English Teachers' Professional Development for Guiding the English Learning Process in Inclusive Classrooms

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Firstly, to my husband, son and parents for supporting me all the way through even when they need me the most.

To my advisor, Claudia Franco. Thanks for sharing with me all your knowledge around the hearing-impaired students, who inspired me to conduct this research with the commitment, willingness and the most positive attitude.

Dedicatory:

This thesis is dedicated to my husband, my son, parents and my sweety Anamaría.

Contents

Page

INTRODUCTION 13

1.THEORETICAL FRAMEWORK 25

1.1. Inclusive Classrooms 26

1.2. Differences Between Inclusive and Integration Concepts 28

1.3. Inclusive Classroom Concept in Colombia 30

1.4. Inclusive Class Policies 32

1.5. Inclusive Classroom Concept and Its Relevance in The School Where the Investigation is Held 34

1.6. Teachers` Professional Development 36

1.7. Inclusive Teaching Strategies 39

1.8. Support Participation and Confidence 40

1.9. Present Information in Different Ways 41

1.1.1 Support Students` Processing and Organizational Skills 42

1.1.2 Provide Support Options for Students to Create, Learn and Collaborate 42

1.1.3 How to apply the inclusive teaching strategies to assist all students to learn. 43

2.STATEMENT OF THE PROBLEM 48

2.1 Rationale 52

2.2 The scientific question 56

2.3 The main objective 55

2.4 The specific objectives 55

2.5 Object of study 55

2.6 Field of study 55

3. METHODOLOGY 57

3.1 Research Methodology: Qualitative Research 57

3.2 Qualitative Method: Action Research 58

4. RESEARCH METHODS 65

4.1 Qualitative interview 65

4.2 Teacher support groups. 66

4.3Teaching portfolios. 67

4.4 Context 68

4.5 Participants 69

5. DATA ANALYSIS 71

5.1 Category 1: English teaching methodologies and adaptations 73

5.2 Category 2 English teachers' professional development. 78

5.3 Category 3 Attitudes that promote inclusive environments …… …… 82

6. DISCUSSION 92

6.1 First category: English methodologies and adaptations 93

6.2 Second category: teachers` professional development 95

6.3 Third category: attitudes that promote inclusive environments 96

7. Interviews applied to hearing impaired students 95

7.1 Category: English teaching methodologies and adaptations. 99

7.2 Category 2: Strategies that promote inclusive environments 102

8. CONCLUSIONS 105

9. SUGGESTION FOR FUTURE RESEARCH 111

REFERENCES 112

APPENDIXES 118

IMAGES 188

ABSTRACT

This research emerges from the reflection about English-teaching performance for teaching English in inclusive classrooms that have hearing impaired students.

This research study can help (EFL) English as foreign language teachers to ease English classes to hearing impaired students in an inclusive class. Subsequently, hearing impaired students can be aided in their learning process as a consequence of teachers' consciousness in the revision of the class planning in order to create and existent and meaningful inclusive environment. The research methodology that was used in the current study was qualitative research. The researcher used the qualitative research methodology to observe, describe, and interpret activities and situations about English teachers' professional development for guiding the English learning process in inclusive classrooms.

A pedagogical proposal was created sustained in the workshops applied to the pedagogy as a model of teaching and learning, this promote a reflection time related to English teachers' current practices in inclusive classrooms.

After the implementation of the workshops emerged some significant findings. For instance, the teachers of English promoted cooperative learning as a successful teaching strategy that takes advantage of students' differences. Therefore, everyone in the class can take advantage of diversity. As a result of the implementation of the workshops the teachers of English, planned changes in the current English teaching methodologies, namely, the teachers of English focused their teaching methodologies through the expositions and fluency communication than the learning of grammar rules.

Consequently, the results of the present study can provide fundamental information for English teacher's professional development concerning the implementation of different classroom strategies that can facilitate D/HH students learning in an integration or inclusive context. In this way, D/HH learners can advance in their learning process as a consequence of the teachers` awareness in the adaptation of class planning in order to create a real and meaningful research environment.

INTRODUCTION

This research emerges from the reflection of English-teaching performance for teaching English in inclusive classrooms that have hearing impaired students. Most of the time the students with hearing-impaired disabilities instead of being included to the English class activities were excluded because the class activities are focused mostly on hearing students. As well as is difficult to create and promote inclusive practices and activities that include all students. Therefore, this is a problematic situation that deserves research because there is a close correlation between an improvement concerning to English teachers` professional development with pupils' achievement. In this respect is required thinking of ways to improve teachers` performance through professional development to increase teacher`s knowledge, that allows them to refine their professional role in this issue which will directly impact on the students` achievement by giving the same opportunities to everybody of having an education of quality.

The school where the research study takes place is private and it is located in the north of Bogotá. This school has adopted Public Policies regarding students with disabilities in inclusive classrooms: "Decree nº 470 (2007) Chapter 11:

"En consecuencia, la materialización del derecho a la educación implica no sólo brindar el acceso al sistema educativo, sino su capacidad de retención y calidad según las condiciones de vida institucional que se ofrezca a las y los escolares con discapacidad, en las que se incluyen las prácticas pedagógicas que deberán ser pertinentes a las Necesidades Educativas Especiales NEE, respetando todas las formas de no-discriminación como géneros, etnia, y la religión-credo".

Whereby the PPDD (Política Pública de Discapacidad)" Decree nº 470 (2007), must promote and increase professional development programs for interpreters and teachers in technical and professional levels to guarantee access, permanency and encouragement of hearing impaired population in the educational system and generally in the process of social incorporation.

The Gimnasio San Angelo School, where the research took place has integration agreements for learners with special educational needs. The institutional education project. (PEI), states that it is essential to take into account hearing impaired students, therefore, the curriculum has to be adjusted in order to be an instrument that supports the life project of hearing impaired students in accordance with the evident weaknesses or strengths that learners with disabilities have. In addition, this school focuses its methodology under a constructivist approach that has as a main principle: To form human beings that can build knowledge and transform their socio - cultural environment, solving problems from educational innovation. (Lafrancesco, G. 2003).

This school has implemented kindergarten, primary and secondary; in this segment, for instance all levels (from sixth grade to eleventh grade) have a seven- hour English class per week. They are divided into four classrooms. For instance, 6a-6b-6c and 6d, each with about 24 or 25 students between boys and girls, aged between 10 to 17 years old, incorporating one or two hearing impaired students per level. Altogether are seven hearing impaired students in secondary (one in sixth, one in seventh, one in eighth, two in ninth, and two hearing impaired students in eleventh grade). In ninth grade, there are two students with profound deafness that is why they need to use a cochlear implant. A cochlear implant is a device surgically implanted which is placed under the skin in the bony part behind the ear; the rest of the students need

hearing aids (headphones). A hearing aid is a medical electroacoustic device to amplify sound with the aim of making speech more intelligible. These students face in the English class many difficulties due to the disability they have, for example, low academic achievement, lack of motivation in the English class, rejection to the English language and the English class specifically as compared to other subjects like social studies, math, or science.

The researcher has noticed based on her experience around five years as English teacher in the school where the research took place, that there are some difficulties in connection with hearing impaired students' attitude in the English class, they demonstrate lack of motivation, low academic achievement, rejection to the English language and the English class specifically in comparison with other subjects like social studies, math, and science. Nonetheless, the situation is completely different in Spanish class because they understand easier the directions in the exams or the homework given, they know what they have to do in the activities of the class, similarly when they have to give a presentation they feel more confident to talk to their classmates.

The lack of motivation or the rejection that hearing impaired students can feel could be changed into a better attitude, more motivation, and even interest for the English class, if English teachers identify specific training and professional development needs in relation to the effective teaching of pupils with hearing impairment.

Hearing- impaired students in the school where the investigation was carried out have high economic strata with many economic facilities; their parents are professional with specialization and postgraduate studies. These learners have a wide cultural background due to the knowledge of many cities around the world. All students have to achieve B1 level at the end

of high school, according to the Common European Framework of Reference for Languages (Ministry of Education booklet 22) (2001) (p.24).

Each level has a teacher of English. There are six teachers of English in this school, all of them have a degree in Humanities and Languages and one of them is doing a master`s degree in education. The levels of English they have according to the European Common Framework are between B1 and C1.

The school mentions in its institutional educative project:

"Integration agreements for students with special educational needs adapting their academic process to sustain the life project of each one of them in accordance with their weaknesses or strengths they have" (PEI, Gimnasio San Angelo, 2013 p. 5.)

Regrettably in the institutional education project, is not mentioned the imperious need of qualifying teachers for having a proper management of the hearing-impaired students, consequently, the challenge that implies teaching a foreign language to hearing impaired students deserve to be studied. Hinting at English-teaching practices in the classroom with hearing impaired students, the statement of the problem takes place.

The researcher had noticed the difficulties that teachers of English face in the English class with hearing impaired students, because teachers of English are not prepared to manage this sort of population.

Hearing impaired students show low interest towards the English class, also they feel afraid when they have to do and oral presentation and most of the time the teachers of English do not know how to promote and create inclusive environments that give hearing impaired students more confidence in the class.

Sustained in that outlook there is a lack of teachers' professional development for guiding the English learning process in inclusive classrooms, preventing teachers of English from having or practicing effective professional development.

To develop this research some significant studies are mentioned namely: "Frequent Communicative practices in an English inclusive classroom with deaf and hearing students". The professor Duván Antonio Cardona Gallego, at Universidad Tecnológica de Pereira, developed this research in 2011. The main objective of this study is to discover the experience of those who interrelate in the process of teaching and learning a foreign language, in this case English, within an integration approach with the purpose of improving teaching and learning quality for the deaf and hard of hearing students' population (D/HH). Furthermore, this educative study highlights the importance of researching over all aspects of teaching English as a foreign language to (D/HH) at a higher education level and how their learning process takes place in integration settings.

For the current study, this research about frequent communicative practices in an English inclusive classroom with deaf and hearing students contributes in the improvement of teaching and learning process for D/HH population. It emphasizes over a facilitator who can understand the implication of deafness and hearing impairments in the learning process by doing at the same time a good use of inclusive or integration classroom arrangements.

As an international range, to contextualize and support this research some significant topics are mentioned. By way of illustration, the National Special Educational Needs specialist Standards and a booklet published in England that is called Deaf Friendly Teaching. The first one was produced by the Teacher Training Agency (TTA) in England, those standards have been designed as an audit tool to help teachers and head teachers to identify specific training

and development needs in relation to the effective teaching of pupils with severe and hearing impaired. This booklet provides a wide variety of resources for any teacher seeking to develop their knowledge, understanding and skills in line with this issue. The main objective of the Deaf friendly booklet is to show the way of unlocking the full potential of pupils in schools, which lies in the expertise of teachers and head teachers, revealing the close correlation between quality of teaching and pupils` achievement

Another study that can support this research is a thesis related to: "Hearing impaired learners and their learning styles in English Language Classroom", by the professor Eva Hyjánková at Masaryk University Brno Faculty of Education, in 2010. The main purpose of this research is to determine learning styles of the hearing impaired primary students. This could be useful for the English teachers to enhance his or her teaching methods and could help teachers to find ways and strategies based on the identification of learner's styles to offer them a better approach to guide the English learning process to hearing-impaired students.

Another thesis is: "Language and literacy framework for Bilingual Deaf Education by Charlotte J Ennss, at University of Manitoba", 2006. This research is about how educators can begin to unlock the literacy potential of all deaf and hearing impaired (H/I) students, through the report and investigation about what communicative practices promote and facilitate the learning of English under an integration framework. The purpose of this study is to promote literacy in deaf children to reduce the gap between theoretical aspects of a bilingual approach to teaching Deaf students and the practical aspects of its implementation. This previous research provides to the current research project recommendations of how to promote inclusiveness with particular emphasis on the implementation of communicative practices to promote and facilitate the learning of English under an integration framework.

Following this line of research, other authors can support the current study like Tovar, L.A. (2000). La lengua escrita como segunda lengua para el niño sordo. He emphasizes the importance that learners achieve high literacy level in order to get academic success promoting integration to the culture, job offer and economy in their professional lives. He also implies how writing, in the case of the hearing-impaired students can be considered as the most important language input and therefore the best opportunity for succeeding. Meanwhile, Briggle, S.J. (2005). Language and Literacy development in children who are deaf or hearing impaired. This study is about strategies teachers should include into their teaching to hearing impaired students, such as, exposing these students to competent language models, whether interpreters, teachers, or peers, inspiring language development, giving opportunities to respond and ask questions in class, teaching hearing peers to sign increases the extent of social interaction and directly influence learning. Briggle, S.J. (2005). States that having in class hearing impaired students is considered as a learning experience for everybody, therefore, if the teachers of English are prepared and comprehend more about students with hearing impairments, the quality of education teachers provide can improve.

Additionally, Ahmed Akram Herzallah (2011), Professional Development Obstacles Facing Primary English Language Teachers in Northern Gaza. Proposed a research on Effective teachers' professional development programs that can have positive effects on learning outcomes. This research is significant for the current research about English teachers 'professional development for guiding the English Learning process in inclusive classrooms, because it focuses on the necessity of being professionally developed to be able to handle the current challenges English teachers face, namely, textbooks, student's behavior, administration, and even time.

The studies that were consulted not only are related to teachers but also school principals and principal deputies because their task is to improve students' achievement by means of teachers' professional development.

Richards and Farrell (2005), state that professional development of teachers has a close correlation with the students' learning process. Due to the fact that students will get better education if EFL teachers get effective professional development. "The quality of learning is exactly the same as the quality of the teachers". Lastly as an international range, to contextualize and support the investigation some significant researches are involved, namely, the National Special Educational Needs Specialist Standards produced by the Teacher Training Agency (TTA) in England states:

> Set out core and extension standards for teachers. Those standards have been designed as an audit tool to help teachers and head teachers to identify specific training and development needs in relation to the effective teaching of pupils with severe and hearing impaired.

The National Deaf Children's Society (2008) published a booklet with deaf friendly Teaching that provides many useful resources for any teacher seeking to develop their knowledge, understanding and skills in line with this issue. The main goal of this booklet is to show the way of unlocking the full potential of pupils in schools, which lies in the expertise of teachers and head teachers, revealing the close correlation between the quality of teaching and the achievement of pupils.

As far as it is concerned to the object and field of study related to the current educative research, it is significant to mention the issue about English teachers' professional development for guiding the English learning process in inclusive classrooms. That has as an object of study

English teachers' professional development in inclusive classrooms and as a field of study English teachers' professional development for guiding the English learning process in inclusive classrooms at GSA.

To achieve the objective of the educative research, that is related to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements will be designed, a pedagogical proposal.

The research project starts from a diagnostic questionnaire on teachers of English knowledge concerning pedagogical guidelines to teach English as a second language to hearing-impaired students. Their opinions revealed the requirement in teacher preparation programs to teach English as a foreign language to hearing-impaired students. Analysing the teachers` requirements in this field allows to identify their training needs to determine what specialized training teachers need to improve the process of teaching a foreign language.

This can help (EFL) English as foreign language teachers to ease English classes to hearing-impaired students in an inclusive class. Subsequently, hearing impaired learners can be aided in their learning process as a consequence of teacher's consciousness in the revision of class planning in order to create an existent and meaningful integration environment.

In addition, the current educational research is influenced by the qualitative paradigm, which gathers description of people, places, and conversations, and this is not easily handled by statistical procedures. Researchers do not apply in their research specific questions to answer or hypotheses to test. They are concerned with understanding behavior from the subject's own frame of reference." (Bogdan & Biklen, 1992). Additionally, Lincoln, Y. a. E. G. (1985) declares:

> 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. Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives.

The research tools used to gather data were class observations, interviews, talks with English teachers at GSA, of primary and high school about their pedagogical approaches and communicative practices related to English teaching activities for hearing impaired students. After those conversations, an interview was planned to talk about their responses. Another research tool was the field notes of the English teaching performance, Discussion groups with EFL teachers about communicative practices to promote the learning of English and discussion groups with hearing impaired students about their experience under integration approach with hearing peers. As this exploration is conducted by Collaborative Action research, the arrangement of qualitative and quantitative approaches is well established in this collaborative approach. A processes in which participants examine their own educational practice using the techniques of research for the purpose of increasing learning of students, teachers, and other interested statements (Caro-Bruce, 2000). According to the research that is being carried out action research includes teachers who need to do something to improve their own performance, namely, a team of English teachers at GSA, who have common concerns and work together to examine professional development issues relevant to their interests, conducted by an English teacher that is the one who is leading the research.

Identifying the context and population where the educational research takes place, is significant to highlight the research project, as an informants are six hearing impaired students,

about twelve and sixteen years old, with many economic facilities, their parents are professional with specialization and postgraduate studies. These learners have a wide cultural background due to knowledge of many cities around the world. One of them has severe hearing loss with the capability of slightly hearing but in perfect circumstances. The six hearing-impaired are students from sixth to eleventh grade that were enrolled in the English class. As participants, there are five teachers of English in high school. They have a degree in humanities and languages, and one of them is doing a Magister in education. All teachers have had in their classes hearing impaired students, one or maximum two per level and the educational physiologist is constantly assisting them.

Learners like hearing impaired can attend to educational physiologist the times they need, with the prior endorsement of the teacher. However, the speech and language therapist are not available in the school. If the educational physiologist considers the students` needs a specialized session, she has to talk to her parents for implementing a therapy out of the institution.

Finally, in order to provide a broader understanding of this educational research, the upcoming chapters present the following constructs: contextualization of the problem, problem statement, object of study, field of study, general objective, scientific tasks, concept and classification of hearing impairment, related previous studies, linguistic policies concerning to the teaching and learning of English, foreign language teaching methodologies, classroom adaptations for hearing impaired students, theoretical literature related to EFL teachers' professional development, data collection procedures, data analysis, finding about which characteristics should have an English teachers' professional development proposal to guide the English learning process in inclusive classrooms discussions, research and conclusions.

1. THEORETICAL FRAMEWORK

The current research project has the purpose to support teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive or integration classroom arrangements.

This could help English as foreign language teachers (EFL) to ease English classes to hearing-impaired students in an inclusive class. In order to provide a broader understanding of this research, this chapter develops the following theoretical constructs: Inclusive classrooms concept. Teachers` professional development and Inclusive teaching strategies. The first one has four central topics: the origins of the concept of Inclusive classroom and first perceptions, differences between inclusive and integration notions, subsequently inclusive conceptions origins in Colombia, inclusive class policies in Colombia and finally inclusive classroom concept and its applicability in the school where the investigation is carried out.

The second is linked to the definition of the topic, that is; teachers` professional development and its implication in the students' achievement as well as the distinction between teacher training and teacher development.

The last theoretical construct is about inclusive teaching strategies and it shows the effective ways to teach to hearing-impaired students to promote an inclusive learning environment in which students feel equally valued.

First of all, it is of paramount importance to establish the concept the school has of inclusive classrooms. The school remarks integration agreements for learners with special educational needs adapting academic process to sustain their life project according to the weaknesses or strengths that learners with disabilities have, doing and applying a better use of

inclusive classroom arrangements. On this account, the inclusive classroom concept has to be clarified according to:

- Origins and first conceptions
- Differences between inclusive and integration concepts.
- Concept of inclusion origins in Colombia.
- Inclusive classroom concept and its relevance in the school where the investigation is held.

1.1. Inclusive Classrooms

Several nations around the world have done many efforts to promote the right of education to everybody centered on the Universal declaration of Human Rights. That evoke the Education as a fundamental right for all people, women and men of all ages around the world. Unfortunately, in spite of those efforts some inequality problems persisted, namely, the widening economic, cultural and educational discrimination between nations and the threat of economic decline that affects millions of people around the world. These problems have led major obstacles in basic education since the 1980s and mainly in many of the least developed countries.

In the 1990s, in Thailand were assembled delegates form 155 governments including policy makers and specialists in education and other major sectors to discuss aspects about education for all people, proclaiming the World Declaration on Education for all: Meeting Basic Learning Needs. (UNESCO, 1990, p.7). This declaration in article number 1 recalls:

"Every person, child, youth, and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs" (UNESCO, 1990, p.7).

From this declaration, the UNESCO mentioned the inclusive classrooms concept as a process of addressing and responding to the diversity of needs of all learners by increasing and involving participation of all statements that are in the educational process of the children. (UNESCO, 2005, p.13).

Based on the world Declaration on Education for all: Meting Basic Learning Needs. (UNESCO, 1990, p.7). The concept of inclusion was explored through three dimensions that will be explained as follow:

- Dimension A: Creating inclusive cultures.

This dimension is focused on the establishment of a safe, welcoming, supported, collaborative and stimulating school community. Its main purpose is to develop

inclusive values shared by all teachers, students, family and community, as well as the principles that are derived from the school culture that are the guidelines of the decisions to promote the continuous process of educational innovation in inclusive practices.

