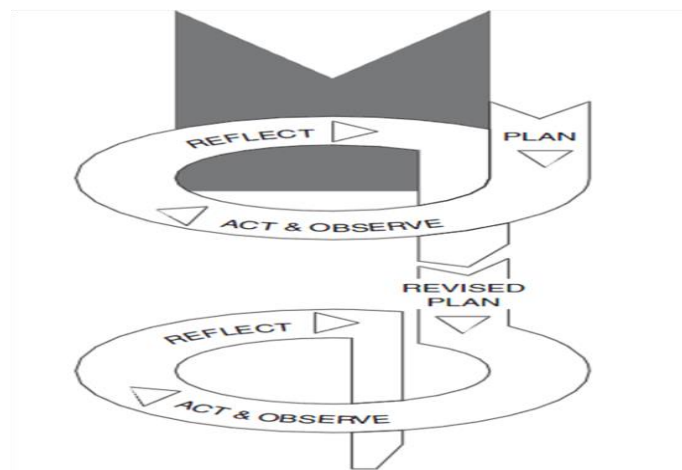
Figure Action Research Spiral by Kemmis and McTaggart's (2009)

PHASE I - IMPLEMENTATION

2.4.1 STEP 1: Plan a change:Current Situation Analysis and Design

I considered very important to say how difficult it was to find the sample of this proposal by the reason of hearing people's attitude and conceptions about deaf that restrict the foreign language learning.

After I observed and analyzed educative practices during some previous years in different contexts, I awaked how necessary and important is to learn English as a result of being in a globalized and multicultural world even if a person has a hearing problem, limitations are just barriers in our minds. The planning started from presentation of the proposal until the design of a syllabus.
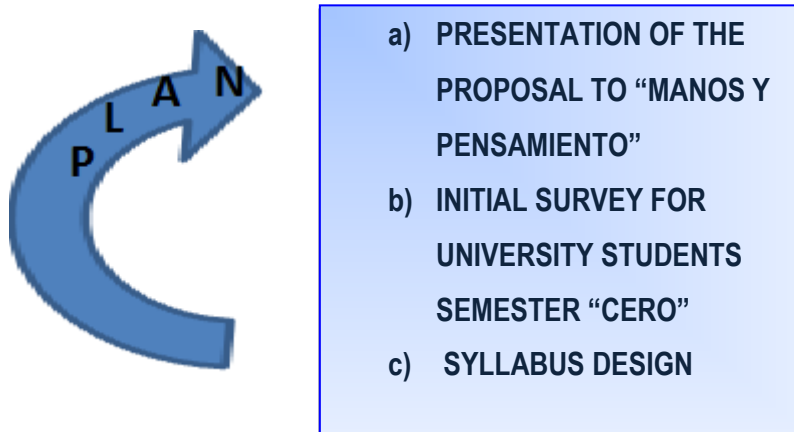
2.4.2 Planing a change

2.4.2.1 Presentation of the proposal: I prepared a power point presentation of the proposal in order to have the approval by the project "Manos y Pensamiento" for November 2016. The initial name of the proposal was "Colombian Sign Language a Bridge for English Learning Process with Deaf University Students", it was adjusted later for this one "Colombian Sign Language and Games in English Learning with Deaf: A Challenging Experience"

There were two options to implement the proposal: offer a free English course or implement the English course with all the students registered in term "Zero" in 2017, the last one was the decision taken at "Manos y Pensamiento".

2.4.2.2 Initial Survey for Students: The survey gave me basic information to make the characterization of the population sample.

2.4.2.3 Syllabus Design: According to Nunan syllabus is "as a specification of what is to be taught in language program and the order in which it is to be taught. (Nunan, 1989) It is connected with contents, structure, aims, methodology, activities, materials and time. This syllabus is thought for deaf learners: activities are adapted to learners' needs; CSL is the means

of communication; games are used as strategy of learning; and finally, this syllabus was developed following the lesson plans done during the semester. This syllabus has two important key tools for learning: CSL and games, besides it looked for English learning with a communicative perspective without forgetting grammar as a part of language since the beginning especially because reading and writing are the skills to develop in foreign language learning. (Appendix 10)

2.4.3 STEP 2. Act and observe: Implementation of the syllabus

2.4.3.1 Implementing syllabus In this step were carried out the implementation of the syllabus through each lesson plan.(Appendix 11) It was divided into two phases, the first one with six sessions and the second one with five, in reason that there were some factors that affected this organization during the second phase.In the first phase there were no interruption by any factor, classes occurred in a relative academic normality from February 14th until March 21st.

ACTING

OBSERVING

a) IMPLEMENTING SYLLABUS
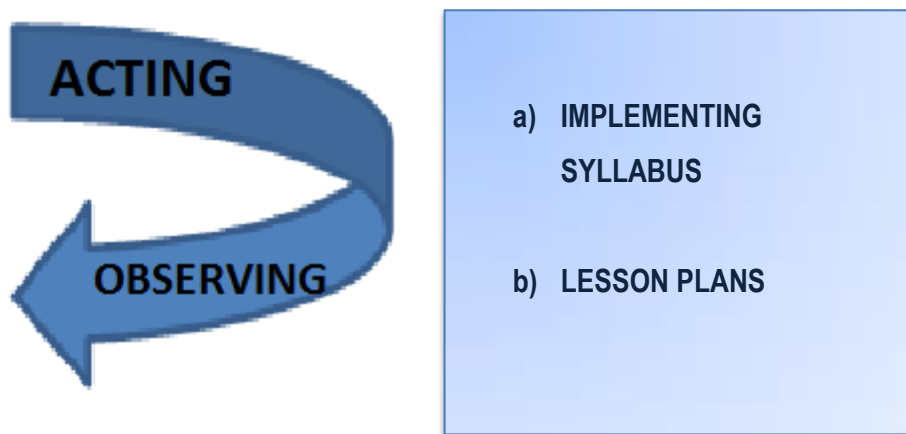
b) LESSON PLANS

Acting and Observing

2.4.3.2 Lesson Plans: These lesson plans have a basic structure as a guide of each session. The chart is divided into six parts: main language that includes language function and grammar contents; time and date are related to schedule; learning outcomes has the communicative and linguistic goals; materials present what is used for each lesson; and the last one part presentation-practice- production (optional) is the development of the class where teacher presents the information, learners practice with language and production is an optional due to they are at a beginning level, see **Table 2**

LESSON PLAN #
MAIN LANGUAGE:

TIME: 2:00 p.m.- 5:00p.m	DATE:

LEARNING OUTCOMES
•
•

MATERIALS:

PRESENTATION- PRACTICE- PRODUCTION (optional)

Lesson plan format

2.4.3.3 Observations: There were done three observations, by the teacher-researcher in the first session, this is considered one of the most important because is the first time of the teacher-researcher working with deaf learners; by an elementary teacher in the second session and the third one by a university student. There are two formats for these observations. See Appendix 8.

2.4.4 STEP 3. Reflection is a constant action in order to continue, change, adapt or stop.
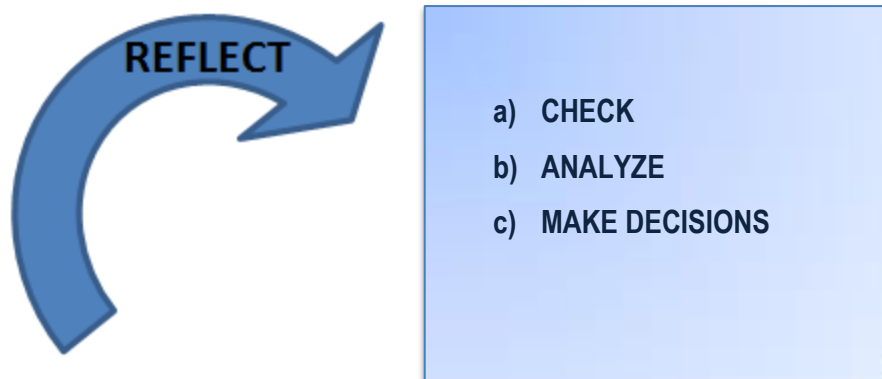
2.4.4.1 Check: I checked the observations done, the work done by deaf learners, some pictures and videos of English classes.

2.4.4.2 Analyze: I analyzed data collection. Deaf learners' "voice" is heard in this stage. This information confirmed some of my assumptions about use of CSL and use of games in this process.

*2.4.4.3 Make decisions***:** Finally, I concluded to continue the implementation through games considering the relaxed atmosphere given; although guides were developed by deaf learners, they preferred games, for that reason guides will not be used in the second phase. About CSL, it is an important tool for learning and I will continue a direct communication with deaf learners without the presence of an interpreter.

2.4.5 STEP 4. Revised plan – Adapting games

The repercussions of CSL and games in the process of learning are taken into account to improve the educative practice, for this reason the role of games are modified a little, they are going to be the most important part in English classes and are adapted with the topics in order to enjoy English class and learn at the same time.

PHASE II – CHANGES IN IMPLEMENTATION

2.4.6 STEP 1. Act and Observer: Implementing changes.

In this second phase were carried out five lesson plans due to there were some external factors that affected the academic schedule. Classes were developed from 28th April to 08th June. There were just five sessions due to some factors that affect English classes, they were mentioned before.

Adaptations and changes mentioned in the revised plan permitted to confirm assumptions and stated possible ideas related to deaf learners' English learning process. The aim during all implementation, especially in the second one is to give to deaf learners a way to approach English learning that attends their needs and bring them a comfortable atmosphere for this process looking for good results.

Games were adapted in the following way: in order to promote learning of vocabulary and written production activities were as a kind of contest in pairs and groups, challenge motivate learners work. Sign and mime (act) helped to change activities into games. They were reflected in the lesson plans from number six until eleven (the last session). These activities were longer.

2.4.7 STEP 2. Reflect.

Learners continued interested in the proposal, they were asking for grades at the end of the semester in spite this English class was not registered in the academic program. CSL had repercussions on FL learning and direct communication with teacher. Games modifications had impact in FL learning. Director of the project had lots of interest on continue with the proposal and expressed her worry about Spanish Language Learning process.

Reflection
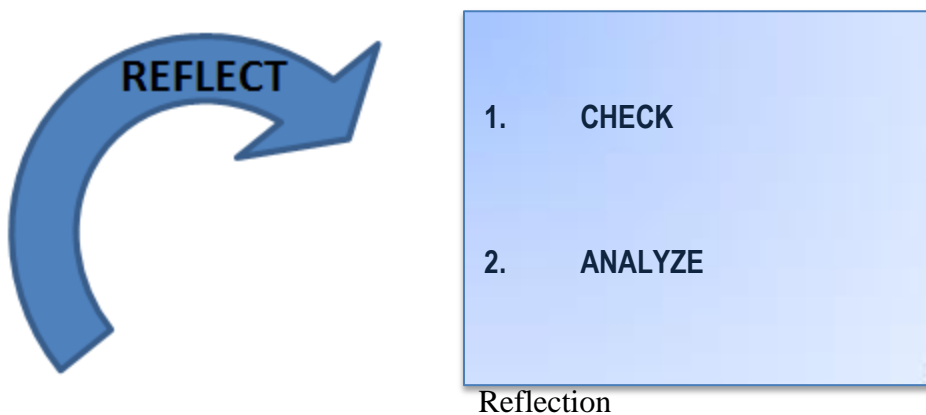
2.4.7.1 Check:

I revised the observations done (one external and my own), the English class video, learners' survey at the end of the semester, and final results of the work done by learners. I organized data to start with the following stage.

2.4.7.2 Analyze

I cannot deny my emotion in front of this proposal, I found more than I expected, data gave me more questions, directions and motivation to go on this field of action.

2.4.7.3 Report UPN

The director of the project "Manos y Pensamiento" asked me a presentation of a report. I present what I did, how I did and what were the results and experience in a power point presentation. The director of the project and two professors were attending to the findings. The director expressed her interest on continue with the proposal with the students that did not passed the semester (five students) but the proposal was not concreted for reasons I do not know.

2.5 Data Analysis

Regarding this is a qualitative study; the analysis is part of the whole process. Following the formula proposed by Wolcott (1994), I used the three ways to organize and report data collection: description, analysis and interpretation (D-A-I).

- Description: to stay close data as originally recorded, data speak for themselves. In this study there are: the list of attendance of students that shows a high percent of attendance

in spite of not being a "formal" subject in the academic program in semester "Cero" See Appendix 12; first and final survey for students. See Appendix 13 It shows their opinions about what English learning is for and their interest to continue this learning process; learners' artifacts show their interest on activities proposed and learning process; and the video show learners' attitude in some activities, communication between teacher-students, and the environment of the class.

- Analysis: this is a systematic way to identify interrelationships between key issues, I established the connection between CSL and English learning; games and English learning with deaf; CSL and learners-teacher communication; L1 on FL learning was observed in few aspects due to it is an initial process. I established some categories and subcategories according to data collection.

- Interpretation: in this part it was necessary to give sense, understanding or explanation to the study beyond the limits of the analysis keeping in mind the categories and subcategories established according to data collection; here I present the findings of the study.

The following are the emerging categories and their corresponding subcategories for each phase of the study. **Table 2 and Table 3**

Table 2. Categories and Subcategories in Phase One

CATEGORIES	SUBCATEGORIES
CSL REPERCUTION	Teacher-Students Communication
	Means of learning
GAMES IN FL PRACTICES	Learners' participation
	Echo of games in FL learning

Table 3. Categories and Subcategories in Phase Two

CATEGORIES	SUBCATEGORIES
INITIAL ENGLISH LEARNING PROCESS	FL Learning routines
	Reaching academic goal
L1 INFLUENCES ON FL	CSL- English comparison
	CSL interference

2.5.1 Phase One Implementation of the proposal

Category 1. CSL Repercussion

This category was a decision making process after observing how L1 for deaf is employed and considered by them. CSL has a considerable importance in deaf life. The project "Manos y Pensamiento" gives tremendous attention to CSL, not only for deaf students but also for university community (hearing students, teachers, functionaries even external people) through implementation of "Semillero de Interpretes". Although, the main goal of this group "Semillero de Interpretes" is to train people as interpreters, it promotes: the knowledge (linguistic, grammar, pragmatics) of CSL, respect for deaf culture, recognition for CSL as deaf first language, cultural aspects of deaf community, besides this study proposes this language as means of learning. These are the reasons to establish CSL repercussion as a category

My decision for choosing CSL as means of this learning process is based on the considerations for deaf education, and I worked without the presence of the interpreter to give the value it deserves and to avoid losing the students' attention.

2.5.1.1 Subcategory 1. Teacher-Students Effective Communication

According to Vardman, effective communication is "purposive interchange, resulting in workable understanding and agreement between the sender and receiver of a message" Communication between the teacher and students was adequate during all this process, each one of us had our own way to use sign language but we could communicate each other. (Vardman, 1973) When I make reference to "own way" of using language, I talk about the definition, speed, strength of the signs as it occurs with oral languages with intonation, tone, stress, pronunciation and speed.

CSL was used as a code of communication in a high percent, few times Spanish (spoken) was used by hard of hearing students when they did not understand something, however I preferred to give explanations with examples using sign language because the process was centered on learning English. The used of CSL confirms the role of language in communication; it permits a direct and comfortable dialogue between sender and receiver in our case, learners and me. The information given by the teacher was understood by learners because they followed instructions; they made associations between signs and vocabulary or sentences presented; they participated without any problem in the activities proposed in classes. I knew what they wanted to tell me and I gave answer to their questions or doubts. Communication was bilateral, when something was not clear for someone (teacher or student) there was repetition, additional explanation or exemplification using signs. They helped me with signs I did not know or I had forgotten. It was a team work. There was no need for the intervention of an interpreter during this process.

2.5.1.2 Subcategory 2. Means of Learning

One of the means of learning is language; through it individuals reach any kind of knowledge about the world. UNESCO (Hague Convention, 1954) asseverates that mother tongue or L1 is the ideal way of teaching- learning process. The use of L1 as means of learning gives the possibility to the individual of: expressing him/herself, making associations and comparisons, establishing relations, clarifying meanings, expanding and building knowledge.

