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TÍTULO
An Inquiry Into English Teacher Education For Inclusion Of Deaf Students In Class
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PALABRAS CLAVE
English teachers' professional development, English teaching to deaf students, backward design.
DESCRIPCIÓN
<p>The current research project was carried out in two public schools in Santander, Colombia, with a group of 8 eight English teachers. Initially, the teacher-researcher observed that the Law establishes parameters to favor deaf students, but it is rarely possible to find the conditions to support their learning and teaching processes in most of the schools. Additionally, English teachers did not have the knowledge to teach to deaf students in spite of the Law of Inclusion lays out. The teacher-researcher decided to apply three surveys to 17 English teachers at nine schools selected at random in different cities. The results of the surveys confirmed teacher-researcher's observations: there was a need of enriching English teachers' professional development in the field of teaching to hearing impaired students.</p>

One of the proposed objectives was: designing and implementing a didactic proposal for teaching English to students with hearing disability based on backward design to enrich English teachers' professional development. The basis of the proposal was backward design, in which three sessions with three meetings designed under understanding by design framework facilitated English teachers' professional development enrichment. Through four data collection instruments it was possible to obtain some results that were analyzed, and, in that way the teacher-researcher reached the consolidation of some categories and subcategories, they came up to some conclusions, and, based on her own experience, she gave some final recommendations which could be used for further research processes on the topic.

CONTENIDO

INTRODUCCIÓN

Since in Colombia La Ley de Inclusión Escolar de 2013 was established, schools along the country have the duty of accepting students with mental or physical disability. This situation produced as, one of the consequences that teachers who have in their classrooms one or more students with disabilities, must face the challenge of assuming the responsibility to include pedagogical and didactic strategies in order to favor all their students' learning process during the classes. Nevertheless, many of these teachers have not received academic formation for working with students with disabilities.

According to the Law of Inclusion and the Instituto Colombiano para Sordos, INSOR, the schools which have enrolled students with hearing disabilities must promote these students' learning giving the teachers the suitable tools for offering a pedagogical and

didactic environment to all students. In addition, schools must count with a group of two specialized professionals. One of them is the Sign Language interpreter who supports the classes by translating explanations, and the other one is a deaf person who teaches the Colombian Sign Language to the deaf students and teachers at schools. Also, the Secretary of Education Offices are required by the Law to offer regular teacher professional development programs for inclusion.

As an English teacher who faced the challenge of teaching to a deaf student, the researcher could established that the Law lays down parameters to favor deaf learners, but it is rarely possible to find the conditions to support their learning and teaching processes.

Through a didactic proposal based on backward design, the researcher provided a possible solution to enrich English teachers' professional development in relation with teaching English to hearing impaired students. She thinks that the model based on backward design allows English teachers design inclusive lesson plans focused on deaf students.

JUSTIFICACIÓN

The teacher-researcher underline the importance of developing this kind of projects with English teachers, since she is convinced that enriching teachers' professional development causes a positive impact on the performance of the teachers inside the classrooms as well as their students' learning. It is crucial to recognize that projects which promote and enhance teachers' professional development satisfy teaching and learning needs in an important population as impaired students.

PROBLEMA

The need of English teachers at secondary school of enriching their professional development in the field of teaching to hearing impaired students.

OBJETIVO GENERAL

To enrich English teachers' professional development through a didactic proposal for teaching to students with hearing disability at secondary schools.

OBJETIVOS ESPECÍFICOS

- To identify the needs English teachers have presented when they have in their regular classes students with hearing disabilities.
- To identify the main theoretical foundations about inclusive education focused on hearing disability, teacher's professional development and English teaching
- To design and implement a didactic proposal for teaching English to students with hearing disability based on backward design.

MARCO TEÓRICO

In order to answer to the research question and support the proposal three main theoretical constructs were established:

First, inclusive education focused on hearing disability is understood as the process that involves changes and modifications in content, approaches, structures and strategies. It implicates that a teacher who applies inclusive education must be: self-reflexive about her/his pedagogical practices, able of strengthening the diversity and able of including the context for creating aids for making the learning accessible. Additionally, hearing disability is defined from two perspectives: audio-logical and sociocultural. The audio-logical perspective is a physical disability which affects the inner ear. And from the sociocultural perspective it is defined as a Sign Language user who belongs to a community, with the ability to relate, to learn, to emerge and to progress like hearing people.

Second, teachers' professional development is defined as a group of skills and knowledge acquired through a process of reflective teaching where teachers must make a reflection process on their teaching practices to favor them based on broader understanding of self, their role as a teacher, their students' learning and society.

Reflective teaching enriches teachers' professional development and makes them more confident about their performance with deaf students, since it implies "critical thinking" which encloses the dynamic, dialectical movement between doing and thinking about doing (Freire, 2006).

Third, English teaching to deaf students is divided in three constructs: what Colombian law says about education of deaf people, how the education of deaf people is conceived and, what backward design is (in which the organization of the proposal and the design of the sessions were based on and, how it works such as an enriching didactic tool for creating inclusive English classrooms to deaf students.

MARCO LEGAL

- Constitución Política de Colombia, Artículo 67 Derecho a la Educación
- Ley General de Educación, Ley 115 de 1994
- Ley estatutaria No. 1816. Ley de Inclusión. Bogotá, Colombia, 27 de febrero de 2013.
- Ley No. 982. Diario Oficial de la República de Colombia, 2 de agosto de 2005.
- Ley No. 324. Normas a favor de la Población Sorda, 11 de octubre de 1996.
- Lineamientos Política de educación superior inclusiva, MEN (2013).
- Fundamentación Conceptual para la Atención en el Servicio Educativo a Estudiantes con Necesidades Educativas Especiales –NEE, MEN (2006).

- Basic Learning Rights: English 6th to 11th grades, MEN (2016).
- Documento de orientaciones técnicas, administrativas y pedagógicas para la atención educativa a estudiantes con discapacidad en el marco de la educación inclusiva, MEN (2017)
- Instituto Colombiano para Sordos INSOR
- Guidelines for inclusion: Ensuring Access to Education for All. UNESCO

METODOLOGÍA

It corresponded to a Qualitative Research which followed the steps of an Action Research under an Interpretive Paradigm.

RESULTADOS

After analyzing the gathered data, it was possible to identify three emerging categories taking as a point of departure the research question:

The first category referred to the development of English teachers' inclusive awareness which was mainly observed through the changing of their conceptions about deaf people and students and, through the beginning of a reflection process on their teaching practice.

The second category corresponded to the inclusion of deaf student in English class. English teachers recognized their duty as inclusive teachers. They realized that they had to make changes in their lesson plans and incorporate more teaching and learning strategies with visual aids and the use of Sign Language in their classes in order to assure deaf students' learning.

The third category highlighted the enrichment of English Teachers' professional development. Teachers need to be in continuous professional development to face future teaching challenges and, they need to have tools to make the suitable changes to the lesson

plan and thus to guarantee an inclusive education which favors impaired students' learning. As a possible path to facilitate this process, English teachers could state that backward design is a good didactic tool.

CONCLUSIONES

- English teachers increased their professional development evidenced in the development of an inclusive awareness on hearing impaired people's point of view, the impact of their teaching practices and the importance of making meaningful and useful English learning.
- English teachers and for the researcher realized that it is important to update pedagogical knowledge, methods and strategies, and implications of the Law in order to promote true learning in both students with hearing impairment students and hearing students.
- It is urgent and necessary to rethink disability as an opportunity to learn in nonconventional ways and, to activate an inclusive awareness that allows us to reach the education standards for the deaf population or with another kind of disability.
- Backward design allows teacher to have cleared what and how to guide a deaf student's learning and it gives meaning to deaf students' learning.
- This study generated English teachers' and researcher's reflection about their own teaching practices, the responsibility to find alternatives to foster deaf students' learning and to increase their strengths considering their particular context.

RECOMENDACIONES

The learning and implementation of Sign Language is relevant to include in the lesson

plans with the purpose of creating a communicative environment more meaningful for deaf students due to the use of this language let developing the cultural awareness in an inclusive classroom with deaf students.

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CAMPO DE INVESTIGACIÓN EDUCATIVO: Pedagogía, Didáctica, Metodología

**AN INQUIRY INTO ENGLISH TEACHER EDUCATION FOR
INCLUSION OF DEAF STUDENTS IN CLASS**

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UNIVERSIDAD LIBRE

FACULTY OF EDUCATIONAL SCIENCES

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Abstract

The current action research was born from the need of English teachers at secondary school of enriching their professional development in the field of teaching to hearing impaired students. This study proposes the design and implementation of a didactic proposal based on backward design as a possible strategy to enrich eight secondary school English teachers' professional development.

This proposal has as theoretical basis Law of Inclusion, inclusive education and backward design framed by Understanding by design (UbD). Additionally, it is focused on pedagogical guidelines for teaching to deaf students.

Then researcher proceeded to implement the didactic proposal and analyzed the data gathered through qualitative instruments which generated as conclusion that it is possible to enrich English teachers' professional development through the activation of an inclusive awareness and the reflection on own teaching practices to find alternatives to foster deaf students' English learning as it was stated in the didactic proposal.

Key words: English teachers' professional development, English teaching to deaf students, backward design.

Resumen

La presente investigación acción nació de la necesidad de los docentes de inglés de escuelas secundarias de enriquecer su desarrollo profesional en el campo de la enseñanza a estudiantes con discapacidad auditiva. Este estudio propone el diseño y la implementación de una propuesta didáctica basada en backward design como posible estrategia para enriquecer el desarrollo profesional de ocho profesores de inglés.

Esta propuesta tiene como bases teóricas la Ley de Inclusión, educación inclusiva y backward design enmarcado por Understanding by design (UbD). Adicionalmente, está enfocada en orientaciones pedagógicas para la enseñanza a estudiantes sordos.

Luego, la investigadora procedió a implementar la propuesta didáctica y analizó los datos recogidos a través de instrumentos cualitativos los cuales generaron como conclusión que es posible enriquecer el desarrollo profesional de los docentes de inglés por medio de la activación de una conciencia inclusiva y de la reflexión sobre las propias prácticas de enseñanza para encontrar alternativas que fomenten el aprendizaje del inglés en estudiantes sordos, como fue establecido en la propuesta didáctica.

Palabras clave: desarrollo profesional de los docentes de inglés, enseñanza del inglés a estudiantes sordos, backward design.

Acknowledgments

“I can do all the things through Christ who strengthens me” (Philippians 4:13)

Every time that I felt I could not carry on, God reminded me this verse, which gave me the strength of not giving up. For that reason, I am very grateful with God who was my rock and my shelter and, who gave me all the skills that I needed to achieve this goal. I want to thank to my father, my sister and my niece who trusted me all the time and who never doubted of me. I really like to thank to my tutor, Elba Consuelo León, who believed in me and in my project. I really appreciate all her supporting and advice. I am really grateful with the English teachers who participated in the project. Specially, I want to thank to my soul mate, Cristian Camilo, who was my right hand, my strength, my greatest help and who did not let me faint in the journey of this trip; who gave me his hand, his time and his love. To him all my love.

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Introduction

The following didactic proposal was carried out with the purpose to contribute the English teachers' professional development related to face the challenge of teaching to deaf students at school. It is hoped this proposal can be useful for every English teacher involved in a similar situation.

Since in Colombia *La Ley de Inclusión Escolar de 2013* was established, schools along the country have the duty of accepting students with mental or physical disability. This situation produced as, one of the consequences that teachers who have in their classrooms one or more students with disabilities, must face the challenge of assuming the responsibility to include pedagogical and didactic strategies in order to favor all their students' learning process during the classes. Nevertheless, many of these teachers have not received academic formation for working with students with disabilities.

According to *Organización de las Naciones Unidas, ONU (2006)* a disability is: "*un concepto que evoluciona y que resulta de la interacción entre las personas con deficiencias y las barreras debidas a la actitud y al entorno que evitan su participación plena y efectiva en la sociedad, en igualdad de condiciones con las demás*"(p.1). Having in mind this concept, *Ministerio de Educación Nacional (2006)* has classified the disabilities in six groups: hearing disability, visual disability, deaf-blind disability, autism, motor disability and cognitive disability. Also, students with exceptional abilities and talents are taken into account.

La Ley de Inclusión Escolar de 2013, in its title IV, article 11, numeral 3, sections g to j; lays down that the schools must promote the use of new technologies for helping the learning process of all the students and, specially, of the students with disabilities. On the other hand, the law establishes that the schools must count with teachers who promote social inclusion. It means

that the school must give the teachers the appropriate tools for working with all the students, with disabilities and without them in a pedagogical and didactic environment inside the classroom.

According to the Law and the *Instituto Colombiano para Sordos, INSOR*, the schools which have enrolled students with hearing disabilities must count with a group of two specialized professionals. One of them is the Sign Language interpreter who supports the classes by translating explanations, and the other one is a deaf person who teaches the Colombian Sign Language to the deaf students and teachers at schools. Also, *the Secretary of Education Offices* are required by the Law to offer regular teacher development programs for inclusion.

Moreover, Ramírez and Parra (2004) claim that a deaf person who is enrolled in an undergraduate academic program has not developed neither the Colombian Sign Language nor the writing skill of the Spanish language because these two processes for them begin too late in the school. This is also the two deaf students' situation at a school in Santander. They were at sixth and seventh grades at secondary school in 2017. They have developed a low percentage of written Spanish language and the learning process of the Colombian Sign Language was started in 2015 and they have not developed an English learning process due to their English teachers have not felt prepared for teaching them in spite they were part of the class. As a result of the lack of teachers' knowledge related to teach to deaf student and the lack of aids for working inside an inclusive classroom, among others aspects, deaf students were ignored in that process.

In fact, to support the last affirmation, Lewis and Bagree (2013) argue that:

“Los estándares nacionales en la formación del profesorado pueden variar de forma significativa de un país a otro y, con frecuencia, son inadecuados. La formación docente del profesorado de escuelas regulares tampoco les prepara para la enseñanza en clases diversas y,

en particular, no les proporciona la confianza, el conocimiento ni las habilidades para apoyar a los estudiantes con discapacidad de forma efectiva". (p. 7)

As an English teacher, some years ago, the researcher of this proposal had to face the challenge of teaching English in a class where there was a deaf secondary student at a school in Santander. She felt insecure and frustrated because she did not know how to assume the responsibility of her deaf student's learning of a foreign language. In spite of the researcher's academic background as a graduate in Modern Languages and as an English teacher, she had many doubts due to she had not received the knowledge to teach deaf students either in her undergraduate program or from the Secretary of Education. In addition, the school where the researcher faced the challenge to teach English to a deaf student, at that moment, did not have the team of professionals mentioned above. The school asked for a Sign Language interpreter and he was not sent, but a trainer was sent to teach Colombian Sign Language to students and teachers. She was briefly at school: one hour once a week for five months. The next year Secretary of Education did not hire her again. Having in mind that situation it is possible to say that the Law establishes parameters to favor deaf students, but it is rarely possible to find the conditions to support their learning and teaching processes: the need of specialized professionals is crucial to the education of children with disabilities.

This situation of having a deaf student in class without the professionals who helped to give him / her the necessary conditions to learn, became a great challenge to the researcher because she was not sure of doing the best for that deaf student and made her concerned about her lack of knowledge related to teach to students with hearing disability.

She thought if she was the only one with that lack of knowledge and because of her reflection such as master student about the situation with students with disabilities she went

through the curricula of seven universities in Colombia that offer an academic program in languages, in 2015, such as *Universidad Libre*, *Universidad Javeriana*, *Universidad Pedagógica y Tecnológica de Colombia*, *Universidad Pedagógica Nacional*, *Universidad Distrital*, *Universidad La Gran Colombia* y *Universidad Santo Tomás* with the purpose of knowing if the universities that form future foreign language teachers enlighten them to teach to students with disabilities. Only *Universidad Distrital* requires students to take a course to address special needs offered by the division ‘Necesidades Especiales’ NES. On the other hand, the *Universidad Pedagógica Nacional* has worked with deaf students during the last 10 years in the different academic programs which make assure this university includes inside its curricula subjects related to the teaching to the deaf. However, the university does not assure this work with the deaf student in English academic programs.

As it was mentioned at the beginning of this chapter, most of the educational community in schools do not know the Inclusion Law in deep and most of the English teachers do not know how to face the dare of teaching a foreign language to a person with hearing disability. In order to support the last affirmation, the researcher, in 2016, applied three surveys to 1) 17 English teachers (**Appendix A**), 2) four principals and six coordinators (**Appendix B**) and 3) four school counselors (**Appendix C**) at nine schools selected at random in cities such as Bucaramanga, Bogotá, Tunja, Mogotes and San Andrés (Santander). They were asked about their knowledge related to inclusive education and the Inclusion Law.

The survey directed to English teachers showed that 15 of them (88.23%) had heard about *La Ley de Inclusión Escolar de 2013* and two English teachers (11,76%) stated that they did not know about the Law but they knew what school inclusion is. Most of the respondents did not

have the knowledge to teach students with disabilities. On the other hand, two teachers (11.76%) mentioned that the PEI must include teaching strategies for students with disabilities.

According to the aforementioned results, most of the English teachers who answered the survey in the schools did not know the Inclusion Law in deep and how they can carry it out in the classroom. Furthermore, it was difficult for them to choose what kind of learning strategies they must use with the deaf students.

For the question that asks if the schools where they work has a Sign Language interpreter or a linguistic model, 15 teachers (88.23%) answered “No” because there were not students with a hearing disability and they had not heard before about this team of professionals and, for that reason, they do not handle the Sign Language either. It does not mean that at any moment they have to face the challenge and they must be prepared to assume this responsibility. That was the case of two English teachers who had in their sixth and seventh grades two deaf students and, like the surveyed teachers, they did not know what kind of strategies they should use.

On the other hand, two teachers (11.76%) answered that the school counts with a special classroom to work with students with disabilities and a teacher specialized to teach them. Two teachers (11.76%) said that every one of them has a deaf student and the professional team is preparing them with the Colombian Sign Language. These two schools are located in Bucaramanga which makes they have the possibility of supplying their students’ special needs. Even though, this fact represents a very low percentage of schools with the necessary resources related to hearing impairment especially in towns.

For the question whether they would use the same teaching strategies with regular students and students with a hearing disability, all of them answered “No” because of four reasons: 1) the students with hearing disability need additional help; 2) not all the teaching strategies are useful

for everybody; 3) the assessment has to be different and; 4) the need of using special material for favoring their learning and the difficulty to find or design it.

According to the teachers' answers, it can be inferred that deaf students need different ways of being taught, they need different materials and, therefore, they have a different way of learning. This statement is supported by *Ministerio de Educación Nacional* in its document *Fundamentación Conceptual para la Atención en el Servicio Educativo a Estudiantes con Necesidades Educativas Especiales –NEE (2006)* where states “*Procurar que los estudiantes con NEE reciban las ayudas técnicas, pedagógicas, materiales de enseñanza y aprendizaje que les permitan el acceso y la participación en actividades curriculares.*”(p.12)

Taking into account the information above, what the Law says and what the deaf students need according to their and the teacher's view, it is necessary to have a Sign Language interpreter for developing an English class inside a regular classroom with deaf students, since the English teachers consider that they are not capable of assuming this responsibility because they do not have the academic formation for teaching in an inclusive classroom and, in addition, they do not handle the Sign Language. Nevertheless, the real situation is that in different schools, teachers, even English teachers, have to teach to deaf students just with their sense of responsibility and the desire of teaching. It is the case of the teacher who answered that he searched information with the purpose of making the deaf students felt included in class.

Teachers affirmed that they did not receive the necessary formation for developing teaching strategies in the school for favoring the deaf students' learning considering that in the surveys 15 teachers (88.23%) answered they have never received teacher's development programs or training on these kind of topics, one teacher (5.88%) answered to have received

once and, another teacher (5.88%) said to have received several teachers' development programs but related to the cognitive disability not to hearing impairment.

To summarize the information gathered from the English teachers' survey, factors such as having a full-time translator inside the classroom, the ideal and fundamental tools for working with students with hearing disability, the linguistic model to handle the Colombian Sign Language, and the constant pedagogical education for teachers are not common in the regular schools, which makes very difficult the teaching for deaf students and, according to the English teachers' answers, it is necessary that they enrich the elements that they have to teach to students with hearing disability.

The situation with the school principals and the coordinators is similar to the English teachers' ones. In the first question they had to state what were for them the five most important aspects of the *Ley de Inclusión Escolar* that the school where they work has assumed and, eight schools directors between principals and coordinators (80%) said that they had only recognized the students with disabilities but, they had not even asked to the Secretary of Education the help to favor the students with disabilities who are enrolled in the school or developing changes in the PEI in order to make possible an inclusive education to those students because teachers do not know how to face the situation. Even principals were not interested in deaf students' academic development since it was not a topic discussed in the teachers' meetings.

Two school directors (20%) answered they knew what this Law states and they had tried to implement the Law through some important aspects such as the recognition of students with disabilities in their schools, the monitoring of a policy for students with disability reflected through the inclusion of special teaching plans in PEI of the school and, agreements with the territorial entities in order to get the necessary information and formation for the teachers about

disabilities. One of the principals (10%) answered he had not implemented this Law in the school because it does not have a special classroom for students with disabilities even when it is not fundamental to have one to enforce the Law

Taking into account the information received from principals and coordinators, it can be inferred that most of the schools do not have the necessary conditions such as specialized professionals; materials focus on students with disabilities or principals and coordinators formed on teaching to students with disabilities to receive students with hearing disability in spite of the Law lays down.