- Dimension B: Producing Inclusive policies

This dimension makes sure that the inclusion covers all school procedures. Policies have to guarantee the participation of all students. This dimension also proposes to minimize the exclusionary pressures. All the policies have to increase the capacity to respond to students' diversity.

- Dimension C: Evolving Inclusive classrooms:

It considers that the educative practices applied in the schools should reflect the culture and knowledge about inclusive policies. In addition, this dimension tries to ensure activities in

the classroom and extracurricular activities to encourage the involvement of all students. The teaching staff and the agent support are integrated so that the barriers for learning and participation are overcome; therefore, the function of the teacher is to assemble resources of the school and local communities to keep everyone in active and inclusive learning environment.

The dimensions afore mentioned were quoted by the index for Inclusion that was developed as a methodological tool by two British educators: Tony Booth and Mel Ainscow. The Index for Inclusion helps schools to develop themselves in a way that values all pupils equally. It contains a set of resources designed to support educative institutions in the process of working towards inclusive schools that are considered the assessments of teaching staff, the school board members, the student's body, the families and other community members that has as a main purpose to improve educational achievement through inclusive practices.

1.2. Differences Between Inclusive and Integration Concepts

The inclusive classroom concept had its origins in the World Declaration on Education for All Meeting Basic Learning Needs. (UNESCO, 1990, p.7). This concept was misunderstood and confused with integration concept. The integration concept emerges from the requirement of diversity in the social field turning into a philosophic approach that pursues vindicate the human being. With the integration concept implementation, the schools could call on the same setting all kind of students.

This educative perspective was considered an advance, but unfortunately only assembled students in terms of infrastructure but not regarding modifications in curriculum design or implementation of methodological and pedagogical strategies to provide better education in line with specific students` requirements. It is important to determine that every

person and group of students have diverse demands, interests, needs and learning styles, emphasizing on the importance of adopting and adapting strategies and inclusive approaches.

In the International Conference on Education to Inclusive Education: The way towards the future. Geneva, Switzerland, (2008). Were suggested some considerations to address pedagogical strategies related to the demands about students ‘interest, needs and learning styles to provide better education in line with specific students` requirements. These demands are related to the articulation and integration of learning in different levels of education from early childhood education to higher education, considering the possibility of integrating all forms of learning styles namely; (Informal, non-formal, formal, personalized, self-directed, open and distance education). Emphasizing in the significance of avoiding cultural socio-racial, ethnic, or socio-economic discriminations.

Regarding the situation in Colombia, the public policy states that the Inclusion concept “Educación en y para la diversidad" or the related concept that is inclusive education. Invite to live together incorporating new ways of coexistence based on pluralism, respect and mutual understanding, promoting the strengthening of democratic relations and the development of values of cooperation, solidarity and justice. Thus, the main objective is to "learn to be" in the coexistence with the other, respecting and learning from the difference as quoted, Ainscow (2001) states in his book: “Educación inclusiva como derecho."

According to the United Nations, the concept related to inclusion establishes a broad expression to the effective implementation of the education right and learning, it is about learning to live in diversity and learning to learn the differences. Today, the concept of inclusion is connected with gender ethnicity, social class, health and human rights, among others. This means that the public policy about inclusion should ensure that all people

regardless their social or economic conditions should have the same opportunities to access education. As Guajardo, (2008). Asserts: “Learn to live in diversity and learning to learn the differences”

To conclude this section, the difference between integration and the concept of inclusion will be mentioned as follow. The main objective of the inclusion is to offer access to quality of education to all students, that means to offer equal opportunities to everybody not only for access but also for success. Integration means the process of interaction of disable children with normal students in the same educational setting. By contrast, inclusive education can be defined as the process of increasing the participation of students in the cultures, curricula and communities of local mainstream schools, which means, students with disabilities have the opportunity to access to the same learning opportunities as any other child, and receive support to enable them to meet relevant individual goals. Gordon, L (2007).

1.3. Inclusive Classroom Concept in Colombia

In the 80s a new expression in education was implemented, this new expression emerges from the reaction to the exclusion lived by certain minorities during many years, such as ethnic groups or people with disabilities. The new expression was integration; which is understood as a guiding principle that accepts and recognizes the society as an assembly conformed by different humans’ beings.

In 1992, the president of Colombia Cesar Gaviria implemented the concept of “Normalización”. Which means people with disabilities can access a normal life with their personal status, allowing equal rights to have a lifestyle in accordance with their context and age. “No se normaliza a las personas, sino al entorno y al ambiente." (Gaviria, 1992, p. 29).

Therefore, this regularization became the basis for an integration approach, specifically for school integration, "seen as the unification of the usual and special education, offering a variety of facilities to all children according to their learning needs." (Gaviria, 1992, p. 10). The advance of integration inside comprehensive schools has produced in latest years a conceptual evolution in what is meant by integration. It was required to put aside that term and replaced it by inclusion, which emerged in the 90s. That was the time in which the human being rights of the people with disabilities were absolutely recognized in Colombia.

As for the recognition of the rights of people with disabilities, the concepts about NE (Necesidades Edcuativas) and NEE (Necesidades Educativas Especiales), they were taken into consideration because they are linked to, Normalization, as the president of Colombia in that period mentioned.

In the 90s period, the terms of NE (Necesidades Educativas) and NEE (Necesidades Educativas Especiales) were exposed and applied in the educative setting. The concept of NE (Necesidades Educativas), refers to individual educational needs that cannot be solved by the methodological resources regularly used by teachers and need to be provided with adjustments, resources, and special educational strategies, dissimilar from those commonly required by most students. (MEN, 2005). By contrast, the concept about NEE (Necesidades Educativas Especiales) is related to students who have higher complications than others in accessing learning and require support, special services and adjustments in the educational context or classroom organization. (MEN, 2005).

1.4. Inclusive Class Policies

The National Bilingual program. Colombian Ministry of Education (MEN, 2004). Has a remarkable significance because is associated to the legislations about bilingual arrangements programs. The national bilingual program is framed within the strategic projects for communication and is made up of three core strategies, as Ministry of Education validates. The first one emphasizes in setting National English Standards guiding teachers, students and parents for developing the language skills that students should have in each grade. The second remarks the English-language component, in line with the standards of the Common European Framework of Reference, incorporated into the National Graduate Exam: ECAES. In addition, the last one includes professional development programs for teachers of English as a foreign language, connected with: English immersion courses; Online English-language courses; Professional development courses; Opportunities to apply for scholarships to study abroad; audiovisual tools to teach and learn English; and support for academic and professional associations and events.

There are many options to improve the English level of teachers, but the National Bilingual Program did not make any reference to professional development programs for teachers of English as a foreign language to hearing impaired students. In addition, this program has an interactive platform that is called Colombia Aprende (atención educativa para la población con discapacidad). This platform provides pedagogical guidelines to face the teaching process with this kind of students (H/I). Unfortunately, the article only mentions pedagogical guidelines related to the Spanish class and just for deaf students. Consequently, it can be stated that there is a requirement of stablishing professional development programs in pedagogical guidelines for teachers of English as a foreign language to hearing-impaired

students. This could help English as foreign language (EFL) teachers to ease English classes to hearing impaired students in an inclusive class, as well as contributing to improve teaching and learning quality.

Regarding the levels that has established the Common European Framework of Reference for Languages to our country is working towards a higher proficiency in English to achieving a B1 level for the students at the end of secondary school. Students understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., and deal with most situations likely to arise whilst travelling in an area where the language is spoken. They also produce simple connected text on topics, which are familiar, or about personal interest and describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

On the other hand, this linguistic policy adds a general basis for the establishment of language syllabuses, curriculum guidelines, examinations and textbooks. It also describes in a comprehensive way what language learners have to learn and to do in order to use the language to express their ideas. As well as the knowledge and skills, they have to develop to be able to act efficiently in diverse communicative contexts. (Common European Framework of Reference for Languages, 2001, p.24). Within this framework have to supervise the advancement of students to find the way that students recognize, analyse and overcome their learning problems developing their individual proficiency at the time of learning.

1.5. Inclusive Classroom Concept and Its Relevance in The School Where the Investigation is Held

The school were the investigation took place has integration agreements for learners with special educational needs, specifically hearing impaired students. The concept about hearing impaired students is taken from the Clinical Audiologist Department of Communication Disorders (2008) that declares:

> Hearing loss is considered to be the most prevalent congenital abnormality in newborns and is more than twice as prevalent as other conditions that are screened for at birth; it is one of the most common sensory disorders and is the consequence of sensorineural and/or conductive malfunctions of the ear

In this respect, the department of education training and employment of Queensland found that "hearing impairment means a full or partial loss of the ability to detect or discriminate sounds due to an abnormality associated with the physiology, anatomy or function of the ear" (2008). A hearing impairment can be described in terms of the degree of a hearing impairment, ranging from a mild hearing impairment to a profound hearing impairment. The types of hearing impairment are Permanent (sensory-neural), not permanent (conductive) or a combination of both (mixed loss). Related to deafness classification, the Colombian Government has categorized deafness in three different levels according to the level of hearing loss (Law 982) (Decree 2369):

- Mild - At 26-45 Decibels (Db). A little difficulty hearing speech. Even a mild hearing loss can be serious for children still learning to talk.

- Moderate - At 46-65 Db. More difficulty hearing speech. - At 66-85 Db. A lot of difficulty hearing speech. It is at this level that we begin to use the term "deaf".

- Profound - Anything over 85 Db. With this level of hearing loss, hearing aids may or may not help; cochlear implants are often an option.

The degree of hearing loss considered by the Clinical Audiologist Department of Communication Disorders (2008) is defined as follows:

- Mild hearing loss: Soft noises are not heard. Understanding speech is difficult in a loud environment.

- Moderate hearing loss: Soft and moderately loud noises are not heard. Understanding speech becomes very difficult if background noise is present.

- Severe hearing loss: Conversations have to be conducted loudly. Group conversations are possible only with a lot of effort.

- Profound hearing loss: Some very loud noises are heard. Without a hearing aid, communication is no longer possible even with intense effort.

The PEI of the institution states that is essential to bear in mind students with this kind of impairments, therefore, the curriculum has to be adjusted in order to be an instrument that supports the life project of these students, in accordance with the manifest weaknesses or strengths they have. The school also mentions in its institutional educative project: "Integration agreements for students with special educational needs adapting their academic process to sustain the life project of each one of them according to the visible weaknesses or strengths they have (PEI, Gimnasio San Angelo, 2013 p. 5.). That means has a flexible curriculum that

allows hearing impaired students to access knowledge starting from their strengths and potentials, giving the option of learning at their own pace.

But regrettably there is a lack of teachers' professional development for guiding the English learning process in inclusive classrooms, furthermore the current research has the intention to qualify teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive or integration classroom arrangements.

1.6. Teachers` Professional Development

The purpose of this section is to show the relevance that the teachers of English have in promoting an inclusive environment. However, to do this, it is necessary to consider that the role of educative institutions is changing and so is projected for teachers. At present teachers are required to teach in increasingly multicultural classrooms giving significant importance on integrating students with special learning needs in the classrooms. English teachers have to do an effective use of information and communication technologies for teaching and additionally developing efforts to include parents in schools.

Teachers are lifelong learners that is why ongoing education is a requirement for teachers of every public or private school level. The concept about ongoing education refers directly about professional development that is understood according to (Fullan, 1990) as the involvement of any activity or process that seeks to improve skills, attitudes, understanding or performance in current or future roles.

Thereby to achieve professional development some workshops, seminars and training courses will be implemented to support teachers to stay updated with new trends that allow them to learn new strategies and techniques to face future classroom challenges.

The distinction between teacher training and teacher development is an interesting matter that has given rise to some valuable and remarkable thoughts about the nature of professional learning. Richards and Farrell. (2005), states that "there is a noticeable difference about teacher training and teacher development concept".

Teacher training refers to activities directly focused on a teachers' current assignments and is typically aimed at short- term with immediate goals. Teacher training also involves trying out new strategies in the classroom. The content of training is often available in standard training formats or through prescriptions in methodology books. For instance:

Learning how to use effective strategies to open a lesson, adapting the textbook to match the class or learning how to use group activities in a lesson.

By contrast, teacher development is related to general growth not focused on a specific job. It is used as a longer-term goal and seeks to facilitate growth of teachers` understanding of teaching and of themselves as teachers.

Examples of goals from a teachers' development perspective:

- How the process of second language development occurs.
- How teacher`s roles change according to the kind of learners we are teaching, (This example of goal perfectly fits to the main purpose of the currently research).
- The developing and understanding of different styles of teaching.

The activities that were developed in the current research project are related to the implementation of a pedagogical proposal for English teachers to enrich teachers' professional development for guiding the English learning process in inclusive classrooms. These activities are associated with document different kinds of teaching practices that have been applied to hearing impaired students in the English class, as well as the reflective analysis of those teaching practices, examining beliefs, values and principles, conversations with peers on core issues, presentation and awareness of the public policy about disabilities. Besides of collaborating with peers on classrooms projects, for promoting inclusive environments.

In this way, professional development goes beyond personal and individual reflection; it includes exploration of new trends and theories about teachers` methodologies and adaptations to enrich teachers' professional development for guiding the English learning process in inclusive classrooms. As well as the knowledge of the current public policies about inclusion, the understanding of the difference between integration and inclusion concepts.

Professional development in this field of education has a main purpose that the teachers of English improve their performance for guiding in a better way the English learning process in inclusive classrooms. As Richards and Farrell states: "Teachers` roles change according to the kind of learner's teachers are preparing" (2005).

From the perspective of teacher`s development that was linked to enrich teachers' professional development for guiding the English learning process in inclusive classrooms, is essential to include besides the topics previously mentioned such as awareness of the public policies about disabilities or the distinction between inclusive and integration concepts. The inclusive teaching strategies that teachers can employ to improve teachers` performance and subsequently to improve students` achievement.

1.7. Inclusive Teaching Strategies

Inclusive teaching offers learning opportunities that considers a diversity of individual needs and learning styles related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments, and family responsibilities. Students with disabilities like hearing impaired have the same rights and responsibilities as other students. That their strengths, expectations and needs must be recognized.

In spite of the students' disabilities, teachers have to discover effective ways for teaching their students, finding effective strategies based on the knowledge of each one of their students. In addition, inclusive teaching strategies have to contribute to an overall inclusive learning environment, in which students feel equally valued.

In accordance with the purpose of the teachers of English in the advancement of creating, an inclusive environment is relevant to take into consideration that teachers must be able to adapt this current pedagogical thinking, to allow hearing impaired students to have meaningful learning experiences. In addition, teachers need to reflect on the curriculum design relevant activities correlated with child`s real life experiences and needs. As the Department of Education and Training, (2003), mentions, in effective and inclusive schools, parents, teachers, students, and community have to be engaged in discussions about students` learning needs, goals, and aims, classroom activities and strategies that will be used to help them to achieve advancement in their learning process. The communication between school community and parents could provide challenges and could help to know how teachers can do to assist the students to meet these challenges.

Hearing impaired students can greatly benefit from inclusion, when teachers understand the educational and social impacts of hearing impairment, so teaching strategies to benefit hearing impaired students can be put into action to promote acceptance and enhance learning.

Concerned Inclusive Education: Guide for schools, New Zeeland Government includes some positive inclusion techniques, which are divided into four categories:

- First: Support participation and confidence.
- Second: Present information in indifferent ways.
- Third: Support students` processing and organizational skills.
- Fourth: Provide support options for students to create, learn and collaborate.

1.8. Support Participation and Confidence

To build students` confidence teachers first have to take a look at the classroom, including teaching strategies, assessment processes, materials and ways to construct learning tasks or opportunities

- Ask students what helps them to learn (for example, text- to- speech or quiet spaces) and build their proposals into your planning.
- Use students ‘interests, strengths and culture to create opportunities for them to take advantage.
- Identify classroom situations (jokes, verbal instructions given from a distance) that made exclude some students. Provide alternative access or information.

- Recognize avoidance strategies and provide support and encouragement.
- Give ongoing prompts and positive feedback, and provide strategies that help students when they are stuck.
- Create a class culture where students support each other.
- Increase opportunities for one-to-one and small group interactions to support more personalized conversations about learning.

1.9. Present Information in Different Ways

- Take multisensory approach- use real experiences, physical and handle able activities to support understanding.
- Support text and spoken information with photos, graphics, audio, and video.

As Stancampiano claims (2013)

> Using visual facilitation and pre-drawn flip charts not only helps draw in learners (so to speak), but makes it easier for them to remember the concepts they've just learned. The simple pictures and the words about the topic offer an easy way for people to link the concept to the picture.

- Present digital text rather than printed text or that students can personalize it (for example, by enlarging it or listening to it)

- Use blogs, wikis, and online tools such as Moodle to bring together different versions of content in one place (for example, a YouTube video, a graphic, and some text).

- Make instructions, demonstrations, or key content rewindable and accessible.

1.1.1 Support Students` Processing and Organizational Skills

- Label key areas of the classrooms and resources with visual and txt labels.

- Use charts, visual calendars, cooler-coded schedules, visible timers and visual cues to increase the predictability of regular activities, and changes in discussion topics.

- Make graphic organizers and flow charts available to support breaking tasks into chunks and planning in all curriculum areas.

- Highlight patterns, critical features, big ideas, and relationships using visuals, minds maps, 3-D manipulatives, outlines, flow charts and real objects.

- Use mind maps to brainstorm ideas and make connections.

- Support group and class discussions with visual annotations to prompt later recall of key ideas.

1.1.2 Provide Support Options for Students to Create, Learn and Collaborate

- Where possible, set goals that enable students to exhibit their understanding through multiple pathways.

- Offer students a range of options for expression: text, images, voice, video, animation or a combination of media.

- Encourage students to select work environment that best suit their needs and the task (for example, wearing noise- cancelling headphones, listening to music, working in a quiet corner.)

- Discuss with students, different ways they can reveal their learning to meet success criteria.

- Consider reducing the quantity rather than the complexity of learning.

- Teachers have to review and adjust their classrooms to make them more effective for communication and social interactions and to develop successful strategies to facilitate learning.

1.1.3 How to apply the inclusive teaching strategies to assist all students to learn.

Educators need to attempt more innovative approaches to teach into diversity and disability. That is why they have to value the differences in their classrooms and applying this tendency, giving different points of view in how they are teaching. In addition, teachers are required to adjust the syllabus, methodology and pedagogy to help their students with disabilities to learn. Cooperative groups could be an attempt to influence an inclusive approach in the classroom, every teacher that wants to manage this successful strategy has to think up an individual education plan that reflects student`s strengths and weaknesses. Nevertheless, there is remarkable difference between cooperative learning and collaborative learning. According to Dooly (2008)

> In the cooperative model of learning, the teacher still controls most of what is going on in the class, even if the students are working in groups. But in collaborative learning

> students are aimed to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together. (p. 1).

These strategies are such remarkable tools of learning because every students' strengths are valued. Similarly, the child-focused approach in which the teacher is a facilitator, not an instructor. As Reggio Emilia approach states. (2003). this approach is established on the conviction that children are the principal agents for their own learning, and that learning occurs through active exploration in a rich environment. (Emilia, 2003). For instance, students involved in Reggio Emilia approach think up projects from their own interests and are encouraged to dream up and communicate their ideas, needs and thoughts through many ways.

Reggio Emilia approach supports its conceptualization in Vygotsky conception, which states that students need to be able to take part in problem solving through group dynamics. That will change according to the tasks that are being completed, so each task approach will be different because every student has different ways of thinking then, different individuals will play dissimilar roles within the classroom. That is why students in an inclusive classroom have to be exposed to many learning experiences giving them the tools of decision making and learning.

In the English class, for instance, some methodologies and adjustments could be applied to encourage all students` involvement based on motivation that plays a fundamental role in the process of communication because is considered the most effective way to enhance students` enthusiasm to learn easier and freely in an appropriate environment. Arias (2012) states, "is the key for learning". Therefore, the activities should be designed to encourage the motivation of students in order to stimulate and facilitate learning.

Teaching a foreign language should involve a variety of methodologies to facilitate learning and provide the students with a friendly environment for the expression of their ideas. At respect, (Jiménez, 2003) stated that the curriculum of schools must emphasize in many sensorial experiences and overall in the needs of the speech as a means of effective communication; students may not talk about something they have not lived and felt. For this reason, it is so important that teachers of English reconsider their methodological principles and aims of the teaching-learning process, to make it easier and relevant for the students to develop their communicative competence.

Concerning linguistic methodology, (Jimenez, 2003) mentions most of the methods must be in line with the communicative approach, it means, teachers of English must give priority to the oral language than the written one. That is why the teaching and use of the language must be taught in realistic communicative contexts.

To conclude, teachers of English have to focus on the functions of language rather than the formal aspects of the language. As (Alonso, 2003) states, the English language teaching strategies for hearing impaired students will require adjustments in its use of language as an instrument of communication and learning. The students will learn more through the systematic exposition and fluency communication than the learning of grammar rules.