In this experience, CSL contributes in the following way: it permits to establish association between written English vocabulary and sign (avoiding translation into Spanish), it occurred when I asked for vocabulary making a sign and they had to spell words in English or when I presented vocabulary showing cards with a word and I signed it; this clarifies meaning and makes possible comprehension of written English through signs, this happened when they followed the instructions on guides and I signed, also when they read phases on cards and they had to signed in order their classmates catch the sentence and write it, or when I asked them to write sentences and then they signed it; it permits to translate from sign into written English and vice versa, some activities I used in class had sentences on papers and learners had to sign or mime or they had to read and sign; it also contributes to avoid learners' frustration because they understood English in this initial stage, there was not an unknown world (the classroom) and language, they establish a relation between sign and written words or sentences.

According to Butzkamm, L1 is the most important ally in FL learning due to FL is confronted to L1, it is present in learners' head; it is taken as base of reference.(Butzkamm, 2003) L1 it is used for learning in different subjects, even FL learning, mother tongue has been recognized as relevant tool of learning process. In the case of deaf SL is used as a bridge for teaching-learning L2, and could be used for any foreign language.

2.5.2. Category 2. Games in FL Practices

As Pivec and Dzianbenko stated "The learning process should be interesting, easy and it should be fun to learn." (Pivec & Dzianbenko, 2010) Games bring these possibilities because they can be adapted, they offer variations, they can be played in groups, pairs or individual, learners can learn without total awareness of the process, they stimulate interactivity with material as well as other learners, individuals can learn from each other, learners are not worry about failure and so on.

The use of games as strategy of learning with deaf learners is basically because this is the first contact with English (the most of the group) or a first possibility to attend English classes according with their needs. I wanted to give to learners a different possibility of learning in order to get their attention, interest and motivation during this experience. Games had a part of the class (as a complement) at the beginning of this process but later games were the main part of the class.

2.5.2.1 Subcategory 1. Learners Participation

The first way to measure participation of students was with the list of attendance, it shows more than ninety percent of students in class. When a student was no present there was a medical justification. See Appendix 12. The last class was the exception because of a change of the day of class due to there was a march at the university the last week of the semester and it was unexpected, just eight from fifteen students attended this class. Each class had variety of games; they were funny and interesting to do.

The video data shows how learners participate in games: learners came to me to show their work, all of them worked on the game proposed, some of them looked for others to compare with or ask the answers of other classmates, they checked the answers of other learners and corrected them if necessary, not only the learners chosen by me participated but also volunteers (because they wanted), they asked for information to clarify or confirm something, some of them proposed variations in games in order to continue playing, and they repeated turns in order to extend the game.

Games permitted to shier learners work in situations without the stress produced when the teacher pointed or chose who participate, besides the audience was small, it made easier their participation. There was no worry if learners made a mistake because they helped each other; there was a comfortable atmosphere in English classes.

King and Teo state that "motivation is the 'want-to' component of individuals action" In this study is evident this 'want- to' because these English classes are not in the official curriculum, it just a free course. (King & Teo, 2012) Learners showed their motivation through their positive attitude in class, they were attentive to the information given by me; their punctuality to attend classes, the worry when they could not be in class. Partly, I attributed motivation to the role of games in each lesson they engaged deaf learners to the point that games were the main activity in class.

2.5.2.2 Subcategory 2. Echo of Games in FL Learning

I found games had an important impact on FL learning with deaf. Hadfield defines games as "an activity with rules, a goal and an element of fun." (Hadfield, 1990) Games join organized

activity, fun and purpose, they are not just an activity to spend time until class finishes. On the contrary, games can be the main activity in class with defined goals and few or lots of fun.

At the first phase I used one or two short games in each class in order to reinforce information given to the learners, but I noticed how learners' attention and interest change with these games. When deaf learners had to work with guides, some of them were watching their mobile phones; their attention was in other place. After reflection about the situation I made the decision to use games as the center of the class. Definitely, games worked in the sense that learners' attention was complete: they asked about what to do; they helped to organize material; they looked for feedback when they gave their answers, they worked collaboratively, outgoing learners involved shier; they looked for classmates help not only mine; they used strategies for giving the correct answer such as repetition, memorization of vocabulary, spelling, comparison, association, note taking, correction of each other and of course they enjoy these activities because of their facial expressions and attitude showed (data video)

A comfortable atmosphere was present in the class; the shame was not a problem after making a mistake. Besides, games promoted practice with a topic or content without feeling it as a boring or hard activity.

Deaf learners express their preference for group work due to they share with others, they work faster, they help each other, they learn more and it is good and nice. See Appendix 13. Some games were adapted to be played in a competitive way these ones motivated the group to do the best and faster. Use of games also permitted to observed the personal challenge that learners assumed when they wanted to show their answer in spite of the fact it there was be corrected before or the activity was finished. This data corroborates how team work in games enriches learning process and promotes interaction in the classroom in a positive way.

2.5.3. Phase Two. Changes in the implementation

2.5.3.1 Category 1. Initial English Learning Process

I make reference to the most general idea of learning taking into account the definition given in Webster Dictionary that is "to gain knowledge or understanding or skill by study, instruction or experience". Manterola states three points in common of authors definitions, these are: learning is a process; it involves change or transformation of behavior, attitude, feelings,

mental structure…and it is the result of experience. According to this I can say there was an English learning with deaf in this implementation. (Manterola, 1998)

2.5.3.2 Subcategory 1. Foreign Language Routines

Deaf learners had contact with English in class and just once per week, that was the reason to language routines were stated in order to contribute in this initial learning process. Among these routines we had:

- Warming up: it was very useful use this one when class began. Learners had to give answer to me about the topic or content seen before. The first time I did the warm up learners were surprised because they did not study anything, few of them remember the correct answer. In the following ones they were prepared and helped me with the correction if their classmates were wrong.

- Total response: I used cards with English commands and I showed them in different moments of the class according to the activities done, they had to answer with the correct action. It was a way to reinforce information. Deaf learners had a good memory, they responded immediately because they associate the written phrase with the action, this action shows an understanding by deaf.

- Spelling: This one improved vocabulary, they had to spell words according to the sign I did or the picture I showed. It was interesting the attention they gave each other in order to verify if the participant was giving the correct or wrong word.

- Memorization: I noticed this routine in class when I presented the vocabulary related to human body. Learners could walk around the classroom looking at cards with pictures and words, they stopped in front of the cards and began to repeat spelling with their hands or made an effort (seen in their faces) to remember the name of the part of the body. Besides, memorization was exercised through the game of making couples (words and pictures), at the same time they established relation between word and picture.

- Practice: The use of games promoted practice by learners without being total conscious of this aim. I wanted they improve the writing skill but in a different way, for that reason I used competence games using short sentences with a basic structure and vocabulary seen, sometimes they used signs or mimic to present the information to other.

- Repetition: It helps to consolidate information. Deaf learners repeated spelling if they were wrong, or after one of them gave an answer some turns later I asked the same. This routine may be used carefully in order not to be bored.

2.5.3.3 Subcategory 2. Reaching academic goal

I repeated that this class was not official in learners' curriculum, but they were attentive to grades according to their work. The academic goals were proposed in each lesson plan, however learners did not know them. They only knew the general objective of the syllabus: to have an opportunity to use English as another possibility of communication.

All the process stated some academic goals and I can say they were achieved, is in this way that learning could be "measure" in certain with the individual monitoring of the process. The learners' artifacts present this process and the achievements. See Appendix 10

The academic goals were thought in a basic course for beginners and they were achieved for most of the group. There were difficulties and progresses with some learners as academic inform presents to the project "Manos y Pensamiento" in a part of the implementation, this inform was asked to all teacher in the project including me. See Appendix 15

Learners expressed to me their own perception about their process: "I need to practice more"; It is difficult"; I understand but I have to practice"; I like English" "I have to study at home". On the other hand, I observed a positive change in three students: one of them was not much interested on English class at the beginning but then he wanted to participate more, he looked for constant feedback from me, his grades were good; the other one was very shy, he only participate if I asked him but then he noticed he could work better and his progress was considerable; and the last one also was so shy, he asked to his near classmate not to me, then he began to observed his positive results and later he was a learner with a high and constant participation. Just one learner did not have a progress in his process and according to the grades he would not have approved the English course.

2.5.4. Category 2. L1 Influences on FL

Although, it is a controversial subject study has demonstrated the benefits of cross linguistic in reason that it could facilitate the language learning process at initial stages. I considered important to understand L1 and FL similarities and differences to try to explain the

English written production of deaf learners of my sample in this study research due to L2 (Spanish) written production of deaf presents specific characteristics taken as errors in language learning.

2.5.4.1 Subcategory 1. CSL-English Comparison

Although SL has no written representation, it can be compared with other languages because of its linguistic features. The comparison I made during this implementation keeping in mind what we worked in classes was the following:

CSL- English Similarities

- *Adjectives have no male or female*, this distinction is done according to the subject. In CSL a sign of a noun or pronoun is done, then the sign of an adjective is done without adding anything to specify if is male or female. In English occurs similar, the adjective is written equal for he-she, the linguistic context permit to understand.
- *Adjectives have no plural or singular distinction*. In CSL the sign of each adjective is equal for one or more subjects as it happens in English.
- *Plural nouns are differentiated from singular ones.* In CSL a sign of a noun in singular is done once but if it is a plural noun the sign is repeated more than once or the sign is emphasized using both hands or facial expression is join to the sign it in order to clarify the quantity. In written English the endings –s,es establishes plural.

2.5.4.2 Differences

- *Verbs inflection.* In English the subjectdefines the uses of verb in the case of TO BE (is-are-am) and TO HAVE (has-have). In CSL there is no inflection verbs are equal for any subject but in the case of verb TO BE and TO HAVE the signs do not exist.
- *Articles (a-an-the) use.* In English articles are used with specific purposes most of the times although there are omission of these. In CSL articles are not used.

- *Adjective position.* In English adjectives go before nouns. On the contrary, in CSL nouns go before adjectives.

This comparison confirms some of the aspects mentioned by Viader & Pertusa (1995). The contact with CSL through students and "Semillero de Interpretes" gave me helpful knowledge to understand how CSL works not only to compare with English but also with Spanish. This study with deaf learners in their initial stage permitted me to verify those similarities and differences. More research is necessary according to the progress of learners in English to compare and analyze deeper these languages mentioned below.

2.5.4.3 Subcategory 2. CSL interference

Marschark and coll state that difficulties in the learning process of a written language are seen as part of their deafness but not for their lack of knowledge of the language and the way they are learning. Besides the authors also postulate that writing production of deaf is affected, it presents repetition of words and phrases, omission of words (articles, conjunctions and function words). (Marschark, Lang & Albertini, 2002) I agree that it is not a problem due to deafness probably the way how they are learning is not the most pertinent. On the other hand, I consider necessary to study their written production as a variety of the FL because of languages dialects as occurs with oral languages for the reason that deaf population in general presents the same problems on writing as other authors affirm. (Channon & Sayers, 2007; Wilbur, 2000; Taeschner, Devescovi & Volterra, 1988)

Data showed linguistic interference of L1 (even L2) on EFL due to the similarities and differences mentioned before: deaf learners had a good use of simple structures of English (subject, verb and complement); they presented omissions of article "the"; few of them had problems with word order in sentences and sometimes learners use noun –adjective as they do it in CSL; the use of plural adding –s (in Spanish) was presented by a couple of students; they presented a little confusion using "he- the"; some of them did not use verb "to have or to be" as they do with CSL; See Appendix 16

After routines of practices most of learners improve their written production, mistakes were reduced in word order (adjective-noun), spelling was better, they used verbs to have and to

be in a correct way, they reduced the omission of article "the". This sample permits to observe how writing is improved through time and practice.

Unfortunately, more time is needed to observe in detail more features of both languages and how linguistic interference is given because this was just an implementation for beginners in the initial written stage and production was very controlled, besides more vocabulary, contents and topics are required.

CONCLUSIONS

The study research looked for a design and implementation of a didactic proposal of EFL with deaf learners at term "Zero" at UPN (an inclusive context) through the use of CSL and games as learning strategy allowed an opportunity to learn a foreign language. During the investigation the researcher´s reflections and analysis of data permitted to conclude:

There was required a methodology where association between written English – signs (CSL) and written English –images was established in order to avoid translation into deaf second language and learning was given in a meaningful way. Lots of visual material as support to present new language (English) was necessary due to deaf perception is basically through sight.

CSL as means of direct and closer communication between English teacher and deaf learners without intervention of an interpreter is a meaningful contribution due to new knowledge is presented in a direct way; there was not interpretation of what the teacher wanted to say, learners doubts and explanations were expressed directly. It is undeniable that CSL has an important impact on the building of knowledge with deaf learners in their educative process.

Use of games as strategy of learning was useful and effective to have the interest and attention of learners, in spite of having English class not officially included in their academic program. Deaf learners were so motivated that they sometimes proposed variations of the game in order to continue working or time was not enough for classes. Games were the main goal of the class not a part of the class as they were taken in the first stage of the implementation. This was possible with clear instructions, good material, enough time, challenge included according to characteristics of learners.

This implementation permitted to change the thought and attitude of some people including students (hearing and deaf) about English learning by deaf. The opportunity of English learning seemed strange due to deaf people have difficulties with Spanish learning. Learning another language permits to access to other systems of values, other ways of perceiving the world, promotes an intercultural understanding. Learners had the possibility to consider another way of communication, and teacher had the opportunity to learn more about CSL

Teacher needed to be open mind in order to make changes when necessary. It was considered the external observations and teacher own perception of the work done to observe in detail and have a reflection with the purpose to improve. Most of times practices are the same in different context and they are not useful.

It was an interesting opportunity for deaf learners; most of them had the experience with English as a foreign language for the first time. They could perceive the world in another way, with another language. The learning of another language opens the vision of individual. Deaf learners thought of possibility of communication with foreign people if they learnt English.

It was frustrating to find the sample for this study, inclusive official institutions where there are deaf individual do not accept the proposal, and their answer was negative. Even at university context in spite of being in an inclusive context as UPN, the grater barrier is the clinical conception about deaf even after many years and advances in the field of education deaf and hearing people think that English learning as a foreign language for deaf it is unnecessary and impossible. It is necessary to continue working on this aspect. Sensitization is needed in educative context.

This study is a way to say others that deaf have the capacity to learn anything, the presence of the interpreter could be avoided if the teacher is prepared and knows SL, educative practices for deaf must be implemented and adapted, fossilization of errors in written production could be taken as

English variations of deaf individuals, and teachers need to be creative to implement different methodologies and strategies according to learners. Barriers are just in our minds, it is time to face the challenge and stop exclusion. I hope replication of this study in other contexts and I will continue to insist with the English teaching-learning for deaf.

REFERENCES

Análisis de datos cualitativos. (2010). Obtenido de
http://ceauprrp.weebly.com/uploads/1/0/0/1/10011830/analisis_de_datos_cualitativos.pdf

Avila, C. (2011). Obtenido de Teacher can you see what I'm saying:
https://revistas.unal.edu.co/index.php/profile/article/view/25702/36850

Barrientos, K., Fonseca, M., Ortiz, J., & Sanchez, A. (2017). *Influencia de la lengua materna.*
Obtenido de
http://repository.lasalle.edu.co/bitstream/handle/10185/20358/26111013_2017.pdf?seque
nce=1.