For the question if principals and coordinators have received teachers' professional development programs for teaching to students with disabilities, eight school directors (80%) answered that they have never received this kind of courses from Secretary of Education or from other institution and, two of them (20%) answered "Yes" to the question, but they had not socialized the information with their teachers. On the other hand, only two school directors (20%) said that their PEIs include special teaching plans for students with disabilities. It means that a little percent of the schools with students with disabilities are being supported by the territorial dependencies in spite of *La Ley de Inclusión (2013)* in its title IV, article 11, number 2, sections *d* and *e*; lays down:

d) Orientar y acompañar a sus establecimientos educativos para identificar recursos en su entorno y ajustar su organización escolar y su proyecto pedagógico para superar las barreras que impiden el acceso y la permanencia con calidad para las personas con discapacidad, en el marco de la inclusión.

e) Garantizar el personal docente para la atención educativa a la población con discapacidad, en el marco de la inclusión, así como fomentar su formación y capacitación permanente, de conformidad con lo establecido por la normatividad vigente. (p. 8)

In order to know if the schools count with the appropriate team of professionals for deaf students, the principals and coordinators were asked about what elements the school has for making possible the teaching to deaf students. Eight among principals and coordinators (80%) answered they have material such as video beams, internet, electronic screens and bilingual rooms but they did not mention about the Sign Language interpreter or the linguistic model. One principal (10%) answered that in his school there are some projects such as “*Enseñémonos*” where there are three linguistic models and they teach the Sign Language to deaf students and the teachers develop different activities which include artistic performances. Finally, one principal (10%) said that he did not have any material to teach to students with hearing disability because school did not need it, since there were no students with this disability.

The results obtained from the survey directed to the school counselors revealed that three of them (75%) recognized that the most important aspects of the Law are the identification of the students with special needs, the accessibility and the flexibility. However, the most important aspect of the Law is the principals, coordinators, school counselors, teachers and parents know the Law in deep. One school counselor (25%) said that the most important for starting an inclusive education in the schools is to recognize the students with disabilities enrolled in the school. For the question if they had received any kind of academic formation or teachers’ professional development programs about teaching to students with disability, three of the school counselors (75%) answered “No” and, barely one of them (25%) answered “Yes”. However, all of the school counselors (100%) answered that they had not given any kind of information to

English teachers of their schools about the teaching to students with disabilities; they said that they had been only informed about how many students with disabilities there are in school and what kind of disability the students present.

The results of the three surveys and the revision of Legal documents related to Inclusive Education such as *La Ley de Inclusión Escolar* concluded that: 1) to receive the right of education with quality for people with disabilities is not being accomplished in spite of *La Constitución Política de Colombia*, in its article 5, recognizes that all the people with disabilities have the right to get a quality of education throughout all their life (MEN, 2006); 2) English teachers need to be taught about inclusive teaching related to hearing impairment in the undergraduate studies or teaching development courses; 3) most of the schools do not have the conditions to favor the English learning of students with hearing disability and; 4) there are no guarantees in order to assure an inclusive teaching in different regular schools focused on hearing disability due to three cases exposed in the results of the surveys made by supporting the research problem such as: a) the professionals in the area such as the Sign Language interpreter and the linguistic model do not arrive to schools on time or they are not sent by Secretary of Education; b) sometimes, these professionals arrive but they stay at school during a short period of time and, c) Secretary of Education sends one of the professionals to the school.

Nevertheless, to learn English as a foreign language in the condition of deafness provides to hearing impaired people an advance to broaden their working field as Abdullah and Eng (2012) proved in their research. They stated that hearing impaired people with writing and reading English skills obtained a wider job rank. Besides, learning English increases their self-confidence and it gives a future with better elements of quality and academic contacts in spite of some people recommend that the deaf students must not attend to the English class due to these

students are in the process of acquiring two languages, Colombian Sign Language and Spanish in its written form.

Therefore, the situation described by the English teachers, the principals, coordinators, schools counselors and the researcher related to their knowledge and experience with the Inclusion Law generates a contradiction between a legal framework which establishes some duties for the educational institutions such as the guarantee of an education with quality for students with hearing disabilities and a real situation where the English teachers, principals and coordinators, and school counselors do not have the knowledge for favoring the English learning to students with hearing disability.

According to the contradiction exposed above, the research problem is stated such as **the need of English teachers at secondary school of enriching their professional development in the field of teaching to hearing impaired students**. Based on it, the research question formulated for the current inquiry is **How to enrich the English teachers' professional development in order to teach to students with hearing disability at secondary schools?**

The object of study is stated as **the English teachers' professional development** and, therefore the field of action is **English teachers' professional development in hearing disability**.

The main objective of the research is **to enrich English teachers' professional development through a didactic proposal for teaching to students with hearing disability at secondary schools**.

Having in mind the general objective three specific objectives were set out: 1) to identify the needs English teachers have presented when they have in their regular classes students with hearing disabilities; 2) to identify the main theoretical foundations about inclusive education

focused on hearing disability, teacher's professional development and English teaching and; 3) to design and implement a didactic proposal for teaching English to students with hearing disability based on backward design.

Several previous studies were consulted by the researcher in order to wide her knowledge about teaching English to students with hearing disability. The concern of this topic has been the main topic of different researches around the world even in Colombia. With the purpose of extending more broadly the information related to these previous studies, the researcher described them in the theoretical framework.

This proposal hopes to help any English teacher to create inclusive learning environments in their classrooms when they have to face the situation to teach to deaf students. Therefore, it makes the student with a hearing disability feels involved in his/her learning of English language in spite of his / her physical situation.

The theoretical framework is based on three main constructs: inclusive education focused on hearing disability, teacher's professional development and English teaching to deaf students.

The first construct, inclusive education, aims to provide a better education for everyone (Lewis and Bagree, 2013) through a process which responses to the diversity of needs of all learners and involves modifications in content, approaches and strategies (UNESCO, 2005). Taking in mind this idea, the knowledge about hearing disability supplies the main characteristics of a person with hearing impairment, which should be taken into account for designing and developing the teaching strategies recommended in this research. For talking about deaf people's features and their characteristics as learners, it was necessary to read and analyze the guidelines of the INSOR (*Instituto Nacional para Sordos*). It is a Colombian Institute and one of its objectives is to safeguard the quality of the education for the hearing impairment

population, guarantying the suitable coverage of this public right with the participation of the Secretaries of Education, society and family. This governmental institution provides a series of research documents related to the characterization of deaf people and the basis of the educational policies for making possible the inclusion of the hearing impaired students in the regular school system.

The second construct, professional development, was focused on increasing English teachers' knowledge related to inclusive education and, developing skills in order to create an inclusive environment for students with hearing disability. This development of skills and knowledge was based on the process of reflective teaching.

The third construct, English teaching, was focused on teaching to deaf students. According to Brown (2007) English teaching is the discipline for accomplishing communicative objectives of the foreign and second language learning and teaching inside the classroom. For developing the teaching process describe for Brown (2007), the proposal was supported instructionally by the backward design framework which guides teachers in the planning of classroom activities and learning strategies included in the lesson plans, having in mind the idea that the real understanding is given by meaningful learning

This study has been framed in the qualitative approach and interpretative paradigm. According to Elgueta and Palma (as cited in Vasquez and León, 2016) the interpretive paradigm focuses on the study of the human action and people perceptions about the world. Additionally, they claim that the main objective of this paradigm is to observe, interpret and explain what occurs to the individual in his or her particular context; that is to say, the researcher tried to explain a phenomenon through her own reflection based on the analysis of the qualitative data.

Likewise, this study is an action research that makes possible a reflection which implies English teachers transform their teaching practices related to an inclusive classroom and how they would face a class where some of their students have special needs. To achieve this objective, through the development of the research the steps suggested by Crane and Richardson (as cited in Rodriguez and Ruiz, 2017) were carried out: observe, reflect, plan and act.

For this study, those stages are shown in the following way: first, the problem statement was established through the analysis and reflection of the results of the three surveys applied (as it was stated before). Second, the construction of the theoretical framework through a critical literature review about inclusive education guided to hearing disability, teachers' professional development and English teaching to deaf students. Third, the design of the didactic proposal based on backward design in order to provide a possible solution to the research question. Fourth, the implementation of the proposal, the data analysis related to the impact of its implementation, conclusions and pedagogical implications.

Concerning to other aspects of the methodological design, eight English teachers from two public coed schools were the participants of the current study: six of them work in a city and, two of them (who have deaf students in their classes) in a small town in Santander, Colombia. In addition, in the process of collecting data, instruments such as surveys, researcher's field notes, registration format of English teachers' understandings and reflections, English teachers' lesson plans and a semi-structured interview were used to assess the didactic proposal at the end of its implementation.

The structure of the current research has been organized in this way: there is an introduction where the description of the problem, the research question, the objectives and the methodological design are pointed out. Additionally, the first chapter describes the previous

studies and the main theoretical constructs that support the study. The second chapter is related to the design, implementation, and the analysis of the data collected in the development of the didactic proposal. The third chapter shows the data analysis and the findings followed by conclusions, pedagogical implications and references.

Finally, the current project makes a contribution to the English teaching practices inside the classroom not only in an immediate context but in any context where it is necessary to understand the manner a student with hearing disability learns and, through this understanding, to enrich teachers' professional development.

Chapter 1

Theoretical Framework

This chapter is divided in two main sections. The first one is related to the research background about the English teaching to hearing impaired students at international, national and local levels. The second one considers the three theoretical constructs which support the designing and development of the pedagogical intervention.

1.1. Previous Studies

In the inquiry process of the literature on the addressed topic in the current research, eleven previous studies (eight international studies, three national studies and one local study) were found which provide important elements for designing, applying and supporting the didactic proposal.

First, Zavala Mar (2013), an English teacher, whose son was deaf by birth, carried out an undergraduate project where she recommended eight learning strategies to teach English to deaf students based on a practical teaching directed to a special class with eight deaf students at Bachillerato de Educación Especial School in Colima, Mexico. The objective of this research was to choose the eight best English teaching strategies through observations of 24 English classes during eight weeks and after this observation. As a result, she established the next practical teaching tools:

1. Handle of the sign language
2. Use of visual support
3. Use of a text book
4. Explanation in detail for a better comprehension
5. Explanation using the board

6. Interpretation of meaning for explaining vocabulary
7. Using the self-study method
8. Students' English club

Additionally, she mentioned that it is important the students with hearing disability and their teachers must learn the Sign Language before applying the teaching strategies enlisted above. Finally, she concluded that many teaching strategies can be applied but, the most important aspect is the usefulness and the result of these strategies which can be adapted according to the context.

Zavala's recommendations supply meaningful learning strategies which can be included in the English teachers' professional development sessions during the stage of the implementation of the didactic proposal. As she said, these strategies could be applied in any context as they are designed taking into account the general characteristics of deaf people. She suggests using visual support in order to make possible the understanding of the students with hearing disability due to they are visual people. Also, she recommends a detailed explanation of the topics or the meaning of the vocabulary which indicates the use of several activities or strategies until the students come to understand and learn.

For introducing the second previous study, it is necessary to say that inclusive classroom is the main topic of the *Ley de Inclusión Escolar de 2013* in Colombia with the goal of paying special attention to diversity inside the classroom. Therefore, school teachers have to assume a new attitude facing this change in the regular school system.

Respect to the aforementioned statement, the second study developed by Blanco and Martínez Jorrián (2013), from University of Vigo in Spain, analyzed the attitudes of teachers towards an inclusive classroom. They began with a historical review of the educational

legislation where the government made several reforms to establish an inclusive education inside the regular schools, which can be able of responding to the demands of the students with especial educational needs. As a result of their survey, Blanco and Martinez (2013) developed their research based on the question “do the teachers of obligatory education have a positive attitude and sufficient training to respond to the existing diversity in the schools?”

They collected data through 51 questions and, according to the answers; the researchers drew nine main conclusions which have common aspects with the English teachers' answers of the current research:

- The vast majority of teachers thought they had little or no training related to respond to diversity.
- There is not enough lifelong training either, since almost half of the sample feel that lifelong education helped them little or not at all.
- Teachers, who take training courses on this topic, face new situations of inclusion.
- As for improve training about diversity awareness, secondary teachers agree that this training should be included in their pedagogical course. (2013, p. 500)

It could be concluded that inclusive education in Spain resembles Colombian ones because, in spite of the Law lays down some rules and decrees for assuring an education with quality for all different students, the practice seems to be in a different way due to the lack of teacher training to face the challenges of diversity in schools, especially among teachers of secondary education. (Blanco and Martinez Jorin, 2013)

Blanco and Martinez Jorin (2013) recommend that universities must include in their curricula courses a better connection between theory and practice related to diversity awareness and inclusive education. Also, “it is necessary to provide them with training as educators, a full

postgraduate course in which students may develop positive attitudes and commitments to an inclusive school” (2013, p. 502). This is the main purpose that, as an English teacher – researcher, the author of this paper wants to achieve with the development of this inquiry.

The third study developed by Kontra (2013) at Eötvös Loránd University, in Hungary, it is a qualitative study where through a semi-structured interview, four Deaf people told their experiences during the process of learning English during their school ages. These selected participants were a woman and three men in their late 20s and early 30s and; three of them were born from hearing parents but only one from Deaf parents. Each of the four participants was a prelingually Deaf sign language user well-educated people: one of them is an electrical engineer, another one a graphic designer, the third studied IT in a post-secondary training program, and the last is a college student.

With the collected data, the professor Kontra could establish as findings that Deaf foreign language learners not only have to overcome the difficulties of cracking the code of a foreign language just like any other student, but Deaf learners also have to face further hurdles that are put in their way such as the lack of support of administrators, the inefficient implementation of accommodations, the unavailability of appropriate teaching materials and well-informed teachers, and some teachers’ attitude.

However, along the interviewees told how they could cope those obstacles, the researcher of the current project could establish teaching and learning strategies to enrich the English teachers’ professional development on teaching to deaf students such as: to encourage the deaf students to be self-taught students, to take into account the deaf students’ interests for planning the lessons, to create activities where deaf students work with their peers inside the classroom without mattering if he/she is deaf or hearing student, to plan activities where the deaf student

works in isolation, to present the instructions of the activities step by step in a simple and visual way, to program tutoring sessions only for deaf students, to use in a high percent visual aids in order to present the contents and, the most important aspects is to be a teacher who have the ability to think visually, to have an insight into Deaf thinking, and to know what is difficult for them and why. These strategies are the contribution to the current research.

The fourth study supports one of the purposes of this research which is to provide some specific help to students with hearing disability regarding the development of their working life. With this in mind, Abdullah and Eng (2012) profile and compare the perceived communication skills of people with sensory impairment according to employment status in Malaysia. A group of 456 people with sensory impairment (272 hearing impaired; 184 visual impaired) were required to self-assess their competency in communication skills with the Communication Subscale taken from the Employability Self-Assessment Scale (ESAS). It reports the perceived reading, writing, and speaking skills in both Bahasa Malaysia and English language. For people with hearing impairment the speaking skill was replaced by the Kod Tangan Bahasa Malaysia (KTBM) or Manually Coded Malay Sign Language.

As findings, Abdullah and Eng (2012) established that there is a relation between the improvement of communication skills and being employed. People with sensory impairment have rated their communication skills because of they have been hired by a company. In addition, the ability to read and write efficiently in English could be an added benefit in finding employment. According to Holcomb and Peyton (1992) a person with hearing impairment, without literacy skills, are likely to perform poorly on work-related reading and writing tasks and are confined to low-level jobs.

Abdullah and Eng's study provides important reasons for accomplishing the general objective of the current project and, in that way, fulfilling the humanistic purpose of the research. It supports the idea that acquiring foreign language skills increases the level of their self-confidence to get a wider working rank.

The fifth study is another research conducted by Kontra et al. (2013) which is on teaching and learning a foreign language to deaf students based on the motivation of the student. Its aim was to point out the relationship between foreign language learning motivation and Sign Language use among hearing impaired Hungarians. The participants were 331 deaf and hard of hearing people from all over Hungary. They used as instrument of data collection a standardized questionnaire which objective was to establish the reasons of the motivation for teaching a foreign language. The results support the notion that Sign Language use helps foreign language learning. Authors concluded that "there is indeed no justification for further neglecting the needs of deaf and hard of hearing people as foreign language learners and that their claim for equal opportunities in language learning is substantiated" (2013, p. 23)

Kontra's study is useful in order to design activities associated to deaf students' motivation for learning English, which is an important aspect of the process of teaching because of it can strengthen the teaching-learning process inside the inclusive classroom.

The sixth previous study is a research presented by Norma Díaz (2010) at the Third Language Conference ANEP (*Administración Nacional de Educación pública*), which had place in Montevideo, Paraguay. The objective was to describe the experience about how English teachers can teach English to the students who have lost their hearing ability and are part of a regular school, at secondary school. She tells that the government helped sending a full-time

expert person to translate all what the teachers say inside the classroom in order to facilitate the communication with the students with hearing loss.

According to the experience of having a full-time language sign translator, Díaz (2010) provides some guidelines for getting better results. First of all, it is necessary to adapt the classroom with the objective to give a wide sight of every one of the students, the interpreter, the board and the teacher. It means to make sure not to interfere between any of the students and their visual contact with the interpreter. Second, the instructions and explanations must be concrete and simple. Third, a clear organization of the information on the board using colors and schemes, visual aids such as maps, pictures, images or drawings is essential. Fourth, the emphasis on reading as well as the use of bilingual or monolingual dictionary helps deaf students to be more free and independent in their learning. Fifth, the monitoring must be continuous. It is crucial to check deaf students' understanding by expecting clear and complete answers. It is not enough to settle or say that they understood; teacher has to check what they have understood.

Although Díaz (2010) states that the guidelines exposed above have a high grade of success with teaching English to deaf students, she also says that it is a need to create resources and material especially to students with hearing disability with the purpose of initiating or increasing their level of learning. Nevertheless, in Colombia not all the schools have full-time translator in every single English class.

The seventh previous study takes into account aspects in relation with Deaf community provided by INSOR. Ramírez and Castañeda (2003), based on the guidelines described by the INSOR (1995), wrote a document where they gathered information related to fundamental theoretical aspects for understanding the policies of bilingual education to deaf people in Colombia.

This document has as a main objective to qualify and enlighten new proposals and those already in progress to overcome the multiple difficulties that arise whenever the transformation of an educational system to deaf people is built. Ramirez and Castañeda (2003) describe three basic elements: a historical characterization of the education to deaf people in Colombia, a conceptual framework which defines concepts like communication and language focused on education and providing a socio - anthropological vision of the deafness and, the objectives of a bilingual education to deaf people.

Regarding the first element, Ramirez and Castañeda (2003) point out that during decades hearing disability was seen such as an illness which caused a direct damage in the process of cognitive development of deaf people. Also, people thought that Sign Languages are not complete linguistic systems which prevents or limits the process of learning. For that reason, pedagogical proposals for deaf people were established like rehabilitation methods such as traditional oral or multisensorial method; the acupress or aural - oral; the verbotonal and total communication, all of them based on oral therapies in order to develop the spoken language but, anyone of those proposals took into account deaf students' main characteristics.

In the second element, concepts such as communication and language are defined. For the first concept, Ramirez and Castañeda (2003) take as main definition of communication the one given by National Joint for the Communicative Need of Persons with Severe Disabilities:

“La comunicación es cualquier acto por el cual una persona da o recibe de otra persona información acerca de las necesidades personales, deseos, percepciones, conocimientos o estados afectivos. La comunicación puede ser intencional o no intencional, puede o no involucrar signos convencionales o no convencionales, puede tener formas lingüísticas o no lingüísticas y puede ocurrir a través del habla o de otras” (p.11).

According to this definition, it is possible to state that the hearing disability does not harm the abilities to communicate since deaf people can use sensorial channels to interpret every sign and symbol around them (Ramirez and Castañeda, 2003).

As definition of language, Ramirez and Castañeda (2003) established that language is an inherent faculty of the human being to develop that mental instrument which allows symbolizing the world and building knowledge about it. For deaf people the aptitude of communicating and the faculty of the language allowed them to create the Sign Language to interact with both their peers and with hearing people.

The acceptance of the Sign language such as a natural language, with its own linguistic system, provided a new socio-anthropological vision of deaf people. They were no longer seen as patients who had to be cured and who had a cognitive deficit but as a different socio-linguistic being, with the ability to relate, to learn, to emerge and to progress like hearing people. This new vision implied to redraw the definition of a deaf person which Ramirez and Castañeda (2003) expressed as follows:

“... una persona que utiliza básicamente una lengua viso- gestual lo que lo hace diferente en el plano lingüístico y miembro de una comunidad lingüística que es minoritaria. Es una persona que necesita más de la visión que de la audición para su comunicación, pues desde una mirada socio antropológica la sordera se plantea como una experiencia visual más que como una deficiencia auditiva.”(p.15)

Regarding the third element, the authors (2003) set out the following objectives for a bilingual education to deaf people based on other Latin-American experiences (Uruguay: Consejo Nacional De Educación, 1987; Venezuela: Sánchez, 1992; Skliar, 1997):

1. Crear las condiciones que garanticen el desarrollo del lenguaje de los niños sordos y faciliten su óptimo desarrollo cognoscitivo, social y afectivo - emocional, asegurando su acceso a las lenguas y a la identidad personal y social.

2. Crear ambientes educativos fundamentados en una organización curricular para la construcción de conocimientos y saberes sociales, culturales, disciplinares y científicos entre otros, mediados por la LSC posibilitando la formación de los estudiantes sordos hacia niveles de profesionalización laboral.

3. Facilitar el proceso de aprendizaje de la lengua escrita como una segunda lengua por parte de los niños y los adultos sordos, promoviendo su valor social y su uso significativo dentro de la comunidad.

4. Propiciar la participación directa y efectiva de la comunidad de los sordos en el sistema educativo fomentando los intercambios, el conocimiento mutuo y la cooperación entre sordos y oyentes en el ámbito escolar y social.

5. Promover desde la comunidad educativa y hacia la sociedad en general, el cambio de la representación social que existe sobre los sordos y la sordera, divulgando sus formas particulares de ser, de vivir y de aprender todo esto en beneficio de su integración educativa y social. (p. 21-22)

The previous document is considered a very valuable contribution for the development of the current project since it contributes a different vision of deafness, the notions of bilingual education in people with hearing disabilities and their inclusion within of the academic and social processes.

The eighth previous study is an undergraduate study developed by Garzón (2015). The author designed didactic strategies to favor the process of inclusion and the learning of

vocabulary in the English class of a fourth grader with hearing loss in a public school. Garzón (2015) carried out a case study under the paradigm of qualitative research where the collection data was gathered through a diagnostic test applied for the hearing impaired student, direct observation, verbal interviews to his teachers and field diaries; which the researcher designed five workshops as a methodological propose in order to get the main objective.

Those workshops were designed with recreational and academic activities that seek the inclusion and participation of the student with hearing loss in the English class. Also, they allowed him to know and master English vocabulary supported on the implementation of visual material specially designed to be manipulated by the student and the development of activities that strengthen his lexical competence (Garzón, 2015). Activities such as matching the named object and its image or its spelling, activities in which the student must interact with his peers to write the proposed vocabulary, alphabet soups, crosswords, among other activities.