Another significant factor in relation with the purpose of inspiring all students to learn, specifically hearing-impaired students, are the adaptations that must be done in the classroom. That is about as (Raw, 2012) mentions:

"It is so important to consider, the exclusion of extra noise in the class, this will help students with hearing impairments focus on the class lecture and assignments because hearing aids amplify every sound, including tapping pencils and air conditioners".

Area rugs, heavy curtains and tennis balls on chair bottoms can also eliminate a great deal of extraneous noise.

On the other hand, it is all-important to consider that the classroom has to count with excellent illumination; this could improve the conditions of visual aids. In addition, teachers should speak naturally; The volume of the teacher`s voice must be normal, if it is so strong, can affect the student`s process, or if it is not very low the student would not hear.

Finally, it is recommended to place these students in the second line of the classroom in a central area. In this way, the students could see the teachers` attitudes and reactions and at the same time, these students could see the attitudes and reactions of their classmates that are on both sides.

Related to materials and resources. It is the teachers` responsibility to adjust the materials and resources. Thus, teachers have a great task to carry out the adjustments. In accordance with the (Practical guidance for teachers working with deaf children, 2004), teachers have to be directed at the development of shorter texts, with real situations and dialogues, full of bullets, and verbal or visual calls that supply the lack of meaning. Therefore, using visual clues and resources will help hearing impaired students access to teachers` lesson developing their understanding easier, to expose these students to learn, for instance, new vocabulary, give a context to a subject or situation to reinforce what is being learnt. Teachers can use visual clues by using drama such as acting out a scene from history, also using pictures, diagrams, illustrations, objects and artefacts or showing videos (with subtitles) or slide shows. It is fundamental to use visual clues as well as written text and spoken explanations.

To conclude this chapter, the benefits of inclusive teaching practices will be mentioned

Because its relevance in families, teachers and community live, namely, Families' visions of a usual life for children can come true, this means that all parents want their children to be accepted by their peers, have friends and enjoy a "regular" life. Inclusive settings become this idea a real issue that involves many children with disabilities. In inclusive setting children can promote a positive understanding of themselves and others. When students are in classes that considers the similarities and differences of people they surely learn to think highly of diversity, respecting and understanding personal grow because they are sharing and learning with children of dissimilar abilities and cultures. An atmosphere in which inclusive practices are proposed will benefit not only students with disabilities but also all community.

Inclusive education is a way of thinking about how to be creative to modify schools into places where all children can join in and the creativity is the main tool that teachers need to use to teach in different ways designing their lessons so that all children can be involved.

2. STATEMENT OF THE PROBLEM

The institution where the research took place, refers in its institutional project (PEI, Gimnasio San Angelo, 2013 p.5), integration agreements for students with special education needs, adjusting academic process in accordance with the life project of each one of them, bearing in mind their weaknesses and strengths. But unfortunately the institutional project does not mention the requirement of qualifying English teachers to teach in uncertain learning contexts, like inclusive classrooms.

The Gimnasio San Angelo wants to promote inclusive practices, concerning special education needs advancement, guiding from the general law of education by means, Colombian Ministry of Education, decree 470 of 2007. The general law of education states all ways of non-discrimination like gender, ethnicity and religion- creed. The school has in most of its classrooms hearing students and students with special education needs (Hearing impaired students). The hearing students have more incidence in percentage inside of the classrooms, like 80% percent of the overall population. For this reason, is relevant to highlight that day after day the promotion and acceptance the institution has with students with special education needs is increasing.

The researcher became aware of the increasing number of students with hearing-impaired disabilities in the school classrooms; as teacher of English, she noticed that these students instead of being included in the English class activities, they were excluded due to the fact that she had no formal preparation to manage students with any type of disability, as well as the other teachers of English that were not prepared as they should be to teach English to

hearing impaired students; thus, these students were not properly supported in their academic performance and the barriers to academic success would likely to increase as their specific needs had not been addressed; every year the number of students with this disability in this school increases, therefore, it is of paramount importance that teachers have to be prepare to deal with their needs.

The problematic situation is related to: **Lack of teachers' professional development for guiding the English learning process in inclusive classrooms.**

This is a problematic situation that deserves research, considering that there is a close correlation between an improvement concerning to the English teachers` professional development with the pupils' achievement.

The researcher used one interview, (Appendix.3) (Appendix: 2), to gain further insight into this problematic situation. The semi-structured interview was applied to five teachers, and the results showed that the teachers of English do not have any knowledge about the management of students with any type of disability and the teachers of English had not received any kind of pedagogical training related to the teaching of English to hearing impaired students under inclusive classrooms arrangements. As one of the English teachers at GSA states in one interview that was applied to know if the institution had applied teacher's professional development trainings for guiding the English learning process in inclusive classes. Her answer was:

> Considero pertinente y urgente capacitaciones para todos los docentes ya que carecemos de estrategias metodológicas y pedagógicas para la enseñanza del inglés en aulas inclusivas. Pienso que los niños no tienen la necesidad educativa somos los docentes

> quienes tenemos la necesidad de aprender a tratarlos y a capacitarlos" Interview done to English teacher at GSA. (English Teacher, 2015). (Appendix 1).

In this way, teachers need to be leaders in educative actions related to the diversity since the inclusion. A question about if the institution had applied teachers' professional development trainings for guiding the English learning process in inclusive classes.

Another Teacher of English´s answer was:

> Durante mi ejercicio docente he recibido información sobre la pérdida de la audición, sin embargo, no he recibido ningún tipo de formación pedagógica acerca de este tema, para poder orientar a estos chicos de una mejor manera". Interview done to English Teacher at GSA. (English Teacher, 2015, 2015). (Appendix 1).

That is why the researcher highlights the significance of researching over English teachers` professional development, emphasizing in the development of a new professional who includes inclusive education as a way to reply, engage and celebrate diversity in the education system. As Ainscow, (2001) states: "*Training teachers to work collaboratively on improving schools to be able to allow the participation and learning of all students*." (p. 596)

An interview done to the teachers of English, was applied to them to collect their opinions, (See, Chapter twelve: Data analysis). The results obtained from the interview showed that teachers of English had not received any kind of pedagogical training related to the teaching of English to hearing impaired students under inclusive classrooms arrangements.

An interview was applied to the teachers of English at GSA. The teachers of English answers were similar in affirm that they need teachers' training related to teach English in inclusive classrooms. As the next paragraph shows.

> Considero pertinente y urgente capacitaciones para todos los docentes ya que carecemos de estrategias metodológicas y pedagógicas para la enseñanza del inglés en aulas

> inclusivas. Pienso que los niños no tienen la necesidad educativa somos los docentes quienes tenemos la necesidad de aprender a tratarlos y a capacitarlos" Interview done to English teacher at GSA. (English Teacher, 2015). (Appendix 1).

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After the interview done to the teachers of English, a questionnaire was applied to them to collect their opinions, (See, Chapter twelve: Data analysis). The question number 1, said: "¿Ha recibido alguna capacitación con relación a la enseñanza del inglés para estudiantes con baja audición? "No, considero pertinente y urgente capacitaciones para todos los docentes, ya que carecemos de estrategias metodológicas y pedagógicas para la enseñanza del inglés en aulas inclusivas. Pienso que los niños no tienen la necesidad educativa, somos los docentes quienes tenemos la necesidad de aprender a tratarlos y capacitarlos". Interview done to the English teachers at GSA. (English teacher, 2016).

This answer was not the only one, all the teachers of English interviewed had a similar opinion about this question. (See Appendix1) all the teachers of English opinions sustain the evidence of the problematic situation, because all the teachers of English stated that they have not received teacher's professional development trainings for guiding the English learning

process in inclusive classes. That is why it is relevant to emphasize around the significance of researching about all aspects of English teachers` professional development underlining in the development of a new professional. It involves inclusive education as a way to reply, engage and celebrate diversity in the education system for guiding the English learning process in inclusive classrooms helping English teachers and teachers of different subjects to comprehend the students` learning difficulties as opportunities to improve the educational practice.

2.1 Rationale

The statement of the problem is related to the lack of teachers' professional development for guiding the English learning process in inclusive classrooms. The research about English teachers' professional development that fosters the understanding of the implications that involve inclusive practices as a way of replying, engaging and celebrating diversity in education system is relevant.

Unfortunately, there are two aspects that prevent the development of inclusive practices inside the school where the investigation took place. The first aspect is related to the importance of qualifying teachers of English to teach to hearing impaired students. The government has the public policy that states the Inclusion concept as the: "Educación en y para la diversidad" or the related concept that is inclusive education. Is also valid to consider that these words frame a lifestyle that invites to live together incorporating new ways of coexistence based on pluralism, respect and mutual understanding, promoting the strengthening of democratic relations and the development of values of cooperation, solidarity and justice, but unfortunately the public policy do not take into account that the teachers of English do not have the knowledge about inclusive classrooms and they are not prepared to teach to hearing

impaired students in inclusive classrooms that include hearing students and hearing impaired students. That is why is relevant to qualify teachers of English for guiding the English learning process in inclusive classrooms.

The second aspect is related to the institutional project where the investigation took place. This institutional project does not mention the requirement of qualifying English teachers to teach to hearing impaired students in inclusive classrooms. Likewise, the researcher has noticed the difficulties that teachers of English face in the English class with this sort of population because they are not prepared to manage them. Along the same line, the teachers of English need to understand that hearing impaired learners also require to be integrated to the learning process in order to develop motivation towards the learning of the target language. That is why the current research aims to support teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive or integration classroom arrangements

The teachers of English have to promote education of quality to hearing and deaf students in an inclusive scenario; Even though they have no specific training in how to teach inclusive or integrated classrooms. Therefore, there is a need to develop a pedagogical proposal that can guide them in how teach a foreign language such English in an inclusive setting

For this reason, there is a need to explore the fact of how the D/HH students are adapting to the requirement of attending English classes and how are teachers who have not been trained to facilitate English to D/HH or hard of hearing students. That implies dealing with the challenge to teach a foreign language such as English in an inclusive setting.

When the teachers of English were studying their carriers in education about nine or more years ago. The curriculum did not consider fields of inquiry that promotes inclusive practices, because most of the time higher education curriculum included specific tools and teaching methodologies that focus on teaching to standard students. That is why many teachers are facing the challenge of teaching in inclusive classrooms, without any specific training.

The teachers of English that have to face different challenges in classes need to start inquiring over new proposals to enrich their professional development. As through them teachers will benefit and their class performance will be better. Likewise, this will offer many benefits that will be directly related to the classes that should be planned in order not to exclude D/HH learners from the class, in specific situation of GSA. Nevertheless, this new thinking of inclusive classrooms can be extent to many schools that admit blind students, attention deficit, Asperger Syndrome students and children with mobility problems, students with diverse places of origin, and dissimilar creed.

Consequently, the results of the present study can provide fundamental information for English teacher's professional development concerning the implementation of different classroom strategies that can facilitate D/HH students learning in an integration or inclusive context. In this way, D/HH learners can advance in their learning process because of the teachers` awareness in the adaptation of class planning in order to create a real and meaningful research environment. Furthermore, this research can also assistance teachers and English teachers to recognize students` learning difficulties as opportunities to improve their educative practice

Finally, this research can encourage teachers of English at GSA to continue exploring the field of teaching English to deaf and hard-of-hearing learners doing a better practice of inclusive arrangements.

In the qualitative research, that is carried out I attempt to support English teachers at GSA to look around the field of teaching English to deaf and hard-of-hearing learners doing a better use of inclusive arrangements.

2.2 The scientific question addressed by this research is:

How does the implementation of a pedagogical proposal to foster the teachers of English in understanding the implications of hearing impairment in the learning process contribute to improve their performance in inclusive classrooms?

2.3 The main objective of this study is:

To foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive or integration classroom arrangements

2.4 The specific objectives:

- To identify the current situation of the teaching of English to hearing impaired students at Gimnasio San Angelo.

- To construct a body of knowledge to support the pedagogical proposal

- To design a pedagogical proposal for English teachers to enrich teachers' professional development for guiding the English learning process in inclusive classrooms.

- To analyse the results obtained after the implementation of the proposal by means of different data collection methods.

2.5 Object of study

English teachers' professional development in inclusive classrooms.

2.6 Field of study

English teachers' professional development for guiding the English learning process in inclusive classrooms at GSA

3. METHODOLOGY

This chapter introduces the research methodology, the qualitative method, as well as the description and explanation of the research methods that were employed throughout the research process to collect qualitative data for the development of current research.

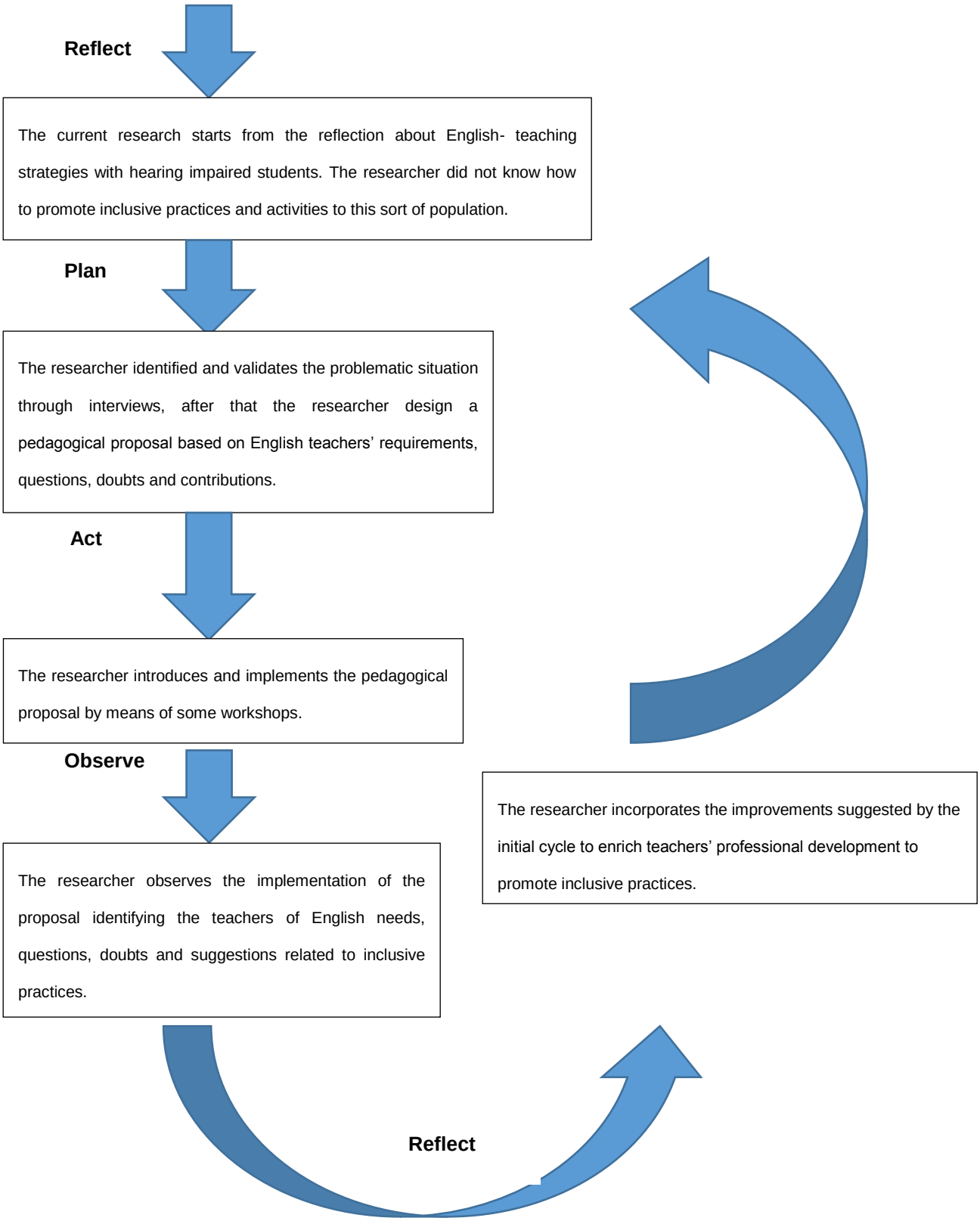
3.1 Research Methodology: Qualitative Research

The research methodology that was used in the current study was qualitative research, which is based on a more holistic view and is not about answering questions like "to what extent" or "how well" something is done. The researcher used the qualitative research methodology to observe, describe, and interpret activities and situations about the English teachers' professional development for guiding the English learning process in inclusive classrooms. The researcher assumed a participant-researcher interaction, that means, the researcher took the role of the observed/research subject, and then she tried to find possible trends or patterns from these observations. The researcher goes to the field of investigation in a natural context that were the English classes and the English teacher's development because the problematic situation that she had perceived and lived was a problem that she had to handle during many years. She was looking for answers and strategies to solve the problematic situation that was the lack of teachers' professional development for guiding the English learning process in inclusive classrooms.

3.2 Qualitative Method: Action Research

The research methodology that is qualitative research links with qualitative methods like action research method. Action research method encourages teachers to be reflective of his or her own practice with the aim of improving the system (Mc Niff, 1994). Mc Niff (1994) states that action research is "an approach for improving education through change, by encouraging teachers to be aware of their own practice(reflective), to be critical of that practice, and to be prepared to change it." (P.4-5). This qualitative method is related to the present research because the main aim of the research is to guide the teachers of English in how to teach English in inclusive settings. For the research was selected the action research model proposed by Kemmis and McTaggart that states the action research as a series of cycles of Reflection, Planning and Action. The action research proposed by Kemmis and McTaggart (1998) can be represented by a spiral comprising four steps: Planning, acting, observing and reflecting. In that respect action research is all about what occurs in the classroom and teachers are encouraged to be researchers investigating what is happening in the classrooms to improve their teaching practice. In the next section will be explained how each cycle was carried out in the current research.

Figure 1. Action Research Model.



Source: Carr and Emmis's Action Research Model (1986)

- Reflect: The current research starts from the reflection about English-teaching practice in the classroom with hearing impaired students at Gimnasio San Angelo, (GSA). The researcher became aware that most of the students with hearing-impaired disabilities instead of being included were excluded, as well the researcher did not know how to promote inclusive practices and activities to this sort of population.

- Plan: Faced with the problematic situation the researcher identified and then validates the problem through interviews and questionnaires. Later on, the researcher designed a pedagogical proposal. To plan the topics that will be presented the researcher applied two written interviews. The information obtained from the first and second interview allowed the researcher to design the first activities for the implementation of the proposal based on the English teachers' requirements, questions, doubts, and contributions.

- Act: The researcher introduces and implements the pedagogical proposal, including the following topics:

- Public policy of inclusion.

- Concept of Inclusion

- Difference between integration and inclusive concept.

- Characteristics and differences between deafness and hard of hearing.

- What a cochlear implant is and how it works.

- Strategies to apply with hearing impaired students in the English class.

- The requirements teachers of English need to promote positive inclusive environments.

- Teachers' didactic unit presentation with adjustments based on the proposal.

- Observe: The researcher observes the implementation of the proposal, considering the teachers of English needs, questions, doubts and suggestions related to inclusive practices.

- Reflect again: Once the new teaching strategy has been observed, the researcher reflects again to incorporate the improvements suggesting by the initial cycle to create a positive impact on the school to promote positive inclusive practices.

The pedagogical proposal: This pedagogical proposal is directed to the teachers of English that have hearing and hearing impaired students in the same class and want to implement strategies to promote inclusive practices to improve the quality of education for all the students. The researcher is a teacher of English that currently works in the institution where the research took place. The researcher interviewed the teachers of English, analysing from the data obtained that the teachers of English have misunderstandings related to the inclusive and integration practices, as well as they revealed the requirement of being updated according to the current educational demands that are related to the knowledge of the public policy of inclusive education, hearing impaired students' characteristics, strategies to teach English in inclusive classrooms, among other topics.

The pedagogical proposal has the objective to foster the teachers of English to face the current requirement related to quality education to all the students. To achieve this objective, the researcher develops their pedagogical proposal sustained in the workshop applied to the

pedagogy as a model of teaching and learning. The workshops are suitable learning environments for people who find learning in a traditional classroom situation challenging. As Ander-Egg (1994) pointed out, the workshop applied to the pedagogy is considered as a way of promoting learning by doing. A workshop provides the opportunity of working by groups to transform the learning, it means all the members of the workshop learn together doing thinks with these learning, by means of the reflections of their current practices, by sharing their teaching experiences, by building up ways to implement strategies that foster the education for all the students.

According to Ander-Egg (1994), the pedagogical foundations of a workshops are the following:

- **Learning by doing:** The workshop applied to the pedagogy proposes a methodology of the appropriation of the knowledge. All the members of the workshop have to work together, they have to build up strategies, opinions, develop skills. In this case to give solutions to the problematic situation, that is related to the Lack of teachers' professional development for guiding the English learning process in inclusive classrooms.