Berent. (2005). *English for Deaf Students: Assessing and Addressing Learner's Grammar .*
Obtenido de http://www.pen.ntid.rit.edu/newdownloads/workshop/cr/2004/2-
Berent/Berent%20Prague%202001%20Paper.pdf

Buitrago, B., & Gallego, C. (1994). Obtenido de TELF to the deaf using sign language a
bilingual approach: http://maestria.udistrital.edu.co:8080/133

Buitrago, S., Ramirez, J., & Rios, J. (2011). *Interferencia lingüistica en el aprendizaje.* Obtenido
de http://www.scielo.org.co/pdf/rlcs/v9n2/v9n2a16.pdf

Casanova. (1997). *Evaluación y Calidad de Centros Educativos.* Obtenido de
file:///C:/Users/Usuario/Downloads/3.5%20(2).pdf

Cummins. (2005). *Teaching for Cross-Language Transfer in Dual Language Education:.*
Obtenido de http://www.tesol.org/docs/default-source/new-resource-library/symposium-
on-dual-language-education-3.pdf?sfvrsn=0

Dolezanova. (2012). *Suggested Teaching Strategies: D/deaf and hard of hearing Students.*
Obtenido de
http://www.ncl.ac.uk/students/wellbeing/assets/documents/SuggestedTeachingStrategiest
ousewithDdeafandhardofhearingStudentsv2.pdf

Domagala-Zysk. (2012). *English as a Foreign for Deaf and Hard of Hearing persons.* Obtenido
de file:///C:/Users/Usuario/Documents/english%20for%20deaf%209.pdf

Dominguez. (2009). *Los programas de atención a la diversidad.* Obtenido de
file:///C:/Users/Usuario/Downloads/Dialnet-AtencionALaDiversidad-5155168.pdf

Dotter. (2008). *English in International Deaf Communication*. Obtenido de http://www.uni-
klu.ac.at/zgh/downloads/2008_Hilzensauer_Skant_SignOn.pdf

Ersoz. (2000). *The Effect of Using Educational Games on the Students'*. Obtenido de
https://files.eric.ed.gov/fulltext/ED529467.pdf

Kontra. (2012). *Learning to Become user of English as a Lingua Franca (ELF)* . Obtenido de
https://www.sciencedirect.com/science/article/pii/S0346251X14001092

Lado. (1957). *Contrastive Analysis,Error Analysis, Interlanguage*. Obtenido de
http://wwwhomes.uni-bielefeld.de/sgramley/CA-ErrorAnalysis-Interlang-Lennon.pdf

lozano. (2012). *El juego como herramienta en el aprendizaje del inglés*. Obtenido de
http://uvadoc.uva.es/handle/10324/7789

Lozanova, S. (2009). Obtenido de The deaf port project:
http://www.deafport.eu/up/Research/1.%20Deaf%20Port%20Preliminary%20Research.p
df

Macías, R. (2010). *El desarrollo educativo de los sordos en México.* Nuevo Léon: Centro de
Estudios Universitarios. División de Humanidades y Ciencias Sociales. Facultad de
Pedagogía.

MacTaggart, K. &. (2007). *Participatory Action Research.* Obtenido de
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.473.4759&rep=rep1&type=pdf

Moravkova, V. (2011). Obtenido de Deaf students and their motivation to learn english:
https://is.muni.cz/th/83141/pedf_b/BT_Moravkova.doc

Sabogal, G., Patarroyo, V., & Lopez, M. (2010). *Escuela Normal Superior de Acacías (ENSA).*
Obtenido de Proyecto inclusión estudiantes sordos en la escuela normal:
http://docplayer.es/9020049-Proyecto-inclusion-estudiantes-sordos-en-la-ensa-escuela-
normal-superior-de-acacias-formacion-en-valores-con-pensamiento-critico-reflexivo.html

Selinker. (2009). *Interlanguage*. Obtenido de

> https://www.degruyter.com/view/j/iral.1972.10.issue-1-4/iral.1972.10.1-
> 4.209/iral.1972.10.1-4.209.xml

SignOnOne – English language course for deaf people. (2008). Obtenido de

> http://www.inclusive-education-in-action.org/iea/kontakt.php

skliar, M. &. (1995). *El acceso de los niños sordos al bilingüismo y biculturalismo.* Obtenido de

> http://escritorioeducacionespecial.educ.ar/datos/recursos/pdf/skliar-massone-veinberg-
> acceso-ninos-sordos-al-bilinguismo-1995.pdf

Stoke. (2005). *Sign Language Structure: An Outline of theVisual Communication.* Obtenido de

> https://doi.org/10.1093/deafed/eni001

Tovar. (2001). *La importancia del estudio de las lenguas de señas.* Obtenido de

> http://www.cultura-sorda.org/wp-
> content/uploads/2015/03/Tovar_Importancia_estudio_LS_2001.pdf

Wasserman, D. A. (2016). *"Disability: Definitions, Models, Experience", The Stanford
Encyclopedia of Philosophy* . Obtenido de

> https://stanford.library.sydney.edu.au/entries/disability/

APPENDIX 1 - INITIAL STUDENTS' SURVEY

COLOMBIAN SING LANGUAGE AND GAMES IN ENGLISH LEARNING WITH DEAF: A CHALLENGING EXPERIENCE

UNIVERSIDAD LIBRE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

Realizada por:

Sonia Enith Salazar Mateus

Maestrante en Didáctica de las Lenguas Extranjeras con Énfasis en Inglés.

Universidad Libre de Bogotá

Objetivos:

- Recoger información para establecer parte de la descripción de la situación problema
- Obtener información de estudiante universitario(a) sordo

NOMBRE ESTUDIANTE	
PROGRAMA ACADÉMICO	
UNIVERSIDAD	
EDAD	
FECHA	

Agradezco responda lo más sincero (a) posible la siguiente encuesta.

Preguntas

1. ¿Qué tipo de limitación auditiva presenta?

   a) leve   b) moderada   c) severa   d)profunda

2. La limitación auditiva ocurrió:

   a) Antes de adquirir el lenguaje oral

   b) Después de adquirir el lenguaje oral

3. ¿Ha recibido clases de inglés antes?

   a) Si

   b) No

4. ¿Qué opina sobre el aprendizaje del inglés?

   a) es bueno   b) es importante

   c) es necesario   d) no me interesa

¿Por qué?

5. ¿Cómo quiere que sean sus clases de inglés?

GRACIAS POR SU COLABORACIÓN

APPENDIX 2 - ANALYSIS OF INITIAL STUDENTS' SURVEY

The survey has a table where basic information is asked. Then there are only five questions, three of the questions give the students the option to choose the answer; question number four give option of answer but also ask for a reason; and the last one is an open question. The questions give basic information of the students; they also permit to know if they are deaf or hard of hearing; what is their opinion about English learning and what they suggest for their English classes through the implementation.

  After application of the Initial Survey to fifteen students although the total of students of semester "Cero" were sixteen at first semester of 2017 can be concluded: deaf students are from 17 to 29 years old; there are nine deaf and seven hard of hearing students in this group. The academic programs they want to choose after semester "Cero" are: Licenciatura en Deporte (it was chosen by seven students), Licenciatura en Educación Especial (chosen by three students), Licenciatura y Pedagogía (chosen by one student), Licenciatura en Diseño Tecnológico (chosen by one student), and Licenciatura en Electrónica (chosen by one student) and three of the students do not answer.

Related to English classes in their academic training at elementary, secondary level or extra courses, six students have had classes before at school (one of them at Universidad Nacional in a free course) and ten students had never had English classes before.

In relation to their opinion about English learning, nine of the students think it is important, four of them answer it is good, two of them say it is necessary and one of them does not answer. The reasons they give to learn English are the following: it is good to know what texts in English say (one student), for communication (six students), learn to write (one student), it is interesting to learn another language (one student), for travelling (two student), for studying (three students). Two of the answers were the repetition of the chosen answer but did not say why. These answers can be interpreted as a positive attitude in front of English learning, they manifest they want to learn; they want to read (book and computer) and write in English and want to communicate with foreign people and they think it is nice to learn English. In sum, motivation and desire it is present for English learning.

About the last question, only three students answer according to the question and suggest that classes may be practical, using workshops and doing quices. The other answers express they like English and they want to learn English

APPENDIX 3

FUNCTIONARIES' SURVEY PROYECTO "MANOS Y PENSAMIENTO"

COLOMBIAN SING LANGUAGE AND GAMES IN ENGLISH LEARNING WITH DEAF: A CHALLENGING EXPERIENCE

UNIVERSIDAD LIBRE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

Realizada por:

Sonia Enith Salazar Mateus

Maestrante en Didáctica de las Lenguas Extranjeras con Énfasis en Inglés. Universidad Libre de Bogotá

OBJETIVOS:

- Obtener información para establecer parte de la descripción de la situación problema
- Tener una visión sobre el proyecto Manos y Pensamiento
- Conocer la opinión de los funcionarios sobre la posibilidad de aprendizaje de inglés de estudiantes sordos.

NOMBRE	
CARGO	
FECHA	

AGRADEZCO RESPONDA LO MÁS SINCERO (A) POSIBLE LA SIGUIENTE ENCUESTA.

Preguntas

1. ¿Qué es el proyecto "Manos y Pensamiento"?
2. **¿**Cuáles son los objetivos del proyecto?

3. ¿Desde hace cuánto se implementó este proyecto en la universidad?
4. ¿Quiénes están involucrados en el proyecto *Manos y Pensamiento*?

5. ¿Qué impacto ha tenido este proyecto en la comunidad universitaria?

6. ¿Qué opina sobre la enseñanza de inglés para los estudiantes con limitación auditiva?

7. a)Es importante   b) Es necesaria   c) Es innecesaria   d) Es indiferente

¿Por qué?

8. ¿Los estudiantes con limitación auditiva reciben clase de inglés?

   a)   Si   b) No

¿Por qué?

9. ¿Qué pasa con un estudiante con limitación auditiva durante su formación académica, si los programas que ofrece la universidad incluyen inglés en su pensum?

10. ¿Cuál considera debería ser la metodología para el aprendizaje del inglés por parte de los estudiantes con limitación auditiva?

GRACIAS POR SU ATENCIÓN Y COLABORACIÓN

APPENDIX 4 - ANALYSIS OF FUNCTIONARIES' SURVEY

The survey has nine open questions. These questions points to three aspects: information of project "Manos y Pensamiento" (five questions), English for deaf (three questions) and recommendations for deaf learning process (one question).

The survey was answered for the director of the project, a hearing teacher of deaf, the head of the interpreters, three interpreters and the assistant of the project.

Related to the first aspect (questions one to five), all of the participants in the survey have clear what the project is, its objectives, all of them recognize the positive impact of this project in the university related to the transformation of daily practices, the possibility to know and live different cultures (deaf and hearing), another language (CSL) in sum, the opportunity to see the otherness with respect, recognizing and being able to live harmoniously with this diversity (deafness and deaf culture).

On question six, five of them think English learning is important considering this learning allows the access to other sources of knowledge and stimulate the multilingual ability. It is necessary for two of the participants due to nowadays English learning is a requirement in educational and professional field.

Questions number seven confirmed deaf students do not attend English classes in their academic preparation. Two of the participants say it is not pertinent for the reason that deaf have difficulties on L2 learning (Spanish in this case) and they suppose it will be the same with a foreign language. This answer shows a contradiction about question number six in the sense they answered English learning is important and necessary but they continue with the assumption of deaf have problems with language learning. Another of the participants think it is more important L2 learning than FL in the view of lack of reading comprehension and characteristics of written production by deaf. The reason given by two participants was that English is neither in the curriculum nor in the project. Other two participants say that English learning is a learners' decision, if they want to attend to English classes they can do it although law exempt them due to their hearing condition. Those reasons given below show English learning by deaf is seen with restriction.

As for question eight, homologation of English by Spanish as a second language is the answer of four participants, these answers correspond to the official proposal "Manos y Pensamiento". The other three answers did have no relation with the question, they say: all academic programs have English in the curriculum; it is not pertinent; and student chooses if he/she wants to attend English classes.

Finally, question number nine gave the following suggestions of a methodology of English for deaf: do not restrict English to vocabulary, English in context and it would involve different strategies; it must use visual references establishing relation between text and image and being reiterative with the information given; use videos and written form to present the language and use American Sign Language; participation of learners, use of CSL in order to avoid the mediation of the interpreter; and reading and writing may be the focus of attention. And answer that called the attention of the researcher was the use of American Sign Language in English learning, this is a complex process seeing that it implies the learning of another language and the purpose of this proposal is the learning of English and English and American Sign Language are two   different   languages

APPENDIX 5

ACADEMIC PROGRAMS WITH ENGLISH (CHOOSEN BY STUDENTS)
LICENCIATURA EN DEPORTE

Formación Comunicativa		Comprensión y producción de textos 1218085	2	Lengua extranjera I 1218092	2	Lengua extranjera II 1218099	2	Lengua extranjera III 1218106	2
Total créditos por áreas	19		17		17		16		17
Formación complemetaria				Electiva	2	Electiva	2		

TAKEN FROM: Plan de Estudios de Licenciatura en Deporte, Universidad Pedagógica (2017)

LICENCIATURA EN PSICOLOGIA Y PEDAGOGÍA

FORMACIÓN COMUNICATIVA	
Comunicativa	**Tecnológica**
Comprensión y producción de textos I 2Cr 3hs	Mediaciones Comunicativas I 2Cr 3Hr
Comprensión y producción de textos II 2Cr 3hs Idioma Extranjero I 2Cr 3hs	Mediaciones Comunicativas II 2Cr 3Hr
Idioma Extranjero II 2Cr 3hs	
Idioma Extranjero III 2Cr 3hs	
Lenguaje Pensamiento y Cultura 3Cr 3Hs	

TAKEN FROM : Plan de Estudios de Licenciatura en Psicología y Pedagogía, Universidad Pedagógica (2017)

LICENCIATURA EN DISEÑO TECNOLÓGICO

Informática III		
4	FD	12
4	2,0	8

Inglés I		
2	FC	6
4	0,5	2

Inglés II		
2	FC	6
4	0,5	2

Seminario de investigación I		
3	FI	9
3	2,0	6

Seminario de investigación II		
3	FI	9
3	2,0	6

Trabajo de Grado		
3	I	9
1	8,0	8

Electivo Todo Programa		
3	FI	9
3	1,3	5

Electivo Todo Programa		
3	FI	9
3	1,3	5

Tecnología y Ciencia		
2	EV	6
3	1,0	3

Seminario de Práctica Pedagogica		
3	PP	9
4	1,3	5

Práctica Pedagógica I		
3	PP	9
1	8,0	8

Práctica Pedagógica II		
3	PP	9
1	8,0	8

TAKEN FROM : Plan de Estudios de Licenciatura en Diseño Tecnológico, Universidad Pedagógica (2017)