As some findings, Garzón (2015) states that:

1. It is necessary to create strategies that allow student with hearing loss to be included in the English class and to favor his learning in order to provide him with the same academic, work and social opportunities as other students.
2. Although the student under study does not present any cognitive disability, it is evident that his disability reduces his ability to understand and hinders his formative processes.
3. To improve the student's learning processes, constancy and continuity are required.
4. To obtain better results it is necessary to review and reinforce constantly the topics studied before in the classes.

5. An important factor for the good development of the learning processes was the fact of making the student feels important for the group; he evidenced a good disposition and motivation to work within the class.
6. The use of visual resources such as images, videos, body language and gestures, the use of colors and striking material allowed him to learn English vocabulary more easily. Also, the group activities and the good atmosphere in the room will produced an optimal process of inclusion.

This study is valuable for the current research due to it provides appropriate activities for class work with students with hearing disabilities which make the inclusion process easier and improve the development of the learning process. Also, the study evidences that it is possible for English teacher to teach to students with hearing disability using suitable strategies for them.

Such as local previous study, and the last study, at Universidad Industrial de Santander, in Bucaramanga, there is an undergraduate project where Prada (2001), a Public Management student concerned about the people's with disabilities progress in the work field in her city, developed a research work named *Factibilidad para la creación de una fundación para la enseñanza del inglés a población infantil discapacitada física sin problemas asociados, en Bucaramanga*. This study had as a general objective to create an institution where people with physical disabilities could learn English in order to improve their job opportunities in the *Bumangués* context. For getting her main goal, Prada (2001) designed a curriculum where she explains the topics and the different learning strategies that the educative institution would apply. Unfortunately, there is no a record or a document that lets us know if the project became in a reality. However, Prada's inquiry opens a possibility to take further the idea of teaching English to students with hearing impairment.

1.2. Theoretical Constructs

In order to answer to the research question it is necessary to establish a theoretical framework related to main three topics: inclusive education focused on hearing disability, teachers' professional development and English teaching to deaf students.

1.2.1. Inclusive Education and Hearing Disability

The first main theoretical construct is divided in two important concepts: inclusive education and hearing disability.

First at all, having in mind the purpose of the current research, it has taken the definition of *inclusive education* from UNESCO (2005) since it provides some guidelines for making possible a suitable inclusion of students with disabilities at school system and it, to a certain extent, represents the enrichment of the professional development to which the author wants to reach with English teachers:

“...Inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem” (p. 14)

Some years after UNESCO (2008) defined the inclusion such as the dynamic strategy in order to respond in an active way to the diversity of the students and understand the differences not as problems but opportunities to enrich the learning. Within the framework of this definition, learning refers to the achievement of the best possible performance according to the students'

with disabilities characteristics and the attainment of comparable learning outcomes that allow them to exercise their rights as citizens; and the participation aims for all students to have opportunities to partake in equal conditions in the learning experiences offered by the school, to live together and to belong to the educational community (Valladares, Betancourt, Norambuena in UNESCO, 2016)

In other words, the inclusive education concerns about identifying the barriers in the learning process of students with disabilities and on looking for solutions that overthrow those barriers. Also, inclusive education allows increasing the participation and the learning of impaired students. In fact, according to Hegarty (as cited in Quesada, 2005) inclusive education is stated on three rights established as principles such as education right, equality opportunities right and participate in society right:

Educational right is a fundamental right for every human being around the world and it argues that every person must receive an education of quality because it gives them a better competence for working and it can get well their ability to contribute an economic and personal wellness.

Equality opportunities right is not to give an identical educational treatment to every student because they are not equal, they are different. This right is related to receiving the suitable treatment according to the special characteristics or needs, in terms of education, with the purpose of being educated with quality.

Participate in society right means that students with disabilities have the right to access to the society without unnecessarily restrictions in the curriculum offered to them or in the quality of the education they receive as well as to be educated separately from their peers. In other words, students with hearing disabilities have the opportunity to be part of a regular school.

Based on these principles MEN (2013) lays out five characteristics belonging to the inclusive education:



Figure 1. Inclusive Education

(Adapted by the autor from “Lineamientos Política de Educación Superior Inclusiva”, 2013)

These characteristics are related to each other and articulated coherently due to the relationship among them “...gira en torno a su relevancia respecto al enfoque de derechos, el cual tiene como núcleo el respeto y fomento de la diversidad e interculturalidad con equidad, calidad y participación en los sistemas educativos. La articulación específica entre cada característica depende del contexto en el que se aplica el enfoque de educación inclusiva, ejercicio que trasciende estos lineamientos y puede ser promovido al momento de definir acciones concretas que permitan su implementación” (MEN, 2013)

With this statement in mind, inclusive education is a process where the strategies are focused on reaching the goal of “education for everybody” (Parra, 2010). This definition makes that an inclusive teacher acquires the capacity of valuing the diversity of the students in terms of equity and, develops a pedagogical process that fulfills the needs for all her/his students. It implicates that a teacher who applies inclusive education must be: (MEN, 2013)

- Self-reflexive about her/his pedagogical practices
- Able of strengthening the diversity
- Able of including the context for creating aids for making the learning accessible.

The concepts above express the purpose immersed in the developing of the study and my intrinsic desire as a researcher due to this proposal gives a useful teaching background and learning strategies for making possible inclusion in English teachers' classrooms and in this way, they reflect on their teaching practices with deaf students, and start to include the necessary adjustments on lesson plans as well as getting better didactic practices and, thus, to increase English teachers' professional development.

Secondly, *hearing disability* has been defined from two perspectives: audio-logical and sociocultural (MEN, 2017). From the audio-logical perspective is a physical disability which affects the inner ear in five levels of intensity: mild hearing loss, moderate hearing loss, moderately severe hearing loss, severe hearing loss and profound hearing loss. The first category refers to the lowest level of sound that an adult can hear; it is in a range of 25-45 dB and a child at a range of 20-40 dB; the second category is in a range of 41-55 dB; the third category means that a person only hears louder than 56-70 dB; the fourth category refers to sounds over 81-90dB, and the last category includes individuals with the difficulties to hear the sounds under 90 dB known as well as hearing impairment (Clark, 1981).

From the sociocultural perspective it is necessary to talk about the concept of deaf person which is defined as the person who is characterized by being a Sign Language user. This perspective allows the recognition of the Deaf community as a linguistic community, from which it creates its identity and configures its culture (MEN, 2017). This linguistic recognition makes that deaf people be classified in three categories: *bilingual, semi-lingual or monolingual* (Law 982, 2005):

- *Bilingual*: deaf people who use the Colombian Sign language to interact with Deaf community and, they also use oral or written Spanish to interact with hearing people.
- *Semi-lingual*: anyone who has not fully developed any language, because he/she was deaf before acquiring a first oral language and he/she also did not have access to a Sign Language.
- *Monolingual*: everyone who uses and is competent linguistically and communicatively in the oral language or in the Sign Language.

Despite of the intensity level of hearing loss or the linguistic level, deaf people are capable to communicate because of the innate faculty of the language (INSOR, 1995) which has allowed them to use their hands, their facial gestures and their body language for expressing their ideas, feelings, and emotions. The hearing disability is the lack of a fundamental sense, for that reason the sight sense plays a vital role in the deaf people's lives insomuch as they receive information and they can know and understand the world around them. Therefore, it can be affirmed that people with hearing disability are visual people (*Consejería de Educación de Andalucía, 2008*).

It is important to know the correct term to refer to people who have lost their hearing sense is “deaf people” not “deaf-mute people” because they lost their hearing sense but not their voice; it means that their vocal cords are not damage; they can emit sounds but, they do not speak because they have not heard the sounds of the words. *La Consejería para Educación de Andalucía* (2008) supported this statement in its manual for people with hearing disability when states that:

La adquisición de un código comunicativo oral se realiza en los primeros años de vida, mediante la audición continua y repetida del lenguaje. En el caso de las sorderas profundas, el alumnado con sordera no cuenta con este modelo auditivo y por tanto se produce una mudez,

que no es producida por la sordera, sino consecuencia de ella. De ahí, el término hoy denostado e impropio de “sordomudo” (p. 7)

INSOR provides basis and recommendations for the policies that make possible the inclusion of the deaf students in the regular school system. Some of those recommendations are focused on the characteristics of deaf people. INSOR (2007) affirms that:

El niño sordo posee la facultad del lenguaje y el potencial para adquirir y desarrollar una lengua en forma natural y espontánea, pero ese proceso no es igual que en el niño oyente... Entonces, el aprendizaje de la lengua se convierte en una tarea que debe ser planeada sistemáticamente (paso a paso) por los adultos y que requiere apoyos específicos a nivel tecnológico, pedagógico y/o terapéutico.

Most people with hearing disability, who are part of the Colombian school system, do not develop in a hundred percent the writing skill in Spanish language. This situation was explained by Ramírez and Parra (2004): “... *la construcción de la lengua escrita como instrumento para el aprendizaje y la reflexión aún no se hace realidad para la mayoría de quienes son sordos y han cursado su educación básica y media” (p. 6)*

Nevertheless, deaf people can express, in a basic level, emotions like pain, urgency and surprise through different communication mechanist. In short, this characterization can shed light on how deaf child instruction should be in order to have a successful language acquisition process (Muñoz, 2015).

To summarize, the inclusive education is a process where the teacher must identify the especial needs of learning of those students with disabilities, seeing those specific characteristics such as different opportunities of learning in order to adapt teaching practices which facilitate,

favor and encourage the students' understanding and learning. It implies, for the specific case of this research, English teachers must have clear the features of deaf people which are:

1. They are people with full capacities to develop integrally.
2. They are visual people
3. They form a linguistic community where there are linguistic levels of classification according the case of every person (monolingual, semi-lingual and bilingual)
4. They have their mother tongue which is the Sign Language
5. They are able to express any idea, feeling, thinking or opinion through the body language (gestures with their face and hands)
6. Their disability is a physical disability not a cognitive disability
7. They easily develop another abilities

This topic constitutes one the basis for enriching English teachers' professional development which is the next theoretical construct and it has similar relevance.

1.2.2. Teachers' Professional Development

The inclusion of girls and boys with disabilities in the education system and their opportunities for a fairer life require an urgent and sustained attention. In particular, it is fundamental to pay more attention to most teachers' education for being capable to make inclusive classrooms in the educational process (*Lewis and Bagree, 2013*)

As it was stated before, inclusive education is a process which allows the quality of education not only for most students but, for each student. To reach this goal Hegarty (1994), in the document for UNESCO, recommends that the governments must invest in teachers' professional development related to the pedagogical work with impaired students. For that reason, many countries have established inclusion policies from the Ministries of National

Education that assure the principles of education, equity and social participation for the students with disabilities. However, not all the policies and aids established by the governments are not accomplished in many schools due to several reasons such as the lack of budget set aside to increase teachers' professional development, the resource capacity does not satisfy the totality of needs in most schools, professional people in the different areas of disabilities are hired for a short time and it makes that the process of teachers' development does not have continuity.

Nevertheless, teachers must develop skills, experience and self-confidence to include to all students in their teaching practices. For getting this development "the teacher needs to learn about inclusive education and put it in practice during his/ her previous training as well as once they are teaching and they need opportunities to continue their professional development (which goes beyond attending training courses) throughout their careers" (Lewis and Bagree, 2013)

Malderez and Bodóczy (2004) define teachers' professional development as a group of skills and knowledge about the language and pedagogy for training language teachers who are novice in the art of teaching English as a foreign language. The idea that the continuous teacher's professional development goes beyond attending training courses, makes essential to talk about *reflective teaching*. This concept was already discussing by Dewey (as cited in Quesada, 2005) when he argued that "*a moral individual would treat professional actions as experimental and reflect upon the actions and their consequences*" (p.2). Schön (as cited in Quesada, 2005) took into account Dewey's statements and set out the reflective teaching in terms of "*reflective practitioner*" and "*reflection-in-action and reflection –on- action*".

The concept of *reflective practitioner* is used to characterize the reflective teacher *who discovers more about their own teaching by seeking to understand the process of teaching and learning in their own and others' classrooms* (Sze, 1999). This fact implies that the reflective

teacher must favor attitudes towards teaching practices based on broader understanding of self, their role as a teacher, their students' learning and society. "These attitudes involves stopping, slowing down, noticing, examining, analyzing and inquiring about aspects and complexities encountered in different situations" (Quesada, 2005).

With the purpose of explaining the meaning of being a reflective teacher Ur (2009) states that teacher's professional expertise and development should advance through the tools given by his/her teaching routing, not only through formal courses or external input: the own experience and reflection on it, and the interaction with other teachers. "Teacher development takes place when teachers, working as individuals or in a group, consciously take advantage of such resources to forward their own professional learning" (p. 318).

According to Schön (as cited in Quesada, 2005) the process of *reflection-in-action* involves two main actions: *thinking and doing*. These two actions modify the teaching practice with the objective of improving the learning process in the students. According to Quesada (2005) "reflection-in-action is an internal conversation of the practitioner where he/she takes hold of the process or experience that has occurred, reframes it, and tries to experience it from a different perspective, he/she develops on-the-spot strategies of action to improve or adjust previous experiences" (p.3)

On the other hand, Schön defines *reflection-on-action* when teacher thinks, considers and makes a retrospective analysis of his/her performance in order to build knowledge from experience. In the same way, Pickett (as cited in Quesada, 2005) stated that "reflection-on-action" is done when teacher reflects on the tacit understanding and assumptions she/he holds and subjects them to scrutiny in order to achieve deeper understanding of instructor/student roles, motivations and behaviors" (p.3)

The practice of being a reflective teacher involves a reflective cycle proposed by Barlett (as cited in Quesada, 2005) where there are five steps: *mapping*, *informing*, *contesting*, *appraising* and *acting*. At the *mapping* stage, teacher observes beliefs, attitudes, methodologies, etc., and he/she collects evidences about her own teaching (Gnawali, 2008). At *informing* stage, teacher inquiries about the meaning of the teacher process itself. In this stage teacher reflects about the aim of the teaching-learning process to determine the success or fault of the teaching practice. In the third stage, *contesting*, teacher tries to find the underlying reasons and background for the behavior by sharing ideas and thoughts with colleagues with the objective to find inconstancies and contradictions in his/her performance. At *appraising* stage teacher finds out alternative ways of her teaching which are consistent to her understanding (Gnawali, 2008). The last stage, *acting*, teacher acts with new strategies and he/she observes, analyzes and evaluates it, and determines if the implemented changes have worked or not.

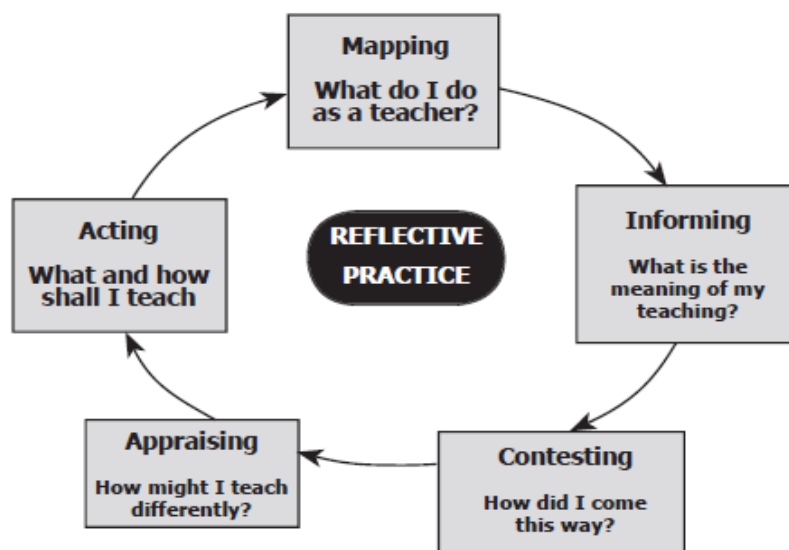


Figure 2. Reflective Practice

(Taken from "Teacher Development through Reflective Practice" by Laxman Gnawali, 2008)

This process has as a center the reflection and it makes teacher enriches her/his professional development because “it forces teachers to step back and critically reflect not only on how they teach, but also why they teach in a particular way” (Quesada, 2005)

Summing up, reflective teaching is “the ability to think about what one does and why – assessing past actions, and intended outcomes- is vital to intelligent practice, practice that is reflective rather than routine” (Richert in Quesada, 2005 p.5).

In order to make possible the teachers’ professional development focused on teaching to students with disabilities, it is fundamental that the English teachers reflect about his/her teaching practice. According to Schön (1989) the reflection *in* and *on* action allows teachers rethink about what happens inside their teaching practice and how it affects their students’ learning, it is a whole process where the teacher establishes a bridge between theory and practice with the objective of looking for a solution or improving a situation since they have learnt to create new didactic strategies in order to make a possible inclusive classroom and, in this way, to enrich their teaching and learning practices.

Reflective teaching enriches teachers’ professional development since it implies “critical thinking” which encloses the dynamic, dialectical movement between doing and thinking about doing (Freire, 2006). It has much more impact on the schools because teachers can understand better the different situations that they face during their classes and, thus, to generate a transformation in themselves and on their teaching context.

The words from the Ministry of Education (2006), referring to bilingual education to deaf people, catch the essence of being a reflective teacher and the advantage that the process of reflecting brings in English teachers’ professional development:

“Esta cualificación es posible cuando el docente hace de su práctica un permanente ejercicio de reflexión, es decir, la analiza, la piensa, la discute, la interpreta y la contrasta con la teoría y a partir de ello se auto-reta para generar transformaciones significativas e innovar su desempeño pedagógico y lingüístico frente a los educandos sordos” (p. 34)

In conclusion, reflective teaching generates English teachers participants in this current study and the researcher think on their teaching practices, on the results showed by the deaf students and, in this way to create strategies which guarantee better results exposed in the deaf students’ learning. In addition, this process of being a reflective teacher enriches the English teachers’ professional development and makes them more confident about their performance with deaf students.

1.2.3. English Teaching to Deaf Students

This theoretical apart is divided in three main constructs: what Colombian law says about education of deaf people, how the education of deaf people is conceived and, what backward design is (in which the organization of the proposal and the design of the sessions will be based) and how it works such as an enriching didactic tool for creating inclusive English classrooms to deaf students.

Before explaining the aforementioned topics, it is convenient to remember the definition of teaching in a general way. Tomlinson (as cited in Malderez and Bodóczyk, 2004) defines teaching as “the activity designed to promote learning” (p.11). It involves knowing how to make possible the learning in the students which becomes a complex activity since teacher does a lot at once with a lot of students, and an open activity because it allows using different ways or routes to achieve the learning objectives (Malderez and Bodóczyk, 2004).

Having in mind the definition of teaching by Tomlinson, the researcher began to develop the legal aspect.

With the objective of guarantying this social service, the Congress in Colombia has laid out some laws favoring deaf community in every social aspect and, education is not the exception. *La Constitución Política de Colombia* in its article 67 states that education is a right and a public service for every person in Colombia without mattering religion, race, origin or physical conditions. It has the objective of looking for the access to the knowledge, science, skill, and cultural values. In addition, The Colombian Law of Education, Law 115 of 1994 in its article 46, sets out that people with disabilities have the right to be part of the public educational system in Colombia and the right to receive an education of quality.

For assuring the right of education and its quality by adopting inclusion actions, *La Ley de Inclusión Escolar*, Law 1618 of 2013, was created. It lays out in its title IV, article 11, numeral 1, sections *b* that the Ministry of Education must warrant an education with quality to people with disabilities which is understood such the process of formation of citizens with “...*oportunidades legítimas de progreso y prosperidad para ellos y para el país. Una educación competitiva, que contribuye a cerrar brechas de inequidad, centrada en la Institución Educativa y en la que participa toda la Sociedad*” (Law 1618, 2013 p: 7). This statement implies the suitable academic and professional formation of the teachers who have the responsibility of making possible what Law says inside the classroom.

The second aspect is the didactic aspect related to how teaching to deaf people in Colombia is conceived. In order to introduce this aspect, it is fundamental to state the definition of deafness and how a deaf person is perceived by the educative community.

Nowadays, deafness is not conceived such as sickness or an obstacle of progressing and doing the things that any person without this condition can do. It is seen like an opportunity to understand and know the world with different ways of learning:

“Deafness is conceived as the visual experience refers to the particular forms of information processing that the deaf have when perceiving the world primarily from the visual channel, which includes all kinds of meanings, representations and / or productions in the intellectual field, linguistic, ethical, aesthetic, artistic, cognitive, etc.” (INSOR 2006)

Therefore, a deaf student is defined by MEN (2006) as a person with cognitive, socio-affective and communicative abilities which make possible to her/him having accessibility to opportunities of making decisions, transforming reality through symbolic representations, establishing socio-cultural interactions and creatively producing for the world of science, culture, technology and art. Also, teachers must have in mind that deaf students form a linguistic community and they are at different linguistic levels (bilingual, semi-lingual and monolingual) of their Sign Language.

Regarding to material or didactic tools with deaf students, it is recommendable the use of electro-optical devices such as luminous bells, signs and signals, text telephones, computers, internet, television, videos, projector, VHS, DVD, slides, films, books and other texts, manuals, educational toys, software, board, flipchart, photographs, and board games. In other words, deaf students need to have visual experiences in order to understand the reality due to *“... la sordera es concebida como una experiencia visual antes que como una deficiencia auditiva. (INSOR, 2006)*

It is important to mention that the INSOR (2006), through a bicultural educational bilingual proposal, promotes sociolinguistic, pedagogical and organizational conditions to integrate

students with hearing impairment to the formal educational service with quality conditions, equity and relevance. This proposal is responsible for generating educational responses to the needs of deaf people through differentiated pedagogical proposals.

This bicultural educational bilingual proposal tents to promote actions that guarantee deaf people access to higher levels of education and opportunities for professional work and to develop reflection, knowledge and appropriation of the cultures related to the languages that they communicate like Sign Language and Spanish. This point of view is very important in the teaching English to deaf students because inside the teaching practice, hearing impaired students must acquire knowledge about English culture and make comparison with their own Deaf culture in order to facilitate the understanding and use of the language, in this case English language.