Starting from this problematic situation the teachers of English have the opportunity to develop a scientific attitude that allows them to think on, make questions about this problem, find answers, and share teaching experiences, building up knowledge to find solutions. For instance, the teachers of English use the teaching portfolios as a way to record and collect English teachers` thoughts, experiences, goals, reflections that are associated with the reflections and self-assessment. Richards and Farrell (2005).

- **Participatory methodology:** The active participation is a central aspect of the workshop applied to the pedagogy as a model of teaching and learning because all members

have to be involved in the development of the workshops. In this research the teachers of English are learning through their teaching practices, building up solutions to face the current problematic situation. The workshop offers the opportunity to become the teaching and learning model in a field to form to the democratic life by means of the participation and collaboration of all the teachers respecting their reflections, opinions and ideas to improve teachers' professional development.

- **Integrating and globalizing aspect:** This aspect is related to acquire the knowledge from several perspectives to establish at the same time relations with the previous knowledge, to figure up a significant knowledge.

The teachers of English improve their teachers' practice by means of the involvement, the reflection, the participation in interviews to give their opinions, the participation and collaboration to take part in the research process to find solutions to face the lack of teachers' professional development for guiding the English learning process in inclusive classrooms. The teachers that are participating in the workshops can get the knowledge from several perspectives and they can link it with previous knowledge. For instance, most of the teachers of English expressed that English teachers' professional development to teach English in inclusive classrooms can be extended to all the subjects not only for the English class, and not only for hearing impaired students. The implementation of workshops can be applied to other subjects and could be directed to students with different disabilities, for instance: Blind students.

The researcher has as purpose to establish and implement the pedagogical proposal organizing strategies with objectives related to qualify teachers of English to teach in inclusive classrooms. To achieve this objective, the researcher has to find the appropriate contents, for instance: Hearing impaired students' characteristics, public policy of education, English

teaching methodologies and adaptations. These topics have to be applied implementing accurate procedures like teachers' discussions, group work, roundtables, presentations and plenary discussions.

The topics were presented to the teachers of English by means of workshops that were applied once or twice a week. A schedule that got all the topics and the activities applied to them was presented. Each workshop was divided in: First: The presentation of the topic. Second the warm up section, Third the sequence of the activities/ process, and fourth the evaluation of the learning process. (See Appendix section). As Richards and Farrell (2005, p.25) point out workshops help to resolve problems rather than simply improve theoretical understanding. By means of the workshops the teachers of English can come away with ideas, experiences, strategies, techniques that can be implemented later. The workshops can help to be familiar to the new demands about inclusion, preparing the teachers for the change. The purpose of the workshops is promoting an impact on the participants and the school's institutional goals as well as meeting some of the individual needs of the teachers of English related to inclusive classrooms.

4. RESEARCH METHODS

- In the attempt to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements. The researcher applied: Qualitative interview, teacher support groups and teacher portfolios by means of workshops.

4.1 Qualitative interview

The Qualitative interview that was applied provide a method for collecting rich and detailed information, which has to purpose of inquiring about:

- Teachers' of English knowledge around pedagogical practices related to teach English to hearing impaired students under the frame of the educative policy of inclusive classrooms.

- If the educative practices that are being carried out in the English classes are according to the hearing impaired students' needs and if those practices are being focused on the educational policy of inclusive classrooms.

- The questions of the interview were designed to elicit Teachers' of English experiences and understanding about the teaching English to hearing impaired students under the frame of the educative policy of inclusive classrooms.

In addition, the interview was structured around several focal interrogations designed to cover the main aspects of the research question. The structure of the interview ranged from loose conversations to structured exchanges in which all interviewees were asked about the

same set of questions. Later on the interviewee's responses could be compared and analysed. (See data analysis chapter)

4.2 Teacher support groups.

A teacher support group can be defined as two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one`s own. (Richards and Farrell, 2005, p.51). The researcher designs a set of activities to be done with the English teachers of the school where the research takes place. The purpose of these activities were to enrich teachers' professional development for guiding the English learning process in inclusive classrooms and provide a place where teachers could take part in those activities as collaborating with their opinions about guiding the English learning process to hearing-impaired students in inclusive classrooms. Furthermore, this support group allowed teachers of English to know their colleagues to function as a community of professionals.

The workshops were organized in meetings as shown in Table .

Table 1. workshops

Meeting	Objective	Development
First Meeting topic: The Integration and Inclusion concept.	To introduce the pedagogical proposal and the public policy of inclusion.	The teacher gives a presentation about the public policy about inclusion that is currently ruling the schools. Based on this knowledge, the teachers of English can easily establish in their lessons plans the difference between integration and inclusive methodologies, promoting a positive inclusive environment.
Second and third Meeting topic: How a cochlear implant works. Understanding deafness.	To understand and identify deaf and hearing impaired characteristics	Teachers will give to the teacher that is guiding the meeting a questionnaire in which they reflect their understanding and new perception related to attitudes that promote integration settings and the attitudes that promote inclusive environments. The teacher makes a presentation about the advantages and characteristics of cochlear implants, including a video.
Fourth Meeting topic: Presentation	To give to the teacher in charge of the	From the teachers of English view, the teacher

Meeting	Objective	Development
and teacher evaluation of the pedagogical proposal (done until that moment). In this moment of the process, Teachers of English evaluate the proposal suggesting topics for the following meetings.	workshop suggestions to improve some aspects for the following meetings. To Specify the requirements teachers of English need to promote positive inclusive environments	that is guiding the meeting will suggest to teachers of English an improvement in the didactic unit structure. Specifically, in the "NEE Strategies" section. Then, the proposal is evaluated.
Fifth meeting topic: Teachers' didactic unit presentation with adjustments based on the proposal.	To make adjustments and modifications to the didactic unit specifically to the column number 6 that is called NEE Strategies. The main purpose is to have a positive impact in the school regarding the process of changing from integration strategies to inclusive teaching strategies.	The commissioned teacher and Teachers of English will design the didactic unit with the adjustments previously done, to be exposed to the principal of the institution and later to be approved.

The purpose of the second session was to raise teacher awareness regarding inclusive education. In this session, also the hearing-impaired students' characteristics were presented to the English teachers through a presentation in Prezi. During the second session the researcher gave to the English teachers some folders with readings about strategies for teaching students with hearing loss, classroom tips for working with deaf and hard-of-hearing students and Teacher training for Inclusive education: a process of professional development and school improvement to meet diversity.

In meeting number 4, the English teachers were inspired to write a teaching journal in reference to their conclusions based on the activities previously proposed. In these journals, they reflected their opinions, conclusions based on the discussions and the new perspectives about the understanding of the implications of teaching English to hearing impaired students doing a better use of inclusive classrooms arrangements.

4.3 Teaching portfolios.

The main purpose of the teaching portfolio was to collect English teachers` thoughts, experiences, goals, reflections that are associated with the reflections and self-assessment. It also was implemented to prompt the teachers to engage in a comprehensible

self-assessment of different aspects of his-her work. (Richards and Farrell, 2005, p.51.). This instrument is particularly useful in the context of action research.

Teaching portfolios are also used to describe and document the teacher`s performance to promote their professional development to guide the English learning process in inclusive classrooms. The set of different types of documents that were emitted by the teachers will be analysed in the following chapters.

Portfolios are designed for showing growth, displaying current abilities, and to evaluate cumulative achievement. The purpose of the portfolio according to the information the researcher wanted to elicit was the portfolio designed for showing professional growth. This kind of portfolio has the following objectives:

- To show growth or change over time, that is to say, consider diverse perspective in the use, enforcement and identification of the difference between integration and inclusion concepts in their performance.

- To support teachers of English awareness regarding the public policies about inclusive classrooms and it is gradually implementation in their performance.

- To recognize the implications of having hearing impaired students in the English learning process doing a better use of inclusive classroom arrangements

4.4 Context

The school where the research study takes place is a private school located in the north of Bogotá. This school has adopted Public Policies for students with disabilities in inclusive classrooms; “Decree nº 470 (2007) Chapter 11. The school has integration agreements for

learners with special educational needs. The PEI, (institutional educational project) states that it is essential to take into account hearing impaired students, therefore the curriculum has to be adjusted in order to be an instrument that supports the life project of each one of them, in accordance with the manifest weaknesses or strengths that learners with disabilities have.

In addition, this school focuses its methodology under a constructivist approach that has as a main principle: "To form human beings that can build knowledge and transform their socio - cultural environment, solving problems from educational innovation. (Lafrancesco, G. 2003). This school has implemented kindergarten, primary and secondary;

In secondary, are four levels that have seven-hour English class per week. Each classroom has 24 or 25 students among boys and girls aged between 10 and 17 years old, each level has incorporated one or two hearing impaired students. All in all, are seven hearing impaired students in secondary. In ninth grade, there are two students with profound deafness. That is why they need to use a cochlear implant.

In secondary are six English language teachers, (one teacher of English language per level) with degree in Humanities and Languages and one of them is doing a master`s degree in education. The levels of English they have according to the European Common Framework are between B1 and B2.

4.5 Participants

The population involved in this study was six teachers of English, in high school section. Even though the school is divided into elementary and secondary section, only secondary teachers were selected to elicit information and later to apply the pedagogical proposal. The researcher selected secondary teachers only because she is actually working in

this section, and was easier for study to work with them because all of them have the same schedule, and was easier to plan meetings to apply the pedagogical proposal.

All secondary teachers have a degree in Humanities and Languages and all of them are currently working at the school where the research takes place. The levels of English they have according to the European Common Framework are between B1 and C1. Currently two English teachers are doing a master degree in Education and English didactics. Their average age is between thirty and thirty-five years old. There are four female teachers and two male teachers.

5. DATA ANALYSIS

This research aimed at investigating How does the implementation of a pedagogical proposal to foster the teachers of English in understanding the implications of hearing impairment in the learning process contribute to improve their performance in inclusive classrooms. The purpose of this chapter is to inquire into the meaningful content of qualitative data. The approach that is selected for applying the analysis process is: The inductive approach because this approach is used when qualitative research is a major design of the inquiry. In addition, this approach allows grouping the data and then finding connections between the research objectives and the summary findings derived from the raw data. Thomas, David R. (2006). Once initial data is collected, the researcher analyses the data and the concepts derived from the analysis will form the basis for the subsequent data collection. Barney, Anselm L. (1967).

The data obtained during the research process will be organized to make some sense of it, then, the categories will be established to interconnect them and finally the production of a set of theoretical propositions or theory to explain both the data and what is actually happening.

The pedagogical proposal was divided in two stages. The first stage: The proposal design was linked to the previous information and the knowledge that the teachers of English had about the following topics: English teaching methodologies and adaptations, strategies to teach English to hearing impaired students, public policy of inclusion, the concept of inclusive classroom, difference between the concept of integration and the concept of inclusion and identifying a hearing-impaired student.

The second stage is related to the description and analysis about the implementation of the pedagogical proposal. To elicit this kind of information the researcher applied two written interviews. (See Appendix 2 and 3)

The objectives of these interviews were:

- To inquire about the knowledge that the teachers of English could have about suitable pedagogical practices for teaching English under inclusive classrooms framework.
- To know if the educational practices implemented in the English classes take into account students with disabilities and if these educational practices consider the educational policy of inclusive classrooms.

The information obtained from the first and second interview allowed the researcher to design the first activities for the implementation of the proposal based on the English teachers' requirements, questions, doubts, and contributions.

For the second stage, the researcher introduces and implements the pedagogical proposal by means of some workshops which included topics about public policy of inclusion, concept of inclusion, difference between integration and inclusive concept, characteristics and differences between deafness and hard of hearing, what a cochlear implant is and how it works, strategies to apply with hearing impaired students in the English class, the requirements teachers of English need to promote positive inclusive environments.

The first written interview had five questions and was applied to four English teachers. In the next section, the results of the interview will be displayed.

The researcher categorized the narrative data using the Emergent categories strategy. The categories are defined after analysing and working with the data.

Interview 1

This interview had four questions, as shown in Table . (Appendix 2)

Table 2. Questions for the interview number 1

Questions
1. Nombre algunas estrategias metodológicas y pedagógicas que emplea en clase de inglés para facilitar el proceso de aprendizaje a niños y niñas con baja audición
4. ¿Qué recursos diferentes a los libros de texto lleva a sus clases para promover y facilitar los procesos de enseñanza aprendizaje del inglés en estudiantes con baja audición?
2. ¿Ha adaptado algunos materiales como libros de texto a estudiantes con baja audición? Si es así, ¿Cómo lo ha hecho?
3. ¿Adapta materiales o actividades para la enseñanza del inglés a niños con baja audición en todas y cada una de sus clases?

From the teachers answers and opinions emerged one category

– Category 1: English teaching methodologies and adaptations. The following lines explain the emergent category.

5.1 Category 1: English teaching methodologies and adaptations

From the information obtained in the interview teachers of English are implementing ways for teaching all their students, including hearing impaired students, finding strategies based on the knowledge of each one of them. This situation is according to the inclusion techniques that were mentioned in the section four of the theoretical framework: Inclusive teaching strategies, that were proposed by the New Zealand Government (2012) in the guide

line book for schools, which is divided into four topics, and one of them is about: comprehension, participation and confidence. This topic also mentions the significance of creating a class culture where students support each other, also mentions the importance of increasing opportunities for one-to-one and small group interactions to support more personalized conversations about learning.

Based on teachers of English opinions, it can be inferred that the teachers have to discover effective ways for teaching their students, finding effective strategies based on the knowledge of each one of them. For this reason, most of the teachers of English stated that they have assigned to a hearing impaired student a hearing student to develop some activities in the English class. The previous statement is related to the

Collaborative learning as strategy to ease the English learning process in inclusive classrooms. According to Dooly (2008) "In collaborative learning students are aimed to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together". For instance, one of the teachers of English that was interviewed states that "*Group work can facilitate activities and gives more confidence to the child*".

The following lines above pretend to support the first category related to the teaching methodologies and adaptations. During the interview the teachers of English mentioned the implementations of visual aids, speaking activities, and listening activities.

The visual aid is linked to the way in which the topics are presented in the English class to hearing impaired students. For instance, by means of tutorial videos in YouTube or the interactive software that offers the students book. One of the teachers of English also affirmed that by means of the website **t-oigo.com** can be found topics related to tips to teach to hearing

impaired students. The previous statement is correlated to the suggestion done by the Practical guidance for teachers working with deaf children, (2004) in which explain the importance of presenting digital text rather than printed text or that students can personalize it (for example, by enlarging it or listening to it). The use of blogs, wikis, and online tools such as Moodle to interact with the information required.

Teachers of English consider visual aids ease students learning process. One of the participants, stated: "*I used to introduce new vocabulary by means of flash cards. Firstly, I give students the drawing then I invite the students to repeat the pronunciation and finally students match the drawing with picture without seeing the written word yet*" These statements can be supported by the author Stancampiano, (2013) that affirms: "*Using visual aids and pre-drawn flip charts not only helps draw in learners (so to speak), but makes it easier for them to remember the concepts they've just learned. The simple pictures and the words about the topic offer an easy way for people to link the concept to the picture*".

Teachers of English can support their practices using the visual clues referred in the booklet: Deaf friendly teacher, (2004) that presents the visual clues that can be used with hearing impaired students. It mentions that it is important to think visually. Therefore, Teachers of English can use the visual clues to: Demonstrate a technique, to act out a scene from history, to show pictures, diagrams, illustrations and to show videos (with subtitles) or slides.

In the speaking activities is relevant to bear in mind the implementation of dialogues that contain basic structures to reinforce topics seen previously in class as a way of practicing and show students the real situations in which they need to use English. From this information, can be analysed that the design of short dialogues that contain basic structures supported by a hearing classmate is a good strategy that can be applied in the English class to foster speaking

skills. This statement can be supported According to Dooly, (2008) that mentions the collaborative learning as a strategy in which students are aimed to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together, creating a class culture where students support each other.

In the implementation of listening activities to hearing impaired students. One of the teachers of English stated that it requires more teachers' attention, repetitions and explanation to achieve the objective of the activity". It should also take into account aspects such as the topic seen in class, the skills teachers want to develop with the students and specific students' characteristics. Teacher 2 give another opinion: "All the listening activities must be designed to avoid students' frustration". For instance, the design of short dialogues that contain basic structures supported by a hearing classmate. Is relevant to bear in mind the implementation of dialogues that contain basic structures to reinforce topics seen previously in class as a way of practicing and show students the real situations in which they need to use English.

The students with hearing impairment needs the opportunity to ask questions and have others clarify what is said in class. That is why cooperative activities can be effective educational tools for improving hearing impaired students' pragmatic language skills.

To gather more information to create the pedagogical proposal design, the researcher applied another interview to the teachers of English that is also part of the stage one, with the following aims:

- To identify if the educational practices that are being carried out in the English classes are focused on hearing impaired students under the framework of the public policy of education about inclusive classrooms.

- To inquire about the knowledge that the Teachers of English have regarding suitable teaching methods for teaching English to hearing impaired students under the framework of the inclusive classrooms educational policy.

The researcher interviewed the participants such as is explained in Table 1, appendix 2.

The interview included seven questions. Participants gave their opinion in Spanish because they can express better their opinion in their native language. It is important to state that the teachers of English of the school where the investigation takes place follow the constructivism paradigm, that is the framework in which the school ground its PEI, that means, the teachers of English have to support their lesson plans follow this paradigm. Therefore, the activities the teachers of English plan have to promote an active and contextualized learning that allows students to construct the knowledge. That is why the teachers of English have to be facilitators of teaching. The knowledge has to emerged from the interactions, with their classmates, and focuses more in the process of learning and connecting knowledge than the acquisitions of the knowledge.

The school also mentions integration agreements for students with special education needs. That means all the teachers of English have to create activities that involve all students including hearing impaired students. Therefore, the teachers of English look for strategies to make their classes fun, interesting and inclusive. The teachers of English were doing their

classes without any pedagogical guideline to teach to all students under an inclusive environment.

Table2, appendix 3, shows the category which emerged from the data obtained from the interview number 2 of the stage one.

As follows, category number 2 will be analysed.

5.2 Category 2 English teachers' professional development.

From the interview data teachers of English stated that they have not received pedagogical trainings about strategies for teaching English to hearing impaired students under inclusive classrooms arrangements.

A teacher of English also states: "*I have not received any training about strategies to teach English to hearing impaired students*". Teacher 2 also affirms: "*I have received some seminars about hearing loss, but I have not received any pedagogical training about it*."

Based on these opinions, there is a lack of teachers' professional development for guiding the English learning process in inclusive classrooms. Thus, it is of paramount importance to do some research on this field. This information allows to infer that teachers of English need to be trained because at present teachers are required to teach in an increasingly all-inclusive classroom giving significant importance on integrating students with special learning needs in the classrooms, that is why ongoing education is a requirement for teachers of every public or private school level. The concept about ongoing education refers directly about professional development that is understood according to Fullan (1990), as the involvement of any activity or process that seeks to improve skills, attitudes, understanding or performance in current or future roles. For this reason, the development of a new professional that includes

inclusive education as a way to reply, engage and celebrate diversity in the education system is imperative.

Based on the information obtained from the interview, it could be inferred that the teachers of English have to face different challenges in classes, they need to start inquiring over new proposals to enrich their professional development. This will offer many benefits that are directly related to the classes that should be planned in order not to exclude hearing impaired students. Professional development in this field of education takes place from a need of doing in a better way the English teacher's performance for guiding the English learning process in inclusive classrooms, because "Teachers` roles change according to the kind of learners' teachers are preparing" (Richards and Farrell, 2005).

The implementation of the pedagogical proposal will be described. In this stage (number 2), the researcher required to introduce and implement the pedagogical proposal by means of some workshops based on the requirements, questions, doubts that teachers of English had and were discovered by means of the interviews done to them. The pedagogical proposal has the objective to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements.

Target Population: High school teachers.

Time: 45 minutes

Resources: Video beam, reference folders to Teachers of English.

Type of workshop: This workshop is basically, an input section where English teachers get useful information about the topics listed below.

Learning objectives:

- To introduce the pedagogical proposal to enrich teachers' professional development for guiding the English learning process in inclusive classrooms.
- To ease and guide the knowledge and appropriation of the public policy of inclusion.
- To introduce the concepts of inclusion and integration.

Warm up activity: The teacher in charge of the workshop will introduce the learning objective by means of a power point presentation that will display and explain the proposal that will be carried out with teachers of English. After that, the commissioned teacher will introduce the public policy of (inclusion) that is ruling the schools and teachers throughout the country. Finally, an explanation about the difference between integration and inclusive concept will be done through a Prezi presentation.

Sequence of activities/ process: The teacher in charge of the workshop will clarify doubts about the difference between integration and inclusive concepts, as well as the public policy of inclusion and the pedagogical proposal. Later the teacher in charge will ask them about relevant topics by means of an open question questionnaire to verify teachers` understanding and appropriation of the topics given.