APPENDIX 6 - CURRICULUM TERM "ZERO"
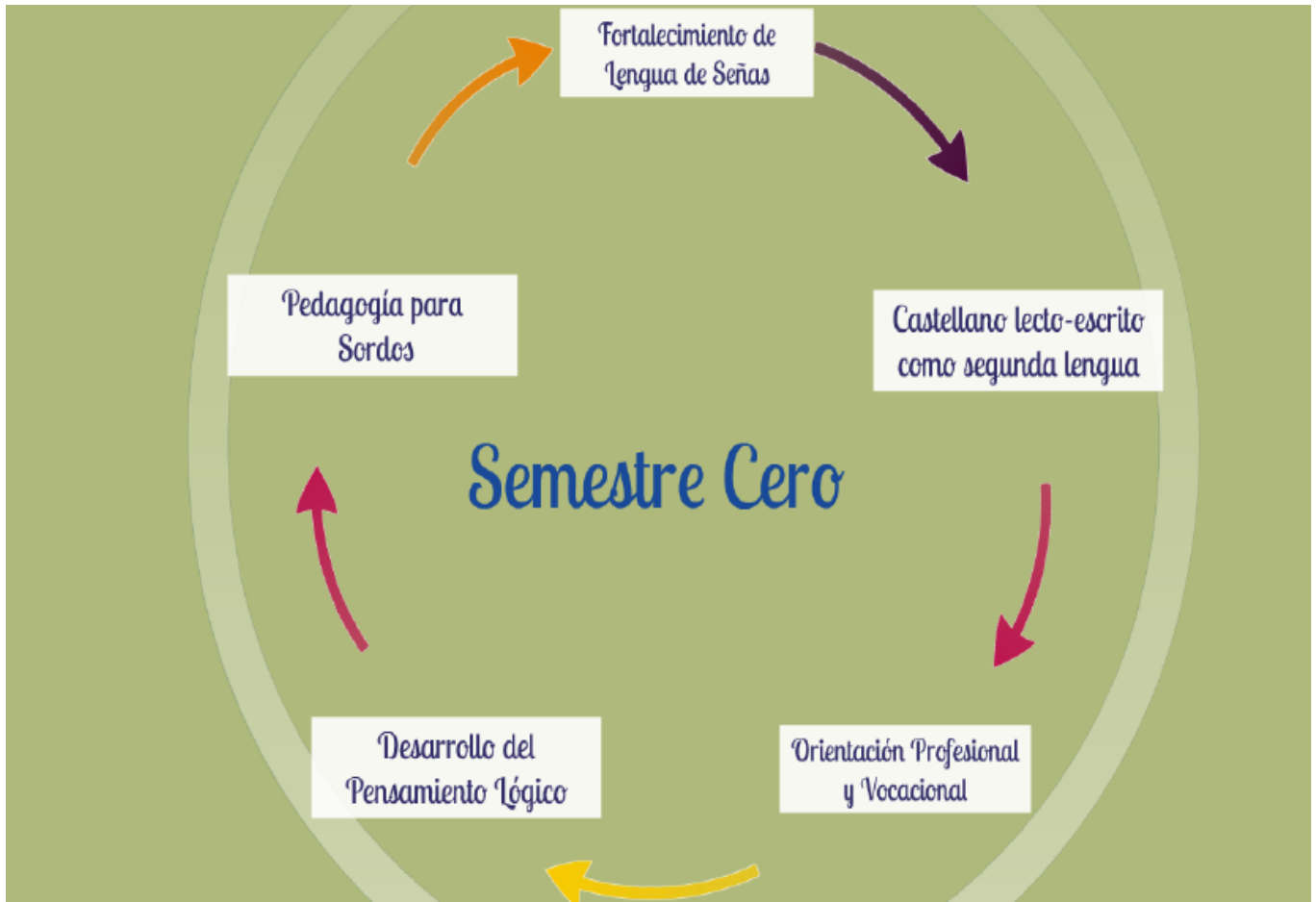
APPENDIX 7 - FINAL SURVEY

COLOMBIAN SING LANGUAGE IN ENGLISH ACTIVITIES WITH DEAF LEARNERS: A CHALLENGING EXPERIENCE

UNIVERSIDAD LIBRE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN
CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

REALIZADA POR:

Sonia Enith Salazar Mateus

Maestrante en Didáctica de las Lenguas Extranjeras con Énfasis en Inglés. Universidad Libre de Bogotá

OBJETIVO:

- Hacer una retroalimentación por parte de los estudiantes sobre implementación del curso de inglés

NOMBRE ESTUDIANTE	
FECHA	
CORREO ELECTRÓNICO	

AGRADEZCO RESPONDA LO MÁS SINCERO (A) POSIBLE LA SIGUIENTE ENCUESTA.

PREGUNTAS

1. ¿Cómo se sintió durante el curso de inglés en el semestre?

    a) bien   b) regular   c) mal

¿Por qué?

2. ¿Qué actividades realizadas en las clases le gustaron? (sopas de letras, crucigramas, bingo, fichas-parejas, adivinar frases, guías)

¿Por qué?

3. Entre las actividades grupales, de pareja e individuales ¿Cuáles prefiere?

¿Por qué?

4. Complete los siguientes cuadro con una X

ROL ESTUDIANTE	SIEMPRE	A VECES	NUNCA
Los estudiantes se colaboraron entre ellos en las actividades realizadas.			
Los estudiantes hicieron preguntas para aclarar dudas.			
Los estudiantes mostraron interés durante las clases (atención, participación, actitud de respeto)			
Los estudiantes recibieron correcciones o frases positivas sobre su			

trabajo en clase.			

DIDÁCTICA	SIEMPRE	A VECES	NUNCA
Las actividades en clase fueron variadas			
La docente estuvo pendiente del trabajo de los estudiantes			
Se permitió a los estudiantes saber sobre sus avances o dificultades mediante evaluaciones, quices, ejercicios prácticos			

5. Describa brevemente lo bueno y lo malo del curso de inglés.

BUENO	MALO

| | |
| | |

6. ¿Le gustaría continuar con el curso de inglés?   a) SI   b) NO

¿Por qué?

GRACIAS POR SU COLABORACIÓN

APPENDIX 8 - SYLLABUS

PROJECT: *COLOMBIAN SING LANGUAGE AND GAMES IN ENGLISH LEARNING WITH DEAF LEARNERS: A CHALLENGING EXPERIENCE*

MASTERS IN SCIENCES OF EDUCATION WITH EMPHASIS ON DIDACTICS IN ENGLISH AS A FOREIGN LANGUAGE
UNIVERSIDAD LIBRE

DOCENTE: SONIA SALAZAR		SUBJECT: BASIC ENGLISH	
GROUP: SEMESTER "CERO"	ROOM: C225	NUMBER OF STUDENTS: 16	
SCHEDULE: TUESDAY 2:00p.m - 5:00p.m		SESIONS: 16	TOTAL OF HOURS: 48

RATIONALE: Nowadays, people are in a world that demands the learning of a foreign language because an open world where they live has imposed English as an international language in different fields such as educational, political, economic and cultural. Many people around the world use English to communicate their ideas, thoughts, feelings, needs and interests.

In order to participate in an increasingly globalized and multicultural world it is necessary to learn English. It is imperative to provide the support and give answer according to the current educational requirement adapting practices keeping in mind learners' needs.

This English learning is based on Crystal´s analogy about grammar in language learning "it is like driving without knowing the names for the parts of your car" is appropriated to explain what happens, initially it is not necessary to know how language works the goal is to use it, and then it is important to understand how it works in order to have a better use of language on written and spoken. Communication goes hand in hand with grammar, for that reason this syllabus includes communication and grammar aspects.

This English course is thought of deaf learners, it is used Colombian Sign Language (CSL) as a

tool of Foreign Language learning and games as strategy of learning.

GENERAL OBJECTIVE:

- To provide to deaf learners an opportunity to use English as another possibility of communication.

SPECIFIC OBJECTIVES:

- To be familiar with vocabulary related to: the classroom, my family, basic math operations, occupations, colors and human body.
- To use English for short descriptions
- To use CSL in English learning process.
- To practice English using games as learning strategy.

CONTENTS:

- Personal information
- Giving Orders
- The Classroom
- My Family
- Basic Math
- My body

VOCABULARY

- Adjectives
- Colors
- Occupations
- Cardinal numbers 0 – 5.000

- Body parts
- Animals

GRAMMAR

- Personal Pronouns
- Possessive Adjectives
- Use of To Be (affirmative and negative structures)
- Use of To Have (affirmative and negative structures)

METHODOLOGY

Taking in mind learners' needs and learning styles the methodology proposed in this course will make emphasis in the use of visual material and written English in order to avoid translation into Spanish. The means of communication will be CSL and written English; games will be the learning strategy.

There will be a presentation of the contents by the teacher using visual or written forms and signs; practice will done by students through different activities and production (optional) that will be limited due to learners are in the initial phase of foreign language learning.

MATERIALS

- Written Cards
- Vocabulary Cards
- Statements Cards
- Power Point presentations/ Computer/ TV
- Games: bingo, pelmanism, picture dictation, sign dictation, miming sentences,
- Posters
- Guides

EVALUATION

It will be a formative evaluation during the process taking into account the following aspects: assistance, individual and group work in class, participation, written and sign tests, quices and homework.

Students' activities, tasks and quices, will be grade from 1.0 to 5.0.

REFERENCES

Morávková, (2011) Deaf Students and Their Motivation to Learn English. Available at
https://is.muni.cz/th/83141/pedf_b/BT_Moravkova.doc

Ruiz, (2010) Manos para Aprender. La Importancia de la Lengua de Signos en el Ámbito Escolar
para la Vida de las Personas Sordas. Innovación y Experiencias Educativas N°29 Abril de 2010

Dotter, (2008) English in International Deaf Communication. Available at http://www.uni-
klu.ac.at/zgh/downloads/2008_Hilzensauer_Skant_SignOn.pdf

Berent, (2005) English for Deaf Students: Assessing and Addressing Learner's Grammar
Development .Available at http://www.pen.ntid.rit.edu/newdownloads/workshop/cr/2004/2-
Berent/Berent%20Prague%202001%20Paper.pdf

Ramírez and Castañeda, (2003) Educación Bilingüe para Sordos. Available at
http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-88150_archivo.pdf

Tovar, (2001) La Importancia del Estudio de la Lengua de Señas. Lenguaje N° 28 Noviembre de
2001

Ur, (1998) Gramar Practice Activities. Cambridge University Press

Rixon, (1996) How to Use Games in Language Teaching. Phoenix ELT

APPENDIX 9 - LESSON PLANS

LESSON NUMBER 1

MAIN LANGUAGE: Personal information-Wh questions- Commands-Personal Pronouns- The Classroom-Affirmative –Negative To Be forms in Present Tense

TIME: 2:00 p.m- 5:00p.m	**DATE:** February 14th

LEARNING OUTCOMES

- To be familiar with vocabulary presented by the teacher (wh questions, commands, personal pronouns, possessive adjectives, classroom supplies)
- To associate Wh question with correct answer
- To follow commands according to the teacher
- To identify personal pronouns

MATERIALS: Wh question- Answer Cards- Commands Cards- Guides-TV- Computer (Power Point Presentation) **SEE APPENDIX 1**

PRESENTATION-PRACTICE-PRODUCTION (optional)

- Show WH questions with its corresponding answers about personal information. The sentence of each one card is presented through CSL.

Select one sentence and ask students what does it mean, students answer using CSL. Use all sentences in order to give participation to all students.

Set the cards on the desk , chose one and show to students, then ask the students what is the corresponding answer or question, a student pass and match the cards choosing the correct from the table. Continue until match all cards.

Optional: Give small papers to students, they will write on only the WH Questions, ask the students to go to other classmates and show a question, the classmates will sign the correct answer.

- Present each one of the Command Cards with the action indicated miming or acting, then show a card and the students make the action.

Game: O' GRADY SAYS Leader (teacher begins, then any student) shows a Command Card and the rest of the class obey acting or miming.

- *Guides:* Give students "Personal pronouns" and "Possessive Adjectives" in order to follow the explanation by teacher.

Write Personal Pronouns on the board and sign them. Indicate each pronoun taking as reference people in the class. Point at any pronoun written on the board and ask students to indicate who is. Write the Possessive Adjectives on the board and sign them. Write simple sentences using Possessive Adjectives eg. My name is… Her sign is… Make sure the topic is clear.

Give students Guide "Activity in Class", sign the instructions and explain each point giving an example.

- *Power Point Presentation***:** Introduce Classroom vocabulary. Let students draw the corresponding picture to each word.

Write on the board singular and plural sentences using Affirmative – Negative To be forms (It is…It isn't…They are…They aren't… with classroom vocabulary Eg. It is a book / They are books- It isn't a book/ They aren't a book.

Encourage students to go to the board to write examples.

- *Guide:* Students practice writing using Affirmative – Negative To Be forms and vocabulary related to "The Classroom"

SESSION NUMBER 2
MAIN LANGUAGE: My family- Possessive Adjectives-Reading Comprehension

TIME: 2:00 p.m- 5:00p.m	**DATE:** February 21st
LEARNING OUTCOMES	

- To be familiar with vocabulary presented by the teacher (personal pronouns, possessive adjectives family members)
- To use personal pronouns and possessive adjectives
- To comprehend short written texts
- To describe own family using short sentences in Present Tense

MATERIALS: Memory game (Classroom Vocabulary) Power Point Presentation "Family", Guides: Family Vocabulary, "Family Tree" and Reading comprehension "Jenny's Family" Presentation "My Family" description-

ACTIVITY (Family Tree)

Name: _____ Date: _____

Look at the family tree and complete the sentences

Henry – Diana

Amelia   Anne + Paul   John   George + Sandra

Sarah   Jack   Emily   Peter

0. Peter is Paul´s _____nephew_____

1. Emily is Peter´s _____
2. Peter is Emily´s _____
3. Anne is Emily´s _____
4. Paul is Peter´s _____
5. Diana is Peter´s _____
6. Henry is Emily´s _____
7. Emily is Paul´s _____
8. Sandra is Emily´s _____
9. Sandra is George´s _____
10. Sarah is Peter´s _____

READING COMPREHENSION

NAME: _____ DATE: _____

Jenny's Family

Hello. I´m Jenny. I´m a student. I´m 13.

She is my sister Annie – she´s 15. My brother Andy´s 18. He is a university student.

He is my father – his name is Mark.

He´s 44 and he´s a teacher.

My mother is 42 and her name is Susan. She is a doctor.

I love my grandparents. Their names are Arthur and Lynne.

Answer according to the reading

1. How old is Jenny? _____
2. What does Susan do? _____
3. Who is a university student? _____
4. Who is Annie? _____
5. Who is Arthur? _____

MY FAMILY (Description)

I love my family. I´m Sonia Salazar. I´m an English teacher.

My mother is 66. Her name is Rosa. She isn´t young.

My brother is Cesar. He´s a manager. My brother is tall and strong.

My son is a university student. His name is Juan Pablo. He´s attractive. He´s intelligent and judicious.

My daugther is 7. Her name is Julieta. She is a student. She´s thin and beautiful. Julieta isn´t judicious.

PRESENTATION-PRACTICE-PRODUCTION (optional)

- *WARM UP*

Game: Start checking vocabulary using a memory game "The Classroom". Put the cards face down (on the floor or table), students take turns to play. If a student match a word and corresponding picture takes the cards and play again, if not student face down the cards and other student continues until match all cards.

Variation: Students add spelling of words after matching cards without reading or watching words on cards.

- Introduce family Vocabulary with Power Point Presentation give time after presentation in order to students draw the corresponding vocabulary on guide "Family Vocabulary" Motivate student to draw in order to avoid translation of words into Spanish

- *Guides:* Give to students "Family Tree", sign the instruction and let students work individually. After students finish the activity, check the answers with the whole class.

Read the text "Jenny's Family" using CSL by turns. Help students with vocabulary if necessary.

Students may work in pairs to answer the questions. Check the answers with the whole class.

- Present text "My family" description. Sign the descriptive text.

Ask students to describe their family, taking as model the text presented.

Students may prepare a presentation using posters with photos of their family members.