So, the development of intercultural skills and language skills are important aspects for the pedagogical proposal by INSOR in order to form deaf students with a high communicative competence.

As it was stated before, hearing disability implies that English teachers must adjust the curriculum for making possible the inclusion process of deaf students in classes. In order to enrich English teachers' professional development on making adjustments in the curriculum, the researcher supported on backward design. Aspects such as the purpose, characteristics and advantages of this process will be discussed.

Backward design is a process under the understanding by design (UbD) framework which offers a planning procedure and structure to guide curriculum, assessment, and instruction. The main objective of backward design is that students learn in a meaningful way and they can demonstrate their learning and understanding through a performance task; in other words, it is to

make the student builds their own knowledge and this knowledge be meaningful for their life.

According to McTighe and Wiggins (2012) backward design process has three stages:

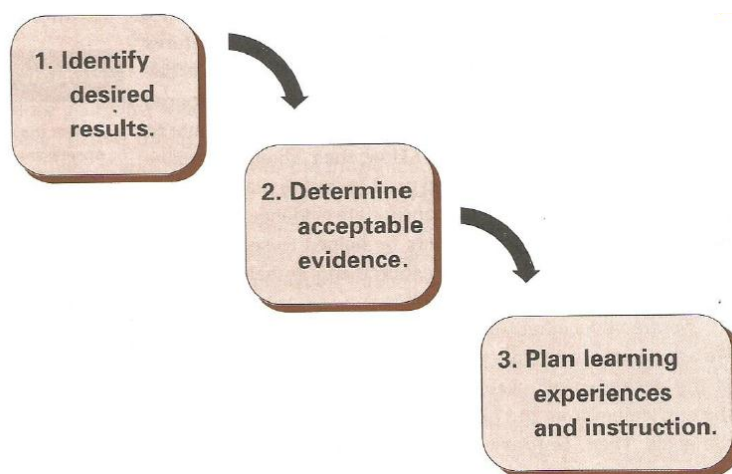


Figure 3. Backward design process

(Taken from Wiggins & McTighe, (2005) Understanding by Design 2nd edition).

1. *Identify desired results:* In the first stage of backward design, teachers consider goals, examine established content standards, and review curriculum expectations. This first stage in the design process calls for clarity about priorities; teachers must determine what students, in the end, to be able to do with what they have learned. Essential companion questions are used to engage learners in thoughtful “meaning making” to help them develop and deepen their understanding of important ideas and processes that support such transfer.
2. *Determine assessment evidences:* in this stage teachers must establish what the evidences of assessment reflect the desired results identified in Stage 1 and validate that the targeted learning has been achieved. Teachers must distinguish two kinds of assessment evidences: a performance task which is the final product and, other evidences. When a student truly understands evidence some or all the six facets of

understanding for assessment purposes: explain, interpret, apply, demonstrate perspective, display empathy and have self-knowledge

3. *Plan Learning Experiences and Instruction*: in this stage teachers plan the most appropriate lessons and learning activities to address the three different types of goals identified in Stage 1: transfer, meaning making, and acquisition. Understanding cannot simply be told; the learner has to actively construct meaning

These stages of backward design are shown through the two sessions for carrying out the implementation of the didactic proposal of the current study. The *desired results stage* had as goal the recognition of the backward design and its practicability in an inclusive classroom, which was reached when English teachers could respond what the advantages of the backward design are, and when they understood that backward design offers a didactic tool which enhance their performance as English teacher.

For the *determine assessment evidences stage*, the researcher stated as performance task the design of a class using the backward design taking into account the guidelines about teaching to deaf students.

The *plan learning Experiences and Instruction stage* included activities such as to watch a video on Inclusive education, the socialization of main concepts of Inclusive Education and backward design, to answer questions in order to reflect on their teaching practices and to design a lesson plan focused on hearing impaired students.

(To have a wider sight of the development of the three stages of backward design, the reader can go to the Chapter 2 in the section of pedagogical strategy)

A key concept in UbD framework is alignment (i.e., all three stages must clearly align not only to standards, but also to one another). In other words, the Stage 1 content and understanding must be what is assessed in Stage 2 and taught in Stage 3 (McTighe and Wiggins, 2012).

For talking about the advantages of UbD framework immersed in backward design, it is necessary to talk about its tenets set out by McTighe and Wiggins (2012), which are summarized as:

1. The UbD framework helps to focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
2. Students reveal their understanding when they autonomously make sense of and transfer their learning through authentic performance. It means, students are capable of explaining, interpreting, applying, shifting perspectives, empathizing and self-assessing.
3. Teachers focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
4. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

In conclusion, English teaching to deaf student implies that the teachers recognize deaf students' special characteristics as a support to design lesson plans focused on their special needs and interests. Also, MEN provides some general guidelines which lead the

pedagogical process with deaf students and, the most important aspect, English teachers must be in a continuous improvement of their professional development through the process of reflection on their daily performance in order to assure an education with quality.

Chapter 2

Proposal

In this chapter, the researcher presents the didactic proposal which attempts to give answer to the research question: How to enrich the English teachers' professional development in order to teach to students with hearing disability at secondary schools? This proposal has as main objective to develop teaching skills on English teachers for creating inclusive environments to deaf students using as an approach the backward design. It involves that English teachers initiate inclusive and reflective processes on their teaching practices.

Three sessions (Table 1) were stated in order to work with English teachers conducted by the researcher. During the meetings, English teachers were taught about topics such as Inclusion Law in Colombia, Inclusive Education, hearing disability, English teaching to deaf students and backward design. Also, English teachers had to develop some activities and write their reflections which showed their understandings and thoughts about the aforementioned topics which were needed for creating an inclusive lesson plan for deaf students based on backward design. These lesson plans focused on deaf students were designed for developing reading and writing skills (level A1 according to CEF) and taking as goal one of the Basic Learning Rights for sixth and seventh graders (MEN, 2016).

The three sessions were developed during the second academic semester of 2017 following the timetable established, as shown in Table 1. It had driven the researcher to the gathering of the necessary data to analyze and come into some conclusions that provide a useful insight into the research problem.

Table 1*Timetable of the implementation sessions*

	Session 1	Session 2	Session 3
Date	November 3rd and 10th 2017	November 17th and 24th, and December 1st 2017	December 4th 2017
Objectives	1. To analyze the Colombian Law related to education to deaf people 2. To reflect about how a person with disability can perceive the world:	1. To recognize the value of the inclusive education as an element for enriching their teaching practice 2. To design an inclusive class through the backward design approach	1. To validate the didactic proposal
Topic	Article 69 of <i>La Constitución Política de Colombia</i> Article 46 of Law 115, Law of Education in Colombia Title IV of the Law of Inclusion, Law 1618 of 2013 Main conceptions and characteristics of hearing disability	Main aspects of Inclusive Education Theory related to backward design Stages of the backward design	Enrichment of English teachers' professional development

Source: Own elaboration

Aspects such as the research paradigm and type of research, followed in this study, are described as well as the research instruments used during the process of gathering data, and the proposal design that was created, implemented and evaluated in order to enrich English teachers' professional development.

The current research is a qualitative research based on the stages of an action research under an interpretative paradigm. It means that the researcher did a rigorous and analytic interpretation of the theories and previous studies related to the topic of the study with the objective of developing the theoretical framework. In the same way, the analysis has been done based on the researcher's interpretations of the results obtained through the chosen instruments.

2.1. Research Paradigm and Type

Researcher adopted a **Qualitative approach** with an interpretative analysis, since she tried to explain how to teach English to deaf students through her own reflection based on the analysis of the qualitative data. Qualitative research involves an interpretive naturalistic approach to the world. This means that “qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (Denzin and Lincoln, 2005) and the final product is usually a narrative report with a rich description. Furthermore, the aim of this sort of projects is to study the facts, processes, structures and people as a holistic entity without manipulating the natural occurring of the reality and, thus to understand the phenomenon (Rodriguez and Ruiz, 2017).

The research is framed within an **Interpretative paradigm**. According to Cohen et al. (2011) studies under the interpretative paradigm are purely subjective, since “it has as a central endeavor to understand the subjective world of human experience and reflect the viewpoint of the observer” (p. 17). As a result, observation and interpretation support these sort of studies, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Aikenhead as cited in Thomas, 2010)

This is an **Action Research** study, since it led the English teachers and the researcher of the current project to be aware of their teaching practices and their students' learning through a reflection process and, consequently, it increased their professional development. The researcher looked for bringing about practical improvement, and the teachers' better understanding of teaching with deaf students through a self-reflective process. According to Nunan (2009) "Action Research is a cyclical process of identifying practical problems or challenges, formulating a plan for addressing them, taking action, evaluating the results, and planning subsequent rounds of investigation (p. 19)" which makes a reflection about teachers' actions in order to enhance a specific situation.

Figure 4 shows the action research cycle proposed by Crane and Richards (as cited in Rodriguez and Ruiz, 2017). According to it, the current study reflected the stages of this process as it was stated in the introduction: first, the researcher observed that she did not have the knowledge to teach English to deaf students when she found a deaf student in her class and, through three surveys she realized that other English teachers had the same lack of knowledge. Second, the researcher reflected about this situation and through a rigorous literature review, she built the theoretical framework. Third, she designed a didactic proposal with the purpose of providing a possible solution to the research problem. Fourth, she implemented the proposal and analyzed the data gathered related to the impact of it.



Figure 4. The Action Research Cycle

(Taken from Crane and Richardson as cited in Rodriguez and Ruiz, 2017)

2.2. Setting and Population

The research was developed with English teachers from two public and coed schools and they were chosen because two reasons: 1) the researcher currently works in first schools and, 2) in the second school the researcher had to face the challenge to teach to deaf students like the English teachers who at present work there.

The first school is located in Real de Minas neighborhood in the west of Bucaramanga city, which is a residential and commercial area. The school PEI is represented by slogan: “*Somos gestores de desarrollo y mejoramiento humano*” which evidences the purpose of contributing to the improvement of the education through processes such as building knowledge and reflection on the importance of the human being like change agent. The PEI specifies in its inclusion policy that the school prioritizes an education with quality to students with disabilities, it means “to promote flexible and innovative teaching strategies that enable an education that recognizes

different learning styles and abilities among students and that, accordingly, offers access alternatives to knowledge and evaluates different levels of competence” (p. 19).

The school pedagogical model is constructivist, since the student has the role of being the builder of their knowledge based on the orientation of the teacher. It becomes students in the center of the learning process and implies a meaningful learning for them. Regarding to the school English curriculum, it has as its main objective to develop students' communicative competence, preparing them to be equipped both linguistically and culturally and thus they communicate successfully in different sociocultural contexts that occur inside and outside the classroom.

The second school is located in a small town in Santander where students live around the school and, a high percentage of them live in the countryside. Its PEI is represented by the slogan: “*Hacia la cima caminamos con fe*” which reflects the desire of reaching the high quality standards in every teaching and learning process. It includes the inclusion process for students with disabilities, even when an inclusion policy is not stated yet in its PEI. Specifically, school English curriculum has as main objective to achieve a high degree of social, cultural and cognitive development through learning and acquisition of a foreign language. The school pedagogical model is also based on some principles of constructivism which makes the student the principal and active agent of their learning.

This research project was carried out with eight secondary English teachers; six of them belonged to the English team of the first school described above and, two of them from the second school. All of the participants were professional teachers for teaching English due to they studied in different universities which offer Foreign Language academic programs such as Universidad Industrial de Santander, Universidad Libre sede Socorro, Universidad de Pamplona

and Universidad Cooperativa de Colombia. The participants were a group with a range of years of experience as English teachers between one year and 26 years. This group was chosen because two of the English teachers had deaf students in their classrooms facing the same situation than the researcher and, six teachers were colleagues of the researcher without having deaf students in their classrooms, but with the possibility of having in their classes impaired hearing students in a near future.

For this study, the role of the teacher-researcher consisted in planning, developing and implementing the didactic proposal. In addition, she oriented the process of enriching English teachers' professional development during the execution of the sessions.

2.3. Data Collection

Based on Nunan and Baily (2009) the researcher used some instruments for data collection according to each stage of the project. She chose some classroom observation instruments and some elicitation procedures as follows:

1. *While validating the research problem*: three survey questionnaires directed to three populations: one for English teachers (**Appendix A**), one for coordinators and principals of the schools (**Appendix B**) and, another one for school counselors (**Appendix C**).
2. *During the implementation*: researcher's field notes (**Appendix D**) and a registration format of English teachers' understandings and reflections (**Appendix E**) during the development of sessions
3. *After the implementation*: English teachers' lesson plan based on backward design (**Appendix F**) and, a semi-structured interview for English teachers (**Appendix G**).

2.3.1. Survey questionnaire (to validate the problem)

According to Nunan and Bailey (2009), “the overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and events of an entire population at a single point in time by collecting data from a sample drawn from that population” (p.125). This instrument was used for determining the knowledge of English teachers, coordinators and principals, and school counselors about teaching to deaf students and Inclusion Law. After collecting and analyzing the information provided by them researcher arrived to the problem statement

2.3.2. Researcher’s field notes (during the implementation)

Nunan and Bailey (2009) states that field notes is a manual observation technique for collecting data which can be open-ended and teacher-researchers can include descriptions and explanations of the situation, and they can write reflective comments about it.

Researcher’s field notes were taken during the implementation process to register specific facts and personal impressions about each meeting, in order to contribute to the further analysis and interpretation of the data.

2.3.3. Registration format of English teachers’ understandings and reflections (during implementation)

According to Nunan and Bailey (2009) other sources of collecting data are the participants’ thoughts, beliefs, feelings, motives and reasoning processes, often with a view to determining the ways in which these processes and states shape teachers’ performance.

The English teachers’ understandings and reflections were used to document their learning and impressions about their own enrichment of professional development session by session and, also, to evaluate their own process during the development of the pedagogical strategy.

This instrument had a high relevance during the interpretation of data, since it was possible to compare the level of enrichment of English teachers' professional development through the sessions. Besides, this instrument contributed to the implementation and assessment of the proposal designed by the author of this paper, which has been described in the next chapter.

2.3.4. English teachers' lesson plans based on backward design (after implementation)

As a final product of the last session, English teachers designed a lesson plan based on backward design directed to deaf students using the guidelines for teaching to deaf student provided during the meetings. The purpose of the analysis of this instrument was to evidence the English teachers' professional development and validate the didactic strategy proposed by the researcher.

2.3.5. Semi-structured interview (after the implementation)

This instrument mainly conducts orally and it is more flexible than a structured interview. It means that the interviewer has a general idea of the topics or even some questions previously prepared but they can change on the way taking into account particular interests or needs (Nunan and Bailey as cited in Rodriguez and Ruiz, 2017)

The researcher used a semi-structured interview at the end of the implementation to inquire into the English teachers' perceptions on the development of the sessions and the improvement of their teaching practices. This instrument was chosen due to it allowed establishing English teachers' opinions and suggestions in favor of improving their performance as a teacher of a deaf student.

Through this instrument the researcher wanted to validate the design, the implementation and the evaluation of the proposal created by her, which has been described in the next chapter.

2.4. Pedagogical Strategy

In detail, the current proposal had three sessions using backward design as a methodology to enrich English teachers' professional development focused on English teaching to deaf students. In the session 1 and session 2, English teachers were taught in order to acquire strategies, tools, theoretical background and guidelines to teach to deaf students that allowed the development of teaching skills for creating inclusive environments to students with hearing disability through the design of the lesson plans. In the session 3, English teachers were asked to answer a semi-structure interview in order to assess the didactic proposal.

Each session was executed during English teachers' meetings in the school located in Bucaramanga. With the English teachers belonged to school located in the small town; the sessions were executed during three days in arrow.

On this respect, it is necessary to explain an instructional background related to two essential aspects of the proposal: first, backward design structure and; second, pedagogical guidelines to teach to deaf students.

According to McTighe and Wiggins (2012) **backward design** permits meaningful learning of the concepts or units of study due to teachers can create lesson plans based on students' interest and the value of use of the concepts. Besides, backward design allows making necessary adjustments in the school curriculum required by an inclusive education due to its characteristics.

As it was stated in the theoretical framework, backward design has three stages for curriculum planning: *identify desired results, determine assessment evidences and plan learning experiences and instructions*. The figure 3 provides a look of backward design template with key planning questions included. This format guides the teacher to the various UbD elements while visually conveying the idea of backward design. It is pertinent to say that the next template

was provided to English teachers with examples of lesson plans: two examples taken from the authors (**Appendix H and I**) and one made by the researcher (**Appendix J**).

1-Page Template with Questions

Stage 1—Desired Results	
<p>Established Goals: (G)</p> <ul style="list-style-type: none"> What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
<p>Understandings: (U) <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? 	<p>Essential Questions: (Q)</p> <ul style="list-style-type: none"> What provocative questions will foster inquiry, understanding, and transfer of learning?
<p><i>Students will know . . .</i> (K)</p> <ul style="list-style-type: none"> What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? 	<p><i>Students will be able to . . .</i> (S)</p>
Stage 2—Assessment Evidence	
<p>Performance Tasks: (T)</p> <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged? 	<p>Other Evidence: (OE)</p> <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Stage 3—Learning Plan	
<p>Learning Activities: (L)</p> <p>What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?</p> <p>H = Hook all students and Hold their interest?</p> <p>E = Equip students, help them Experience the key ideas and Explore the issues?</p> <p>R = Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E = Allow students to Evaluate their work and its implications?</p> <p>T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?</p> <p>O = Be Organized to maximize initial and sustained engagement as well as effective learning?</p>	

Figure 5. Template with questions

(Taken from McTighe and Wiggins, 2006)

According to McTighe and Wiggins (2006) the three stages must be understood as follows:

1. *Desired Goals:*

The focus in STAGE 1 is “big ideas” - making sure that learning goals are framed in terms of the important concepts, issues, themes, and strategies, etc. which are at the heart of learning for understanding. For getting this objective the stage is divided into four aspects:

- a. ***Establishing goals:*** include national, state, local or professional standards; course or programs objectives.
- b. ***Enduring Understandings:*** stated as full-sentence statement, the understandings specify what teacher wants students to come to understand.
- c. ***Essential questions:*** these open-ended provocative questions are designed to guide student inquiry and focus instruction in uncovering the important ideas of the content.
- d. ***Knowledge and Skills:*** these are the most discrete objectives that teachers want students know and be able to do.

2. *Assessment Evidence:*

The focus in STAGE 2 is “valid evidence” - making sure that what teachers assess and how they assess follows logically from the STAGE 1 goals. In this stage two kinds of evidences are considered:

- a. ***Performance task:*** they are the evidence of understanding to verify if the learners can apply their learning to various problems, situations, and contexts. Also, they should be as faithful as possible to real-world contexts, and reflect the 6 Facets of

understanding: explanation, interpretation, application, perspective, empathy, and self-understanding.

- b. *Other Evidences*: these are conventional tests, quizzes, and assignments that round out the assessment picture of Stage 1.

3. *Learning Plan*:

The focus in STAGE 3 is “aligned learning activities” – making sure that what teachers teach and how they teach follows logically from the STAGE 1 goals. It means, to plan all the activities for getting the goals and develop the performance task. These activities should be thought through in terms of WHERETO:

Where is the unit headed?
Hook the learner with engaging work
Equip for understanding, experience and explore the big ideas
Rethink opinions, revise ideas and work
Evaluate your work and adjust as needed
Tailor the work to reflect individual needs, interests, and styles
Organize the work flow to maximize in-depth understanding and success at the summative tasks (Wiggins, 2006, p.4)

Researcher considers that backward design offers English teachers a useful and flexible didactic tool for making sure all their students’ learning, especially deaf learners. Also it facilitates the creation of an inclusive classrooms and thus, to guarantee deaf students an education with quality.

To develop a theory of teaching English to deaf students, the author of this paper established some **pedagogical guidelines** to contribute to this main topic based on two documents: *Orientaciones Técnicas, Administrativas y Pedagógicas para la Atención Educativa a Estudiantes con Discapacidad en el Marco de la Educación Inclusiva (MEN, 2017)* and *English as a foreign language for deaf and hard of hearing persons in Europe (2013)*. These guidelines are summarized as follow:

1. Include strategies which recognize the identity of Deaf community as a fundamental axis for their education as the use of Sign Language in most of the classes. It allows deaf students feel comfortable being deaf.
2. Recognize the linguistic and communicative characteristics of the student in order to implement strategies that enhance their communication. For getting this recognition, it is necessary that English teacher implements observation records, field diaries or other strategies that permit them to identify the strengths and limitations of their deaf students and, the alternatives to overcome them.
3. Encourage deaf students to participate actively on their English learning. It means that English teacher designs strategies and activities where deaf students go to the board, work by groups with a specific role, do homework, express their ideas, ask and answer questions. In addition, it is very important that deaf students be self-taught students; they must do extra-classes activities for getting over their difficulties.
4. Facilitate the access of information through the body language and gestures. In order to make possible this access, English teachers must give instructions, explanations or feedback verifying that deaf students are located in front of them and they can see teachers' faces.
5. Make sure students have understood, and stop the class for a moment to clarify doubts and concerns.
6. Implement activities and strategies with peers through which hearing students and deaf students explore oral, signed, gestural, bodily or manual communication skills that let them to understand the diversity of communication channels that they can share. As consequence of this cooperation work between peers, deaf students increase their self-esteem and confidence.

7. Use of visual referents and multi-sensory or kinesthetic experiences: English teacher must present the instructions step by step through visual aids (pictures, symbols, signs, and videos). Besides, English teachers must create activities where the deaf students can perceive the meaning of words with the other senses.

8. Promote other alternatives of production different from oral or written such as friezes, diagrams, info-grams, collages, comparative tables, etc.

9. Give individual consultations or program tutoring sessions with deaf student with the purpose of reinforcing, reviewing, clarifying doubts, giving feedback for checking their learning progress.

10. Participate of the Sign Language classes with the linguistic model or by your own.

2.4.1. Development of the sessions

Session 1

DATE: NOVEMBER 3RD – 10TH – 2017

TIME: THREE HOURS

STAGE 1 – DESIRED RESULTS	
<p>Established Goals:</p> <ol style="list-style-type: none"> 1. English teachers will analyse the Colombian Law related to education to deaf people <ol style="list-style-type: none"> 1a. English teachers recognize the right of education of the deaf people in the school system in Colombia 1b. English teachers know in deep the main articles of the Law about education of deaf people 2. English teachers will reflect about how a person with disability can perceive the world: <ol style="list-style-type: none"> 2a. English teachers will analyse how a deaf person feels the world around him/her 	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. The knowledge about the Law enriches tools to favour English teachers' 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is important to know <i>what</i> Law lays out in relation to deaf people?