Evaluation of the learning process:

- This meeting allowed teachers of English to know and assume the public policy about inclusion that is currently ruling the schools.

- The teachers of English will establish in their classes the difference between integration and inclusive methodologies, promoting positive inclusive environments.

- The knowledge English teachers gained during the workshop will contribute to promote inclusive learning environments in their classes. (As an evidence of that, they will write their comments about what an inclusive classroom means based on the current workshop). (APPENDIX 6)

The opinions teachers gave to the question of the first workshop, will be analysed.

After getting all the information the data was analysed by means of categories.

According to the opinion done by the teachers of English about the previous question, they focused on the fact that everybody must be accepted and can learn together reducing social discrimination. Besides, of the adaptations teachers should have to their didactic units, materials, assessments to achieve inclusive learning strategies.

Workshop number 1 present them the public policy about the inclusion that was currently ruling the schools. The researcher could observe this was so valuable for the English teachers because they did not know about this policy as well as the explanation of the integration and inclusive concept and the difference between these two concepts.

Workshop number two and three.

Target population: High school teachers. APPENDIX 7.

Time: 45 minutes.

Resources: Video beam, reference folders to Teachers of English.

Type of workshop: This section will be an input section where English teachers get useful information about the topics like:

– The way as a cochlear implant works.

– Definition and main characteristics of hearing impaired concept.

Learning objectives:

– To understand and identify how a cochlear implant works

– To understand and identify hearing impaired characteristics.

– To identify the attitudes that promote integration settings and the attitudes that promote inclusive environments in their classrooms.

Warm up activity: The teacher in charge of the workshop will introduce the learning objective by means of a Prezi presentation that will present the definition of deafness and hard of hearing concept, as well as how a cochlear implant works.

Sequence of activities/ process: The teacher in charge of the workshop will ask questions to English teachers and will clarify doubts during the Prezi presentation to promote a better understanding.

After that the teacher in charge will give them a questionnaire that will allow them identify and apply positive strategies to hearing impaired students that will foster positive inclusion environment.

Evaluation of the learning process: The English teachers will have to identify the attitudes that promote integration settings and the attitudes in their classes that promote inclusive teaching environments, through a questionnaire they have to answer.

In the same questionnaire teachers of English will describe from their experiences and based on the meetings they have, which are the strategies that could ease hearing impaired students understanding under an inclusive framework. Then teachers of English will give to the teacher in charge the questionnaire in which they reflect their understanding and new perception related to attitudes that promote integration settings and the attitudes that promote inclusive environments.

The results obtained from the analysis of the opinions found from the questionnaires teachers of English wrote regarding to the questions above will be shown as follows. (For this questionnaire an English teacher for the primary section participated in the questionnaire) (APPENDIX 8)

"From the presentation about integration and inclusive concept given in the first meeting and the supporting reading could you please answer: "

1. Which are the attitudes that promote integration settings?

2. Which are the attitudes that promote inclusive environments?

3. Which attitudes are you promoting to teach inclusively?

4. From the teachers' folder given in the previous meeting. Which are the teaching strategies for hearing impaired students you will implement in your classes and why? (See Appendix 8)

The data emerged from the questionnaire allows to identify a significant category that is:

5. 3 Category 3: Attitudes that promote inclusive environments.

The following is an explanation of the emergent category outlined above. Regarding to the questionnaire teachers of English answered based on workshop two and three. The teachers of English wrote the attitudes that could promote integrations settings in their classes from the information obtained in the workshops number two and three, for instance the videos, the folders with useful information and the teachers` opinions done during the workshops. In this part of the training is relevant to consider that teachers of English know the difference between the integration and inclusive concept. For this reason, they are identifying the attitudes that foster integration activities and the attitudes that can promote inclusive environments in their classrooms. An example of this statement is the evidence that one of the teachers of English gave by means of this affirmation: "The attitudes that do not promote inclusive environments are concerning to the design of activities with different exercises but you as teacher says to your (NEE) students that just develop five of the ten activities". Teacher two also affirms

"Teachers that promote integrations settings want to adapt these students (NEE) to the whole class. Sustained in these views, the themes identified in these responses allow to recognize that teachers of English are identifying the difference between inclusive and integration concepts, this fact can affect positively in the way they plan their classes from now on. As well as they are differentiating the attitudes and activities, that do not promote inclusive environments.

From this section on the teachers of English explained and give examples of the attitudes that promote inclusive environments. They gave their opinions from the information obtained in the workshop applied by the researcher.

Teacher number 1 at this respect said: "When teachers talk about helping **everyone**"

The word everyone is highlighted because it is a sign that the teachers of English are recognizing the inclusive education as an education for all that gives and guarantees the equality of opportunities for each student.

Talking about this issue teacher number 3 said: "The attitudes that promote inclusive environments are all the activities that foster and celebrate students` diversity. Teachers under inclusive classrooms framework plan and think their classes to everybody looking for students' success".

They expressed the inclusive education suggests that boys and girls learn together regardless their personal, social or cultural condition, including those who have a disability.

Teacher number 4 said: "Use students' differences to share experiences promoting cooperative learning, assigning special roles to those fast learners so that they will help and teach their classmates, giving an additional chance to practice, therefore everyone in the class will be taking advantage of diversity".

Concerning this category, teacher number 3 stated

"I like a lot to work with or through cooperative groups, because this strategy allows students have different roles and responsibilities as well as they are working together to achieve a goal"

When hearing-impaired students are working in small groups these children have more chances to participate in the activity proposed. Furthermore, hearing impaired students are more motivated to ask questions to their classmates any time they have doubts.

Collaborative learning as strategy to ease the English learning process in inclusive classrooms. According to Dooly (2008) "In collaborative learning students are aimed to take

almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together".

Workshop number 4.

- Target population: High school teachers. (Appendix 9)
- Time: 45 minutes.
- Resources: Video beam, Reference folders to Teachers of English.
- Type of workshop: Teachers will evaluate the proposal and suggest topics for the following meetings, with regard to Relevance, pertinence, viability and aspects to be improved.
- Learning objectives:
- To describe the relevance of the proposal for English teachers' professional development so far.
- To Specify the requirements teachers of English need to promote positive inclusive environments
- To give to the teacher in charge of the workshop suggestions to improve some aspects for the following meetings.
- Warm up activity: The teacher in charge of the workshop will give to English teachers a feedback format, then, they have to analyse which is the applicability, viability and relevance of the proposal currently done for them. Finally, they have to describe which could be the aspects to be improved for the subsequent meetings.

- Sequence of activities/ process: The teacher in charge will identify which are the aspects to improve for the following workshops. If the workshops are being relevant for the teachers of English, If the workshops are being useful for their professional development and which will be the requirements the teachers of English need to promote positive inclusive environments.

- Evaluation of the learning process: An evaluation of the workshops done to the teachers of English was done. This evaluation process had as a main purpose to discover ways to improve. The evaluation activity was carried out by means of a questionnaire (in Spanish) that had as a main topic the relevance, pertinence, the viability and some aspects to improve for instance in relation to: Support material and topics to be discussed in the last workshop.

Workshop number 5

Target population: Appendix 10

Time: 45 minutes.

Resources: Reference folders to Teachers of English, Web site: t-oigo.com

Type of workshop: Teachers' didactic unit presentation with adjustments based on the previous workshops.

Learning objectives: To implement English teaching methodologies adaptations to teach English in inclusive classrooms.

Warm up activity: The teacher in charge will invite English teachers to plan modifications for the didactic unit that shows progress from integration settings to inclusive

environments. Teachers of English will deliberate which will be the probable changes in the didactic unit. Specifically, in the “NEE strategies section”.

Sequence of activities/ process: From teachers’ reflection and the workshops currently offered. They have to deliberate about modifications for the didactic unit of the English area, that will reflect new thinking and point of view that fosters the process of changing form integration setting to inclusive environments. Teachers of English after the deliberation stage, have to explain and justify their choice, giving arguments that evidence their new point of view and significant knowledge of inclusive classrooms.

Evaluation of the learning process: They have to write a document in which they have to describe the arguments of selecting the new name for the didactic unit section. The teacher in charge of the workshop and Teachers of English will design the didactic unit with the adjustments previously done, to be exposed to the principal of the institution.

From teachers of English opinion, the commissioned teacher will implement and incorporate improvements suggested by the initial cycle of the research process to be applied for the following meetings to implement changes at school, for instance in the didactic unit

From teachers of English view, the teacher in charge will suggest to teachers of English an improvement in the didactic unit. Specifically, in the “Nee Strategies” section.

This didactic unit is divided in general and specific objective. The general objective, in this section teachers of English write the skills they want their students achieve during the term according to the topics proposed by the English book. About the specific objective, in this part is described the trend of the learning activity. Teachers of English write the skills they have to achieve with the specific topics students have to recognize during the term. After the general and specific objectives section the didactic unit is divided in seven columns. (See appendix 17)

The pedagogical proposal that was applied by means of five workshops that were describe previously allows teachers of English to know what the public policy of inclusion is about. Teachers demonstrated that the workshop number 1 was valuable for them because this workshop let them to have a knowledge and appropriation of the public policy of inclusion that is actually ruling the schools and teachers throughout the country. To support this statement, one teacher (number 4): Si, la propuesta respondió a las sensibilización y conocimiento de la política pública de inclusión y me permitió saber en qué consiste dicha política".

Teachers of English also stated that in the past they had not had this kind of meetings.

Teacher number 5 commented: "Si, fue muy relevante puesto que anteriormente no habíamos tenido ese espacio para tratar ese tipo de temas"

This statement denotes that in the past the school did not offer them this kind of meetings to provide teachers with the tools for teaching inclusively and most of them did not seek their own trainings about inclusive teaching strategies.

The implementation of the proposal by means of the development of some workshops based on the teachers of English requirements that emerged from the interviews allow teachers of English to be updated in relation to inclusive teaching strategies.

It can be seen that they could reflect about their current practices. Most of them could analyse that the strategies they were applying during many years did not foster inclusive environments. As teacher number 2 reported: Gracias a actividades de este tipo el docente puede cuestionar su quehacer pedagógico y sus prácticas en términos de la inclusión"

Additionally, teachers of English recognized that the activities proposed in the workshops gave them reflection time to analyse their roles in the learning process doing a better use of inclusive classroom arrangements.

After the implementation of the pedagogical proposal teachers of English had to think if the workshops received were suitable to strengthen and enrich their teaching practices and their professional development in connection with the inclusive concept.

In response to this statement teacher number 3 said: “Si es viable y aún más para el tipo de estudiantes que tengo en el aula, así mismo, me actualiza en estrategias de enseñanza en aulas inclusivas”.

As teacher number 4 stated: “La propuesta es diseñada para brindar estrategias que permitan incluir a toda la comunidad, así como permite mejorar nuestro rol docente (actualizarnos)”.

The majority of those who responded to this item felt that the workshops are being updated them because they can stablish in their lessons plans the difference between integration and inclusive methodologies, promoting positive inclusive environments.

At this respect teacher number 5 affirmed: “La propuesta pedagógica si es viable teniendo en cuenta el tipo de población que manejamos en la institución. En este momento puedo hacer las actividades bajo un enfoque inclusivo”.

The majority of those who responded to this item felt that the workshops are opening their minds to new conceptions with respect to the inclusive teaching strategies to be applied with their students in the English class. Regarding to the significance of the proposal teacher number 3 affirmed that the workshops were significant because the undergraduate studies for instance 10 years ago did no offer inclusive teaching strategies programs.

Regarding to this category teacher number 3 said: “Es una necesidad actual crear aulas inclusivas para diferentes tipos de estudiantes y los pregrados en licenciatura de mi tiempo tuvieron debilidades con respecto al concepto de inclusión, siendo este escaso o nulo”

This opinion reveals that many of these teachers in their undergraduate studies did not have any training about inclusive teaching strategies, for this reason the pedagogical proposal that is being implemented with them is so pertinent and responds to their current requirement of attending all kind of students giving them an excellent educational quality

Finally, some aspects to be improved are mentioned, for instance is relevant to say that most of the teachers of English commented that the workshops could be applied to the other subjects, and also the workshops could be applied more often as stated by teacher number 4: "Las sesiones podrían ser más seguidas. Sería conveniente aplicarla a otras asignaturas"

Teachers of English declared that this proposal could be applied to other subjects and could be a good idea to implement it in Spanish to cover the requirements of all teachers that are in the school not only for the teachers of English. As well teachers of English reported the requirements of literature and videos that can help them to know more about teaching promoting inclusive environments. As teachers of English suggested:

"More literature about the topic, for instance more links about tutorial videos to teach under the inclusive framework".

The researcher for the next workshop ease them some online resources according to their requirement. Such as the online resource that is called: t-oigo.com. This page is a web site where parents, teachers, and anyone who have doubts about hearing loss can find useful information that can help hearing impaired people to improve their live quality. Besides this site have a special interest in the bilingual education to children with cochlear implant or headphones. This web site affirms that the hipoacusic people deserves the same opportunities as others, and the English is important for their future.

7. DISCUSSION

The purpose of the current research is to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements. The pedagogical proposal is directed to the teachers of English that have hearing and hearing impaired students in the same class and want to implement strategies to promote inclusive practices to improve the quality of education for all students.

The pedagogical proposal was sustained in the workshops applied to the pedagogy as a model of teaching and learning and has the objective to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements. Therefore, there is a need to develop a pedagogical proposal that can guide them in how to teach a foreign language such English in an inclusive setting. The procedures to achieve this purpose were the workshops that were applied to the teachers of English. The workshops

The research project is divided in three categories: First category: English teaching methodologies and adaptations, second category: Teachers` professional development and the third category is about Attitudes to promote inclusive environments.

The first category of the research project is related to the English teaching methodologies and adaptations The findings about this category are divided in two segments. Segment number 1 is called: Before the application of the proposal (Workshops) and the second segment is called: Findings after the proposal.

7.1 First category: English methodologies and adaptations

Before the application of the proposal the current research found that teachers of English focused mostly on hearing students than hearing impaired students because teachers of English had to teach the topics given by the book and finished the assigned programmer for the term. Additionally, the activities that are proposed in the book or the workbook most of the time did not take into account the specific needs of hearing impaired students.

Another strategy that teachers of English applied for teaching to hearing-impaired students was related to group work activities to reinforce some topics in the class. Teachers of English considered these activities could give more confidence to hearing-impaired students. So the same teachers gave more relevance to: Performances where interpretation of characters facilitates understanding. As well as written and visual activities because in teachers' opinion these activities facilitated students learning process.

Findings after the proposal: The findings about Inclusive teaching strategies showed that teachers of English promoted cooperative learning as a successful teaching strategy that takes advantage of students' differences, assigning special roles to those fast learners. So that they will help and teach their classmates, giving an additional chance to practice, therefore everyone in the class will be taking advantage of diversity

The theme cooperative learning identified in the opinion reported in the interviews done to some teachers of English is an effective educational tool to implement to hearing-impaired students. When these students are working in small groups these children have more chances to participate in the activity proposed. As well as they are more likely to hear everything and take the idea to ask others questions if they don`t understand something. As one of the teachers

reported: “I like a lot to work with or through cooperative groups. Why because this strategy allows students have different roles and responsibilities as well as they are working together to achieve a goal”. This argument corroborates the idea of Dooly (2008), who suggested the cooperative learning approach as a strategy in which students are working together in groups to facilitate the accomplishment of a specific product or goal.

The opinion of the teacher mentioned above reflected the intention teachers of English have to promote inclusive strategies in their classes. However, during the workshops teachers could analyse they can implement in their classes collaborative learning approach that aimed students to take almost full responsibility for working together. In brief, teachers of English are free of selecting the approaches that they feel more comfortable (cooperative or collaborative learning) or which better fit with the purpose of their classes. One of the objectives of the implementation of the workshops were to show teachers of English different strategies to promote inclusive environments.

Following to this category teachers of English stated they used to implement some visual aids to hearing-impaired students in their classes. That means seeing images of what is being taught is a commanding way to build student engagement and increase retention. Teachers of English are more aware of the relevance that the visual aids have in the learning process. The vision becomes a hearing-impaired student's primary means for getting information. Teachers are implementing visual aids in their classes. For instance, they are using posters, pictures, charts, flash cards, manipulatives, graphic organizers, or any visual items to illustrate concepts.

6.2 Second category: teachers` professional development

Before the application of the proposal, the current research found that teachers of English did not received pedagogical trainings about strategies for teaching English to hearing impaired students under inclusive classrooms arrangements. As one teacher of English stated:

"I have not received any training about strategies to teach English to hearing impaired students"

Sustained in the views revealed in the data analysis process there was a lack of teachers' professional development for guiding the English learning process in inclusive classrooms. That is why the researcher highlighted the significance of researching over English teachers` professional development emphasizing the development of a new professional. That includes inclusive education as a way to reply, engage and celebrate diversity in the education system. For this reason, the researcher designed a pedagogical proposal developed through workshops that fosters the understanding of the implications that involve inclusive practices. The workshops offered them many benefits that are directly related to the classes that should be planned in order not to exclude hearing impaired students.

Findings after the proposal: The findings about Teachers` professional development reveal that the pedagogical proposal allow teachers of English to know what the public policy of inclusion was about. Another important finding was that teachers overall demonstrated that the workshops were valuable for them because workshops let them to have a knowledge of the public policy of inclusion that is actually ruling the schools and teachers throughout the country. Additionally, the workshops allow teachers of English to be updated in relation to inclusive teaching strategies. They felt that the workshops updated them because they here and now can stablish in their lessons plans the difference between integration and inclusive

methodologies, promoting a positive inclusive environment. These results: are in agreement with (Fullan, 1990) that talks about teacher's professional development as the immersion of any activity or process that seeks to improve skills, attitudes, understanding or performance in current or future roles. Thereby workshops, seminars and training courses are used to support teachers to stay updated with new trends that allow them to learn new strategies, techniques and methods for classroom challenges. Finally, the teachers of English felt that due to the workshops they could question their roles regarding to inclusive practices. They reflected about their current practices. Most of them could analyse that the strategies they were applying during many years did not foster inclusive environments. According to these data, it can be considered that the activities proposed in the workshops gave teachers of English reflection time to analyse their roles in the learning process doing a better use of inclusive classroom arrangements.

6.3 Third category: Attitudes that promote inclusive environments

Before the application of the proposal the current research found that teachers of English did not know about the public policy of inclusion as well as they were confused with the meaning of integration and inclusive concept. They thought these two concepts meant the same. The opinion that one of the teachers of English gave to the researcher in one interview is an evidence of their misunderstanding of these two concepts. "Considero que los estudiantes que presentan esta característica sienten la necesidad de ser INTEGRADOS en el aula así sea manejando una estructura básica, socializando un diálogo fácil".

Teachers of English also reported in the interview the actions they used to do to help Hearing Impaired students in the English class. Most of them wrote, "Extra adaptations to (NEE) students, teachers have to adjust these students to the whole class Activities have to be

focus on the modification of the general class planner, adapting assessment and instruments according to the learners` level, skills and capacities"

Even though these strategies are not wrong at all, teachers of English most of the time were excluding HI students to the activities done for the rest of the class (hearing students). Another evidence of this situation were the design of the didactic units. Teachers of English in the NEE strategies column only write the "list of steps" that only describes individual activities that HI students can develop in the English class. This list has become in an instructional and individual way for teaching English to HI. Without taking into account the relevance of working through collaborative groups.

Findings after the proposal: The findings about inclusive classroom concept after the implementation of the workshop to the teachers of English revealed that they understood the public policy about inclusion that is currently ruling the schools. This situation allow them to establish the difference between integration and inclusive methodologies, promoting positive inclusive environments. This result may be explained by the fact that the knowledge English teachers gained during the workshop contributes to promote inclusive learning environments in their classes. As teacher number 3 reported:

"The attitudes that promote inclusive environments are all the activities that foster and celebrate students` diversity. Teachers under inclusive classrooms framework plan and think their classes to everybody looking for students' success".

This point of view corroborates the ideas of the (UNESCO, 1990, p.7) that mentioned the inclusive classrooms education as process of addressing and responding to the diversity of needs of all learners by increasing and involving participation of all statements that are in the educational progress of the children.

Teachers of English expressed the inclusive education suggests that boys and girls learn together regardless their personal, social or cultural condition, including those who have a disability.

After the implementation of the pedagogical proposal for English teachers to enrich teachers` professional development for guiding the English learning process in inclusive classrooms some interviews were applied to hearing impaired students. In this section is revealed the students' opinions and perceptions about the current classes of English. (That means after the implementation of the new didactic unit)

7. Interviews Applied to Hearing Impaired Students

The interviews were applied to all Hearing impaired students from sixth to eleventh grade by their teachers of English. The objective of the interviews were:

- To identify If Hearing Impaired Students have noticed changes in the current English teaching methodologies.
- To determine if the current didactic strategies used by the teachers of English are guiding the English learning process to Hearing Impaired students in inclusive classrooms.