SESSION NUMBER 3

MAIN LANGUAGE: Adjectives-Occupations- Affirmative and Negative sentences TO BE (present tense)

TIME: 2:00 p.m- 5:00p.m	**DATE:** February 28th

LEARNING OUTCOMES

- To be familiar with vocabulary presented by the teacher (adjectives, occupations)
- To strengthen spelling of seen vocabulary
- To describe people using affirmative and negative structures (TO BE)
- To challenge memory with seen vocabulary through puzzles and crosswords

MATERIALS: Guide Adjectives for People, Guide More Adjectives, Guide Opposites, Guide Professions and Occupations, Guide "Crossword Puzzle", Images "Famous People"

VOCABULARY: PROFESSIONS AND OCCUPATIONS

TEACHER	INTERPRETER	PSYCOLOGIST
DENTIST	SECRETARY	FOOTBALL PLAYER
SINGER	ARCHITECT	FARMER
LAWYER	CARPENTER	SELLER
DOCTOR	NURSE	ACCOUNTANT
DRESSMAKER	PHOTOGRAPHER	SHOEMAKER

VOCABULARY: PROFESIONS AND OCCUPATIONS

RECEPCIONIST	SOCIOLOGIST	SEGURITY GUARD
TAILOR	SOLDIER	POLICEMAN
ENGINEER	HAIRDRESSER	DANCER
BAKER	ACTOR-ACTRESS	CASHIER
BUTCHER	SCIENTIFIC	HOUSEKEEPER
COOK	MUSICIAN	DRIVER

PICTURES OF FAMOUS

Images taken from internet

OCCUPATIONS CROSSWORD PUZZLE WORKSHEET
LOOK AT THE NUMBERS ON THE PICTURES AND WRITE THE OCCUPATIONS IN THE CROSSWORD PUZZLE

Taken from: www.eslgamesplus.com
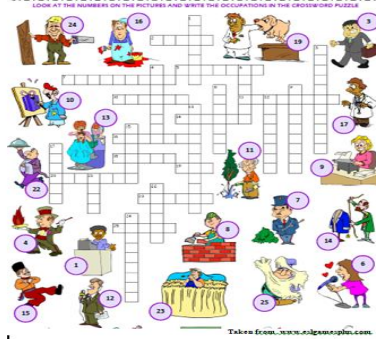
PRESENTATION-PRACTICE- PRODUCTION (optional)

- *WARM UP*

Game: Check family vocabulary with a spelling game. You sign vocabulary and students spell words according to signs. Chose the way in which they can participate (raising a hand, catching a paper ball throwing by the teacher…)

- Students start with a presentation of their family description in front of the class. At the end of presentation collect the works done by students in order to grade each one.

Guides

- Give to students vocabulary guides "Adjectives for People" and "More Adjectives". Sign each word and let students draw.
- Give to students guide "Opposites", students solve the crossword. Collect papers when students finish.

- Ask students to go to the board to write affirmative sentences using TO BE (Present Tense) and adjectives, they can use vocabulary related to classroom and family. If there are mistakes in the written sentences the whole class can correct them.

Variation

Students can write negative sentences for homework looking for new vocabulary.

- Give to students guide "Professions and Occupations", students draw each word according to the sign given by you.
- Present to students pictures of famous people, they have to write in their notebooks what does he-she- do as in the example:

 She is a singer.

Check the sentences individually.

Variation

Ask to students to pass the affirmative sentences to negative sentences.

- Solve the guide "Crossword Puzzle" with the whole class. Each student work on his/her own paper.

SESSION NUMBER 4

MAIN LANGUAGE: Affirmative and Negative Sentences (To Be)- Cardinal Numbers(0 - Thousands)

TIME: 2:00 p.m- 5:00p.m	**DATE:** March 7th

LEARNING OUTCOMES

- To be familiar with vocabulary presented by the teacher (cardinal numbers)
- To describe with short sentences people and objects.
- To strengthen writing of short affirmative and negative sentences using To Be (Present Tense)

MATERIALS: "Picture Dictation" Power Point Presentation

PRESENTATION-PRACTICE-PRODUCTION (optional)

- *WARM UP*

Game: Improve writing with "Picture Dictation" using vocabulary related to Personal Pronouns, Adjectives, Occupations-Professions) In this dictation you show a picture and students write and Affirmative Sentence using verb To Be in Present Tense. There is more than one option for each picture, motivate students to write as many as possible. For example:

The man is tall / He is tall /   The man is elegant / He is elegant /

Students go to the board to write a sentence, check and ask students for correction if necessary. You may check students writing, give them feedback.

Variation

Ask students to write Negative Sentences

- Present to students Cardinal Numbers in power Point. Let students write the information

presented.

- Give to students crossword guide "Cardinal Numbers". Sign the instructions for each point, help students if necessary. When students finish the activity collect the papers to check and grade.

SESSION NUMBER 5

MAIN LANGUAGE: Affirmative and Negative Sentences- Vocabulary

TIME: 2:00 p.m.- 5:00p.m	**DATE:** March 21st

LEARNING OUTCOMES

- To improve spelling vocabulary
- To understand vocabulary and written English sentences
- To use correct affirmative and negative structures of verb To Be in Present Tense

MATERIALS: "Spelling Vocabulary" Power Point presentation – First Evaluation

PRESENTATION-PRACTICE-PRODUCTION (optional)

- *WARM UP*

Game: "Spelling Vocabulary" Use a Power Point presentation to show pictures of vocabulary you want to be spelled by learners. The vocabulary presented is a summary until date. Students participate raising their hand or catching a ball thrown by you. The whole class helps to correct spelling if necessary.

- Give students First Evaluation Paper, when they finish collect papers. Sign instructions for each point.

- *Game:* "Bingo" (Numbers 1-60) Give to students (by pairs) a bingo card and papers to cover numbers when they are signed and showed. Numbers are written on papers (using letters) inside a bag or small box, you take a paper without seeing, and then you show the number written and sign if necessary. Students cover the number if they have it. The winner is the first couple with a card completely covered (they have to indicate "bingo" with a hit on the table. Verify using bingo caller's card.

SESSION NUMBER 6
MAIN LANGUAGE: Pronouns-To Be Present Tense (affirmative and negative)- Occupations

TIME: 2:00 p.m.- 5:00p.m	**DATE:** March 28th

LEARNING OUTCOMES

- To straighten vocabulary related to occupations.

- To use negative and affirmative structures in the correct way.

- To use contractions of To Be Present Tense

MATERIALS: - PICTURE CARDS (Pronouns and representative instruments of occupations)

PRESENTATION-PRACTICE-PRODUCTION (optional)

WARM UP

Game: "Hangman" You draw a number of dashes corresponding to the number of letters in a word (occupations vocabulary) that you has chosen previously. Students paly in pairs, they sign the letters may be in the word (a letter by turn). If the letter signed is correct you write it and ask if they know the word. If the letter is wrong you draw a part of hangman. The stages in the drawing are like this:

Students may guess the word before the drawing is complete. They need to sign and spell the word complete and right to have a point.

- You show (using picture cards) elements of different occupations and pronouns cards (only pictures no words. Students may 2 write sentences saying what people do (using complete form and contraction).

Example:

You are writers /You're writers

SESSION NUMBER 7

MAIN LANGUAGE: To Be Present Tense- Occupations- Adjectives

TIME: 2:00 p.m.- 5:00p.m **DATE:** April 18th

LEARNING OUTCOMES

- To straighten affirmative and negative written structures using To Be in Present Tense.
- To use vocabulary as much as possible.
- To practice the corresponding use of AM-IS-ARE with pronouns or subjects.

MATERIALS: - Sentences written on papers

SESION 7
GUESSING SENTENCES

THE TEACHER IS TALL AND INTELLIGENT.

THE SHARPENERS ARE SMALL AND SILVER.

MY SISTER IS BEAUTIFUL AND ANGRY.

YOUR GRANDPARENTS ARE YOUNG, ELEGANT AND KIND.

BOOKS ARE INTERESTING, EXPENSIVE AND BIG.

HER UNCLE AND AUNT AREN'T ATTRACTIVE.

MY PARENTS ARE TALL, FAT AND JUDICIOUS.

I'M YOUNG, FUNNY, OUTGOING AND HAPPY.

TATIANA, ANGIE AND CAMILO ARE FRIENDLY STUDENTS.

THE DRIVER IS A RUDE AND SELFISH PERSON.

IT IS AN UGLY AND BAD DOG.

THE COOK AND BAKER ARE CLEAN.

THEY AREN'T LAZY CARPENTERS.

THE SCIENTIFIC ISN'T MY FATHER.

YOU AREN'T SHORT, WEAK OR THIN.

PRESENTATION-PRACTICE-PRODUCTION (optional)

- *WARM UP*

Game: "Guessing Sentences" You have affirmative and Negative Sentences written on papers. Papers are face down and a student choses one. The student passes in front of the class and mimes the sentences (not using signs); the rest of the class has to guess the sentence (equal as sentence on paper). Give turns to answer; the student with the correct one goes to the board and writes it.

- Ask students to write 10 free sentences using TO BE in affirmative and negative structures. Check each one of students work.

SESSION NUMBER 8

MAIN LANGUAGE: Colors Vocabulary- To Be Affirmative and Negatives Sentences

TIME: 2:00 p.m.- 5:00p.m	**DATE:** May 9th

LEARNING OUTCOMES
- To learn vocabulary related to colors.
- To practice writing using To Be forms in Present Tense (affirmative and negative sentences).
- To make short descriptions of things.

MATERIALS: Flash Cards (vocabulary of school supplies; and colors and name of colors

PRESENTATION-PRACTICE-PRODUCTION (optional)

WARM UP

Write some sentences on the board and ask students to sign them for checking vocabulary and reading comprehension.

- *Game* "Memory Cards" Set colors cards down face on the floor or a big table, by turns a student tries to match color and word if the students does it he/she continues if not other student continues until finishing all cards. The winner is the student with the most pair of cards.

- Divide the class into two groups, group A and group B, give a paper and a marker for each group. Previously you prepare cards using pictures (no words) with the elements of the classroom. A student of group A choses a card (cards are in a bag) and signs a short sentence (only twice) according to the picture on the paper (sign element and color). For example:

"The scissors are purple and blue", then group B write the sentence in English.

Then a student of group B choses a card and signs according to the picture and group A write the corresponding sentence and so on. The winner is the group with the most number of right sentences written. Guide students to check each other at the end.

- Ask students to bring cuts of pictures of people, papers and glue for next class.

SESSION NUMBER 9

MAIN LANGUAGE: To Have Present Tense(affirmative sentences)- Body vocabulary-Adjectives-

TIME: 2:00 p.m.- 5:00p.m	**DATE:** May 16th

LEARNING OUTCOMES

- To clarify the use of Have and Has
- To make self-physical description using vocabulary learnt
- To practice the forms of verb To Have in Present Tense

MATERIALS: Body poster (for each group)
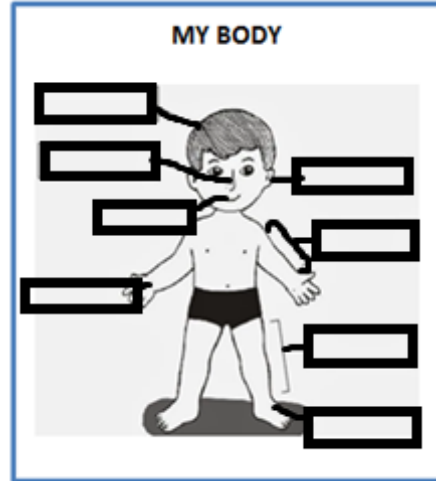
- **Students bring for this session cuttings pictures of people, cardboard or similar and glue.**

PRESENTATION-PRACTICE-PRODUCTION (optional)

WARM UP

Game: "Good Memory" You match the cards (parts of the body and corresponding name) on a place that all students can see them. Give them some time in order to remember what is the corresponding; students go around looking at the new vocabulary. Then, students stop walking and you collect the names of the parts and ask a student to put the names according to the part of the body. When the student finishes the rest of the class help to check and correct if necessary. You may give to some students the chance to participate.

- Divide the class into small groups (three or four) and bring them a poster with the human body and a marker. They have to write the names. When they finish they exchange the posters to correct. You write or spell the words in order to check answers. Grade the activity.
- Present on the board the words HAVE –HAS with the corresponding pronouns for each one.

Give examples of the use using CSL related to the meaning of possession or attribution in a description.

SESSION NUMBER 10

MAIN LANGUAGE: To Have Present Tense(affirmative sentences)- Body vocabulary-
Adjectives-

TIME: 2:00 p.m.- 5:00p.m	**DATE:** May 30th

LEARNING OUTCOMES

- To strengthen vocabulary related to body
- To comprehend written sentences in English
- To practice written production

MATERIALS: Winning sentences"(written sentences on papers)- paper for writing- markers or
pens- Guide "Unscrambled Sentences"

```
EXAMPLES:      A.    IS       TALL      SONIA   AND    THIN
               B.    HAS    BEAUTIFUL    WIFE    A
               C.    LEIDY,   VALENTINA,  FELIPE   GLASSES   AND   HAVE
1.    PARENTS      HAPPY      MY       ARE
2.    THE    STUDENT     HAS      SEVEN      BOOKS
3.    UNCLE    FAT    MY    CAT    A    WHITE    CAT    HAS
4.    FAMILY    BIG    IS    OUR    KIND    AND
5.    HIS    HAS    BLACK    HAIR    AND    CURLY    SISTER
6.    AREN'T    WEAK    AND    YOUR       BROTHERS       TALL
7.    TEACHERS     ANGRY      THE      ARE
8.    FAT    THE    ISN'T    HAIRDRESSER    A    FAT    WOMAN
9.    YOUR    IS    ORANGE    AND    BAG    SMALL
10.   BABIES    THE    HAVE    GREEN    BIG    AND    EYES
11.   HE    A    GOOD    IS    MUSICIAN
12.   THEY    LONG    LEGS    HAVE
13.   BAKER    ARMS    THE    STRONG    HAS
14.   AND    AREN'T    RED    TABLES    THE    CHAIRS
15.   GRANDMOTHER    MOTHER    AND    HIS  HAVE    SHORT    BROWN    AND
HAIR
16.   FACE    THE    WHITE    CLOWN    HAS    RED    AND    NOSE
17.   SHY    SHE    INTELLIGENT    JUDICIOUS    AND    ISN'T
18.   WE    AND    AREN'T    LAZY    BORING
19.   YOU    STRONG    ATRACTIVE    ARE    AND
20.   AND    THE    PURPLE    IS    SMALL    SHARPENER
21.   MY    HAVE    HANDS    FINGERS    LONG
22.   TALKATIVE    CHILDREN    DISOBEDIENT    AND    ARE
23.   EYEBROWS    BLACK    LONG    ARE    AND    MY
24.   SHE    BODY    SLIM    HAS    A
```

PRESENTATION-PRACTICE-PRODUCTION (optional)

"WINNING SENTENCES"

THE TEACHER HAS FOUR FINGERS

THE LIONS HAVE THREE EYES

A DOCTOR HAS FOUR HANDS

A BABY HAS THREE FEET AND TWO HEADS

A DOG HAS A SMALL HEAD AND FIVE EARS

THE GRANDMOTHER HAS TWO NOSES AND A SMALL MOUTH

THE BOY HAS THREE LEGS AND FOUR ARMS

MOTHERS HAVE BIG KNEES

A SHORT DOCTOR HAS THREE BIG ARMS

HE HAS LONG NOSE AND ONE EYE
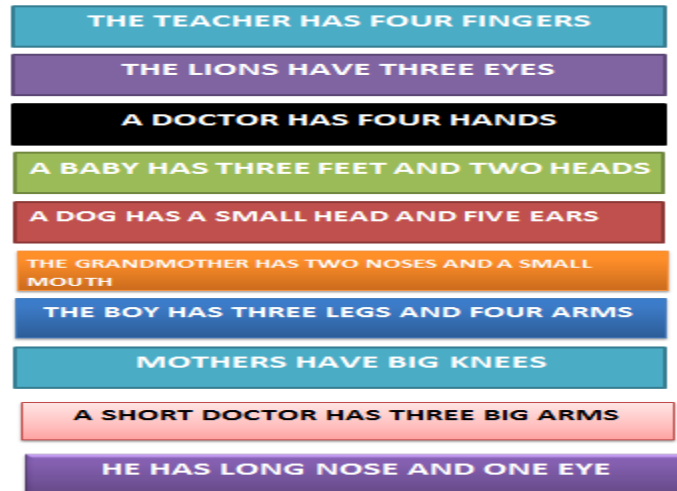
WARM UP

Game: "Simon says" You are Simon and give the instructions showing papers with instructions indicating what part of the body touch, e.g. "Touch your eyes" Touch your mouth…and so on.

- Divide the class into groups (3 or 4). Place the paper down face or inside a box or bag. By turns one person of a group takes a paper, reads and signs to the groups including his/her own group. The group has to write the correct and complete sentence. Successful answer given by groups will gave them a point. The winner is the group with the higher scoring.