<p>teaching practices</p> <ol style="list-style-type: none"> 2. Deaf people have the capabilities of learning through a different way 3. Without recognition the features of a deaf person, English teachers' performance will not reach to deaf students 	<ol style="list-style-type: none"> 2. What are the advantages of recognizing the characteristics of hearing impaired people in their English learning process? 3. Which could be the consequences of ignoring the Law and the features of deaf people in my teaching practice?
<p>English teachers will know:</p> <ul style="list-style-type: none"> • Article 69 of <i>La Constitución Política de Colombia</i> • Article 46 of Law 115, Law of Education in Colombia • Title IV of the Law of Inclusion, Law 1618 of 2013 • Main conceptions and characteristics of hearing disability 	
<p>STAGE 2 – ASSESSMENT EVIDENCE</p>	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. English teachers will design a poster where the main aspects of the Law are explained 2. English teachers will create a mind map with the possible learning for a deaf student 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Written reflections about the impact of the session in English teachers' practice
<p>STAGE 3 – LEARNING PLAN</p>	
<p>Materials: PPT presentation, videos, marks, poster board, images, video beam</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. English teachers see the video “<i>Todo Un Pueblo Aprendió Lenguaje De Señas En Secreto Para Sorprender A Su Vecino Sordo</i>” https://www.youtube.com/watch?v=WXkzF7kMC9I (5 minutes) 2. Socialize the objectives of the session with the English teachers (5 minutes) 3. English teachers make a list of ideas in relation with the knowledge that they have about the Law of Inclusion. (10 minutes) 4. The researcher present the legal framework about teaching to deaf people in Colombia (15 minutes) 5. English teachers discuss about the topic having as a beginning point the question: <i>What are the implications for schools and teachers knowing the Law and for me as an English teacher?</i> (15 minutes) 6. Creation by groups of a poster with the main aspects of the Law for deaf people in 	

Colombia in relation with education. (15 minutes)

7. The researcher introduce the topic hearing disability with a question: *Have you ever wondered what a deaf person feels in a hearing world?* (5 minutes)
8. For inferring possible feelings of a deaf person in a hearing world, English teachers see the video “Corto Sordo” <https://www.youtube.com/watch?v=C8o1LBML3a0&t=8s> (6 minutes)
9. Socialization of the main concepts of hearing disability such as definition, implications in the person with this disability and, features of a person with hearing disability by the researcher. (20 minutes)
10. English teachers make a comparative chart of the advantages and disadvantages of a person with hearing disability (20 minutes)
11. English teachers self-evaluate their performance analyzing the accomplishment of the established goals. (5 minutes)

Source: Own elaboration

The **first session** had as its main objectives to analyze the Colombian Law related to education to deaf people and to reflect about how a person with disability can perceive the world. To reach these objectives, the session developed activities for recognizing what Law lays down about deaf people’s right of education in the school system in Colombia by analyzing the main articles of the *Constitución Política de Colombia*, Law of Education and Law of inclusion on education of deaf people.

Besides, this session included the activation of English teachers’ awareness about how a deaf person feels in a hearing world and how a deaf person perceives the reality according to his/her special needs and characteristics. Characterization of a deaf person and hearing disability were required in this session.

At the beginning, English teachers were asked about what knowledge they had about Law of Inclusion; they answered that they only knew that schools are obligated to enroll students with disabilities and, it is an extra work as teachers. However, teachers could realized that deaf people feel frustrated in a hearing environment since hearing people do not understand them. English teachers could understand that Law tries to reduce these

kinds of feelings in deaf people and guarantee them better conditions for their lives. Also, English teachers expressed that to know the Law makes them aware of the responsibility of adjusting their teaching practices to provide an education with quality to deaf students.

According to teachers' assessment of the session, they agreed that the objectives for the session were reached due to the information was well-received and clear, besides, for them it was a meaningful activity since they could see through a deaf person's view. As a suggestion they expect to continue with the project and be extended to teachers from other subjects.

Session 2

DATE: NOVEMBER 17TH – DICEMBER 1ST – 2017

TIME: THREE HOURS AND A HALF

STAGE 1 – DESIRED RESULTS	
Established Goals:	
<ol style="list-style-type: none"> 1. English teachers will recognize the value of the inclusive education as an element for enriching their teaching practice <ol style="list-style-type: none"> 1a. English teachers will know concepts and implications of Inclusive Education 2. English teachers will design an inclusive class through the backward design approach <ol style="list-style-type: none"> 2a. English teachers will recognize what a backward design is and analyse its practicability in an inclusive classroom. 	
Understandings:	Essential Questions:
<ol style="list-style-type: none"> 1. The knowledge about Inclusive Education improves my teaching practice in order to favour deaf students' learning 2. Backward design offers me a didactic tool which enhance my performance as an English teacher 3. The lack of recognition of inclusive context does not permit an inclusive class. 	<ol style="list-style-type: none"> 1. How does Inclusive Education improve my performance as an English teacher? 2. What are the advantages of the backward design? 3. How can I implement the backward design in my daily teaching practice?

English teachers will know:	
<ol style="list-style-type: none"> 1- Main aspects of Inclusive Education 2- Theory related to backward design 3- Stages of the backward design 	
STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks:	Other Evidence:
<ol style="list-style-type: none"> 1. English teachers will design a class using the backward design taking into account the guidelines about teaching to deaf students. 	<ol style="list-style-type: none"> 1. Written reflections about the impact of the session in English teachers' practice
STAGE 3 – LEARNING PLAN	
Materials: PPT presentation, videos, marks, poster board, images, video beam	
Learning Activities:	
<ol style="list-style-type: none"> 1. English teachers answer the question: <i>What is an Inclusive Education for you?</i> (10 minutes) 2. English teachers watch the video “Escuela inclusiva” https://www.youtube.com/watch?v=ZkMGSEbP9xo (5 minutes) 3. After watching the video, teachers answer: <i>Having in mind the student's with disability feelings what characteristics must an English teacher have in order to create an inclusive environment for students with hearing disability?</i> (10 minutes) 4. The researcher presents the topic Inclusive Education with a PPT (20 minutes) 5. The researcher introduces the topic backward design with a question: <i>What do you know about a backward design is?</i> (5 minutes) 6. Socialization of the main concepts of backward design. The researcher exposes and explains three examples of lesson plan based on backward design. (50 minutes) 7. Socialization of guidelines for teaching to deaf students. (20 minutes) 8. English teachers design a lesson plan using the backward design. For designing the lesson plan teachers will work by groups of three people. (90 minutes) 9. English teachers make reflections about the session giving answer to the question: <i>Do you think that with the information that you have received, increase your knowledge and skills in order to face the challenge to teach to a deaf student? Why?</i> (15 minutes) 	

Source: Own elaboration

The **second session** had as its main aims that English teachers recognized the value of the inclusive education as an element for enriching their teaching practice and, analyze

the practicability of the backward design in an inclusive classroom for deaf students, through the design of a lesson plan using this model. This session had three specific moments:

1. The input process through the socializations of main concepts about inclusive education, guidelines for teaching to deaf students and main characteristics and advantages of backward design. Material such a template (**Fig. 5**) explained by key questions was provided to English teachers (taken from McTighe and Wiggins, 2006) and three examples of lesson plans; two of them created by the aforementioned authors and, the last one created by the researcher (**Appendix J**)
2. The output process where English teachers developed their performance task: design a lesson plan for teaching to deaf students using backward design as a didactic tool for creating an inclusive classroom.
3. The reflection time about the English teachers' perceptions, feelings and beliefs through an informal dialogue and a written registration.

English teachers were expected about backward design since they expressed that they had not heard about this kind of methodology for planning lessons. At the beginning they had a lot of questions which were answered thorough the examples provided by the researcher. They mentioned that backward design catches the sense of the pedagogical approach of the schools where they work and, also, it makes meaning understanding more real.

In the second moment of the session, English teachers were organized into three groups for designing the lesson plans. During this process English teachers took more than 2 hours since they reviewed the information about backward design and the guidelines for teaching to deaf students and, they chose with special attention the visual aids.

Taking into account the English teachers' words for assessing the session, they affirmed that they have learnt by means of the practical situations, making a real lesson plan, and they have broadened their point of view about teaching to deaf. In addition, they suggest continuing with the project and also providing them more extra information.

Session 3

The **third session** had as main aim to validate the proposal through a nine questions semi-structured interview (**Appendix G**) where English teachers were asked to answer questions on their perceptions about deaf students, their feelings during the sessions, their beliefs on to teach English to deaf students, their opinions about backward design and its implications as a didactic tool and if they considered that with the sessions they enriched their professional development. Additionally, they were asked to suggest elements or activities that improve the proposal for future researches.

Chapter 3

Data Analysis

Data analysis was done through Grounded Approach, which is understood such as the process where “the researcher begins with the data and through analysis he arrives at an understanding of the phenomenon under investigation” (Ellis as cited in Nunan and Bailey, 2009). It means Grounded Approach is a specific methodology where the theory strictly emerges from the gathered data” (Rodriguez and Ruiz, 2017). According to Nunan and Bailey (2009) this analysis approach requires inductive reasoning processes: “it begins with the data and ends up with a theory” (p. 421)

First at all, collecting data process was executed during the last month of the second academic semester according to the proposed timetable (the first two sessions were documented on the registration format of English teachers’ understandings and reflections), then the researcher based on the development of the sessions gave her field notes, besides, she transcribed the semi-structured interview (**Appendix L**) used with English teachers after the design of lesson plans.

In addition, the researcher based her data triangulation on data triangulation. Springer (in Nunan and Bailey 2009) stated four types of triangulation: theory triangulation, researcher triangulation, methods triangulation and, data triangulation, which was used for this research. It consists in using different sources of data, in our case they were:

- Teachers-researchers (through field notes)
- English teachers during implementation (through registration format of their understandings and reflections)
- English teachers' semi-structured interview and lesson plan)

Triangulation is a process that allows taking different sources of information and finding common patterns among them, to organize and classify the data into some categories and to find some links among them (Rodriguez and Ruiz, 2009). It makes that, at the moment of getting conclusions, the researcher has security. For Nunan and Bailey (2009), triangulation “provides a way for researchers working with non-quantified data to check on their interpretations of those data. By incorporating multiple points of view, researchers can check one perspective against another”

In order to find similar aspects and elements, once the data was gathered, the researcher used the color-coding technique (as shown in Figures 6 and 7) and organized them in some groups. The results obtained were contrasted by linking the elements registered in each group to identify the common points, and, thus to reach the consolidation of three main categories and their respective subcategories (five in total), whose analysis carried the researcher to check the achievement of the proposed objectives and answer the research question.

SANTA MARÍA GORETTI SCHOOL
 HUMANITIES DEPARTMENT
 FOREIGN LANGUAGE AREA
 SESSION 1: INCLUSIVE LAW AND HEARING DISABILITY
 PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ



DATE: November 15th
 Teacher's degree: Licenciado en Ciencias Básicas University: Universidad Libre de
 School where you work: Instituto Técnico Isaias Ardila Díaz
 Years of experience as an English teacher: 6
 Level of Teaching: 7th, 10th, 11th

REGISTRATION OF MY ACTIVITIES

<p>➤ Make a list of ideas about what you know in relation of Law of Inclusion</p>	<ul style="list-style-type: none"> ✓ <u>I know that there are some laws about inclusion in our country</u> ✓ <u>country</u> but I can't remember the names or numbers exactly ✓ <u>Teaching impaired students is an all teachers assignment.</u> ✓ _____ ✓ _____
<p>➤ Answer: What are the implications for schools, for teachers and for us as English teachers knowing the Law?</p>	<ul style="list-style-type: none"> ✓ <u>Schools must provide the conditions to teach impaired students inclusion, to speak, the school must give training to teachers in order to improve the processes and the approach employed to work with deaf students.</u>

Figure 6. Sample of color-coding Part I

(Source: Own elaboration)

SANTA MARÍA GORETTI SCHOOL
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<p>➤ Answer: Have you ever wondered what a deaf person feels in a hearing world?</p>	<p>✓ Actually this week I was talking to myself and wondering how could be my life without seeing or not being able to listen. It's heart-breaking!</p>
<p>➤ Time for reflection: Taking into account the activities and the information related to Law of Inclusion and Hearing disability, how can I improve my teaching practice?</p>	<p>✓ It's important to see the life from our students point of view and notice that their abilities are different but exist. And we need to keep training to give a better instruction in our classes. Now I can recognize many aspects that must be taken into account when you are planning an activity for students that have a hearing disability.</p>
<p>➤ Assessment: Do you consider that the activities fulfilled with objectives?</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p> <p>✓ Why? Because the teacher was so clear and she knows a lot about inclusion in education. It was a really meaningful activity.</p> <p>Suggestions: Continue the process until the end, and keep supporting this institution.</p>

Figure 7. Sample of color-coding Part II

(Source: Own elaboration)

3.1. Results

During the sessions the researcher collected data from the perspective of three different sources: researcher's field notes, English teachers' registration format of their

understandings and reflections and, English teachers' semi-structured interview and their lesson plans. This gathering information was organized and presented below, in order to analyze it afterwards.

3.1.1. Researcher's field notes

Researchers' field notes were gathered during the sessions and centered on enrichment of English teachers' professional development and their understandings about inclusive teaching. Hence, the following results emerged:

It was evident that English teachers' previous knowledge about the Law of Inclusion was very general. Also, they perceived the Law as a compulsory activity which increases their work.

R: "English teachers had a vague idea about the Inclusion Law. They had heard about it but they did not clear what is about. For some of them, it is an extra work. (Source: researcher's field notes, session 1).

There was evidence the activation of English teachers' awareness about to enhance their professional development, guarantee an education with quality to students with disabilities. They realized that Law gives them specific duties for fulfill it.

R: "Most of the teachers receive the Law of Inclusion as a difficult work and, consider that to teach to deaf students it is required knowing how to do it for giving an education with quality" (Source: researcher's field notes, session 1).

R: "For teachers was interesting to realize that a deaf person is vulnerable of being assaulted. They express that they had not realized the difficulties for a deaf person" (Source: researcher's field notes, session 1).

English teachers demonstrated some prejudices and stereotypes about deaf people, but along the session their point of view changed

R: "Even today, teachers have the conception that deafness is a cognitive disability. However, they could notice that the problem with deaf people is in their ear" (Source: researcher's notes session 1)

Most of the teachers concluded that their professional development had increased due to the information and activities proposed in the sessions. They affirmed that they can design lesson plans more useful and meaningful for their students and for deaf students using backward design.

R: "Teachers were very interested at backward design and how it can help them to plan, their classes". (Source: researcher's notes session 2)

3.1.2. Registration format of English teachers' understandings and reflections

Session 1

This session aimed to take English teachers to develop understandings such as: the knowledge about the Law enriches tools to favor their teaching practices; deaf people have the capabilities of learning through a different way and; without recognition the features of a deaf person, English teachers' performance will not reach to deaf students. This development of understandings was done through activities described above in the design of the sessions. The following results emerged:

In the first activity, English teachers were asked to express their ideas about Law of Inclusion. The answers agreed that schools have the duty of enrolling students with disabilities and guarantying their right of education. Some teachers recognized that they did not know too much about it.

"T2: I know that there is a law but I don't know about that"

"T5: Every school must include students with disabilities"

For second activity, English teachers had to establish the implications of knowing the Inclusion Law for the schools and for them as teachers. They concluded that, as teachers, they need to make some adjustment to their teaching practices with the final purpose of guarantying quality of education for students with disability. On the other hand, English

teachers recognized the need of receiving professional development from schools to create the conditions for doing new adjustments in their daily lessons.

“T7: I have to provide my students with the same competences as a regular class, and in order to do that the school has to train us. We as a language teachers need to look for new strategies and task that can be implemented in our daily lessons”

“T5: We need to receive training to do a good job with this kind of students. It is difficult to integrate these students to a normal class”

The next activity led English teachers to ask themselves how a deaf student feels in a hearing world. Some English teachers affirmed that they had never wondered about deaf students' perceptions and feelings. However, most of English teachers considered that deaf students could feel frustrated, different, lost and alone.

“T5: I have never thought about it. I think they must feel frustrated. It could be horrible to be a deaf person living in a hearing world”

“T4: I think they feel lost and could be difficult for them to understand everything”

As next activity, English teachers reflected on the way that they can improve their teaching practices taking into account the Law of Inclusion and the characteristics of a hearing impaired person. Five of them considered that it is absolutely necessary to learn Sign Language and even body language. Additionally, they stated that it is fundamental to make some changes in their teaching practice to be more visual and, to continue enriching their professional development for teaching to students with that kind of disability in a better way.

“T1: It's important to see the world from our student's point of view and notice that their abilities are different but exist. And we need to keep training to give a better instruction in our classes. Now I can recognize many aspects that must be taken into account when you are planning an activity for students who have a hearing disability”

“T3: First at all, I consider something very important to learn their language. Second, to investigate to know how to work better with them. Third, to learn strategies and ideas about the best ways in which they learn.”

Session 2

This session had as main understandings: 1) the knowledge about Inclusive Education improve my teaching practice in order to favor deaf students' learning; 2) backward design offers a didactic tool which enhances my performance as an English teacher and; 3) the lack of recognition of inclusive context does not permit an inclusive class. According to these understandings, the following results came out:

As an introductory activity, the researcher took English teachers to publicize their conceptions of education. Among their answers there were ideas as: it is an education that allows the inclusion of students with any disability to the regular school system established by the government. Also, teachers stated that it gives to everyone high quality education.

“T6: It's the set of regulations the government has set to make people with disabilities can be included in the educational system”

Afterwards, English teachers were invited to think about the characteristics of an inclusive teacher for deaf students having as reference a video based on this topic. They reported that English teachers must use images in the classroom and the body language, be interested at students' needs, have an open mind and be self-reflective. Additionally, they considered that the inclusion in the students' learning process should involve their parents.

“T1: Create a respectful environment. Use visual resources to engage students. Involve the family in the educational process. Keep training to communicate better with impaired students”

“T4: Open minded and self-reflective about pedagogical practices”

For *time to reflection activity*, English teachers had to consider if the provided information during the session contributed to increase their professional development. All the teachers agreed that they had learnt in a better way. However, they recognized the need of having more training to teach students with disabilities. Furthermore, they felt motivated and they were willing to implement the backward design in their classes.

“T4: I think the information is a great tool to face a challenge that can be possible in our school. At the moment we don't have deaf students to teach English but our school will be welcome any child who want to study in our community”

“T3: Yes, within the session we were given different strategies and ideas to understand best the reality and needs of a deaf student. Moreover, we were offered the possibility to work on a lesson plan considering a very useful approach to face this challenge in reality of teaching a deaf student”

3.1.3. Semi-structured interview (after the implementation)

In order to analyze the overall results of the interview, it is necessary to review each question. To questions number one: *In this moment what is your opinion about deaf students? / Have you changed your point of view about deaf students? How?* Most of the English teachers agreed that deaf students are a special population that can be considered as a challenge to be educated with high quality level but, at the same time, English teachers recognized that people with this kind of disability deserve more attention at school because they have other ways to learn different to the regular students.

“T1: Deaf students are very important for the academic institution but we are not giving them the supporting deserved. I have detained in the topic and I have thought to myself that is important to give them more attention and prepare much material for them. They need high quality education just the other rest of them.”

To the question: *How have you felt during the development of the sessions?* All English teachers reported to feel comfortable and also grateful for the information received and hoping to have more training to deal with these special students.

“T1: OK, those pretty interesting I feel comfortable, the teacher knows all about educational needs and special needs in education and deaf student behavior and needs. It’s important to have this training very often because they allow us to improve our educational process and performance.”

Regarding to know the background of each teacher about teaching English with these kinds of students the next question was asked: *What were your beliefs about teaching English to deaf students? And what are they now after the participation in this project?* Most of them had realized to have almost nothing information about it or little training but after the sessions, they thought that is possible to teach and to accomplish some goals with them by making some changes in their methodology.

“T7: As I told you before, my beliefs before was just ok, prepare an extra activity just for him or her so maybe they can learn as the same as the other normal kids so I think that I have to prepare an extra activity for deaf children but now I feel that we can prepare lessons that include certain activities to help them to understand and to be at the same level as their partners.”

To the question number four: *What do you think about the backward design as a didactic tool? Does it facilitate your performance as an English teacher with a deaf student? Could it be a didactic approach to guarantee an education with quality to deaf students?* There was a generalized answer that it is a helpful tool that allows them to design better and more organized lessons to teach deaf students. These answers let them to know the importance of this tool to facilitate teaching to hearing impaired students.

“ T3: I think it’s a really nice way for organizing the information and it’s the opportunity or the possibility to think about it the most important thing you want to add in your class, and to realize how the process is going to end that to be more precise and they need consider the thing that are less important.”

According to the question: *Do you think that this didactic proposal has an impact on your teaching performance? How?* Seven of the eight teachers interviewed answered affirmatively and the other one needs more information to be sure.

“T1: Yeah, absolutely, we need as I said before we need more training and we’ll be ready to use it daily in our classrooms with the deaf students.”

“T2: Mediante esta herramienta se facilita el proceso de enseñanza y aprendizaje tanto en la parte del estudiante como en el profesor.”

“T6: It would be practical but in general I think it’s an interesting model to apply in a classroom either with deaf people or with regular students.”

To the next question: *Do you think that now you have enriched your professional development in order to face the challenge of teaching English to deaf students?* English teachers answered that they have learnt new and useful elements that help them to teach English to deaf students, and now they need to put in practice the knowledge built during the pedagogical implementation. In addition, they recognized that it is necessary to study more about it.

“T7: Yes, of course, we need to think about background design like a successful strategy, so definitely we are learning, we are allowed to change our methodology and start including these steps in our daily lesson plans.”

“T6: Yes, because even I don’t have deaf students right now if I even sometime we’ll have this kind of population I have a very a close idea to how teach them.”

To the question number seven: *Do you consider that it is necessary to learn Sign language for teaching to deaf students?* Half of them answer yes, and the others said that they are no sure or maybe it is necessary to learn all the words.