The questions of the interviews applied to hearing Impaired Students to sixth and seventh grade, are showed in Table 4. Appendix

The following table shows the emergent categories and subcategories from the data obtained from the interviews applied to students of sixth and seven grade.

Categories	Sub-categories
1. Changes in the current English teaching methodologies	1.1 Listening activities with the lyrics in English (videos of the song) when a fill in the gaps activity will be required. 1.2 Work by groups, (couples better) 1.3 The vocabulary is presented before the application of any activity. For giving more confidence to the HI students.
2. Strategies that promote inclusive environments	1.4 Explanation of the direction of the activity in Spanish in the first place to give HI students more confidence in the development of that activity. 1,5 To give more relevance to the written activities than the listening or speaking activities to promote more confidence in the students.

The following lines explain the emergent categories and subcategories outlined above.

7.1 Category: English teaching methodologies and adaptations.

Sub- category : 1.1: Listening activities (songs) with the use of videos (lyrics).

According to the interview data, the hearing impaired student that are in sixth grade states that is better working the listening activities like songs supported by the videos with the lyrics. "*A mí me gustaría que las actividades de listening las siguieran poniendo con las lyrics en videos de YouTube*."

From the information obtained in the interview teachers of English are implementing ways for teaching all their students, including hearing impaired students, finding strategies based on the knowledge of each one of the students (hearing and hearing impaired students). This situation is according to the inclusion techniques that were mentioned in the section four of the theoretical framework: Inclusive teaching strategies, that were proposed by the New Zeeland Government, (2012) in the guide line book for schools.

1.1.1. Category 1: Changes in the current English teaching methodologies

1.1.1.1.1. Sub- category: 1.1: Listening activities (Songs), supported by the lyrics (closed captioned).

According to the interview data, the hearing impaired students reported that actually the teachers of English are giving them more strategies to face the listening activities in the class, for instance the listening activities like songs are being supported by the videos with the lyrics.

As one hearing impaired student report:

"Un día nos llevaron al laboratorio y la Miss nos puso una canción, pero no la puso solo en la grabadora y ya, sino que también puso el video como con avisitos y yo la pude completar más fácil y la alcancé a terminar y a entregar completa".

From the information obtained in the interview teachers of English are implementing ways for teaching their students, including hearing impaired students, finding strategies based on the knowledge of each one of them. The hearing impaired students are perceiving that the teachers of English are giving them more opportunities and alternatives to finish the listening activities, the students reported that they may even finish the listening activities.

The previous statement is correlated to the suggestion done by the Practical guidance for teachers working with deaf children, (2004) in which explain the importance of presenting digital text rather than printed text or that students can personalize it (for example, by enlarging it or listening to it). The use of blogs, wikis, and online tools such as Moodle to bring together different versions of content in one place (for example, a YouTube video, a graphic, and some text).

1.1.1.1.2. Sub- category: 1.2: The group activities are applied in almost all the English classes.

Concerning this category, the hearing impaired students stated that they are realizing the current changes in the English teaching methodologies in relation to the increasing of group activities.

Concerning this category, the hearing impaired stated:

"Casi todo el tiempo, pues casi en todo nos hacemos en grupo como de tres o cuatro es que como ella nos pone es a hablar más que todo nos toca hacer muchos diálogos"

This information allows to infer that the teachers of English are implementing collaborative learning as strategy to ease the English learning process in inclusive classrooms. According to Dooly (2008) "In collaborative learning students are aimed to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together."

1.1.1.1.3. Sub- category: 1.3: The classes are focused in communicative activities more than grammatical aspects.

The students reported that in the classes of English the amount of communicative activities has gradually increased.

"Realizamos debates que nos permiten conocer las posiciones de nuestros compañeros frente a algunos temas que hacen que interactuemos más"

A hearing impaired student also reported:

"Realizamos debates que nos permiten conocer las posiciones de nuestros compañeros frente a algunos temas que hacen que interactuemos más".

It can be analysed, that the teachers of English are focusing on the functions of language rather than the formal aspects of the language. As (Alonso, 2003) states, the English language teaching strategies for hearing impaired students will require adjustments in its use of language

as an instrument of communication and learning. The students will learn more through the systematic exposition and fluency communication than the learning of grammar rules.

At respect, (Jiménez, 2003) stated that the curriculum of schools must emphasize in many sensorial experiences and overall in the needs of the speech as a means of effective communication. Students may not talk about something they have not lived and felt.

7.2 Category 2: Strategies that promote inclusive environments

> *Explanation of the direction of the activity in Spanish in the first place to give HI students more confidence in the development of that activity.*

Concerning this category, the hearing impaired stated: "*Pues casi en todas las actividades de inglés me he sentido bien, pero me siento mejor cuando en cualquier actividad el profesor me da la explicación primero en español, ya que así le entiendo mejor lo que debo hacer y no me siento mal o sin saber qué hacer".*

It can be analysed, that the teachers of English are looking for strategies to ease the explanations to hearing impaired students. As was reported by one of the hearing impaired student he is feeling more self-confidence in the development of the activities in the class of English.

Category 2: Strategies that promote inclusive environments.

Sub- category: 2.1 Work by groups to play games to learn and practice new topics to promote confidence in the hearing impaired students to talk in English.

According to the interview data, the hearing impaired students reported:

They are having a relevant function in the groups they conformed for the classes of English, because now they fell they are really helping their classmates in the assignments proposed.

- Encourage students to select work environment that best suit their needs and the task (for example, wearing noise- cancelling headphones, listening to music, working in a quiet corner.)

- Discuss with students, different ways they can reveal their learning to meet success criteria.

- Consider reducing the quantity rather than the complexity of learning.

As one hearing impaired student said: “Cuando no entiendo bien un tema prefiero trabajar en parejas o grupos para socializar ideas y mejorar mi desempeño”.

Additionally, the hearing impaired students are felling more confidence and involvement in the class of English because they are participating in the activities like the hearing students. “Tuvimos que hacer un concurso de canto por cursos y nos aprendimos una canción y yo también canté y como estábamos casi todos no me dio tanta pena cantar”

The cooperative learning topic recognized in the opinion reported in the interviews done to some hearing impaired students, is an important educational tool to implement in the inclusive classrooms. The hearing impaired students are working in small groups so they have more chances to participate in the activity proposed. As well as they are more likely to hear everything and take the idea to ask others questions if they don`t understand something.

From this information can be analysed that the design of group activities like contests and games or dialogues that contain basic structures supported by a hearing classmate is a good

strategy to foster speaking skills. This statement can be supported according to Dooly, (2008) that mentions the collaborative learning as a strategy in which students are aimed to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together, creating a class culture where students support each other.

8. CONCLUSIONS

The present research has as a main objective to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements. The pedagogical proposal is directed to the teachers of English that have hearing and hearing impaired students in the same class and want to implement strategies to promote inclusive practices to foster a quality education to all the students. The researcher develops the pedagogical proposal sustained in the workshop applied to the pedagogy as a model of teaching and learning. It is considered as a way of promoting learning by doing providing the opportunity of working by groups to transform the learning, to do that all the members of the workshop learn together doing thinks with these learning, by means of the reflections of their current practices.

The topics applied in the pedagogical proposal were revealed after some interviews that were applied to the teachers of English. These teachers expressed the importance of being updated in all about inclusive practices, for instance: Hearing impaired students' characteristics, public policy of education, English teaching methodologies and adaptations. The topics were applied implementing accurate procedures like teachers' discussions, group work, roundtables, presentations and plenary discussions.

The workshops were applied once or twice a week. A schedule that got all the topics applied to them was presented. Each workshop was divided in: First: The presentation of the topic. Second the warm up section, Third the sequence of the activities/ process, and fourth the evaluation of the learning process. (See Appendix section). The workshops are considering as a

highly interactive activity. As Richards and Farrell (2005, p.25) point out, workshops help resolve problems rather than simply improve theoretical understanding. By means of the workshops the teachers of English can come away with ideas, experiences, strategies, techniques that can be implemented.

After the implementation of the workshops emerged some significant findings from the teachers of English and the hearing impaired students. As follows is presented the findings after the implementation of the workshop to the teachers of English.

The workshops allow the teachers of English to establish in their teaching performance the difference between integration and inclusive methodologies, promoting positive inclusive environments, the teachers of English promoted cooperative learning as a successful teaching strategy that takes advantage of students' differences, assigning special roles to those fast learners. This can be explained by the fact that the knowledge English teachers gained during the workshop contributes to promote inclusive learning environments in their classes. As teacher of English reported:

"The attitudes that promote inclusive environments are all the activities that foster and celebrate students` diversity. Teachers under inclusive classrooms framework plan and think their classes to everybody looking for students' success".

As result of the implementation of the workshops the teachers of English, planned changes in the current English teaching methodologies, namely, the classes from now on are focused on communicative activities than grammatical aspects. Teacher of English focused their teaching methodologies through the exposition and fluency communication than the learning of grammar rules. In addition, the teachers of English felt that due to the workshops

they could question their roles regarding to inclusive practices. They reflected about their current practices. Most of them could analyse that the strategies they were applying during many years did not foster inclusive environments, it can be considered that the teachers of English had a reflection time to analyse their roles in the learning process doing a better use of inclusive classroom arrangements. Therefore, the teachers of English comprehended the public policy about inclusion, the knowledge and difference between integration and inclusive concepts, identification and knowledge about how a cochlear implant works.

The pedagogical proposal has also revealed after its implementation that the hearing impaired students felt more confident and involved in the class of English because they participated in the activities like hearing students. It had a positive impact in the school regarding the process of changing from integration strategies to inclusive teaching strategies, promoting settings in which the diversity is celebrated and allow to see the students learning difficulties in opportunities to reflect about teaching strategies and methodologies under inclusive frameworks.

After the implementation of the pedagogical proposal the English classes were planned taking into account hearing impaired students' characteristics, addressing and responding to the diversity of needs of all learners by increasing and involving participation of all people that are in the educational process of the children, for instance, parents, the principal, headmasters among others. This statement was supported by the Hearing-impaired students by means of some interviews in which they felt the changes in the current English teaching methodologies in comparison to the methodologies applied years ago.

The hearing impaired students realized that after the implementation of the proposal the teachers of English are giving them more opportunities and alternatives to finish the activities. Hearing impaired students are working in small groups so they have more chances to participate in the activity proposed. As well as they are more likely to hear everything and take the idea to ask others questions if they do not understand something. This information allows to infer that the teachers of English are implementing collaborative learning as strategy to ease the English learning process in inclusive classrooms.

As the Teachers of English have to face different challenges in their classes, they need to start inquiring over new ways to enrich their professional development. Therefore, the scientific question of the current research project that is related to: How does the implementation of a pedagogical proposal to foster the teachers of English in understanding the implications of hearing impairment in the learning process contribute to improve their performance in inclusive classrooms, has the response in terms of the comprehension of the inclusive education as a system of education for all students that is why the characteristics that the pedagogical proposal should have are related to the comprehension and Identification of hearing impaired characteristics. The knowledge of a cochlear implant, the identification of the approaches that promote inclusive environments in their classrooms, Updated Teachers of English to stablish in their activities the difference between integration and inclusive methodologies, reflection time to analyse Teachers` of English roles doing a better use of inclusive classroom arrangements. It means the characteristics that should have the pedagogical proposal has to be also focused to the classes that should be planned in order not to exclude hearing impaired students. For instance: Use students' differences to share experiences promoting cooperative learning, assigning special roles to those fast learners so that they will

help and teach their classmates, giving an additional chance to practice, therefore everyone in the class will be taking advantage of diversity". (Teachers of English, 2016.).

This research has shown that inclusion required teachers and the school to operate different, all need to share in making inclusion work. Therefore, inclusion has to be a positive experience if teachers, parents, students and the community involved believe in it and work hard to make it work. The success of the pedagogical proposal depends on the involvement of those teachers of English that took part of it and were interested to make it work.

9. SUGGESTION FOR FUTURE RESEARCH

The main objective of this research was to foster teachers of English in understanding the implications of hearing impairments in the learning process, by doing a better use of inclusive arrangements. It was the research intention to find out the design of the proposal that fosters the understanding of the implications that involve inclusive practices as a way of replying, engaging and celebrating diversity in the education system. However, the proposal only was designed to Teachers of English to be applied to hearing-impaired students. Further research should continue with the implementation of workshops that can be applied to the other subjects and could be directed to students with different disabilities, for instance: Blind students. Teachers of English declared that this proposal could be applied to other subjects and could be a good idea to implement it in Spanish to cover the requirements of all teachers that are in the school not only for the teachers of English.

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APPENDIXES

Page

APPENDIX 1 119
APPENDIX 2 121
APPENDIX 3 123
APPENDIX 4 127
APPENDIX 5 134
APPENDIX 6 135
APPENDIX 7 137
APPENDIX 8 139
APPENDIX 9 140
APPENDIX 10 141
APPENDIX 11 142
APPENDIX 12 144
APPENDIX 13 146
APPENDIX 14 148
APPENDIX 15 150
APPENDIX 16 152
APPENDIX 17 154
APPENDIX 18 172
APPENDIX 19 175
APPENDIX 20 177

APPENDIX 1

UNIVERSIDAD LIBRE

FACULTAD CIENCIAS DE LA EDUCACIÓN

MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDÁCTICA DE LAS LENGUAS EXTRANJERAS

CAMPO DE FORMACIÓN EN INVESTIGACIÓN

Estimado Colega:

Soy maestrante en Educación con Énfasis en Didáctica de Lenguas Extranjeras y estoy llevando cabo una investigación educativa sobre: "**English Teachers' Professional Development for guiding the English learning process in inclusive classrooms".** La investigación tiene como propósito diseñar una propuesta pedagógica para docentes de inglés con el fin de incrementar su desarrollo profesional en cuanto al manejo del proceso de enseñanza y aprendizaje del idioma inglés en aulas inclusivas. Además de participar en el estudio, usted tendrá la posibilidad de conocer los avances de dicha propuesta investigativa y así mismo actualizarse sobre los temas en cuestión. Los datos que se recopilarán para dicha investigación serán a partir de la fecha y hasta el final del semestre académico. Para dicho objetivo se realizarán entrevistas, encuestas y se archivará la información que usted facilite. Esta información será recolectada y analizada por la docente: Nancy J García Riaño. Dicha información se utilizará sólo para propósitos académicos e investigativos. Esto puede implicar el uso de resultados en simposios académicos, plenarias y publicaciones ya sea dentro de las revistas académicas de la Universidad o fuera de ésta. Quiero aclarar que su información personal jamás se verá comprometida.

Agradezco su participación en este proyecto. Para formalizar su participación en esta investigación le solicito cordialmente firmar con sus datos personales la información en la parte inferior de esta hoja.

Cordialmente:

NANCY J GARCÍA RIAÑO

Maestrante en Educación con Énfasis en Didáctica de Lengua Extranjera.

CC: 52'984.591. Bogotá.

Nombre del docente: _____

Firma: _____ Fecha: _____

APPENDIX 2

Stage one interview one

UNIVERSIDAD LIBRE

FACULTAD DE EDUCACIÓN

MAESTRÍA EN EDUCACIÓN CON ÉNFASIS DE DIDÁCTICA DE LENGUAS EXTRANJERAS

ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT FOR GUIDING THE ENGLISH LEARNING PROCESS IN INCLUSIVE CLASSROOMS.

---

1. Nombre algunas estrategias metodológicas y pedagógicas que emplea en clase de inglés para facilitar el proceso de aprendizaje a niños con baja audición.

_____
_____
_____

2. ¿Ha adaptado los materiales como libros de texto a estudiantes con baja audición?

_____
_____
_____

3. ¿Adapta materiales como los libros de texto a estudiantes con baja audición? Si es así, ¿cómo lo ha hecho?

_____
_____
_____

4. Que recursos diferentes a los libros de texto lleva a sus clases para promover y facilitar los procesos de enseñanza aprendizaje del inglés con estudiantes con baja audición.

_____
_____

5. ¿Considera que la formulación de los desempeños está acorde con las particularidades de los estudiantes con baja audición?

_____
_____

Table 1. Answer from the interview number 1 of the stage 1 done to English Teachers.

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4
1. Nombre algunas estrategias metodológicas y pedagógicas que emplea en clase de inglés para facilitar el proceso de aprendizaje a niños y niñas con baja audición.	La ayuda visual es muy importante, ya que estas facilitan la comprensión y generan la actividad desencadenante en los niños.	Atención personalizada la mayor parte del tiempo, es decir explicaciones y retroalimentación uno a uno.	Ubicación frontal y cerca al docente.	Empleo flash cards para que los estudiantes relacionen la imagen con la pronunciación de la palabra (sin mostrarles en primera instancia la escritura de la palabra).
	El trabajo grupal permite facilitar las actividades y le da mayor seguridad al niño.	Énfasis en actividades escritas que de escucha.	Constante motivación.	El trabajo en clase se realza de manera grupal.
		Práctica continúa de actividades orales.	Preguntar continuamente si está comprendiendo.	
			Control del desarrollo de actividades escritas o grupales a través del contacto físico.	
2. ¿Ha adaptado algunos materiales como libros de texto a estudiantes con baja audición? Si es así, ¿Cómo lo ha hecho?	He adaptado algunas partes de libro. Ej. En canciones, aunque los niños escuchen en menor intensidad la pronunciación, si sienten el ritmo y van leyendo la letra, adecuando así la canción.	No, aunque se les evalúa únicamente habilidades como: Gramática, lectura o escritura.	No, ubico un niño muy inteligente para la signatura al lado del niño con dificultad, puesto que él le podría ayudar y guiar en algunos ejercicios, pero siempre contando con la supervisión del docente.	No las he adaptado solo omito algunos ejercicios que se les puedan dificultar como los relacionados a listening o speaking.
	Las actividades de writing las aplico con un nivel de exigencia acomodado al ritmo y nivel del estudiante.			

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4
3. ¿Adapta materiales o actividades para la enseñanza del inglés a niños con baja audición en todas y cada una de sus clases?	Si, en la mayoría de las clases, proporciono material de acuerdo a las necesidades del estudiante. Además, sugiero páginas o enlaces de ayuda visual para que se manejen en casa. Por último, sugiero mucho repaso en casa con el objetivo de afianzar lo visto	No siempre.	Se les suministra vocabulario y oraciones sencillas, básicas y la evaluación se realiza de acuerdo al avance de cada niño.	No siempre. En ocasiones me enfoco en los demás estudiantes (estudiantes promedio), por lo tanto, sigo con los temas propuestos por el libro y las actividades que en momentos no tienen en cuenta las necesidades específicas de este grupo de estudiantes.
4. Que recursos diferentes a los libros de texto lleva a sus clases para promover y facilitar los procesos de enseñanza aprendizaje del inglés en estudiantes con baja audición	Actividades grupales para generar imitación Láminas Juegos de memoria Realizo presentaciones donde la interpretación de personajes facilita la comprensión.	Algunas veces se trabajan conversaciones o composiciones escritas con base en flash cards o se practican estructuras gramaticales con juegos de mesa.	Posters, flash cards, plastilina, pintura, videos, mímicas y canciones.	Flash cards, el software que ofrece el libro que estoy trabajando actualmente, páginas de internet que contienen ejercicios en línea relacionados a los temas que se están trabajando.