Variation: Show papers to students and ask them to draw according to the written sentence, if the picture corresponds they will win a point. Group has to show the pictures at the same time. To confirm each sentence, sign each one.

- Give the guide with "scramble sentences" to students (individual or by pairs), ask them to cut each word and organize the in a successful sentence. They paste the sentences on a paper to give you when they finish.

SESSION NUMBER 11

MAIN LANGUAGE: Vocabulary Bingo

TIME: 2:00 p.m.- 5:00p.m	**DATE:** June 8th

LEARNING OUTCOMES

- To review all vocabulary seen during the semester
- To associate English words with meaning

MATERIALS: "Vocabulary Bingo", the play card is done by students and bingo caller card by the teacher (previously) 1/8 of cardboard, markers, pieces of paper.

PRESENTATION-PRACTICE-PRODUCTION (optional)

WARM UP

*Game: "*Guessing words", a student sign a word and the other (this student can be called by the teacher) has to spell in a correct way the word. If the answer is right he/she takes the turn to sign.

- Each student has to make his/her own card to play, they choose the vocabulary they want and write or draw each word on a square (card is divided into 20 squares for each word or picture). Then you take of a bag a paper with a picture and show it to the students, if they have it they cover the word with a piece of paper. The winner is the first one who completes to cover the card.

APPENDIX 10 - FORMATO DE OBSERVACIÓN DE CLASE

Nombre del docente: Sonia Enith Salazar Mateus		Semestre: 0
Asignatura: Inglés	Sesión: 2	Fecha de observación: 21 de febrero

OBJETIVO GENERAL:

Tener una visión externa del trabajo realizado por la docente y los estudiantes de semestre Cero en la clase de curso básico de inglés a través del uso de la Lengua de Señas Colombiana (LSC) y juegos como estrategia de aprendizaje.

OBJETIVOS ESPECÍFICOS:

Determinar la pertinencia de la metodología empleada por la docente para el aprendizaje de sus estudiantes.

Determinar la participación de los estudiantes de semestre cero en su proceso de aprendizaje.

Realizar ajustes al curso según la información obtenida.

I. PLANEACIÓN DEL TRABAJO EN EL AULA	
PERFIL ESTUDIANTES: 16 Estudiantes semestre Cero, población heterogénea (sordos, con hipoacusia)	**ASISTENTES #: 15**
METAS DE APRENDIZAJE : • Familiarizar al estudiante con el vocabulario presentado por la docente (pronombres personales, adjetivos posesivos y	

108

miembros de la familia)

- Emplear pronombres personales y adjetivos posesivos
- Comprender textos escritos cortos
- Describir la familia usando oraciones cortas en Presente Simple.

METODOLOGÍA: Presentación de contenidos y temas a cargo de la docente; Práctica y Producción por parte de los aprendientes. Se emplearan como estrategia de aprendizaje la Lengua de Señas Colombiana y diferentes actividades (juego de memoria, presentación en power point y guías)

CONTENIDOS - TEMAS My family-Possessive Adjectives-Reading Comprehension

PROCEDIMIENTOS E INSTRUMENTOS DE EVALUACIÓN

Observación, revisión de instrumentos y análisis mediante lista de control, informe de estudiantes, grabación de videos y pruebas específicas.

II. OBSERVACIÓN DE CLASE

	ASPECTOS A OBSERVAR	CRITERIOS DE EVALUACIÓN				
1	**AMBIENTE DE LA CLASE**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	Hay un ambiente de respeto en el desarrollo de la clase	x				Atienden llamados de atención de la profesora, respetan turnos de participación,
b	Se promueve aprendizaje participativo en los estudiantes	x				Buscan palabras o frases en el traductor (en celular) o diccionario, se observa colaboración entre pares
c	Los estudiantes se colaboran entre ellos para aclarar dudas	x				Se ayudan deletreando palabras, le dan ejemplos al que tiene dudas
2	**METODOLOGÍA**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	Se comunica de manera efectiva empleando la Lengua de Señas Colombiana	x				Asumo que lo hace correctamente porque la cara de los estudiantes expresa que quedo claro lo que se comunico
b	Las actividades de la clase son pertinentes para el aprendizaje	x				les presenta información visual, le hace actividades entretenidas, los estudiantes emplean el vocabulario visto en la presentación
c	Se hace referencia a temas o contenidos de clases anteriores	x				La profesora inicio con juego en el que deletreaban palabras vistas en clases previas
d	La docente hace retroalimentación sobre respuestas de los estudiantes	x				Les expresa que lo hicieron bien o les pide que revisen y observen cual es el error, los vuelve a pasar después, les coloca vistos en lo que realizan bien
E	El docente se asegura de que los estudiantes entiendan	x				Les pregunta en diferentes momentos, pasa por los puestos revisando que los estudiantes estén realizando la actividad asignada de manera correcta.

		SIEMPRE	A VECES	NUNCA	NO EVALUADO	OBSERVACIONES
F	Se promueve el trabajo cooperativo entre los estudiantes	x				Los estudiantes trabajan en parejas o grupos, ella mira que se involucren todos (les pregunta para que cualquiera responda))
g	Se emplean recursos de aprendizaje: visuales, tecnológicos, concretos…	x				Emplea el tv, usa presentación power point, le presenta fichas con palabras y frases en letras grandes
4	**ROL DEL DOCENTE**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	Prepara material de acuerdo a las características de sus estudiantes	x				El material es visual y colorido, de buen tamaño para que se vea desde cierta distancia
b	Explica con claridad temas y/o contenidos	x				Presenta la información organizada, en el tablero lleva orden a pesar de ser un tablero pequeño
5	**ROL DEL ESTUDIANTE**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	Los estudiantes prestan atención a las explicaciones e indicaciones de la docente.	x				Hay atención constante con excepción de un estudiante que constantemente usa el celular, la profesora le pide que lo guarde y aunque lo guarda por momentos, persiste.
b	Hacen preguntas para aclarar dudas	x				Los estudiantes preguntan desde su puesto o se acercan a la profesora para aclarar dudas
c	Participan en el desarrollo de actividades	x				Se ven motivados, preguntan qué hacer, muestran su trabajo realizado,
d	Busca información aparte de la brindada por la docente		x			Buscan en el traductor, un estudiante lleva diccionario y recurren a él para buscar alguna palabra
e	Muestra interés durante el desarrollo	x				Con excepción de un estudiante, ellos quedan atentos al tablero

	de la clase				si hay explicación o si otro compañero pasa al tablero, muestran constantemente lo que escriben, recurren a la profesora en varias ocasiones a preguntar o confirmar si hicieron bien la actividad
f	Interactúa con sus compañeros	x			Se preguntan entre ellos y se colaboran con explicaciones o respuestas
g	Asume un rol activo en su proceso de aprendizaje	x			Se observa un interés constante por aprender porque pregunta, presenta lo que hace a la docente, compara sus respuestas con sus compañeros, explica a otros si tiene clara la información.

NOMBRE Y FIRMA (OBSERVADOR)	NOMBRE Y FIRMA DE EVALUADOR
VIRGINIA NUÑEZ	

FORMATO OBSERVACIÓN DE CLASE

Nombre del docente: Sonia Enith Salazar Mateus		Semestre: 0
Asignatura: Inglés	Sesión:	Fecha de observación: Mayo 09

OBJETIVO GENERAL:

Tener una visión externa del trabajo realizado por la docente y los estudiantes de semestre Cero en la clase de curso básico de inglés a través del uso de la Lengua de Señas Colombiana (LSC) y juegos como estrategia de aprendizaje.

OBJETIVOS ESPECÍFICOS:

Determinar la pertinencia de la metodología empleada por la docente para el aprendizaje de sus estudiantes.

Determinar la participación de los estudiantes de semestre cero en su proceso de aprendizaje.

Realizar ajustes al curso según la información obtenida.

I. PLANEACIÓN DEL TRABAJO EN EL AULA	
PERFIL ESTUDIANTES: 16 Estudiantes semestre Cero, población heterogénea (sordos, con hipoacusia),	**ASISTENTES # :15**
METAS DE APRENDIZAJE : • Aprender vocabulario relacionado con los colores • Practicar escritura empleando formas del verbo To Be en presente simple, con sus formas negativa y afirmativa. • Hacer descripción de cosas del entorno	
METODOLOGÍA: Presentación de contenidos y temas a cargo de la docente; Práctica y Producción por parte de los aprendientes. Se emplearán como estrategia de aprendizaje la Lengua de Señas Colombiana y juegos.	
CONTENIDOS - TEMAS Colors Vocabulary- To Be Affirmative and Negatives Sentences	
PROCEDIMIENTOS PARA EVALUAR EL APRENDIZAJE Observación, revisión de instrumentos y análisis mediante lista de control, informe de estudiantes, grabación de videos y pruebas	

específicas (informales)

<table>
<tr><td colspan="6" align="center">**II. OBSERVACIÓN DE CLASE**</td></tr>
</table>

	ASPECTOS A OBSERVAR	CRITERIOS DE EVALUACIÓN				
1	**AMBIENTE DE LA CLASE**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	Hay un ambiente de respeto en el desarrollo de la clase	x				Si, Los estudiantes están atentos a su profesora y compañeros
b	Se promueve aprendizaje participativo en los estudiantes	x				Si, Trabajan en grupo o individualmente, verifican sus respuestas con la docente o compañeros
c	Los estudiantes se colaboran entre ellos para aclarar dudas	x				Si, ellos se corrigen entre sí, se deletrean palabras o repiten señas
2	**METODOLOGÍA**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	La comunicación es de manera efectiva empleando la Lengua de Señas	x				Si, los estudiantes hacen las señas y la docente las comprende y viceversa (por la

114

		SIEMPRE	A VECES	NUNCA	NO EVALUADO	OBSERVACIONES
	Colombiana					expresión de su cara y comunicación continua)
b	Las actividades de la clase son pertinentes para el aprendizaje	x				Sí, porque los estudiantes refuerzan vocabulario, las imágenes les ayudan a entender y hacer asociaciones,
c	Se hace referencia a temas o contenidos de clases anteriores	x				Si, la docente muestra dibujos en fichas y ellos pasan a escribir la palabra correspondiente
d	La docente hace retroalimentación sobre respuestas de los estudiantes	x				Si, les corrige si está bien o mal vuelve a revisar en caso de hacer la corrección
E	El docente se asegura de que los estudiantes entiendan	x				Si, repite si es necesario, presenta más ejemplos, va a los lugares de los estudiantes para mirar el trabajo de los estudiantes.
F	Se promueve el trabajo cooperativo entre los estudiantes	x				Si, en el trabajo en grupo ellos se ayudan con la solución de la actividad asignada, se corrigen si es necesario
g	Se emplean recursos de aprendizaje: visuales, tecnológicos, concretos…	x				Si, emplean fichas coloridas con letra que se puede leer desde lejos,
4	**ROL DEL DOCENTE**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**

115

		SIEMPRE	A VECES	NUNCA	NO EVALUADO	OBSERVACIONES
a	Prepara material de acuerdo a las características de sus estudiantes	x				Sí, todo es escrito o visual (dibujos)
b	Explica con claridad temas y/o contenidos	x				Si, la explicación no es larga, es más con ejemplos, les pregunta para verificar que haya quedado claro el tema
5	**ROL DEL ESTUDIANTE**	**SIEMPRE**	**A VECES**	**NUNCA**	**NO EVALUADO**	**OBSERVACIONES**
a	Los estudiantes prestan atención a las explicaciones e indicaciones de la docente.	x				Sí, es muy raro el estudiante que se ve realizando una actividad diferente a la asignada por la docente.
b	Hacen preguntas para aclarar dudas	x				Sí, preguntan a la docente y a sus mismos compañeros
c	Participan en el desarrollo de actividades	x				Sí, están pendientes de las indicaciones y realizan las actividades asignadas
d	Busca información aparte de la brindada por la docente				x	Esto se evaluaría más fuera de clase
e	Muestra interés durante el desarrollo de la clase	x				Sí, ellos preguntan que toca hacer, muestran lo que hacen, miran lo que hacen sus compañeros
f	Interactúa con sus compañeros	x				Sí, cuando les pregunta, cuando trabaja en

						grupo, ayuda escribiendo o mirando si está bien hecho y corrigiendo si está mal
g	Asume un rol activo en su proceso de aprendizaje	x				Sí, participa haciendo preguntas, respondiendo, buscando corrección por parte de la profe

NOMBRE Y FIRMA (OBSERVADOR)	NOMBRE Y FIRMA DE EVALUADOR
NICOLLE NEMEGUEN	

APPENDIX 11 - TEACHER´S DAIRY

DATE:	SESION	PARTICIPANTS
Feb. 14th	one	15

ACTIVITIES	PURPOSES
• Matching wh questions –answers • O' Grady orders • Guides: personal pronouns, possessive adjectives • Pointing pronouns • Power Presentation "The classroom"	• To presents basic personal information • To associate wh questions with answers • To follow written instructions • To be familiar with vocabulary related to the classroom • To identify personal pronouns • To observe negative and affirmative sentences using verb To Be in present tense
MATERIALS	**LEVEL**
Wh question- Answer Cards- Command Cards- Guides-TV-Computer (Power Point Presentation)	Beginners
LANGUAGE TYPE	

Personal information-Wh questions- Commands-Personal Pronouns- The Classroom-Affirmative –Negative To Be forms in Present Tense

QUESTIONS
1. How is the communication teacher-students? 2. What is learners' attitude with the teacher? 3. The materials are according to students' needs? 4. How much time did deaf learners take on each activity? 5. Is the vocabulary clear for learners? 6. How is the attention of the students? 7. How do students participate? 8. How is my communication using CSL? 9. Do they ask when something is not clear? 10. How was the learners' reaction in the game O' Grady Orders?

OBSERVATIONS
1. This is my first experience working with deaf learners, however communication is good .I felt anxious and excited. I'm a little slow doing sign but communication is effective because I understood students and vice versa. They helped me with signs that I didn't know. I'm so happy 2. Students were kind, they paid attention to class and explanations, 3. The material is based on written cards, pictures, power point presentation for classroom vocabulary. However, I think I brought so much guides, time went flying. The cards have big words to permit an easy reading 4. Students needed more time than I expected probably because this is my first time with them. But it is normal, not all students work in the same way. All guides weren't developed, time was short, they had to draw, complete information, read and answer… 5. Vocabulary is associated with signs and English words, they understood the vocabulary (I asked after some time to verify), they forgot some words or phrases but other students helped to "say" the meaning.

6. The most students were working on the activities assigned. A student called my attention, he came later and then his attention was on his mobile phone, in spite I asked for his attention, his attention in class wasn't continuous.
7. They participate in the following way: went to the board, passed in front, and asked me and their classmates to clarify doubts about vocabulary or phrases. They up their hand to give an answer, they follow instructions.
8. It's good, I need to practice because the last time I use CSL was in 2015…much time I remember lots of sign and I checked my CSL books
9. Yes, they asked me and asked their classmates. Few of them looked in google.
10. They participated with a good attitude, even they enjoy playing. When they were wrong they laughed. They were alert to know if their classmates followed the instruction good or bad and they corrected if necessary.

Students told me that there is a girl that did not want to attend to English class, today she was absent. Probably she's not interesting in English class.

TEACHER´S DAIRY

DATE	SESION	PARTICIPANTS
March 7th	Four	16
ACTIVITIES	PURPOSE	

• Picture Dictation • Numbers Power Point presentation • Guide "Numbers Crossword "	• To be familiar with vocabulary presented by the teacher (cardinal numbers) • To describe with short sentences people and objects. • To strengthen writing of short affirmative and negative sentences using To Be (Present Tense)

MATERIALS	LEVEL
"Picture Dictation" Power Point Presentation- Power Point Presentation "Numbers"- Guide Crossword Numbers	Beginners

LANGUAGE TYPE

Affirmative and Negative Sentences (To Be)- Cardinal Numbers(0 - Thousands)

QUESTIONS

1. How hard is the activity "Picture Dictation"?
2. What about the learners' attitude during activity Picture Dictation?
3. How much vocabulary did learners remember?
4. How is their interest in class? They asked, they worked, they participated…?
5. How is learner's written production?
6. What are the difficulties on affirmative and negative written sentences?
7. Did they use the pronouns in a correct way?
8. Did they write different options for the same picture?
9. Did the crossword represent any difficulty? Why?
10. How is the feedback ?