“T7: Of course, may be not all the words but some important common words that we need in each lesson, for example if I’m gonna teach feelings so I can learn happy, sad, just important words. So it’s important. It is nice that our students can notice that his or her teacher is

interesting in learning how they can communicate and that we are doing that effort for them so, it's been nice, would be nice for them."

The question eight tried to establish the significance of backward design for implementing it in other contexts: *Do you think that this didactic proposal could be useful for applying to students with other kind of disabilities, making the adjustments according to the context?* They considered that this tool could be used with students with other kind of disabilities due to the good organization and the provided steps to develop the lesson plans for each class.

"T4: Yes, the different strategies we have seen here and useful to teach others, special, need teachers and special need students because in this moment we have some teachers and students with special needs and are coming part of our community so, for example, we have a blind child who is taking classes here so perhaps we can use some of these strategies to teach any other kind of disability or any kind of special needs."

To the ninth question: *What ideas do you suggest in order to improve the current didactic proposal?* There were answers related to the time because they consider it was a short period of time and they propose to extend more the sessions time. Additionally, they suggested including more real and practical examples. Two of them expect to see the practical results and they want the project do not be abandoned in the future.

"T1: OK, I think the project is so proper, it's correct, it's clear, it's accurate but some of this kind of projects just finish in a really short period of time and they don't see again people involve in them so my suggestion is don't abandon them, don't leave them and continue with the project that is really cool."

"T6: The problem with many of the didactic, the pedagogical approaches is question of time because the backward design I think it could be a little more time consuming but yeah in short words is that I feel it's time consuming maybe I'm wrong and that would be because the model is interesting it's no difficult but I think it's time consuming."

3.1.4. English teachers' lesson plans

As part of the implementation of the sessions, English teachers designed a lesson plan using the backward design focused on students with hearing disability. To carry out this activity, teachers worked by groups and they planned three lesson plans. According to the results, lesson plans were enriched with several visual materials (following the indication that deaf people is mainly visual) like cards, videos, worksheets, and other materials to increase and enhance his / her vocabulary.

The goal of the first lesson plan (**Appendix F1**) was to make deaf students could introduce him using written skills and images to express their personal information. In order to get this goal the teachers suggested using cards and forms as follows:

“By means of cards, the deaf student will associate the phrases to fill with their corresponding answer in English, Spanish and Sign. In addition, they will associate the information that contains an allusive drawing to what this information represents for the life of the particular student.”

“They will present their personal information to the group using the representation card and the corresponding sign.”

The second lesson plan (**Appendix F2**) aimed students name the parts of the body and their functions by using the materials recommended wider: flash cards, worksheet, video beam and videos.

“Watch a video to introduce the new vocabulary in sign language www.youtube.com/watch?v=4DMdErbrPaI = Next words Body parts in ASL with captions”

“Students answer a worksheet matching numbers from a body picture with the correct vocabulary”

“Classify physical features vocabulary in a chart with name, weight, age, look, body, hair, eyes, and skin.”

“Quiz: Reading about famous people appearance and fill in a chart and answer what does he/she look like?”

The last lesson plan (**Appendix F3**) established as main goal that the deaf students could recognize specific places in the city with their respective information, and they planned activities where the visual aids are the focus: worksheet, pictures of the city, flash cards, videos, and webpages.

“Warm-up: Observe the trailer of the movie “A night at the museum” (Youtube)”

“Introduce the vocabulary using flash-cards (boggleworld.esl.com)”

“Group work: Students will develop the exercises of the worksheet. They will also label places in the picture of the city.”

In addition, with these visual tools they proposed to use the Sign Language to identify the vocabulary and match it with its respective English word.

“They will present their personal information to the group using the representation card and the corresponding sign.”

*“Watch a video to introduce the new vocabulary in sign language
www.youtube.com/watch?v=4DMdErbrPaI = Next words Body parts in ASL with captions”*

3.2. Results Analysis

Based on the results obtained from the three data sources (researcher’s notes, English teachers’ understandings and reflection, semi-structured interview and English teachers’ lesson plans) about English teachers’ professional development, three categories have emerged after the analysis of the results taking into account the research question: *How to enrich the English*

teachers' professional development in order to teach to students with hearing disability at secondary schools?

Table 2

Categories for the research question

Research Question	Category	Subcategories	Evidences
How to enrich the English teachers' professional development in order to teach to students with hearing disability at secondary schools?	English Teachers' inclusive awareness	Teachers' change of mind towards deaf students	Researcher's field notes
	Inclusion of deaf student in English class	The importance of the visual aids	
		The relevance of Sign Language while interacting in class	English teachers' registration format of their understandings and reflections
	Enrichment of English Teachers' professional development	Continuous teachers' professional development	English teachers' lesson plans
		Adapting planning through the use of backward design	
		Semi-structured interview	

Source: Own elaboration

3.2.1. First Category: English Teachers' inclusive awareness

As part of the process of developing new understandings related to deaf students and their inclusion process, the researcher planned activities where teachers generated an activation of their inclusive awareness. At the beginning of the process, most of the teachers evidenced to feel insecure to face the challenge to teach deaf students, even though, those who had already worked with this kind of students. However, after the sessions, all English teachers demonstrated that they developed an inclusive awareness, which allowed them to change their conceptions about deaf people and students. It can be affirmed that the teachers started with a reflection process in

their teaching practice. This inclusive awareness activation can be seen in the in the next subcategory:

- ***Teachers' change of mind towards deaf students:***

For most of the teachers it is common to think that a student with disability represents a difficulty in their performances. It was not different for the English teachers who participate in the current research. However, through the implementation of the didactic proposal they changed their minds about deafness and about teaching to deaf students. At the beginning, they perceived the hearing disability as a really bad experience but, they could change the perceptions about Deaf culture and they started to see it as an opportunity to enrich their teaching practices as follow is shown:

“T1: This week I was talking to myself and wondering how could be my life without seeing or not be able to listen. It's heart breaking” (Source: session 1)

“T1: It's important to see the life from our students' point of view and notice that their abilities are different but exist” (Source, session 1)

“T5: It is difficult to integrate these students to a normal class” (Source: session 1)

“T5: I use to believe that a teaching deaf people was almost an impossible task to accomplish but after these sessions with Diana I have thought about it and I have realized that you can teach them and get some learning and accomplish some objectives” (Source: semi-structured interview)

“T3: Well I think that before I didn't think about it, but after this process I'm more conscious and I like the idea to support those students” (Source: semi-structure interview)

“T6: I think that teaching deaf people was a difficult task but now I have been thinking about it and I realize that a teacher can accomplish some objectives teaching English to deaf students.” (Source: semi-structure interview)

“T2: To include students with different abilities” (Source: session 2)

“T7: I think I definitely we have to change our background about deaf students because maybe time years ago we thought deaf students it's just a person that can't do many things as the normal kid so we just try to put a guide or something extra in order to develop but now it is we know we have to include them in all the activities and he can produce, he can interact as a normal kid. (Source: semi-structured interview)

Although English teachers had not thought about how a deaf student could feel in a common environment for hearing people, but unknown for them, before the participation of this project; they could understand what a deaf person has to face every day in a world that is not adapted for them and how hearing impaired people perceive the world around them. When they observed that their idea about hearing impaired people was far from the reality, English teachers made a reflection on it. This reflection generated on them an inclusive awareness which implied to overcome mental barriers and, to enrich their professional development.

3.2.2. Second Category: Inclusion of deaf student in English class

The Law of Inclusion lays down that every student with disability could be part of the regular school system. With this statement and the results in mind, English teachers recognized their duty as inclusive teachers. They realized that for fulfilling the Law from their school context, they had to make changes in their lesson plans and incorporate new strategies in order to assure deaf students' learning. For making clearer the statement above emerged two subcategories as follows:

- ***First subcategory: The importance of the visual aids***

According to the literature review and the guidelines provided by MEN (2017) Deaf people are visual learners. English teachers' lesson plans showed the most representative and useful strategy for working with deaf students was the use of visual aids like flash cards, worksheet, and videos. It can be noticed in the activities proposed in their lesson plans:

*“Warm-up: Observe the trailer of the movie “A night at the museum” (Youtube)”
(Source: Lesson Plan 3: Places of a city)*

*“Introduce the vocabulary using flash-cards (boggleworld.esl.com)” (Source:
Lesson Plan 3: Places of a city)
“Vocabulary practice through online websites (agendaweb.org, exercise 1-5)”*

*“Students answer a worksheet matching numbers from a body picture with the
correct vocabulary” (Source: Lesson plan 2: Parts of the body)*

*“By means of cards, the deaf student will associate the phrases to fill with their
corresponding answer in English, Spanish and Sign. In addition, they will associate the
information that contains an allusive drawing to what this information represents for
the life of the particular student.”(Source: Lesson Plan 1: Personal Information)*

- ***Second subcategory: The relevance of Sign Language while interacting in class***

The Sign Language is the element which represents the linguistic identity of Deaf culture since it is considered as their mother language. MEN (2017) states that it is important to incorporate strategies and activities to recognize cultural aspects for making an integral process of inclusion. According to the results, researcher could establish that for English teachers it is pertinent to plan activities that integrate the Sing Language, especially for the teaching vocabulary with the objective that deaf students feel identified with the English teacher and, consequently, to facilitate the communication between them. The following evidences support the last statement:

“T1: I must learn Sign Language when this student knows it” (Source: session 1)

“T3: I consider as something very important to learn their language” (Source: session 1)

“T5: First, I think I need to learn the Sign Language” (Source: session 1)

“T2: He pensado que es importante aprender ese lenguaje para poder convivir más con el aprendizaje de ellos” (Source: semi-structured interview)

“T6: I don’t know, I’m not sure but why as any other resource it could enrich your practice, yes, and it could facilitate the communication with deaf students but I don’t know if it is necessary or an obligatory a means of communication” (Source: semi-structured interview)

“They will present their personal information to the group using the representation card and the corresponding sign” (Source: Lesson Plan 1: Personal Information)

“Watch a video to introduce the new vocabulary in Sign Language www.youtube.com/watch?v=4DMdErbrPaI = Next words Body parts in ASL with captions” (Source: Lesson Plan 2: Parts of the body)

It is pertinent to show the relevance of the topics and understandings that English teachers chose for teaching to deaf students: English teachers had always in mind the value of use of those understandings proposed in their lesson plans which is one of the main purposes of the backward design. As another relevant aspect emerged from English teachers reflections, was the participation of the family in the learning process of the deaf student. They regarded that it is necessary to include the participation of the family in order to guarantee the success of learning.

3.2.3. Third category: Enrichment of English Teachers’ professional development

The enrichment of English professional development in relation with the teaching to deaf student was the focus of the current research. In order to give a possible path to facilitate the English teacher’s performance on teaching to deaf students the results allowed to state that teachers need to be in continuous professional development to face future teaching challenges and, they need to have tools to make the suitable changes to the lesson plan and thus to guarantee an inclusive education which favors impaired students’ learning. The next subcategories can specify the previous statement:

- ***First subcategory: Continuous teachers' professional development:***

Being teachers requires being in permanent contextualization of the environment and special situations. It means that is a duty for teachers to enrich their professional development, skills, abilities and knowledge related with their action field. For English teachers who participated in the project this continuous training was essential for getting better results in their students' learning. Specifically, they detailed that projects like this must be permanent since it is an urgent need to be prepare for assuming impaired students' teaching-learning process. In addition, the implementation of the sessions encouraged some English teachers to expand their knowledge about teaching to deaf students. English teachers had as compulsory goal to be in permanent enrichment of their professional development:

"T1: It's important to have this training very often because they allow us to improve our educational process and performance" (Source: semi-structured interview)

"T2: Pues sí profe porque ahí es donde uno cae en cuenta de que pues los estudiantes van a llegar, ya sea con esa forma especial de aprender o ya sea con otra, entonces es, pues, deber de uno conocer las estrategias didácticas más consecuentes a esa dificultad, podría decirse, para involucrarlos con el grupo." (Source: semi-structured interview)

"T3: Well, I can say that right now I have more experience after all these kind of workshops, review and listening to you, studying the material, observing, analyzing the whole situation from different angles and well, I think It was really valuable and perhaps if we have a deaf student we would be an effort to help him or her to take advantage over situation and to learn" (Source: semi-structured interview)

"T3: I really like the material and also to have some ideas about teaching deaf students about dealing with them and I am grateful about it because as a teachers we have like the responsibility to support, to help our students and considering that it's an opportunity to help our students with those conditions." (Source: semi-structured interview)

"T6: First, we teachers should be open minded and keep learning about any subject that could enrich our practice for example, if I hadn't been in these sessions I wouldn't have learnt about the backward design" (Source: semi-structured interview)

As it is evident, English teachers specify that the continuous increasing and improvement of their teaching skills makes part of the duties and functions of the any teacher.

- ***Second subcategory: Adapting planning through the use of backward design***

Backward design was the methodology proposed to design the lesson plans. English teachers agreed that for making possible an inclusive classroom to deaf students is absolutely necessary to adjust the curriculum. They recognized the value of practicability of backward design and affirmed that this didactic tool could be useful not only with deaf students, but with other impaired students.

At this point, backward design allowed English teachers created an inclusive environment for hearing impaired learners, guarantying the acquisition of meaningful understandings. Additionally, it facilitated the work of teachers with students with disabilities because the structure of backward design let having cleared the learning purpose as it can see as follows:

“T4: I think now I am aware of the importance of teaching students with special needs and it’s very important to have in mind that everyone is different and we have to be adapted the curriculum we have to be adapted our methodology and adjustments. It’s none student has to be adapted the process but the teachers must, try to, have to learn them, a meaningful contact without any barrier, any difficulties for them to learn” (Source: semi-structured interview)

“T3: I think it’s a really nice way for organizing the information and it’s the opportunity or the possibility to think about it the most important thing you want to add in your class, and to realize how the process is going to end that to be more precise and they need consider the things that are less important.” (Source: semi-structured interview)

“T6: It has showed my attention because the last some parts I haven’t thinking about it like for example the essential questions, the understanding which is to focus why is important that the students accomplish the objectives that I set so that part is very interesting and also like the assessment evidence which is sometimes we use to forget that part makes me think in all the simple and small evidence that we can collect in a class.” (Source: semi-structured interview)

“T7: I think that backward design it’s not only for deaf students but also for any kind of disability and for normal kids because they just propose a different steps that we have to change to think not only in the standard or the goal but also in the understanding, misunderstandings

and how to develop those, thinking in our context but I think that is good to use for every kind or for all the students.” (Source: semi-structured interview)

It is worth saying that an English teacher pointed out that, for her, backward design consume a lot of time and it would be a reason for desisting of using it as a didactic tool. However, she recognized that it permits to plan a really conscious class with all the elements needed for leading the English learning process as she stated above (T6). On the other hand, most of the teacher referred to put in practice the backward design and verified its success with deaf students.

The researcher realized that the sessions implemented showed a way to address English teaching to deaf students with English teachers, experience that could work as a point of departure for other English teachers and even for future researchers. This particular experience of providing a possible way to include deaf students in English classes evidenced an interesting progress in the increasing of teachers' professional development but it is a lifelong process that is totally worthy to bring the opportunity to hearing impaired people to live EFL classes in Colombia.

Conclusions

After the development of the study, researcher addressed the following conclusions:

The main objective of enriching English teachers' professional development through a didactic proposal for teaching to students with hearing disability at secondary schools, outlined for this research, was accomplished according to the gathered results considering researchers' analysis and English teachers' perceptions about the implementation of the didactic proposal. It was evidenced that English teachers increased their professional development through the participation of the pedagogical implementation carried out in this research and the elaboration of lesson plans based on backward design. The researcher could support the last assertion with the following facts:

- First, it was observed that teachers developed an inclusive awareness which made to understand not only deaf people's point of view, but any impaired person's point of view mainly evidenced in their recognition of emotions and perceptions as part of a world that is not adapted to people with disabilities; and the responsibility of giving them a better education in spite of they had not received the academic formation for assuming this challenge at undergraduate programs.
- Second, English teachers started becoming more conscious about the impact of their teaching practices and performance in the classroom, since they came to the conclusion that the inclusion of deaf students in the classroom is possible and turn it into a responsible practice and not a simple activity to justify the time of the deaf student in the classroom.

- Third, in the elaboration of the lesson plans, English teachers gave great importance to those strategies which are supported by visual aids having as point of reference the characteristics of deaf students and, thinking in the way of making meaningful and useful their English learning.

The development of this research was a learning process not only for the English teachers but for the researcher as well due to they realized that it is important to update pedagogical knowledge, methods and strategies, and implications of the Law in order to promote true learning in both students with hearing impairment and hearing students. It also was an opportunity for English teachers' learning and the development of their own metacognitive strategies.

As part of the process of enriching English teachers' professional development and, thus getting improve their teaching practice related to deaf students, the implementation of this project showed that it is urgent and necessary to rethink the imaginary about the disability and, to activate, at a general level, an inclusive conscience that allows us to reach the education standards for the deaf population or with another kind of disability. For doing this change of mentality, it must be a duty to see disability as an opportunity to learn in nonconventional ways.

Specifically, taking in consideration the use of backward design as didactic tool, it could conclude that it was successful; it provided to teacher to have clear what and how to guide the learning of a deaf student. Besides, backward design offered English teachers a tool that adjusts to the governmental requirements of education and, additionally, it gives meaning to deaf students' learning. However, backward design is a didactic tool that represents time consuming

at the moment of design the lesson plans; it requires the teacher thinks carefully the actions for getting the goals.

Finally, the development of this study generated English teachers' and researcher's reflection about their own teaching practices, the responsibility to find alternatives to foster deaf students' learning and to increase their strengths considering their particular context.

Pedagogical Implications

It could identify the importance of this project due to it is possible to impact English teachers' professional development by combining inclusive education, reflective education and backward design. In that way, English teachers and teacher-researcher are familiar with some important guidelines that benefit not only their pedagogical practices, but deaf students' current and future lives. Additionally, a practical and integral path was found for facing the teaching challenges in the daily practice, facilitating their performance in classrooms.

Also, with the implementation of this project, English teachers not only acquire teaching skills focused on impaired students, but they can be apply for leading the teaching – learning process with students who have different learning rhythms, enriching in that way integrally teachers professional development.

Further Research

Although, it was not used during the implementation and it was not a headline of the project, since this project was thought to English teachers who do not handle Sign Language, English teachers who participated, pointed out that the learning and implementation of Sign Language is relevant to include in the lesson plan with the purpose of creating a communicative environment more meaningful for deaf students due to the use of this language let developing the cultural awareness in an inclusive classroom with deaf students.

The previous recommendation could be considered as suggest topic in order to be an extension of researching and contribute with more possible paths of increasing the professional development of teachers and language skills of deaf students.

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APPENDICES

Appendix A



UNIVERSIDAD LIBRE

SEDE BOGOTÁ

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**MAESTRÍA EN EDUCACIÓN CON ÉNFAIS EN DIDÁCTICA DE LA LENGUA
EXTRANJERA**

SURVEY TO ENGLISH TEACHERS OF SECONDARY SCHOOLS

DATE: _____

School where you work: _____

Years of experience as an English teacher: _____

OBJECTIVE:

To know about the English teaching process when there are deaf students inside the class

- *Dear teacher, answer the following questions:*

1. Have you ever heard about *Ley de Inclusión Escolar de 2013*?

Yes _____ No _____

If your answer is “Yes”, what do you know about it?

2. Does your school count with a signal language interpreter (a person who translates the signal language) or a linguistic model (deaf person who teaches Colombian signal language)?

Yes _____ No _____

Why?

3. Are there deaf students in your English class?

Yes _____ No _____

4. Do you know the Colombian signal language?

Yes _____ No _____

5. Would you use the same teaching strategies with regular students and students with a hearing disability?

Yes _____ No _____

Why?

6. Do you consider that it is necessary the help from a language interpreter for making an English class to deaf students?

Yes _____ No _____

7. Do you think that you are capable of teaching English to a deaf student?

8. How often have you received teachers' development programs (congresses, conferences, trainings, etc.) for teaching to deaf students?

9. Are those teachers' development programs for teaching to deaf students enough for you to work with students with a hearing disability?

Yes _____ No _____

Why?

10. Have you ever participated in other teachers' development programs offered by institutions different from the school where you work?

Yes _____ No _____

Why?

Appendix B**UNIVERSIDAD LIBRE****SEDE BOGOTÁ****FACULTAD DE CIENCIAS DE LA EDUCACIÓN****MAESTRÍA EN EDUCACIÓN CON ÉNFAIS EN DIDÁCTICA DE LA LENGUA
EXTRANJERA****ENCUESTA****Ciudad:** _____**Fecha:** _____**Institución educativa donde labora:** _____**Cargo:** _____*Apreciado docente:*

Como estudiante de segundo semestre del programa de Maestría en Educación con Énfasis en Didáctica de Lengua Extranjera y, con el fin de recolectar información relacionada con el conocimiento que tienen los docentes sobre la enseñanza de inglés para estudiantes con necesidades educativas especiales, le agradezco enormemente responder las siguientes preguntas de acuerdo con su conocimiento y experiencia.

1. ¿Cuáles considera usted son los cinco aspectos más relevantes de cómo su colegio ha asumido la Ley de Inclusión Escolar de 2013?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

2. ¿Ha recibido usted cursos de desarrollo profesional docente en relación con la enseñanza a estudiantes con discapacidad?

Sí _____ No _____

En caso de que su respuesta sea positiva ¿cuántos ha recibido y sobre qué temática específica?

3. ¿El PEI del colegio considera la enseñanza de Lengua Extranjera para estudiantes con discapacidad?

Sí _____ No _____

Si su respuesta es positiva, describa de qué manera ha sido considerada

4. ¿Con qué recursos cuenta el colegio para orientar la enseñanza de Lengua Extranjera para estudiantes con discapacidad?

5. En los últimos dos años ¿el colegio ha organizado o gestionado la participación de los profesores de Inglés en congresos, coloquios y/o diplomados que les permita enriquecer sus procesos de enseñanza del inglés en niños sordos?