APPENDIX 3

Stage one interview two

ENTREVISTA A DOCENTES

OBJETIVO DE LA ENTREVISTA:

- **Indagar sobre el conocimiento que puedan tener los docentes acerca de las prácticas pedagógicas pertinentes para la enseñanza del inglés a niños con baja audición bajo el marco de la política educativa de aulas inclusivas.**
- **Conocer si las prácticas educativas que se están llevando a cabo en las clases de inglés realmente van acorde con sus necesidades y están siendo enfocadas bajo la política educativa de aulas inclusivas.**

1. **¿Ha recibido alguna capacitación con relación a la enseñanza del inglés para estudiantes con baja audición?**

2. **¿Cuáles cree que son las necesidades de aprendizaje que presentan los estudiantes con baja audición?**

3. **Mencione algunas estrategias metodológicas que haya implementado y le hayan facilitado el avance en el desarrollo de las cuatro habilidades comunicativas de estudiantes con baja audición.**

4. **¿Considera que los estudiantes con baja audición lograrán el cumplimiento de algunos descriptores contemplados dentro de la clasificación B1, según el Marco Común Europeo y el logro de los objetivos planteados por la institución, como, por ejemplo:**

- **Comprender la idea principal de programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.**
- **Participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales)**
- **Escribir textos sencillos y bien enlazados sobre temas que le son conocidos o de interés personal.**

5. **¿Desde su experiencia como docente cómo define el concepto de inclusión?**

6. **¿Cómo planea sus actividades de manera que incluyan y aporten al desarrollo de habilidades comunicativas de Habla, Escucha, Lectura y Escritura para niños con baja audición?**

7. **¿Considera que el concepto de aulas inclusivas se está llevando a cabo en las clases de inglés?**

ENTREVISTADO # ___

Table 2. Results of interview 2

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1. ¿Ha recibido alguna capacitación con relación a la enseñanza del inglés para estudiantes con baja audición?	No he recibido ninguna capacitación sobre estrategias didácticas en la enseñanza del inglés para niños con baja audición.	He recibido charlas informativas acerca de la pérdida de audición, sin embargo, no he recibido ningún tipo de formación pedagógica acerca de la misma.	No.	No, no hasta la fecha	No que yo recuerde
2. ¿Cuáles deberían ser las estrategias para facilitar la enseñanza de este idioma a estos estudiantes?	Los niños con baja audición tienen afectada una parte del cerebro que dificulta la reproducción verbal y auditiva. Así que sus necesidades principales son: Dificultad para reproducir sonidos que emitan un mensaje. Dificultad para escuchar conversaciones. Dificultad para pronunciar fonemas que se necesitan dentro de su lengua materna y más aún en lengua extranjera.	Adaptación curricular para fortalecer en primera medida la lengua materna y luego fomentar los procesos de bilingüismo y estructuras en la segunda lengua. Desde el aprendizaje de EFL. Vale la pena resaltar la importancia de enfatizar el aprendizaje y reconocimiento de fonemas y sonidos nuevos que probablemente serán un reto adicional para los EFL learners.	Principalmente, estos estudiantes requieren estrategias de aprendizaje visuales para introducir y reforzar alguna estructura. También necesitan que el docente trabaje con ellos uno a uno en espacios como la pronunciación y la escucha.	Es importante determinar las particularidades de cada caso para poder resaltar las necesidades de cada caso.	Considero que los estudiantes que presentan esta característica sienten la necesidad de ser integrados en el aula así sea manejando una estructura básica, socializando un diálogo fácil.

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
3. ¿Mencione algunas estrategias metodológicas que haya implementado y le hayan facilitado el avance en el desarrollo de las cuatro habilidades comunicativas de estudiantes con baja audición?	Potenciar la gramática a través de ejercicios y guías. El listening lo trabajo de forma paulatina y con conversaciones lentas de forma tal que sean claras y precisas. La habilidad de speaking la trabajo a solas con el estudiante, generando conversaciones de su cotidianeidad. Writing lo trabajo a partir de temas de interés y con las mismas guías de gramar. Considero que la mejor estrategia pedagógica para este tipo de estudiantes es a nivel visual. A partir de láminas, videos, memory games, lotteries, films. Los avances se hacen más evidentes con cada uno de	Uno de los cambios en las estrategias pedagógicas que mayor impacto ha generado sobre los estudiantes con baja audición, ha sido aumentar la cantidad de "INPUT" (escrito y oral). Brindando un mayor número de espacios de familiarización con la L2. Fomentar el uso de la L2 fuera del aula y promover espacios donde exista una necesidad "real" de comunicación.	Generalmente los niños con baja audición se dedican mucho a la lectura y a la escritura, sin embargo, al trabajar ejercicios de escucha, pronunciación, y comunicación, ellos deben acercarse mucho más al elemento de sonido y si es posible ubicarse con compañeros que guíen su proceso a lo largo de sus actividades.	A. Desarrollo y adaptación de material para los estudiantes con necesidades educativas especiales. B. Trabajo uno a uno con el educando con necesidades educativas especiales. C. Asignación de un par como apoyo del educando con necesidades educativas especiales.	Algunos métodos empleados en el aula son el uso de láminas y repetición constante de este vocabulario, asignación de un tutor, creación de diálogos cortos y básicos

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
	ellos hay muchas actividades que potencias las cuatro habilidades.				
4. ¿Considera que los estudiantes con baja audición lograrán el cumplimiento de algunos descriptores contemplados dentro de la clasificación B1, según el Marco Común Europeo y el logro de los objetivos planteados por la institución, como, por ejemplo: Comprender la idea principal de programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara. Participar espontáneamente en una conversación que trate temas cotidianos de interés personal	Considero que un estudiante con baja audición si puede cumplir con cada una de las situaciones descritas con anterioridad. Si pueden comprender ideas principales y situaciones reales, además de expresar ideas a través de textos. Se deben buscar estrategias acordes e idóneas para cada caso.	Si el estudiante tiene facultades cognitivas plenas, si bien la baja audición representa un obstáculo, este puede ser superado con excelentes resultados, con disciplina y una pedagogía integra. No debemos olvidar alrededor de todo el mundo existen personas con baja audición capaces de aprender su lengua materna alcanzando óptimos niveles de comunicación.	Considero que cada uno de esos logros puede ser alcanzado por niños con baja audición siempre y cuando las herramientas tecnológicas se adapten a sus necesidades y sean apoyados y corregidos por el docente sin excluirlos del grupo escolar.	Es difícil puntualizar en esta pregunta ya que cada caso debe ser estudiado para determinar hasta qué punto puede llegar con el educando, pero si en algunos casos los estudiantes pueden alcanzar los parámetros enmarcados	Claro que algunos de estos estudiantes pueden llegar a un nivel B1, ya que cada uno presenta una problemática diferente, algunos son más constantes que otros, a través de mucha práctica algunos alcanzan muy buenos resultados.

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales) Escribir textos sencillos y bien enlazados sobre temas que le son conocidos o de interés personal.					
5. ¿Desde su experiencia como docente cómo define el concepto de inclusión?	Inclusión hace referencia a la comprensión de cierta situación y una vez se tenga clara la situación, se diseñen formas de ayuda y colaboración en pro de buscar el bien común	La inclusión en la pedagogía, desde mi perspectiva, consiste en crear y adaptar aulas de clase, metodologías y estrategias para satisfacer las necesidades de aprendizaje de todos los estudiantes.	La inclusión es la capacidad de una comunidad educativa para enseñar a todos sus miembros las mismas habilidades teniendo en cuenta las fortalezas, debilidades, y necesidades de cada uno.	Adaptación de los diferentes escenarios del colegio y las posibles características especiales de los educandos con déficit de algún tipo.	Considero que este modelo consiste en adaptar el programa a llevarse a cabo con este tipo de estudiantes, generando estrategias que faciliten su aprendizaje.
6. ¿Cómo planea sus actividades de manera que incluyan y aporten al desarrollo de habilidades comunicativas de: ¿Habla,	La planeación de las actividades las hago teniendo en cuenta ¿Qué quiero lograr con el estudiante? Las enfoco tratando de desarrollar las habilidades a través de su parte visual y	Aumentando la cantidad de Input proporcionando y verificando constantemente que se haya comprendido	Los niños con baja audición participan igual que los demás en todo tipo de actividades, pero las de escucha requieren mayor dedicación del docente, repeticiones y explicaciones	Se debe tener en cuenta varios aspectos tales como el tema que se está trabajando en clase, las habilidades en las que se desea hacer énfasis, si fuera necesario y desde luego las	Empleando textos más básicos, actividades más básicas, etc.

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Escucha, Lectura y Escritura para niños con baja audición?	buscando siempre actividades fáciles que eviten la frustración en el estudiante. Por tiempo y por atención a otros educandos, es difícil realizar todo lo que tengo en mente, pero he tratado de buscar avances en estos niños.	lo enseñado.	para lograr el objetivo planteado.	características del educando.	
7. ¿Considera que el conocimiento sobre aulas inclusivas se está llevando a cabo en las clases de inglés?	Considero que no se lleva en un 100%, yo no lo hago, quisiera tener tiempo para hacerlo en su totalidad, considero pertinente y urgente más capacitaciones para todos los docentes, ya que carecemos de estrategias metodológicas y pedagógicas. Solo pienso que los niños no tienen la necesidad educativa, somos los docentes quienes tenemos necesidad de aprender a	No, los profesores aún no cuentan con la formación adecuada para enseñar un L2, en aulas inclusivas, no sabemos qué hacer, como guiarlos y colaborarles.	En mi opinión, dicho concepto se lleva a cabo en un 80% de las clases ya que también hay ocasiones en las que el docente no logra abarcar todas las necesidades o por asuntos específicos de la clase o el comportamiento de los niños algunas expectativas no se satisfacen.	Si se está dando, pero no de la mejor manera ya que falta mucha preparación para los docentes para garantizar la efectividad de las estrategias propuestas y diseñadas por los docentes.	Sí, pero este modelo no es fácil de llevar a cabo con todos los estudiantes, ya que el nivel de baja audición varía en cada uno.

Question	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
	tratarlos y a capacitarlos.				

APPENDIX 4

Stage number 2 (Implementation of the proposal)

English teachers' professional development for guiding the English learning process in inclusive classrooms.

FECHA	TIPO DE ACTIVIDAD	ENCARGADO
1. February the 16 th	1. Presentación modulo proyecto de investigación _27 - copia.pptx 1.2. Presentación video: Concepto de Inclusión 1.3 Presentación de video: Diferencia conceptos de inclusión e integración. 1.3. Presentación: Política Pública de discapacidad. 1..4. Definición personal sobre Educación Inclusiva	Teacher: Nancy García
2. February the 23 rd	2. How a cochlear implant Works. 2.1 Understanding Deafness 2.2 Presentation: Hearing Impaired Students Characteristics. 2.3 http://prezi.com/qvlwban2leb1/?utm_campaign=share&utm_medium=copy 2.4 Teaching Students with Hearing Loss. (Folders) 3. Partner work – Problem solving about the articles: • El molde and Differences between inclusion and integration concept ALMENTA, E. y MUÑOZ, J. (2007).	Teacher: Nancy Garcia
3. March the 10 th and April the 17 th	4. Teachers` writing opinion based on the previous articles. • Difference between integration and inclusive concept. • Strategies to apply to hearing impaired students.	Teachers of English
5. May the 28th	5. Teachers' evaluation about the pedagogical proposal.	Teachers of English
6. July the 13th	6. Teachers programmer presentation for the third term with adjustments based on the proposal	Teachers of English
7. 2014 and 2015	7. Classes done by the English teachers • After the proposal.	Teachers of English

APPENDIX 5

<table>
<tr><td colspan="5">PEDAGOGICAL PROPOSAL FOR ENGLISH TEACHERS TO ENRICH TEACHERS' PROFESSIONAL DEVELOPMENT FOR GUIDING THE ENGLISH LEARNING PROCESS IN INCLUSIVE CLASSROOMS</td></tr>
<tr><td colspan="5">WORKSHOP NUMBER 1</td></tr>
<tr><td>TYPE OF WORKSHOP
This workshop is basically an input section where English teachers get useful information about the topics listed below.
LEARNING OBJECTIVES</td><td>Target population: High school teachers.</td><td>Time: 45 minutes</td><td>Resources: Video beam, reference folders to Teachers of English.</td><td>Date: February, 16 th 2015.</td></tr>
<tr><td>•Ease and guide the knowledge and appropriation of the public policy of inclusion.
•Introduce the pedagogical proposal to enrich teachers' professional development for guiding the English learning process in inclusive classrooms.
• Introduce the concepts of inclusion and integration as well as their difference</td><td colspan="4">WARM UP ACTIVITY</td></tr>
<tr><td></td><td colspan="4">SEQUENCE OF ACTIVITIES/ PROCESS</td></tr>
<tr><td></td><td colspan="4">The teacher in charge of the workshop will clarify doubts about the difference between integration and inclusive concepts, as well as the public policy of inclusion and the pedagogical proposal. Later the teacher in charge will ask them about relevant topics by means of an open question questionnaire to verify teachers` understanding and appropriation of the topics given.</td></tr>
<tr><td></td><td colspan="4">EVALUATION OF THE LEARNING PROCESS</td></tr>
<tr><td></td><td colspan="4">• This meeting allowed teachers of English know and internalized the public policy about inclusion that is currently ruling the schools.
• Teachers of English will establish in their lesson plans the difference between integration and inclusive methodologies, promoting positive inclusive environments.</td></tr>
<tr><td></td><td colspan="4">• The knowledge English teachers gained during the workshop will contribute to promote inclusive learning environments in their classes. (As an evidence of that they will write their comments about what an inclusive classroom means, based on the current workshop). See annexes</td></tr>
</table>

APPENDIX 6

Evidence First Meeting

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MAESTRÍA EN EDUCACIÓN CON ÉNFASIS DE DIDÁCTICA DE LENGUAS EXTRANJERAS

ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT FOR GUIDING THE ENGLISH LEARNING PROCESS IN INCLUSIVE CLASSROOMS.

Activity: 1

Names: _____, _____,

_____, _____.

1. FROM YOUR EXPERIENCE AS AN ENGLISH TEACHER. WHAT DOES AN *INCLUSIVE CLASS* MEAN?

COMMENTS

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Table 3. Evidence of the first meeting.

Question	Teacher # 1	Teacher # 2	Teacher # 3	Teacher # 4	Teacher # 5
From your experience as English teacher, what an Inclusive classroom means?	An inclusive class is carried out when I can do the same activities with all students including NEE students, but the most important is that they learn and feel happy dong different activities.	I believe an inclusive class in a space where all students can be accepted and feel in a comfortable environment where learning becomes a joyful and exciting process. In an inclusive class, teachers should create and adjust materials, planners, assessments and everything it takes to fit the students' progress according to their own needs.	An inclusive class means a space where teacher offers a variety of strategies to help students learn without judging their differences. The main objective of an inclusive class in that everybody learns and participates. It doesn´t matter how students do it or how long they take. With this class teacher and students must work together to provide sources or any necessary element to make sure that the learning goal is achieved.	En una clase inclusiva no solo se debe tener en cuenta niños, niñas o jóvenes con discapacidad Sino que como cada ser es diferente se deben tener a todos en cuenta para asegurar un adecuado proceso de enseñanza aprendizaje.	Since my experience as English teacher, I can say that an inclusive class means to help using different tools and strategies for the students that have different process. We know this is not an easy task because sometimes we do not know how to deal with these students however, through the experience we can do many activities in order to motivate them to improve.

APPENDIX 7

TYPE OF WORKSHOP	Target population:	Time: 45 minutes	Resources: Video beam	Date: FEBRUARY THE 23TH

WORKSHOP NUMBER TWO AND THREE

This section will be basically an input section where English - Definition and main characteristics of hearing impaired concept.				

LEARNING OBJECTIVES	
• Comprehend and identify how a cochlear implant works • Comprehend and Identify hearing impaired characteristics. • Define the attitudes that promote integration settings and inclusive environments in their classrooms.	**WARM UP ACTIVITY** The teacher in charge of the workshop will introduce the learning objective by means of a Prezi presentation that will present the definition of deafness and hard of hearing concept, as well as how a cochlear implant works. **SEQUENCE OF ACTIVITIES/ PROCESS** The teacher in charge of the workshop will ask questions to English teachers and will clarify doubts during the Prezi presentation to promote a better understanding. Later the teacher in charge will give them a questionnaire that will allow them identify and apply positive strategies to hearing impaired students that will foster positive inclusion environment. **EVALUATION OF THE LEARNING PROCESS** The English teachers will have to identify the attitudes that promote integration settings and the attitudes in their classes that promote inclusive teaching environments, through a questionnaire they have to answer. In the same questionnaire teachers of English will describe form their experiences and based on the meetings they have, which are the strategies that could ease hearing impaired students understanding under an inclusive framework. Later teachers of English will give to the teacher in charge the questionnaire in which they reflected their understanding and new perception related to attitudes that promote integration settings and the attitudes that promote inclusive environments.

APPENDIX 8

ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT FOR GUIDING THE ENGLISH LEARNING PROCESS IN INCLUSIVE CLASSROOMS.	
DATE OF MEETING: March the 10th and April the 17 th	**MEETING NUMBER**: Three and Four
DIRECTION OF THE ACTIVITY: 1. Could you please read the articles about the difference between integration and inclusive concept and the article called: El Molde. (Almenta, E. Y Muñoz, J. (2007). 2. From your experience as English teacher, Could you please answer the questions below.	
From the presentation about integration and inclusive concept given in the first meeting and the supporting readings. Could you please answer:	
1. How can you tell the difference between integration and inclusive concept?	
Integration: **Inclusive:**	
2. Which attitudes are you promoting to teach inclusively?	
3. From the teachers' folder given in the previous meeting. Which were the teaching strategies for hearing impaired students you will implement in your classes and why?	

APPENDIX 9

<table>
<tr><td colspan="5">PEDAGOGICAL PROPOSAL FOR ENGLISH TEACHERS TO ENRICH TEACHERS' PROFESSIONAL DEVELOPMENT FOR GUIDING THE ENGLISH LEARNING PROCESS IN INCLUSIV</td></tr>
<tr><td colspan="5">WORKSHOP NUMBER 4</td></tr>
<tr><td>TYPE OF WORKSHOP

Teachers will evaluate the proposal and suggest topics for the following meetings, with regard to: Relevance, pertinence, viability and aspects to be improved.</td><td rowspan="2">Target population: High school teachers.</td><td rowspan="2">Time: 45 minutes</td><td rowspan="2">Resources: Video beam, Reference folders to Teachers of English.</td><td rowspan="2">Date: MAY THE 28TH</td></tr>
<tr><td>LEARNING OBJECTIVES</td></tr>
<tr><td rowspan="8">• Describe the relevance of the proposal for English teachers' professional development so far.
• Specify the requirements teachers of English need to promote positive inclusive environments
• Give to the teacher in charge of the workshop suggestions to improve some aspects for the following meetings.</td><td colspan="4">WARM UP ACTIVITY</td></tr>
<tr><td colspan="4">The teacher in charge of the workshop will give to English teachers a feedback format, then they have to analyze which is the applicability, viability and relevance of the proposal currently done for them. Finally, they have to describe which could be the aspects to be improved for the subsequent meetings.</td></tr>
<tr><td colspan="4">SEQUENCE OF ACTIVITIES/ PROCESS</td></tr>
<tr><td colspan="4">The teacher in charge will identify which are the aspects to improve for the following workshops. If the workshops are being relevant for the teachers of English, If the workshops are being useful for their professional development and which will be the requirements teachers of English need to promote positive inclusive environments.</td></tr>
<tr><td colspan="4">EVALUATION OF THE LEARNING PROCESS</td></tr>
<tr><td colspan="4">From teachers of English view, the commissioned teacher will implement and incorporate improvements suggested by the initial cycle to be applied for the following meetings to implement changes at school, for instance in the didactic unit structure.</td></tr>
<tr><td colspan="4">From teachers of English view, the teacher in charge will suggest to teachers of English an improvement in the didactic unit structure. Specifically, in the "NEE STRATEGIES" section.</td></tr>
<tr><td colspan="4">From the area meeting they will deliberate which will be the possible names for changing NEE Strategies to another name that allows evidence positive inclusive environments.</td></tr>
</table>

APPENDIX 10

PEDAGOGICAL PROPOSAL FOR ENGLISH TEACHERS TO ENRICH TEACHERS' PROFESSIONAL DEVELOPMENT FOR GUIDING THE ENGLISH LEARNING PROCESS IN INCLUSIVE CLASSROOMS

WORKSHOP NUMBER 5

TYPE OF WORKSHOP				
Teachers' didactic unit presentation with adjustments based on the previous workshops.	Target population: High school teachers.	Time: 45 minutes	Resources: Video beam, reference folders to Teachers of English, didactic unit of the English area	Date: JULY THE 13TH
LEARNING OBJECTIVES				
• Implement modifications for the didactic unit of the school where the research is taking place that shows progress from integration settings to inclusive environments.	WARM UP ACTIVITY The teacher in charge will invite English teachers to plan modifications for the didactic unit that shows progress from integration settings to inclusive environments. Teachers of English will deliberate which Will be the probable changes in the didactic unit. Specifically, in the "NEE strategies section". SEQUENCE OF ACTIVITIES/ PROCESS From teachers' reflection and the workshops currently offered. They have to deliberate about modifications for the didactic unit of the English area, that will reflects new thinking and point of view that fosters the process of changing form integration setting to inclusive environments. Teachers of English after the deliberation stage, have to explain and justify their choice, giving arguments that evidence their new point of view and significant knowledge of inclusive classrooms. EVALUATION OF THE LEARNING PROCESS They have to write a document in which they have to describe the arguments of selecting the new name for the didactic unit section. The teacher in charge of the workshop and Teachers of English will design the didactic unit with the adjustments previously done, to be exposed to the principal of the institution.			

APPENDIX 11

ENTREVISTA: 1

Estudiante: (Sixth grade)

OBJETIVO

- Identificar los cambios que se evidencia en metodología para la enseñanza del inglés a estudiantes con baja audición.
- Determinar si las estrategias didácticas empleadas por los docentes de Inglés permiten la inclusión de los estudiantes con baja audición en el proceso de aprendizaje del inglés.