OBSERVATIONS
1. It was easier for students than I thought; they got the idea with few examples. A student helped some other explaining what they had to do.
2. Students were paying attention, they asked me to repeated sometimes, they enjoy the activity (I noticed in their attitude and time flies)
3. Much of the vocabulary were remembered, they had good memory…but if it is near what they have to remember.
4. The interest is permanent, they ask if they do not understand, they correct others, they help others to clarify vocabulary or sentences, they ask for explanations and want to participate as the teacher does (they want to guide the activity)
5. Written production presents some mistakes but is satisfactory in a basic level, they are starting in the English learning process
6. Contractions needs more practice, also they confused sometimes forms of to be
7. They identify pronoun clear, however some of them use the like a pronoun
8. They present different options for the same picture and of course is accepted.
9. Some students used Arabic numbers and I wanted they practiced and memorized spelling of numbers. I explained what I wanted and they did it.
10. Students looked for the teacher to show what they were doing; they wanted a mark (good or wrong) on their papers. I gave them expressions of congratulations and encouragement

TEACHER´S DAIRY

DATE	SESION	PARTICIPANTS
June 8th	Last session	8
ACTIVITY	PURPOSE	

Bingo (using all vocabulary learnt)	• To review vocabulary seen during the course • To observe learner´s attitude at the end of the course
MATERIALS	**LEVEL**
Bingo Charts	Beginners

LANGUAGE TYPE
Vocabulary words (all vocabulary learnt in the course)

QUESTIONS
1. How many students attended the last class? **2.** How was the learners' attitude in class? **3.** What they express about English class? **4.** What students did learn during the semester? **5.** The goal of the study was achieved? Why?
OBSERVATIONS

1. There were 8 students, I felt a little sad but I understood the reason…there were a modification of schedule and it was difficult to confirm all students, I didn´t have the e-mails or phone numbers for a message…
2. They helped me to look for a classroom for us. They were expected about grades but I didn´t give any grade because it was the last class in the semester… I explained the grade was not important as learning. They enjoyed the activity prepared. They helped me to answer a survey in a good attitude.
3. They told me they wanted to continue next semester, they asked to me if I will continue working there… They said classes were interesting and they learnt vocabulary and how to "say" some things
4. They learnt: vocabulary, some forms to make short descriptions, they comprehended written sentences, they associated sentences and vocabulary with signs. They had clear English is an option to learn
5. It was achieved more than I imagined. In the academic field this experience contribute to educative practices, it is showed deaf learners are able to do learn a foreign language, it was possible to have the attention of learners, the process is a little slow but it is possible in spite of persistent misconceptions about deaf. In my professional life it was a great experience full of positive situations.
   In my personal life I couldn't deny how important was for me, persistence makes things are possible.

Note: This class just took 1 hour and a half because there was no available room for us. Questions were just five because of the time.

APPENDIX 12 - LEARNERS' ARTIFACTS

"Written instructions in English"
"Translation into Spanish"
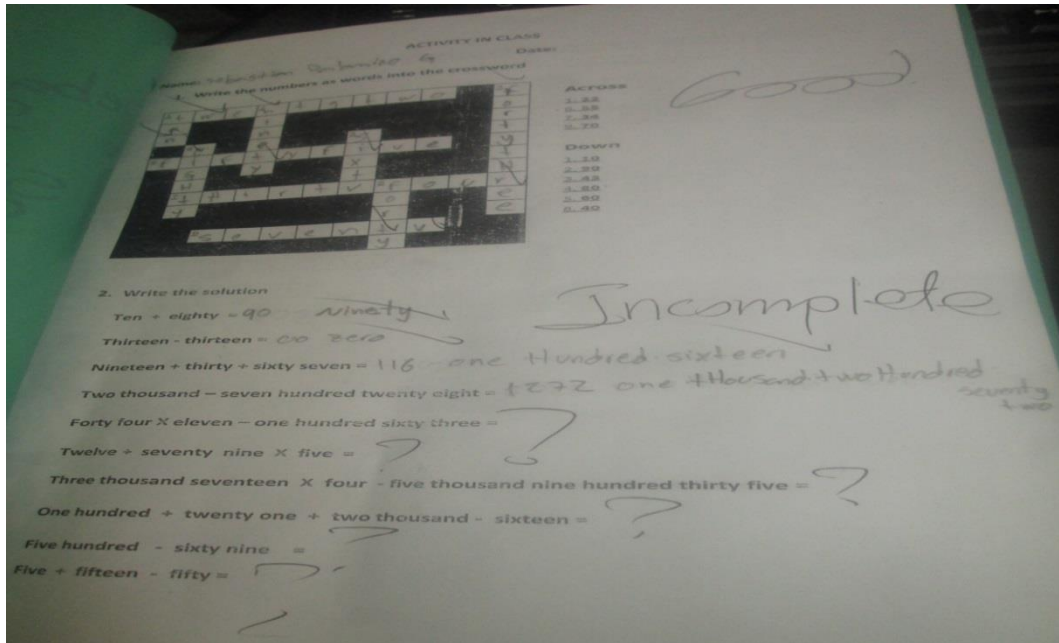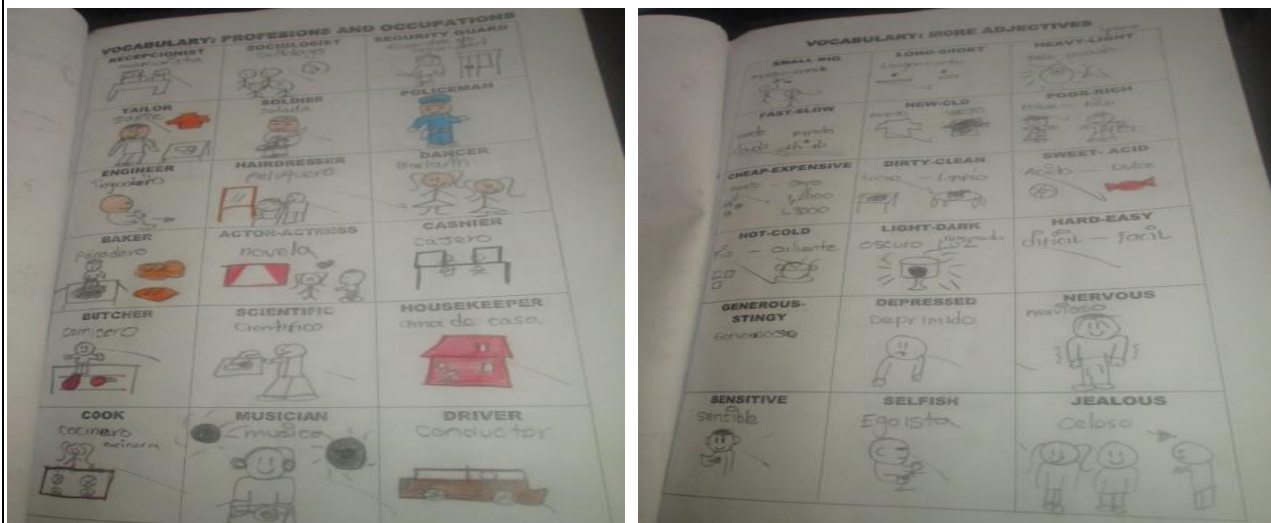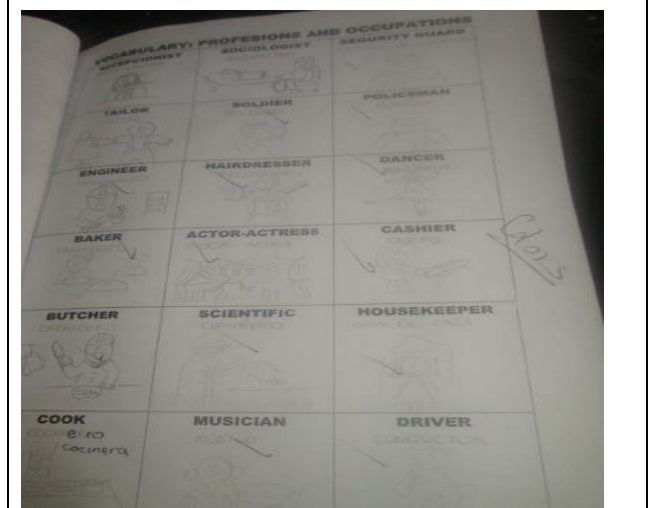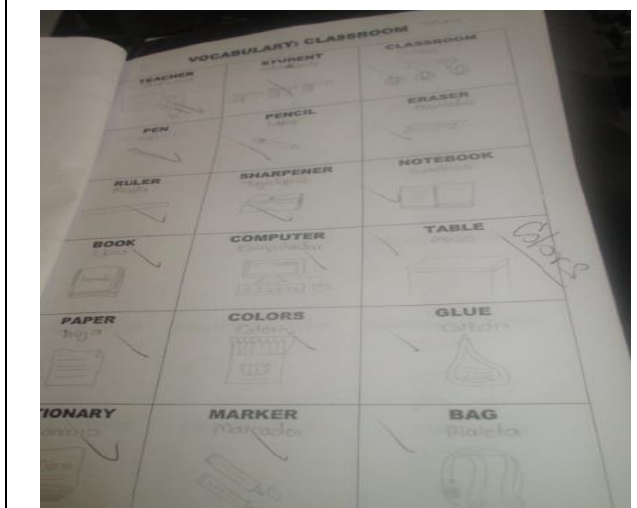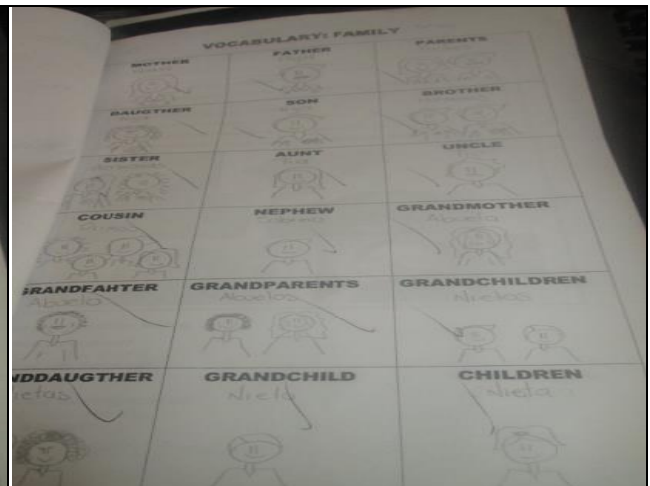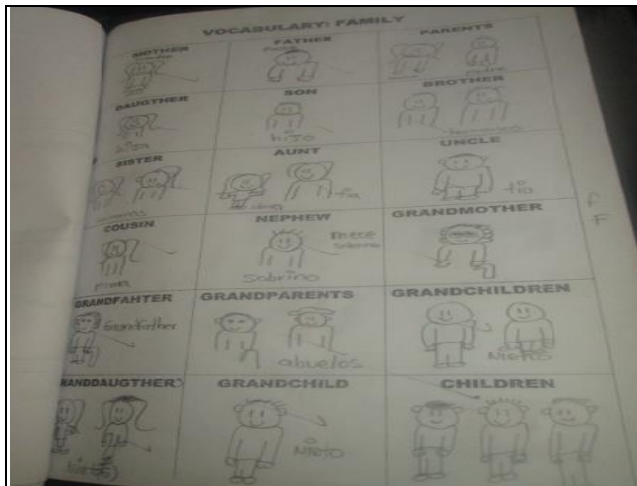
"Relation between pictures and English words"

"Reading comprehension"

bag | cousin | we | twenty
head | nurse | student | tall
baby | ear | actress | purple
hite | ten | beautiful | str...

3. MY UNCLE HAS A CAT FAT
4. OUR FAMILY IS BIG AND KIND
5. HIS SISTER HAS BLACK AND CURLY HAIR
6. YOUR BROTHERS AREN'T WEAK AND TALL
7. THE TEACHERS ARE ANGRY
8. THE HAIRDRESSER ISN'T A FAT WOMAN
9. YOUR BAG IS SMALL AND ORANGE
10. THE BABIES HAVE BIG AND GREEN EYES
11. HE IS A GOOD MUSICIAN
12. THEY HAVE LONG LEGS
13. THE BAKER HAS STRONG ARMS
14. THE CHAIRS AND TABLES AREN'T RED
15. GRANDMOTHER AND HAVE SHORT AND BROWN HAIR
16. THE CLOWN HAS WHITE FACE AND RED NOSE