Sí _____ No _____

Si su respuesta es positiva por favor amplíe la información

**MUCHAS GRACIAS APRECIADO DOCENTE POR SU DISPONIBILIDAD Y
RESPUESTAS**

Appendix C



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SEDE BOGOTÁ

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**MAESTRÍA EN EDUCACIÓN CON ÉNFAIS EN DIDÁCTICA DE LA LENGUA
EXTRANJERA**

ENCUESTA

Ciudad: _____

Fecha: _____

Institución educativa donde labora: _____

Cargo: _____

Apreciado orientador:

Como estudiante de segundo semestre del programa de Maestría en Educación con Énfasis en Didáctica de Lengua Extranjera y, con el fin de recolectar información relacionada con el conocimiento que tienen los orientadores de la institución sobre la enseñanza de inglés para estudiantes con necesidades educativas especiales, le agradezco enormemente responder las siguientes preguntas de acuerdo con su conocimiento y experiencia.

6. ¿Cuáles considera usted son los cinco aspectos más relevantes de la Ley de Inclusión Escolar de 2013?

f. _____

g. _____

h. _____

i. _____

j. _____

7. ¿Ha recibido usted cursos de desarrollo profesional en relación con la enseñanza y el trato a estudiantes con discapacidad?

Sí _____ No _____

En caso de que su respuesta sea positiva ¿cuántas ha recibido, sobre qué temática específica y de parte de quién?

8. ¿Ha asesorado a los profesores de inglés de la institución educativa sobre enseñanza a estudiantes con discapacidad?

Sí _____ No _____

¿Por qué?

9. ¿Con cuáles elementos cuenta el colegio para orientar la enseñanza de inglés para estudiantes con discapacidad?

10. En los últimos dos años ¿el colegio ha organizado o gestionado la participación de los orientadores en congresos, coloquios y/o diplomados que les permita enriquecer sus conocimientos sobre la enseñanza del inglés en niños sordos?

Sí _____ No _____

Si su respuesta es positiva por favor amplíe la información

**MUCHAS GRACIAS APRECIADO ORIENTADOR POR SU DISPONIBILIDAD
Y RESPUESTAS**

Appendix D

Researcher's field notes: Session 1
1. English teachers had a vague idea about the Inclusion Law. They had heard about it but they did not clear what is about. For some of them, it an extra work
2. Most of the teachers receive the Law of Inclusion as a difficult work and, consider that to teach to deaf students require knowing how to do it for giving an education with quality
3. For teachers was interesting to realize that a deaf person is vulnerable of being assaulted. They express that they had not realized the difficulties for a deaf person
4. Even today, teachers had the conception that deafness is cognitive disability. However, they could notice that the problem with deaf people is in ear
5. Teachers assess in a positive way the development of the session. They wanted to know more about the topic.

Appendix E

SANTA MARÍA GORETTI SCHOOL
 HUMANITIES DEPARTMENT
 FOREIGN LANGUAGE AREA
 SESSION 1: INCLUSIVE LAW AND HEARING DISABILITY
 PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ



DATE: November 07th, 2017

Teacher's degree: Li.C. Idiomas University: UIS

School where you work: I. E. Santa María Goretti Seda A

Years of experience as an English teacher: 13 years

Level of Teaching: Sixth grade and tenth grade

REGISTRATION OF MY ACTIVITIES

<p>➤ <i>Make a list of ideas about what you know in relation of Law of Inclusion</i></p>	<p>✓ <u>We need to integrate and include them in</u></p> <p>✓ <u>our normal lessons.</u></p> <p>✓ <u>Give them the opportunity to learn, no matter their difficulties.</u></p> <p>✓ _____</p> <p>✓ _____</p>
<p>➤ <i>Answer: What are the implications for schools, for teachers and for us as English teachers knowing the Law?</i></p>	<p>✓ <u>I have to provide my students with the same competences as a regular class, and in order to do that the school has to train us. We as language teachers, need to look for new strategies and tasks that can be implemented in our daily lessons.</u></p>

SANTA MARÍA GORETTI SCHOOL
 HUMANITIES DEPARTMENT
 FOREIGN LANGUAGE AREA
 SESSION 1: INCLUSIVE LAW AND HEARING DISABILITY
 PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ



<p>➤ Answer: Have you ever wondered what a deaf person feels in a hearing world?</p>	<p>✓ I think they feel lost and could be difficult for them to understand everything.</p>
<p>➤ Time for reflection: Taking into account the activities and the information related to Law of Inclusion and Hearing disability, how can I improve my teaching practice?</p>	<p>✓ Including more visual tasks</p> <p>✓ Receive properly instruction about how to teach them.</p> <p>✓ Create strategies to include deaf people in normal activities.</p> <p>✓ plan our lessons based on what we learned.</p>
<p>➤ Assessment: Do you consider that the activities fulfilled with objectives?</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p> <p>✓ Why? Because we developed all the activities proposed and reflected about this aspect.</p> <p>Suggestions: It's important to start implementing these advices in all our lessons.</p>



SANTA MARÍA GORETTI SCHOOL
 HUMANITIES DEPARTMENT
 FOREIGN LANGUAGE AREA
 SESSION 2: INCLUSIVE EDUCATION AND BACKWARD DESIGN
 PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ



DATE: November 17, 2017

Teacher's degree: B.A. in Teaching English University: _____

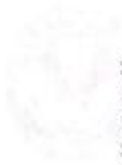
School where you work: Santa María Goretti

Years of experience as an English teacher: 10

Level of Teaching: 7th, 9th and 11th

REGISTRATION OF MY ACTIVITIES SESSION 2

<p>➤ Answer: <i>What is Inclusive Education for you?</i></p>	<p>✓ <i>It is about letting individuals with any kind of disability to be part of an educational system having the same rights as regular students.</i></p>
<p>➤ Reflect: <i>According to the video what characteristics must an English teacher have in order to create an inclusive environment for students with hearing disabilities?</i></p>	<p>✓ <i>He/she needs to be involved in the students' processes.</i></p> <p>✓ <i>Aware of the students' needs.</i></p> <p>✓ <i>Open to change.</i></p> <p>✓ _____</p> <p>✓ _____</p>
<p>➤ Activity: <i>Design a lesson plan using the backward design focused on students with hearing disability.</i></p>	<p>✓ Take into account the main characteristics of a deaf person. You can use the strategies that you considerer are suitable for hearing impaired students.</p>



SANTA MARÍA GORETTI SCHOOL
 HUMANITIES DEPARTMENT
 FOREIGN LANGUAGE AREA
 SESSION 2: INCLUSIVE EDUCATION AND BACKWARD DESIGN
 PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ



<p>➤ Time for reflection: Taking into account the activities and the information related to Inclusive Education and Backward Design do you think that, with the information that you have received, increased your knowledge and skills in order to face the challenge to teach to a deaf student? Why? (Be specific)</p>	<p>✓ <i>yes, within the session we were given different strategies and ideas to understand best the reality and needs of a deaf student. Moreover, we were offered the possibility to work on a lesson plan considering a very useful approach to face this challenging reality of teaching a deaf student.</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>➤ Assessment: Do you consider that the activities fulfilled with the established objectives?</p>	<p>Yes: <input checked="" type="checkbox"/> No: _____</p> <p>✓ Why? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Suggestions:</p> <p>_____</p> <p>_____</p> <p>_____</p>

Appendix F

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 HUMANITIES DEPARTMENT
 FOREIGN LANGUAGE AREA
 SESSION 3: DESIGNING A LESSON PLAN WITH BACKWARD DESIGN
 PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ

**Standard:**

DBA 6º *Comprende y utiliza palabras familiares y frases cortas sobre
 técnicas, actividades cotidianas y gustos*

Skill: *Reading comprehension*

STAGE 1 – DESIRED RESULTS**Established Goals:**

- Students will recognize strategic places of the city.
 - Students will identify several workplaces.
 - Students will match jobs with their workplaces.
 - Students will find information about a place.

Understandings:

- ✓ Orientate themselves in the city.
- ✓ Understanding of the purpose of each workplace.
- ✓ Have the possibility to travel around the city without difficulties.

Essential Questions:

- Why is it important to recognize places in the city?
- Why is a place considered strategic?
- What are the workplaces where your family members work?

Students will know:

- Vocabulary of places of a city
- Simple Present Tense (he/she works)
- Strategic places: Transportation (bus station, train station, etc.)
 Hospital and clinics
 School and university
 Police station

STUDENTS WILL BE ABLE TO:

- Establish a route to go from home to school.
- Mention a list of favorite places to visit.
- Find out specific information about a place.

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FOREIGN LANGUAGE AREA
SESSION 3: DESIGNING A LESSON PLAN WITH BACKWARD DESIGN
PROFESSOR: DIANA ÁLVAREZ HERNÁNDEZ



STAGE 2 - ASSESSMENT/EVIDENCE

Performance Tasks:

- Make a model showing the route he/she follows to go from home to school.
- Fill in a chart on specific information about a place

Other Evidence:

- Do the exercises of a worksheet.
- Photocopy of a city picture

STAGE 3 - LEARNING PLAN

Materials: Worksheet, Picture of a city, Youtube videos, flash-cards, Webpages (internet), video beam

Learning Activities:

1. Socialize the objectives of the lesson.
2. Warm-up: Observe the trailer of the movie "A night at the museum" (Youtube)
3. Ask the students about places of the city they already know.
4. Introduce the vocabulary using flash-cards (bogglesworld.esl.com)
5. Reinforce the vocabulary through a video (Youtube-Public places)
6. Presentation of a list of places of the city to learn (worksheet).
7. Vocabulary practice through online websites (agentaweb.org, exercises 1-5)
8. Group work: students will develop the exercises of the worksheet. They will also label places in the picture of the city.
9. Individual work: Students will make a model of

Appendix F1

LESSON PLAN 1

Topic: Personal information

Standard:

Write basic personal information in pre-establish form

Skill: Writing

STAGE 1 – DESIRED RESULTS	
<p>Established Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to introduce themselves to their partners using writing skills. 1a. Students will use other ways of communications, such a card images, to express personal information. 1b. Students will know how to write their own information in English 	
<p>Understandings:</p> <ul style="list-style-type: none"> • A proper employment of writing and graphic ways of interaction allow deaf students to share their personal information. • The knowledge of his own information in English will be useful in any role the student performs in his daily reality. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is important that a deaf student knows his own information in English? • Which difficulties may bring not being able to express your own information in English? • What personal information is relevant to know in English?
<p>Students will know:</p> <ul style="list-style-type: none"> • Vocabulary related to personal information • Verbs be, live 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Associate the context and the new information with his own life and background. • Understand the importance and utility of learning personal information in English.
STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <p>The deaf students will write their personal information in only form</p>	<p>Other Evidence:</p> <p>Form to complete personal information</p>

STAGE 3 – LEARNING PLAN

Materials: Form, card.

Learning Activities:

1. With the help of the classmate “interpreter” deaf students give out their personal information.
2. By means of cards, the deaf student will associate the phrases to fill with their corresponding answer in English, Spanish and Sign. In addition, they will associate the information that contains an allusive drawing to what this information represent for the life of the particular student.
3. They will present their personal information to the group using the representation card and the corresponding sign.
4. They will fill out a form in Spanish, English with the information required by it.

Appendix F2

LESSON PLAN 2

Standard:

Students will understand phrases and expressions that describe people

Skill: Reading and writing _____

STAGE 1 – DESIRED RESULTS	
<p>Established Goals:</p> <ul style="list-style-type: none"> - Students will name the parts of the body and say what they can do with them 	
<p>Understandings:</p> <ul style="list-style-type: none"> • Description of physical features and personality allow students to take conscious of each part of our body. • Misunderstanding physical features vocabulary could bring difficulties to establish comparisons. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to recognize the physical features about people? • What kind of disadvantage could bring not using the correct physical feature vocabulary?
<p>Students will know:</p> <ul style="list-style-type: none"> • Vocabulary related to parts of the body, body-related actions. • Vocabulary related to physical features • Expressions: <ul style="list-style-type: none"> - What does she/he looks like? - What do you/they look like? 	<p>Students will be able to</p>
STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <p>Students will choose a famous character and describe him or her physical features and personality</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Quiz <p>Read some famous character descriptions and then complete a chart.</p>
STAGE 3 – LEARNING PLAN	
<p>Materials: Flash cards, worksheet, videobeam, videos.</p>	
<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Students will match the body parts vocabulary with a picture 2. Socialize the objectives of the class with the students and ask them suggestions. 3. Watch a video to introduce the new vocabulary in sign language www.youtube.com/watch?v=4DMdErbrPal = Next words Body parts in ASL with captions 	

4. Students answer a worksheet matching numbers from a body picture with the correct vocabulary
5. Classify physical features vocabulary in a chart with name, weight, age, look, body, hair, eyes, skin.
6. Quiz: Reading about famous people appearance and fill in a chart and answer what does he/she look like?
7. Following the model given in the previous activity, students will write a description of his/ her favourite celebrity.
8. Students self-evaluate their performance analysing the accomplishment of established goals.

Appendix F3

LESSON PLAN 3

Standard:

DBA 6° Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

Skill: Reading comprehension

STAGE 1 – DESIRED RESULTS	
<p>Established Goals:</p> <ul style="list-style-type: none"> • Students will recognize strategic places of the city. <ul style="list-style-type: none"> - Students will identify several workplaces. - Students will match jobs with their workplaces. - Students will find information about a place. 	
<p>Understandings:</p> <ul style="list-style-type: none"> • Orientate themselves in the city • Understand the purpose of each workplace • Have the possibility to travel around the city without difficulties. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is important to recognize places in the city? • Why the place is considered strategic? • What are the workplaces where your family members work?
<p>Students will know:</p> <ul style="list-style-type: none"> • Vocabulary of places of a city • Simple Present Tense (he / she works) • Strategic places : Transportation (bus station, train station, etc.) Hospital and clinics School and university Police station 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Establish a route to go from home to school • Mention a list of favourite place to visit • Find out specific information about a place.
STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> - Make a model showing the route he/she follows to go from home to school. - Fill in a chart on specific information about a place. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - Do the exercises of a worksheet. - Photocopy of a city picture.

STAGE 3 – LEARNING PLAN

Materials: Worksheet, picture of a city, youtube videos, flash cards, webpages (internet), videobeam

Learning Activities:

1. Socialize the objectives of the lessons.
2. Warm-up: Observe the trailer of the movie “A night at the museum” (Youtube)
3. Ask the students about places of the city they already know
4. Introduce the vocabulary using flash-cards (boggleworld.esl.com)
5. Reinforce the vocabulary through a video (YouTube public places)
6. Presentation of a list of places of the city to learn (worksheet).
7. Vocabulary practice through online websites (agendaweb.org, exercise 1-5)
8. Group work: Students will develop the exercises of the worksheet. They will also label places in the picture of the city.
9. Individual work: Students will make a model of their route from home to school. If it isn't possible students can make a drawing.
10. Each student will find out specific information about a favourite place.

Appendix G

SEMI-STRUCTURE INTERVIEW (After the implementation)

1. In this moment what is your opinion about deaf students? / Have you changed your point of view about deaf students? How?
2. How have you felt during the development of the sessions?
3. What were your beliefs about teaching English to deaf students? And what are they now after the participation in this project?
4. What do you think about the backward design as a didactic tool? Does it facilitate your performance as an English teacher with a deaf student? Could it be a didactic approach to guarantee an education with quality to deaf students?
5. Do you think that this didactic proposal has an impact on your teaching performance? How?
6. Do you think that now you have enriched your professional development in order to face the challenge of teaching English to deaf students?
7. Do you consider that it is necessary to learn Sign language for teaching to deaf students?
8. Do you think that this didactic proposal could be useful for applying to students with other kind of disabilities, making the adjustments according to the context?
9. What ideas do you suggest in order to improve the current didactic proposal?

Appendix H

Stage 1 – Desired Results		<i>UbD Template - with question prompts</i>
<p>Established Goal(s): G</p> <ul style="list-style-type: none"> • <i>What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?</i> 		
<p>Understanding(s): U</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>What are the “big ideas”?</i> • <i>What specific understandings about them are desired?</i> • <i>What misunderstandings are predictable?</i> 	<p>Essential Question(s) Q</p> <ul style="list-style-type: none"> • <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> 	
<p><i>Students will know...</i> K</p> <ul style="list-style-type: none"> • <i>What key knowledge and skills will students acquire as a result of this unit?</i> • <i>What should they eventually be able to do as a result of such knowledge and skill?</i> 	<p><i>Students will be able to...</i> S</p>	
Stage 2 – Assessment Evidence		
<p>Performance Task(s): T</p> <ul style="list-style-type: none"> • <i>Through what authentic performance task(s) will students demonstrate the desired understandings?</i> • <i>By what criteria will “performances of understanding” be judged?</i> 	<p>Other Evidence: OE</p> <ul style="list-style-type: none"> • <i>Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?</i> • <i>How will students reflect upon and self-assess their learning?</i> 	
Stage 3 – Learning Plan		
<p>Learning Activities: L</p> <p>W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?</p> <p>H = hook all students and hold their interest?</p> <p>E = equip students, help them experience the key ideas, and explore the issues?</p> <p>R = provide opportunities to rethink and revise their understandings and work?</p> <p>E = allow students to evaluate their work and its implications?</p> <p>T = be tailored (personalized) to the different needs, interests, abilities of learners</p> <p>O = be organized to maximize initial and sustained engagement as well as effective learning?</p>		

Appendix I

3-Page Nutrition Example

Stage 1—Identify Desired Results

Established Goals:

Standard G—Students will understand essential concepts about nutrition and diet. G

6a—Students will use an understanding of nutrition to plan appropriate diets for themselves and others.

6c—Students will understand their own individual eating patterns and ways in which those patterns may be improved.

What essential questions will be considered?

- What is healthful eating? Q
- Are you a healthful eater? How would you know?
- How could a healthy diet for one person be unhealthy for another?
- Why are there so many health problems in the United States caused by poor nutrition despite all the available information?

What understandings are desired?

Students will understand that . . . U

- A balanced diet contributes to physical and mental health.
- The USDA food pyramid presents relative guidelines for nutrition.
- Dietary requirements vary for individuals based on age, activity level, weight, and overall health.
- Healthful living requires an individual to act on available information about good nutrition even if it means breaking comfortable habits.

What key knowledge and skills will students acquire as a result of this unit?

Students will know . . . K

- Key terms—protein, fat, calorie, carbohydrate, cholesterol.
- Types of foods in each food group and their nutritional values.
- The USDA food pyramid guidelines.
- Variables influencing nutritional needs.
- General health problems caused by poor nutrition.

Students will be able to . . . S

- Read and interpret nutrition information on food labels.
- Analyze diets for nutritional value.
- Plan balanced diets for themselves and others.

Stage 2—Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

T

You Are What You Eat—Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. They offer younger students ideas for breaking bad eating habits.

Chow Down—Students develop a three-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA food pyramid recommendations, yet it is tasty enough for the students). They include at least one modification for a specific dietary condition (diabetic or vegetarian) or religious consideration.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

OE

(e.g., tests, quizzes, prompts, work samples, observations)

Quiz—The food groups and the USDA food pyramid

Prompt—Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

Skill Check—Interpret nutritional information on food labels.

Student Self-Assessment and Reflection:

SA

1. Self-assess the brochure, *You Are What You Eat*.
2. Self-assess the camp menu, *Chow Down*.
3. Reflect on the extent to which you eat healthfully at the end of unit (compared with the beginning).

Stage 3—Plan Learning Experiences

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERETO elements.

1. Begin with an entry question (Can the foods you eat cause zits?) to hook students into considering the effects of nutrition on their lives. **H**
2. Introduce the Essential Questions and discuss the culminating unit performance tasks (Chow Down and Eating Action Plan). **W**
3. Note: Key vocabulary terms are introduced as needed by the various learning activities and performance tasks. Students read and discuss relevant selections from the Health textbook to support the learning activities and tasks. As an ongoing activity, students keep a chart of their daily eating and drinking for later review and evaluation. **E**
4. Present concept attainment lesson on the food groups. Then have students practice categorizing pictures of foods accordingly. **E**
5. Introduce the Food Pyramid and identify foods in each group. Students work in groups to develop a poster of the Food Pyramid containing cut-out pictures of foods in each group. Display the posters in the classroom or hallway. **E**
6. Give quiz on the food groups and Food Pyramid (matching format). **E**
7. Review and discuss the nutrition brochure from the USDA. Discussion question: Must everyone follow the same diet to be healthy? **R**
8. Working in cooperative groups, students analyze a hypothetical family's diet (deliberately unbalanced) and make recommendations for improved nutrition. Teacher observes and coaches students as they work. **E-2**
9. Have groups share their diet analyses and discuss as a class. **E, E-2** (Note: Teacher collects and reviews the diet analyses to look for misunderstandings needing instructional attention.)
10. Each student designs an illustrated nutrition brochure to teach younger children about the importance of good nutrition for healthy living and the problems associated with poor eating. This activity is completed outside of class. **E, T**
11. Students exchange brochures with members of their group for a peer assessment based on a criteria list. Allow students to make revisions based on feedback. **R, E-2**
12. Show and discuss the video, "Nutrition and You." Discuss the health problems linked to poor eating. **E**
13. Students listen to, and question, a guest speaker (nutritionist from the local hospital) about health problems caused by poor nutrition. **E**
14. Students respond to written prompt: Describe two health problems that could arise as a result of poor nutrition and explain what changes in eating could help to avoid them. (These are collected and graded by teacher.) **E-2**
15. Teacher models how to read and interpret food label information on nutritional values. Then have students practice using donated boxes, cans, and bottles (empty). **E**
16. Students work independently to develop the three-day camp menu. Evaluate and give feedback on the camp menu project. Students self- and peer-assess their projects using rubrics. **E-2, T**
17. At the conclusion of the unit, students review their completed daily eating chart and self-assess the healthfulness of their eating. Have they noticed changes? Improvements? Do they notice changes in how they feel and their appearance? **E-2**
18. Students develop a personal "eating action plan" for healthful eating. These are saved and presented at upcoming student-involved parent conferences. **E-2, T**
19. Conclude the unit with student self-evaluation regarding their personal eating habits. Have each student develop a personal action plan for their "healthful eating" goal. **E-2, T**

(Taken from Wiggins and McTighe in *Understanding by Design* expanded 2nd edition, 2005. p. 24-25)

Appendix J

NAMES: Diana Esperanza Álvarez Hernández / Gladys Amparo Rodríguez Camargo / Sandra Milena Ruíz Céspedes.

STAGE 1 – DESIRED RESULTS	
<p>Established Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the importance of using their free time in a suitable way. 1a. Students will analyze their own free time activities to design an appropriate schedule of the leisure time. 1b. Students will analyze their family’s management of the free time. 	
<p>Understandings:</p> <ul style="list-style-type: none"> ● A good management of the free time brings benefits for our lives. ● Some free time activities provide more advantages than other free time activities. ● Using the free time unsuitably brings certain consequences for people’s lives. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is important to manage the free time in a suitable way? ● What could be a good or bad free time activity? ● Which could be the consequences of using the free time in an inappropriate way?
<p>Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary related to free time activities. ● Simple Present Tense: <i>Likes and Dislikes</i>. ● Comparatives: <i>better, worse, more important, less important</i>. 	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Identify a good management of the free time. ● Compare their own management of the free time with other’s. ● Decide which free time activities are more suitable for them.
STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will create an advertisement persuading their parents of managing the free time in a suitable way. ● Students will design an appropriate schedule of their leisure time. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Quiz about free time activities vocabulary. ● Oral response to one of the essential questions.

STAGE 3 – LEARNING PLAN**Learning Activities:**

Materials: worksheets, flash cards, video, green and red cards.

1. Students make a list of their free time activities.
2. Socialize the objectives of the class with the students and ask them suggestions.
3. Introduce the vocabulary through a matching game (words – pictures).
4. Introduce the topic through the video “Activities in my free time” de Powtoon.com.
5. Students make a survey to their classmates about their preferences in their free time and share their findings.
6. Students make a comparison chart where they classify their free time activities into beneficial and no beneficial.
7. Give quiz on the free time activities (labelling some pictures).
8. Students discuss and make agreements about what free time activities are beneficial and what are no beneficial. They express their opinions through the use of green and red cards.
9. Students answer one of the essential questions orally.
10. Students observe, analyze and register in a chart their family’s free time activities.
11. Students work in groups for proposing suitable ways of free time management to their families through the design of an advertisement.
12. Each group shows the advertisements to the whole class (Afterwards, students will present it in a parents’ meeting).
13. Students evaluate their classmates’ advertisements.
14. Students review the beneficial free time activities through a celebrity’s schedule.
15. Following the previous model, students design their own suitable free time schedule.
16. Students self-evaluate their performance analyzing the accomplishment of the established goals.

Appendix K

Transcription of semi-structured interview (after the implementation)

Teacher n° 1 (t1//)

1. Researcher//: In this moment what is your opinion about deaf students? /

T1//: Deaf students are very important for the academic institution but we are not giving them the supporting deserved.

Researcher//: Have you changed your point of view about deaf students?

I have deepened in the topic and I have thought to myself that is important to give them more attention and prepare much material for them. They need high quality education just the other rest of them.

2. Researcher//: How have you felt during the development of the sessions?

T1//: OK, those pretty interesting I feel comfortable, the teacher knows a lot about educational needs and special needs in education and deaf students' behavior and needs. It's important to have this training very often because they allow us to improve our educational process and performance.

3. Researcher//: What were your beliefs about teaching English to deaf students? And what are they now after the participation in this project?

T1//: Well, at university we received a little training about, -I haven't talked to deaf students because we're neighbor in other institution. There were deaf students but, they have special teacher for them so I didn't learn and I am thinking for that experience.

Researcher//: What are your beliefs now?

T1//: I have realized that is my turn, my responsibility and I'm going to take this very serious into the count in my classes.

4. Researcher//: What do you think about the backward design as a didactic tool? Could it be a didactic approach to guarantee an education with quality to deaf students?

T1//: Backward design is really helpful and it allows us to see that the students are like a serious learners of English, not just grammar learners, they are learning for their lives and I hope that backward design helps us to build the meaningful learning.

Researcher//: Does it facilitate your performance as an English teacher with a deaf student?

T1//: Yeah, absolutely, I think deaf students deserve this kind of class

5. Researcher//: Do you think that this didactic proposal has an impact on your teaching performance? How?

T1//: Yeah, absolutely, we need, as I said before, we need more training and we'll be ready to use it daily in our classrooms with the deaf students.

6. Researcher//: Do you think that now you have enriched your professional development in order to face the challenge of teaching English to deaf students?

T1//: I have some diverse shifts, but I have to study more, practice a lot and... since my point of view this is like... I'm going to start to practice more and use it in the classroom more often.

7. Do you consider that it is necessary to learn Sign language for teaching to deaf students?
(This question was not asked to the teacher)

8. Researcher//: Do you think that this didactic proposal could be useful for applying to students with other kind of disabilities, making the adjustments according to the context?

T1//: Yes, I think so, it's a kind of approach or resource that could be useful in other students like, may be, blind students or other disabilities but it depends on the teacher because training is so important and we don't have support from school and other institutions that are involve in this process for no going to make it alone so it's time to ask for more help.

9. Researcher//: What ideas do you suggest in order to improve the current didactic proposal?

T1//: OK, I think the project is so proper, it's correct, it's clear, it's accurate but some of this kind of projects just finish in a really short period of time and they don't see again people involve in them so my suggestion is don't abandon them, don't leave them and continue with the project that is really cool.

Researcher//: Are you going to use it in order to plan your classes with deaf students?

T1//: Yes, definitely

Teacher n° 2 (T2//)

(The English teacher 2 asked to be interviewed in Spanish)

1. Investigador//: ¿Cuál es su opinión sobre los estudiantes sordos?

T2//: Pues profe, yo considero que el manejo con ellos es difícil, o sea, si uno no tiene conocimiento del lenguaje de señas, ni mucho menos conoce qué estrategias didácticas son las específicas para el manejo de su forma de aprender especial.

Investigador//: ¿Ha cambiado su punto de vista sobre los estudiantes sordos después de las sesiones?

T2//: He pensado que es importante aprender ese lenguaje para poder convivir más con el aprendizaje de ellos.

2. Investigador//: ¿Cómo se sintió durante el desarrollo de las sesiones?

T2//: Pues, o sea, como metida en el cuento, en el tema, hasta me puse mirar sobre eso, a profundizar más sobre estrategias de eso, a conocer más; como decir la vivencia de ellos como personas con falta de ese sentido.

3. Investigador//: ¿Cuáles eran sus creencias y sus imaginarios sobre enseñarle inglés a un estudiante sordo?

T2//: Pues lo que yo creía es, pues, que debe haber una persona que sepa, un profesional idóneo para que pueda trabajar con él, ¿sí? Sin embargo, pues, pese a lo que estamos viendo de la ley, de los derechos que ellos tienen, pues uno dice pues sí, o sea, como mirando la parte laboral que, ahí no les van a decir “hágase con este porque usted si no entiende”, no, o sea todos tienen que estar involucrados con él y él desarrollar el trabajo normal como los demás trabajadores o empleados que estén en esa empresa.

Investigadora//: Ahora ¿qué cree, qué piensa sobre el trabajo con ellos, sobre enseñarles inglés específicamente?

T2//: Bueno, pues yo creo que enrolarse uno en el tema, porque nos toca a todos, al menos saber sobre eso, profundizar más sobre esas estrategias y, como usted dice, mirar qué, o sea, que no sea solamente eso que a uno le dé; trabajarlo con él solo sino que bueno lo que usted esté dando también el grupo aporte y el también aporte como uno más.

4. Investigadora//: ¿Usted qué cree sobre el backward design como una herramienta didáctica o como un enfoque didáctico para trabajar con los estudiantes sordos?

T2//: Pues a mí me parece que es una herramienta práctica y también esto, o sea, útil puede ser el diseño que usted le haga semanal o a nivel de periodos. Pues depende ya de ese manejo pero me parece, considero yo, que está completa y que tiene que ver, o sea con los estándares y con todo lo mínimo que ellos deben saber acá en Colombia, no?

Investigadora//: ¿Cree que le facilita su trabajo como docente?

T2//: Sí, me parece que sí, o sea, tiene todo lo que debe llevar un plan de clase.

5. Investigadora//: ¿Cree que está propuesta didáctica tiene un impacto sobre su enseñanza, sobre su trabajo docente?

T2//: O sea, eso depende como de la medida que uno vaya a manejar los conceptos, vaya a manejar al estudiante, ¿no? Pero entonces de todas maneras pues esto mediante esta herramienta, esto, usted puede facilitarle el proceso de enseñanza y aprendizaje tanto en la parte del estudiante de uno, o sea para el trabajo pues si va a ser una herramienta útil.

6. Investigadora//: ¿Usted cree que ha enriquecido su desarrollo profesional como docente con estas sesiones, con este trabajo de este proyecto?

T2//: Pues sí profe porque ahí es donde uno cae en cuenta de que pues los estudiantes van a llegar, ya sea con esa forma especial de aprender o ya sea con otra, entonces es, pues, deber de uno conocer las estrategias didácticas más consecuentes a esa dificultad, podría decirse, para involucrarlos con el grupo.

Investigadora//: ¿Usted considera que es necesario aprender el lenguaje de señas para enseñarle a los estudiantes sordos?

T2//: Sí, y pues que haya el personal capacitado que le colabore a uno también para eso en la institución, o sea, que se metan, como dicen, la mano en el bolsillo tanto el gobierno como el colegio para que den capacitación a todos los docentes y también que haya capacitación más permanente para los mismos estudiantes que no conocen el propio lenguaje para ellos de trabajar y defenderse.

7. Investigadora//: ¿Usted cree que está propuesta, que utilizar el backward design, puede ser aplicado para trabajar con estudiantes que tengan otras discapacidades?

T2//: Sí señora, o sea podría ser si llegará un niño sordo uno saber qué estrategias didácticas son las que se pueden trabajar con ellos, y pues sí, o sea, esta herramienta se puede, por decirlo, así

utilizar en varios contextos de acuerdo a las dificultades, si creo que se puede acomodar a todas las dificultades que haya o necesidades especiales.

8. Investigador//: ¿Qué sugerencias usted le hace para mejorar el proyecto?

T2//: Pues profe, la verdad es que, o sea yo lo estaba mirando, y o sea esto me puso a reflexionar sobre todo lo que vi, lo que usted nos comentaba y nos parece que el trabajo está muy completo, me gusta profe, o sea me parece que va a sacar una nota alta.

Investigadora//: Una última pregunta ¿Qué reflexión le deja este trabajo?

T2//: Pues que así uno no, o sea, así sea de pronto trabajo adicional que uno pueda tener, digamos, a parte de las necesidades educativas especiales que tienen los propios estudiantes que uno tiene, que uno dice son normales, pues que de todas maneras, pues, hay que sacar el tiempo para poder unir a estos estudiantes al grupo y que puedan intentar aprender lo que los demás porque igual van a recibir el título, van a entrar a la universidad, necesitan ese conocimiento de todas formas porque como hablábamos ahorita, en cualquier empresa o en cualquier donde vayan ellos a estar los van a tratar normal o sea no van a ser esos por este lado y estos para el otro, sino que... y así tiene que ser acá también

Teachers n° 3, n° 4 and n°5

1. Researcher//: In this moment what is your opinion about deaf students? I mean if you have changed your point of view about deaf students

T3//: Well, I can say that right now I have more experience after all these kind of workshops, review and listening to you, studying the material, observing, analyzing the whole situation from different angles and well, I think It was really valuable and perhaps if we have a deaf student we would be an effort to help him or her to take advantage over situation and to learn.

Researcher:// What about you?

T4//: I have a better idea about how can I deal with them, how I can try to understand students and perhaps I will try to be more visual and use the body language.

2. Researcher//: How have you felt during the development of the sessions?

T3//: Well, my answer is pretty well, I mean really comfortable, I have enjoyed these sessions, I really like the material and also to have some ideas about teaching deaf students about dealing with them and I am grateful about it because as a teachers we have like the responsibility to support, to help our students and considering that it's an opportunity to help our students with those conditions.

T4//: The same, I feel ok, I feel good, I really appreciate this kind of information, it's very helpful, thank you.

3. Researcher//: What were your beliefs about teaching English to deaf students? And what are they now after the participation in these sessions?

T3//: Well I think that before I didn't think about it, but after this process I'm more conscious and I like the idea to support those students.

T4//: I think now I am aware of the importance of teaching students with special needs and it's very important to have in mind that everyone is different and we have to be adapted the curriculum we have to be adapted our methodology and adjustments. It's none student has to be adapted the process but the teachers must, try to, have to learn them, a meaningful contact without any barrier, any difficulties for them to learn.

T5//: I use to believe that a teaching deaf people was almost an impossible task to accomplish but after these sessions with Diana I have thought about it and I have realized that you can teach them and get some learning and accomplish some objectives.

4. Researcher//: What do you think about the backward design as a didactic tool? Does it facilitate your performance as an English teacher with a deaf student? Could it be a didactic approach to guarantee an education with quality to deaf students?

T3//: I think it's a really nice way for organizing the information and it's the opportunity or the possibility to think about it the most important thing you want to add in your class, and to realize how the process is going to end that to be more precise and they need consider the things that are less important.

T4//: It's a very helpful that you can use to design a lesson to teach deaf students.

5. Researcher//: Do you think that this didactic proposal has an impact on your teaching performance? How?

T3//: I would like to try those ideas and materials, I felt comfortable using them, I wanna try.

T4//: Me too, I gonna try use these things

6. Researcher//: Do you think that now you have enriched your professional development in order to face the challenge of teaching English to deaf students?

7. Researcher//: Do you consider that it is necessary to learn Sign language for teaching to deaf students?

(This question was not asked to English teachers)

8. Researcher//: Do you think that this didactic proposal could be useful for applying to students with other kind of disabilities, making the adjustments according to the context?

T3//: Well, as you are thinking ahead considering things you're going to do in class I think it's very practical, yeah, and you may have the possibility to have clear ideas, clear information like a better organization for your classes.

T4//: Yes, the different strategies we have seen here are useful to teach others, special, need teachers and special need students because in this moment we have some teachers and students with special needs and are coming part of our community so, for example, we have a blind child who is taking classes here so, perhaps, I can use some of these strategies to teach any other kind of disability or any kind of special needs.

Researcher//: What ideas do you suggest in order to improve the current didactic proposal?

T3//: I don't know, it would be nice to see this work we have done like in a real scenario with real students to see which could be the outcomes and all this process and what we have done, try things is important to see a hard works not only for students but also for teachers.

T4//: Perhaps in the future I will try to adapt this information to a real situation because it's moment, I don't have special case in this school but perhaps the future it's gonna happen.

Researcher//: What kind of reflection does this work let you?

T3//: by me is to be more aware of students' needs and somehow to be more open and like to be a ready to help them to think about strategies, about methodologies, about how we are doing our work and try to enrich our teaching practice.

T4//: I think it's important to be ready for new challenges, our students are coming every single year and this school is going to be open for them and it gonna be welcome here.

Teacher n° 6

1. Researcher//: In this moment what is your opinion about deaf students? I mean if you have changed your point of view about them?

T6//: Well, yeah in some point I have like a more detailed vision about what are deaf, yeah how have deaf people can be though.

2. Researcher//: How have you felt during the development of the sessions?

T6//: The atmosphere was good and very organized and everything has been ok.

3. Researcher//: What were your beliefs about teaching English to deaf students? And what are your beliefs now?

T6//: As I told before, I think that teaching deaf people was a difficult task but now I have been thinking about it and I realize that a teacher can accomplish some objectives teaching English to deaf students.

4. Researcher//: What do you think about the backward design as a didactic tool? Could it be a didactic approach to guarantee an education with quality to deaf students?

T6//: It has showed my attention because the last some parts I haven't thinking about it like for example the essential questions, the understanding which is to focus why is important that the students accomplish the objectives that I set so that part is very interesting and also like the assessment evidence which is sometimes we use to forget that part makes me think in all the simple and small evidence that we can collect in a class.

5. Researcher//: Does it facilitate your performance as an English teacher with a deaf student? Do you think that this didactic proposal has an impact on your teaching performance?

How?

T6//: I don't know, I think I would need to implement the backward design that the lesson plans that I created by using backward design through the experience using the model I would find out it would be practical but in general I think it's an interesting model to apply in a classroom either with deaf people or with regular students.

Researcher//: Could it be a didactic approach to guarantee an education with quality with deaf students?

T6//: Yeah, because it demands the teachers to think carefully about the lesson plans and the resources it's going to use and why are they going to use that resources.

6. Researcher//: Do you think that now you have enriched your professional development in order to face the challenge of teaching English to deaf students?

T6//: Yes, because even I don't have deaf students right now if I even sometime we'll have this kind of population I have a very a close idea to how teach them.

7. Researcher//: Do you consider that it is necessary to learn Sign language for teaching to deaf students?

T6//: I don't know, I'm not sure but why as any other resource it could enrich your practice, yes, and it could facilitate the communication with deaf students but I don't know if it is necessary or an obligatory a means of communication.

8. Researcher//: Do you think that this didactic proposal about backward design could be useful for applying to students with other kind of disabilities, making the adjustments according to the context?

T6//: Yes, while I was creating the lesson plans I was thinking about that what about if we teacher use this model to teach with regular students or cognitive and low cognitive development students, students with that weakness it could be aaaa I think a better learning experience for the students.

9. Researcher//: What ideas do you suggest in order to improve the current didactic proposal?

T6//: The problem with many of the didactic, the pedagogical approaches is question of time because the backward design I think it could be a little more time consuming but yeah, practically, in short words is that I feel it's time consuming maybe I'm wrong and that would be because the model is interesting it's no difficult but I think it's time consuming.

Researcher //: What reflection does these session, this project let you as a teacher?

T6//: First, we teachers should be open minded and keep learning about any subject that could enrich our practice for example, if I hadn't been in these sessions I wouldn't have learnt about the backward design, and second, it's a long way very long way to give students with special needs the quality teaching they need because they are a lot of difficulties at schools and they don't always receive the quality they need (The students) and the teachers are lost, sometime I feel lost I try to do but I'm not sure that I'm getting something.

Teacher n° 7 and n° 8

1. Researcher//: In this moment what is your opinion about deaf students? I mean if you have changed your point of view about deaf students

T7//: I think I definitely we have to change our background about deaf students because maybe time years ago we though deaf students it's just a person that can't do many things as the normal kid so we just try to put a guide or something extra in order to develop but now it is we know we have to include them in all the activities and he can produce, he can interact as a normal kid.

T8//: I think that this kind of students are a different work, a different they have another kind of ways to get the knowledge and so for us it's so important to recognize these aspects.

2. Researcher//: How have you felt during the development of the sessions?

T7//: I felt motivated I felt that I want to learn about to include strategies with my students and I think that I learnt that I need to improve more that it's important to continue with the training because I think I am not ready to start this challenge so I need to continue receiving this kind of training

T8//: ok, I was so active, because for me and for us we think that it's so important to know about this, it's important to ask to improve our skills.

3. Researcher//: What were your beliefs about teaching English to deaf students? And what are they now after the participation in this project?

T7//: As I told you before, my beliefs before was just "ok", prepare an extra activity just for him or for her so maybe they can learn as the same as the other normal kids so I Think that I have to prepare an extra activity for deaf children but now I feel that we can prepare lessons that include certain activities to help them to understand and to be at the same level as their partners.

T8//: Ok, before to be here I didn't know anything about inclusion about that kind of students but now I feel so ready to put into practice all that I learnt here.

4. Researcher//: What do you think about the backward design as a didactic tool? Does it facilitate your performance as an English teacher with a deaf student? Could it be a didactic approach to guarantee an education with quality to deaf students?

T7//: I think that definitely "yes" because we are preparing like the global standard or the global goal and we can specified more our activities and of course we got more methodology they can learn better.

T8//: Yes, I think that when you use the backward you can get more organized and also more clarity in your preparation of class.

5. Researcher//: Do you think that it could be a didactic proposal which guarantee quality for education to deaf students?

T7 //: Yes, could be.

T8//: I think the same

6. Researcher//: Do you think that the sessions the didactic proposal that I propose you in the sessions has an impact in your teaching practice or what kind of impact?

T7//: Yes, we learnt a lot but I think that maybe we need to change our mind about the kind of activities, the task for deaf people, so in that way of course yes we need to change our minds and change our background and start thinking new strategies to propose for deaf people.

T8//: yes, it's important that you try to get new concepts. Yes, because this allows to you to be more organized and follow step by step a matrix and you can get the goal that you want.

7. Researcher//: Do you think that now you have enriched your professional development in order to face the challenge of teaching English to deaf students?

T7//: Yes, of course, we need to think about background design like a successful strategy so definitely we are learning we are allowed to change our methodology and start including these steps in our daily lesson plans.

T8//: Yes, because you can improve every day putting to practice the backward design, you can keep learning about different aspects for example with deaf students.

8. Researcher//: Do you consider that it is necessary to learn Sign language for teaching to deaf students?

T7//: Of course, maybe not all the words but some important commons, word that we need in each lesson for example if I gonna teach feelings so I can learn happy, sad, just important words so it's important, it's nice that our students can notice that his or her teachers is interesting in

learning how they can communicate and that we are doing that effort for them so it's been nice, would be nice for them.

T8//: Yes, because we don't know when we will have students with this characteristic so is well if you know that knowledge.

9. Researcher//: Do you think that this didactic proposal could be useful for applying to students with other kind of disabilities?

T7//: I think that backward design it's not only for deaf students but also for any kind of disability and for normal kids because they just propose a different steps that we have to change to think not only in the standard or the goal but also in the understanding, misunderstandings and how to develop those, thinking in our context but I think that is good to use for every kind or for all the students.

T8//: I think the same to my partner; I think the backward we use not only with deaf students also with every student.

10. Researcher//: What ideas do you suggest in order to improve the current didactic proposal?

T7//: Maybe the time, maybe the time was so short that we can have more examples for the lesson planning so maybe to watch a video with a class is like backward design so could be nice, could be good so those are the aspect that I consider you can improve.

T8//: Maybe, that will be more practical with more examples.

11. Researcher//: What reflection let you the backward design or the sessions of this project?

T7//: I think that we have to think no only what is the issues for us, we need to think in our students and we need to personalize more the education to think that we have different kind of people in our classroom and we need to include different kind of strategies for each person not

only for deaf people but also for people that have difficulties in attention because they are more visual people so we need to include more activities not only just writing or reading so include all the abilities with different kind of strategies so they can feel more motivated in our class in a better way.

T8//: For me the reflection is never is late to get some knowledge and also that we should include all kind of people in our lives, in our classrooms.