Excellent work

"Written practice"
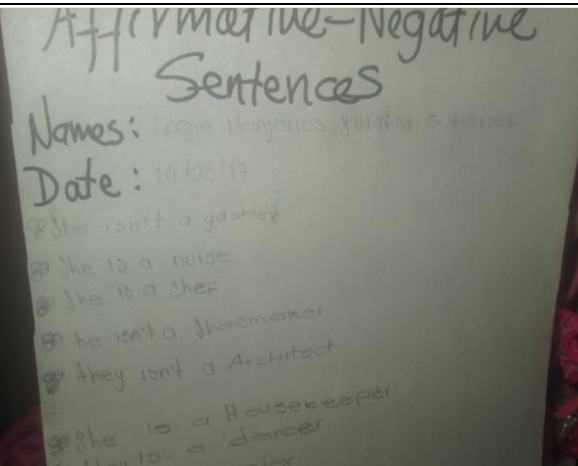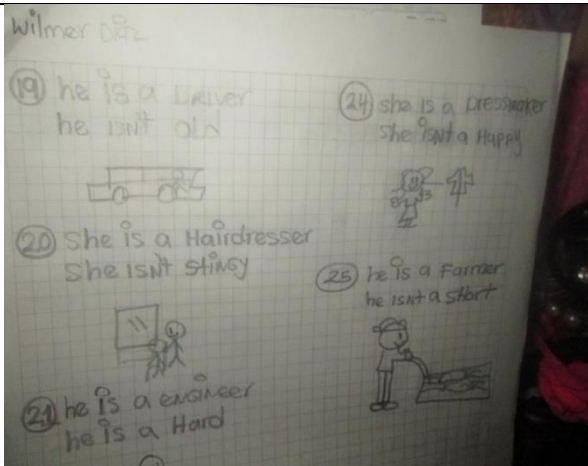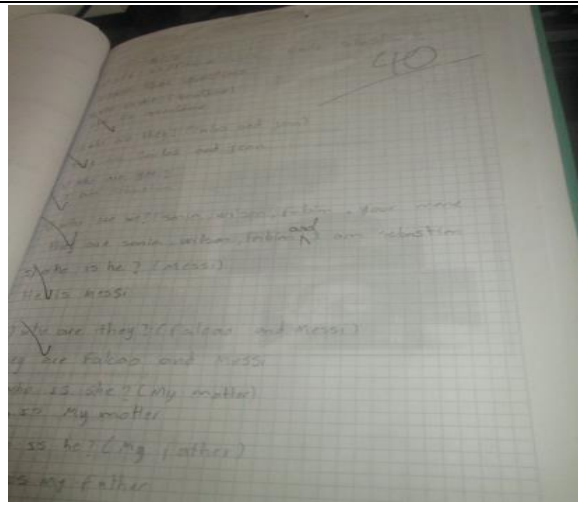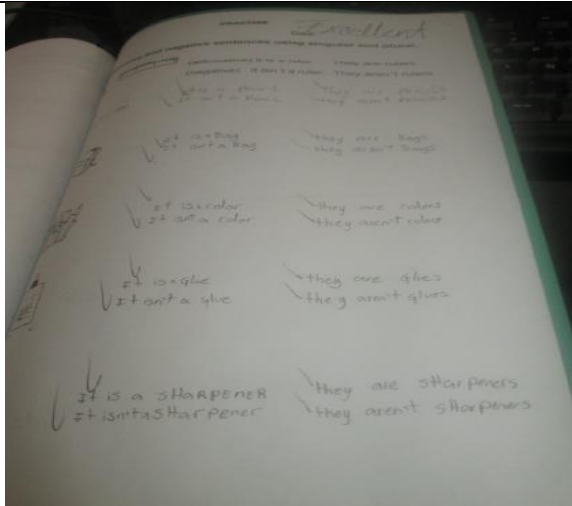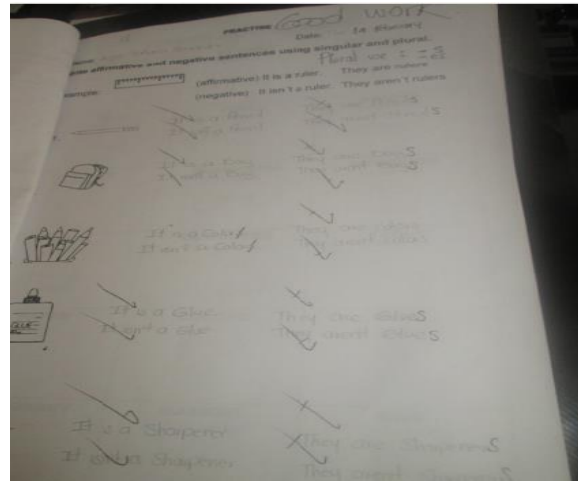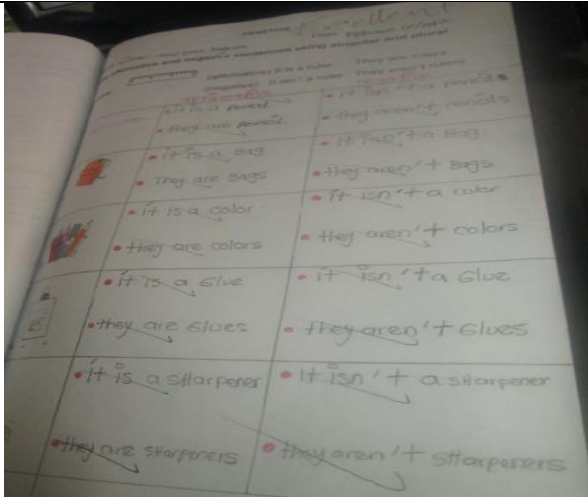
"Written production analysis"
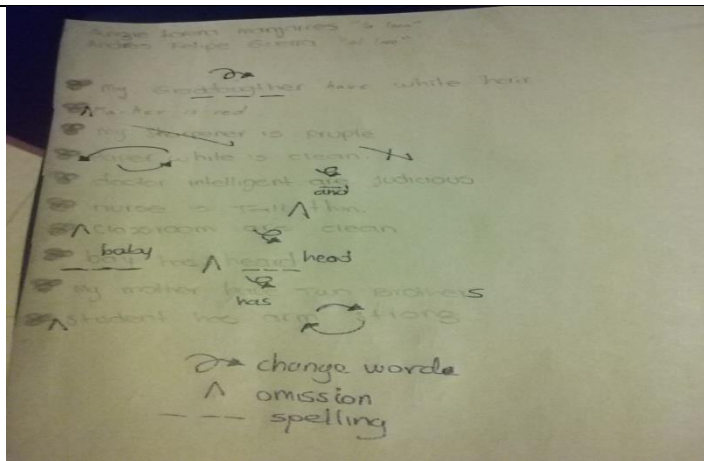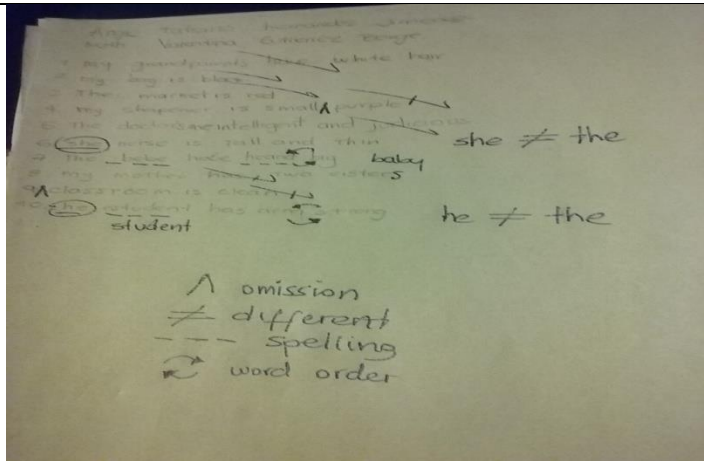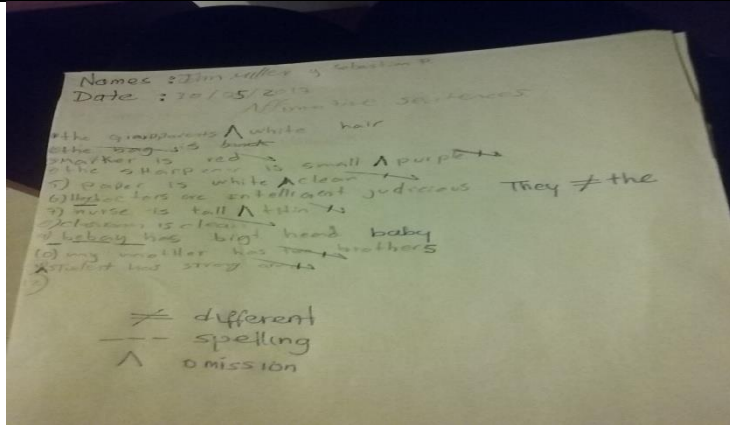
Names: ...
Date: 30/05/2017
Affirmative sentences

- the grandparents ∧ white hair
- the bag is black
- marker is red
- the sharpener is small ∧ purple
- paper is white ∧ clean
- the doctors are entelligent judicious They ≠ the
- nurse is tall ∧ thin ∧
- classroom is clean
- baby has big head baby
- my mother has two brothers
- student has strong words

≠ different
--- spelling
∧ omission

- my grandparents have white hair
- my bag is black
- They marker is red
- my sharpener is small ∧ purple ∧
- the doctors are intelligent and judicious   she ≠ the
- the nurse is tall and thin
- The baby has head big baby
- my mother have two sisters
- classroom is clean ∧
- the student has too strong   he ≠ the
  student

∧ omission
≠ different
--- spelling
↻ word order

- my grandfather have white hair
- marker is red
- my sharpener is purple
- paper white is clean ∧
- doctor intelligent and judicious
- nurse is tall ∧ thin
- classroom ∧ clean
- baby has ∧ head head
- my mother has two brothers
- student has strong ↻ words ∧

⟳ change words
∧ omission
--- spelling

APPENDIX 13 - ANALYSIS OF FINAL STUDENTS' SURVEY

This was the last session at the end of the semester, for reasons explained in the proposal there were some modifications in the classes. For a change of schedule there were just eight students in class.

The survey has three wh questions and ask for a reason; other is a yes/no question and there is table to complete with and X related to didactic of the class and students in class; and there is a table to write their opinion about the English course given.

All the students answer in a positive way in question one about how they felt in the course. The reason they gave are: "I like English", "Interesting I learn more", "good teacher to teach", "practice English", "easy and interesting", "I learnt", "good to learn"

Related to question number two, they expressed preference for making pair with vocabulary, puzzles, guessing phrase and bingos. The reasons were the interest, ease, practice and learning of themes.

In question number three they expressed preference for working in groups due to they shared, they could help each other, there is a support with others, and they understand and learn more, it is more active. No one chose the work individually.

In the table of number four, the answers given in "always" there were between five and eight students in aspects such as: there were collaboration of each other, they asked to clarify information, they received corrections by the teacher, activities were varied, and the teacher gave attention to students. Related to knowledge about their results during the process the answers were four for "always" and four for "sometimes". The answer "never" was not chosen by any student, this is positive in the analysis.
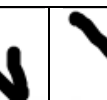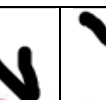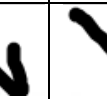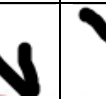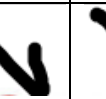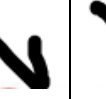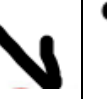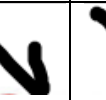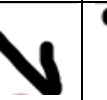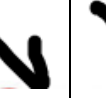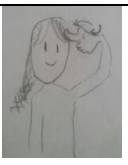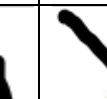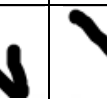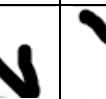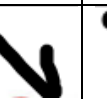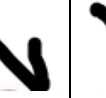
About learners' opinion about what was good and bad, they said good things among: respect in class, joy, the effort by students, the work done, the interest of the teacher, the activities done, the possibility of communication with another language, and learning. One answer was about difficulty of number as a bad aspect in the table.
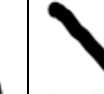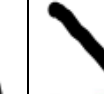
In the last question, all of them say yes to the wish of continuing with the course because they think is: useful in the future, they want to practice, they want to learn, it is important to learn. Most of the answers show the wish of learning.

In general, this survey permitted to know they were comfortable and happy because they learnt something; they had the experience of learning another language, in this case English as a foreign language.

APPENDIX 14 - LIST OF ATTENDANCE

LEARNER (Signs)	FEB.14TH	FEB. 21ST	FEB.28TH	MAR. 7TH	MAR.21ST	MAR.28TH	APR.18TH	MAY.9TH	MAY.16TH	MAY.30TH	JUN.8TH
	✓	✓	✓	✓	✓	X	X	X	X	X	X
	✓	✓	✓	✓	X Presented excuse	✓	✓	✓	✓	✓	X
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	late	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	X Presented excuse	✓	X

	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	**X**
	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	**X**
	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘
	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	**X**
	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘
	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘
	late	↘	↘	↘	↘	↘	↘	↘	↘	↘	↘

	✓	✓	✓	✓	late	✓	✓	✓	✓	✓	X
	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
	✓	late	✓	✓	X Presented excuse	✓	✓	late	✓	✓	✓
	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓

The first student in the list canceled the semester

138

APPENDIX 15

UNIVERSIDAD PEDAGÓGICA NACIONAL
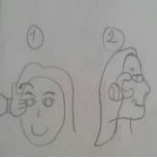
LISTADO DE ESTUDIANTES – SEMESTRE CERO

DOCENTE: SONIA SALAZAR

ESPACIO ACADEMICO O MATERIA: INGLÉS
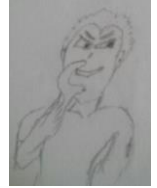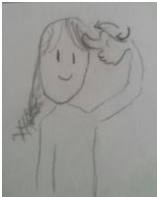
SEMESTRE: 2017 – 1

	NOMBRES	FORTALEZAS	DEBILIDADES	POSIBLE SOLUCIÓN O APORTES	OBSERVACIONES
1		Estudiante, participativo, atento en clase, muestra interés por su aprendizaje. Busca retroalimentación, pregunta.	Olvida vocabulario trabajado de una clase a la siguiente.	Reforzar vocabulario visto en clase y un poco más de práctica.	Su desempeño académico en general es aceptable.
		Estudiante participativo, atento a la clase, muestra interés en lo que hace, busca	Olvida vocabulario Falta de repaso fuera de clase	Repasar lo visto en clase	Su rendimiento académico es aceptable.

2		retroalimentación constante			
3		Estudiante participativo, colaborador, muestra interés por aprender, busca retroalimentación constante, pregunta	En ocasiones algo inquieto lo que hace que se distraiga con facilidad.	Un poco de concentración permitiría mejores resultados.	Se rendimiento académico es bueno
4		Estudiante participativo, colaborador, muestra interés por aprender, atento en clase, busca retroalimentación	Lo veo un poco tímido, cosa que hace que no se atreva a preguntar con frecuencia	Preguntar sin miedo a equivocarse	Su rendimiento académico es aceptable
5		Estudiante participativo, colaborador, muestra interés por aprender, es persistente,	En ocasiones se confunde (cosas mínimas)	Un poco de práctica extra	Su rendimiento académico es aceptable
6		Estudiante participativa, colaboradora, muestra interés por aprender, busca retroalimentación, pregunta,	En ocasiones olvida alguna cosa ya vista (palabras, forma de escribir frases)	Repasar un poco	Se rendimiento académico es bueno
7		Estudiante colaborador, sigue instrucciones sin problema,	Es un poco reservado por lo que asumo no pregunta mucho y participa poco	Preguntar cuando haya dudas, participar y mostrar lo que está realizando en clase para saber si está bien	Se rendimiento académico es bajo.

			Olvida vocabulario y estructuras para elaborar frases	o es necesario corregir. Repasar lo visto en clase.	
8		Es participativo, atento, muestra interés por aprender, busca retroalimentación constante,	Un poco reservado	Preguntar más si temor a equivocarse	Su rendimiento académico es aceptable
9		Estudiante participativo, colaborador, atento, se esfuerza y persiste por lograr buenos resultados, es dedicado, muestra interés por aprender, pregunta si tiene dudas, busca retroalimentación.	En ocasiones se confunde con vocabulario o estructuras para elaborar frases.	Un poco de práctica extra.	Su rendimiento académico es aceptable
10		Es participativo, atento a la clase, colaborador, realiza las actividades en el tiempo establecido,	Lo percibo un poco tímido lo cual hace que no pregunta mucho o que muestre sus avances para corregir si es necesario	Preguntar más, buscar retroalimentación más continua	Su rendimiento académico es bueno
11		Es participativa, colaboradora, ayuda a sus compañeros si es necesario, muestra interés por aprender, pregunta	Es inconstante, no llega a clase y pierde proceso.	Ser más cumplida en cuanto a la asistencia, así no pierde temas y logrará mejores resultados.	Ha faltado en 3 ocasiones y no ha presentado excusa alguna. Su rendimiento académico es bueno

12		Estudiante participativa, atenta, colaboradora, muestra interés en la clase, busca retroalimentación constante, explica a sus compañeros si lo necesitan	En ocasiones se confunde (cosas mínimas)	Un poco más de práctica	Se rendimiento académico es bueno.
13		Estudiante participativa, atenta, colaboradora, muestra interés, busca retroalimentación, pregunta, ayuda a sus compañeros si es necesario	En ocasiones se confunde (cosas mínimas)	Repaso y práctica extra	Se rendimiento académico es bueno.
14		Es participativo, realiza las actividades rápido, atiende instrucciones sin problema,	En ocasiones se distrae con facilidad	Concentrarse un poco le permitirá mejores resultados	Su rendimiento académico es bueno
15		Muy participativo, colaborador, ayuda a aclarar dudas a sus compañeros, las actividades las termina rápido, pregunta cuando tiene dudas, busca retroalimentación constante y va un poco más allá de lo establecido en clase.			Su rendimiento académico es muy bueno.
16		Estudiante participativa, atenta, colaboradora, pregunta si tiene dudas, se esfuerza y persiste para lograr un buen resultado, busca retroalimentación constante	Se confunde después de realizar bien una actividad.	Se debe reforzar un poco en los temas trabajados.	Su rendimiento académico es aceptable

En términos generales el grupo es participativo, siguen instrucciones, se colaboran entre ellos aclarando vocabulario o temas. Fácilmente trabajan en grupos o individualmente. Toman notas si lo requieren, realizan las actividades asignadas en clase.

Permiten el desarrollo de la clase en un ambiente tranquilo. Son cumplidos con su asistencia y los que han faltado han justificado su ausencia a excepción de Geraldine Parra García. Siento que está motivados en clase.