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1. ¿Consideras que las actividades de escucha, como: (canciones acompañadas del video y con la letra, ejercicios de listening que están en el libro, canciones en las cuales tienes que escoger cual palabra es la correcta según lo que narró el cantante y que se desarrollan por parejas)? Te brindan más facilidades para que puedas realizarlas cómodamente durante la clase, sin que tengas que terminas las actividades de escucha en casa o con la ayuda de tus acudientes.

Respuesta: Si, pues lo de los animales y los verbos ya que me sirve para hablar mejor el inglés,

Pero a veces las actividades de listening no las entiendo tan bien y por eso no las termino

A mí me gustaría que las actividades de listening las siguieran poniendo con las lyrics en videos de YouTube.

2. ¿Sientes que el trabajo en grupo en la clase de inglés fortalece el aprendizaje significativo y permite desarrollar las actividades propuestas?

Respuesta: A mí me rinde más en grupo porque en grupo nos podemos turnar los puntos. Aunque a mí me gusta trabajar solo porque en grupo mis compañeros me gritaban así que prefieron estar solo. Aunque hubo una actividad en la cual el profesor nos ayudó a todos a hacer la unidad nueve y me fue ayudando con los puntos

3. ¿Consideras que las actividades de listening que emplean actualmente los docentes de inglés en clase están aún más enfocadas a proporcionarte ayudas para que puedas entender mejor los ejercicios de listening y así mismo tu desempeño en estas actividades sea mucho mejor?

Respuesta: Siento que todo está normal, igual.

4. Menciona alguna actividad que se haya desarrollado en clase de inglés anteriormente que te haya hecho sentir excluido.

Respuesta: En una que me gritaron cuando me hice en grupo

5. Menciona alguna actividad que se haya desarrollado en clase de inglés actualmente y que haya sido muy incluyente para ti.

Respuesta: Pues casi en todas, pero me siento mejor cuando en cualquier actividad el profesor me da la explicación primero en español, ya que así le entiendo mejor lo que debo hacer y no me siento mal o sin saber qué hacer.

APPENDIX 12

ENTREVISTA: 2

Estudiante: (Seventh grade)

OBJETIVO

- Identificar los cambios que se evidencia en metodología para la enseñanza del inglés a estudiantes con baja audición.
- Determinar si las estrategias didácticas empleadas por los docentes de inglés permiten la inclusión de los estudiantes con baja audición en el proceso de aprendizaje del inglés.

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1. ¿Consideras que las actividades de escucha, como: (canciones acompañadas del video y con la letra, ejercicios de listening que están en el libro, canciones en las cuales tienes que escoger cual palabra es la correcta según lo que narró el cantante y que se desarrollan por parejas)? Te brindan más facilidades para que puedas realizarlas cómodamente durante la clase, sin que tengas que terminas las actividades de escucha en casa o con la ayuda de tus acudientes.

Respuesta: Pues, ee como, no se entiende a veces, por el vocabulario hay palabras que no se entienden, y en el listening va muy rápido. Me parece que las actividades de listening que plantea la docente están bien, como, por ejemplo: Uno que nos hicieron en el laboratorio de Ingles que era de una prueba que nos aplicaron

2. ¿Sientes que el trabajo en grupo en la clase de inglés fortalece el aprendizaje significativo y permite desarrollar las actividades propuestas?

Mmm, en grupo sí, pero solo por parejas porque nos ayudamos entre nosotros

3. ¿Consideras que las actividades de listening que emplean actualmente los docentes de inglés en clase están aún más enfocadas a proporcionarte ayudas para que puedas entender mejor los ejercicios de listening y así mismo tu desempeño en estas actividades sea mucho mejor?

Respuesta: Igual, con la misma dificultad.

4. Menciona alguna actividad que se haya desarrollado en clase de inglés anteriormente que te haya hecho sentir excluido.

Respuesta: Un taller que yo hice solo y no me rindió tanto así que después le pedí a la profesora que me dejara hacer con mi compañero Laino y me rindió más cuando lo hice con él.

5 Menciona alguna actividad que se haya desarrollado en clase de inglés actualmente y que haya sido muy incluyente para ti.

Respuesta: La actividad de los verbos, el concurso porque me había aprendido varios verbos antes porque la profesora me había dado una lista para que me los aprendiera y después hizo el concurso y me sentí más seguro. Yo me siento mejor en la parte escrita que en la parte oral porque me hace memorizar más rápido

APPENDIX 13

ENTREVISTA:3

Estudiante: (Eight grade)

OBJETIVO

- Identificar los cambios que se evidencia en metodología para la enseñanza del inglés a estudiantes con baja audición.
- Determinar si las estrategias didácticas empleadas por los docentes de inglés permiten la inclusión de los estudiantes con baja audición en el proceso de aprendizaje del inglés.

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1. Cuando tienes una actividad de listening tú docente de inglés que estrategias implementa para que te sea más fácil desarrollarla.

Respuesta:

mmm, es que las actividades de listening no me gustan, no me van bien, solo me fue bien cuando la miss puso una canción y luego me dijo que podía llevármela para mirar la letra en YouTube y la completara.

2. ¿Cómo está trabajando contigo la docente de inglés las actividades del libro?

Respuesta:

Pues explica y me dice que si tengo dudas le pregunte, aaa pero que día le dijo a un compañero que le va bien que me ayudara a hacer los ejercicios y la miss nos va así como preguntando si tenemos dudas o algo.

3 ¿Con que frecuencia la docente de Ingles desarrolla actividades en grupo?

Respuesta:

Pues cuando va a hacer, así como una actividad de juegos o de hablar nos pone en grupo, es que ella nos pone mucho a hablar y a mi casi no me gusta porque no sé qué decir.

4 ¿Cómo te gusta trabajar más: ¿De manera individual o de manera grupal? ¿Por qué?

Respuesta:

Como en grupo, pero cuando no toque así hablar arto más que todo cuando nos hace en grupo, pero para escribir o completar algo del libro o así, mejor dicho, que no me ponga a hablar así delante de todos.

5 ¿Sientes que las clases de inglés actualmente te permiten poder compartir más con tus compañeros en el desarrollo de las diferentes actividades?

Respuesta:

Pues sí, la miss nos pone cosas chéveres y pasa cada rato a preguntarme si le entiendo, está como pendiente de mí.

6 ¿Nombra una actividad que más te haya gustado en la clase de inglés y explica por qué?

Respuesta:

No pues, aich no me acuerdo, pues así una la de los verbos la del concurso ese por filas y el que lo escribirá bien punto positivo, eso todos gritábamos, creo que esa.

APPENDIX 14

ENTREVISTA: 4

Estudiante: 1 (Nineth grade)

OBJETIVO

- Identificar los cambios que se evidencia en metodología para la enseñanza del inglés a estudiantes con baja audición.
- Determinar si las estrategias didácticas empleadas por los docentes de inglés permiten la inclusión de los estudiantes con baja audición en el proceso de aprendizaje del inglés.

---

1. Cuando tienes una actividad de listening tú docente de inglés que estrategias implementa para que te sea más fácil desarrollarla.

Respuesta: Pues que me acuerde un día nos llevaron al laboratorio y la Miss nos puso una canción, que no me acuerdo el nombre, pero no la puso solo en la grabadora y ya, sino que también puso el video como con avisitos y yo la pude completar más fácil y la alcancé a terminar y a entregar completa.

2. ¿Cómo está trabajando contigo la docente de inglés las actividades del libro?

Respuesta: Ella nos explica, nos dice que tenemos que hacer y luego me hace con un compañero que le va bien para que el me ayude y va pasando por los puestos, aaa y pues si no termino me deja llevármelo para la casa.

3 ¿Con que frecuencia la docente de Ingles desarrolla actividades en grupo?

Respuesta: La verdad, la verdad, casi todo el tiempo y le pidió e favor a un amigo mío que se sentara junto a mí para que me ayudara a explicarme cuando no entendía algo a la miss. Y pues casi en todo nos hacemos en grupo como de tres o cuatro es que como ella nos pone es a hablar más que todo nos toca hacer muchos diálogos.

4 ¿Cómo te gusta trabajar más: ¿De manera individual o de manera grupal? ¿Por qué?

Respuesta: En grupo, es que cuando es en grupo es porque vamos a hacer como algún juego o algo así, entonces es más chévere se pasa más rápido la clase.

5 ¿Sientes que las clases de inglés actualmente te permiten poder compartir más con tus compañeros en el desarrollo de las diferentes actividades?

Respuesta: Pues como que sí, creo ahora la miss pone como más actividades de juego y eso y pues yo me siento chévere porque mis amigos me ayudan si la embarro además como ya los conozco como que ya les entiendo lo que me quieren decir en Ingles, no siempre les entiendo, pero me siento chévere.

6 ¿Nombra una actividad que más te haya gustado en la clase de inglés y explica por qué?

Respuesta: mmm pues aich no sé, a pues una que nos tocó hacer como un concurso de canto por cursos y nos aprendimos una canción y yo también canté y como estábamos casi todos no me dio tanta pena cantar.

APPENDIX 15

ENTREVISTA: 5

DOCENTE: 5

Estudiante: (Tenth grade)

OBJETIVO

- Identificar los cambios que se evidencia en metodología para la enseñanza del inglés a estudiantes con baja audición.
- Determinar si las estrategias didácticas empleadas por los docentes de inglés permiten la inclusión de los estudiantes con baja audición en el proceso de aprendizaje del inglés.

---

1. ¿Cuando tienes una actividad de listening tú docente de inglés que estrategias implementa para que te sea más fácil desarrollarla?

Respuesta: cuando se me dificulta el profesor prefiere hacer un dictado y nos recomienda tomar apuntes de lo que vayamos entendiendo para después entenderlo de una manera más fácil

2. ¿Cómo está trabajando contigo la docente de inglés las actividades del libro?

Respuesta: Las desarrollamos en dos etapas la primera es la gramática que nos explica dependiendo del ejercicio como usarlos en una oración y la otra etapa es la pronunciación dependiendo del ejercicio que estemos solucionando

3 ¿Con que frecuencia la docente de Ingles desarrolla actividades en grupo?

Respuesta: Cuando hacemos presentaciones orales. actuamos una escena o hacemos ejercicios de diálogo

4 ¿Cómo te gusta trabajar más: ¿De manera individual o de manera grupal? ¿Por qué?

Respuesta: De manera individual en mi caso trabajo más rápido, pero cuando no entiendo bien un tema prefiero trabajar en parejas o grupos para socializar ideas y mejorar mi desempeño.

5 ¿Sientes que las clases de inglés actualmente te permiten poder compartir más con tus compañeros en el desarrollo de las diferentes actividades?

Respuesta: Si ya que maneja muchos contextos sociales que son abiertos a muchos debates y charlas que me permiten conocer más los puntos de vista de mis compañeros

6 ¿Nombra una actividad que más te haya gustado en la clase de inglés y explica por qué?

Respuesta: La actividad de karaoke ya que pude conocer los gustos musicales de mis compañeros y pude practicar pronunciación lectura y análisis.

APPENDIX 16

ENTREVISTA: 6

DOCENTE: 1

Estudiante: (Eleventh grade)

OBJETIVO

- Identificar los cambios que se evidencia en metodología para la enseñanza del inglés a estudiantes con baja audición.
- Determinar si las estrategias didácticas empleadas por los docentes de Inglés permiten la inclusión de los estudiantes con baja audición en el proceso de aprendizaje del inglés.

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1. ¿Cuando tienes una actividad de listening tú docente de inglés que estrategias implementa para que te sea más fácil desarrollarla?

Respuesta: El profesor siempre nos pide que tomemos apuntes de lo que escuchamos para luego poder responder las preguntas de la actividad con mayor facilidad.

2. ¿Cómo está trabajando contigo la docente de inglés las actividades del libro?

Respuesta: Siempre nos asigna unas páginas para que hagamos cada uno y luego con eso socializamos los puntos y nos explica lo que no entendamos.

3 ¿Con que frecuencia la docente de Ingles desarrolla actividades en grupo?

Respuesta: *Frecuentemente ya que nos da la oportunidad de hacer las páginas del libro en grupos o parejas.*

4 ¿Cómo te gusta trabajar más: ¿De manera individual o de manera grupal? ¿Por qué?

Respuesta: Me gusta trabajar más en parejas porque así podemos compartir lo que hemos aprendido y es más fácil desarrollar más actividades.

5 ¿Sientes que las clases de inglés actualmente te permiten poder compartir más con tus compañeros en el desarrollo de las diferentes actividades?

Respuesta: Si porque a veces realizamos debates que nos permiten conocer las posiciones de nuestros compañeros frente a algunos temas que hacen que interactuemos más.

6 ¿Nombra una actividad que más te haya gustado en la clase de inglés y explica por qué?

Respuesta: El profesor nos pidió hacer una cartelera de nuestro personaje de ficción favorito y buscar un vídeo donde se muestre el personaje, me gustó porque pude conocer los personajes favoritos de mis compañeros y también conocer nuevas series y películas.

Table 4 Results of the interviews

Questions	Student 1	Student 2
1. ¿Consideras que las actividades de escucha, como: (canciones acompañadas del video y con la letra, ejercicios de listening que están en el libro, canciones en las cuales tienes que escoger cual palabra es la correcta según lo que narró el cantante y que se desarrollan por parejas)? Te brindan más facilidades para que puedas realizarlas cómodamente durante la clase, sin que tengas que terminas las actividades de escucha en casa o con la ayuda de tus acudientes.	Si, pues lo de los animales y los verbos ya que me sirve para hablar mejor el inglés, Pero a veces las actividades de listening no las entiendo tan bien y por eso no las termino A mí me gustaría que las actividades de listening las siguieran poniendo con las lyrics en videos de YouTube.	Pues, ee como, no se entiende a veces, por el vocabulario hay palabras que no se entienden, y en el listening va muy rápido. Me parece que las actividades de listening que plantea la docente están bien, como, por ejemplo: Uno que nos hicieron en el laboratorio de Ingles que era de una prueba que nos aplicaron
2. ¿Sientes que el trabajo en grupo en la clase de inglés fortalece el aprendizaje significativo y permite desarrollar las actividades propuestas?	A mí me rinde más en grupo porque en grupo nos podemos turnar los puntos. Aunque a mí me gusta trabajar solo porque en grupo mis compañeros me gritaban así que prefieren estar solo. Aunque hubo una actividad en la cual el profesor nos ayudó a todos a hacer la unidad nueve y me fue ayudando con los puntos	Mmm, en grupo si, pero solo por parejas porque nos ayudamos entre nosotros
3. ¿Consideras que las actividades de listening que emplean actualmente los docentes de inglés en clase están aún más enfocadas a proporcionarte ayudas para que puedas entender mejor los ejercicios de listening y así mismo tu desempeño en estas actividades sea mucho mejor?	Siento que todo está normal, igual.	Igual, con la misma dificultad.
4. Menciona alguna actividad que se haya desarrollado en clase de inglés anteriormente que te haya hecho sentir excluido.	En una que me gritaron cuando me hice en grupo	Un taller que yo hice solo y no me rindió tanto así que después le pedí a la profesora que me dejara hacer con mi compañero Laino y me rindió más cuando lo hice con él.
5. Menciona alguna actividad que se haya desarrollado en clase de inglés actualmente y que haya sido muy incluyente para ti.	Pues casi en todas, pero me siento mejor cuando en cualquier actividad el profesor me da la explicación primero en español, ya que así le entiendo mejor lo que debo hacer y no me siento mal o sin saber qué hacer.	La actividad de los verbos, el concurso porque me había aprendido varios verbos antes porque la profesora me había dado una lista para que me los aprendiera y después hizo el concurso y me sentí más seguro. Yo me siento mejor en la parte escrita que en la parte oral porque me hace memorizar más rápido

Table 1. Relevance of written activities

Questions	Student 1. Eight	Student 2. Ninth	Student 3. Eleventh	Student 4. Tenth
1. Cuando tienes una actividad de listening tú docente de inglés que estrategias implementa para que te sea más fácil desarrollarla.	Pues que me acuerde un día nos llevaron al laboratorio y la Miss nos puso una canción, que no me acuerdo el nombre, pero no la puso solo en la grabadora y ya, sino que también puso el video como con avisitos y yo la pude completar más fácil y la alcancé a terminar y a entregar completa.	Las actividades de listening no me gustan, no me van bien, solo me fue bien cuando la miss puso una canción y luego me dijo que podía llevármela para mirar la letra en YouTube y la completara.	El profesor siempre nos pide que tomemos apuntes de lo que escuchamos para luego poder responder las preguntas de la actividad con mayor facilidad.	Cuando se me dificulta él profesor prefiere hacer un dictado y nos recomienda tomar apuntes de lo que vayamos entendiendo para después entenderlo de una manera más fácil
2. ¿Cómo está trabajando contigo la docente de inglés las actividades del libro?	Ella nos explica, nos dice que tenemos que hacer y luego me hace con un compañero que le va bien para que el me ayude y va pasando por los puestos, aaa y pues si no termino me deja llevármelo para la casa.	Pues explica y me dice que si tengo dudas le pregunte, pero que día le dijo a un compañero que le va bien que me ayudara a hacer los ejercicios y la miss nos va, así como preguntando si tenemos dudas o algo.	Las desarrollamos en dos etapas la primera es la gramática que nos explica dependiendo del ejercicio como usarlos en una oración y la otra etapa es la pronunciación dependiendo del ejercicio que estemos solucionando	Siempre nos asigna unas páginas para que hagamos cada uno y luego con eso socializamos los puntos y nos explica lo que no entendamos.
3. ¿Con que frecuencia la docente de Ingles desarrolla actividades en grupo?	La verdad, la verdad, casi todo el tiempo y le pidió e favor a un amigo mío que se sentara junto a mí para que me ayudara a explicarme cuando no entendía algo a la miss. Y pues casi en todo nos hacemos en grupo como de tres o cuatro es que como ella nos pone es a hablar más que todo nos toca hacer muchos diálogos.	Pues cuando va a hacer, así como una actividad de juegos o de hablar nos pone en grupo, es que ella nos pone mucho a hablar y a mi casi no me gusta porque no sé qué decir.	Cuando hacemos presentaciones orales. actuamos una escena o hacemos ejercicios de diálogo	Frecuentemente ya que nos da la oportunidad de hacer las páginas del libro en grupos o parejas.
4. ¿Cómo te gusta trabajar más: De manera individual o de manera grupal ¿Por qué?	En grupo, es que cuando es en grupo es porque vamos a hacer como algún juego o algo así,	Como en grupo, pero cuando no toque así hablar arto más que todo cuando nos hace en grupo, pero	De manera individual en mi caso trabajo más rápido, pero cuando no entiendo bien un	Me gusta trabajar más en parejas porque así podemos compartir lo que hemos aprendido y

Questions	Student 1. Eight	Student 2. Ninth	Student 3. Eleventh	Student 4. Tenth
	entonces es más chévere se pasa más rápido la clase.	para escribir o completar algo del libro o así, mejor dicho, que no me ponga a hablar así delante de todos.	tema prefiero trabajar en parejas o grupos para socializar ideas y mejorar mi desempeño.	es más fácil desarrollar más actividades.
5. ¿Sientes que las clases de inglés actualmente te permiten poder compartir más con tus compañeros en el desarrollo de las diferentes actividades?	Pues como que sí, creo ahora la miss pone como más actividades de juego y eso y pues yo me siento chévere porque mis amigos me ayudan si la embarro además como ya los conozco como que ya les entiendo lo que me quieren decir en Ingles, no siempre les entiendo, pero me siento chévere.	Pues sí, la miss nos pone cosas chéveres y pasa cada rato a preguntarme si le entiendo, está como pendiente de mí.	Si ya que maneja muchos contextos sociales que son abiertos a muchos debates y charlas que me permiten conocer más los puntos de vista de mis compañeros.	Si porque a veces realizamos debates que nos permiten conocer las posiciones de nuestros compañeros frente a algunos temas que hacen que interactuemos más.
6 ¿Nombra una actividad que más te haya gustado en la clase de inglés y explica por qué?	mmm pues aich no sé, a pues una que nos tocó hacer como un concurso de canto por cursos y nos aprendimos una canción y yo también canté y como estábamos casi todos no me dio tanta pena cantar.	No pues, aich no me acuerdo, pues así una la de los verbos la del concurso ese por filas y el que lo escribirá bien punto positivo, eso todos gritábamos, creo que esa.	La actividad de karaoke ya que pude conocer los gustos musicales de mis compañeros y pude practicar pronunciación lectura y análisis	El profesor nos pidió hacer una cartelera de nuestro personaje de ficción favorito y buscar un vídeo donde se muestre el personaje, me gustó porque pude conocer los personajes favoritos de mis compañeros y también conocer nuevas series y películas.

APPENDIX 17

EXAMPLE OF A CLASS AFTER THE IMPLEMENTATION OF THE PEDAGOGICAL PROPOSAL TO THE ENGLISH TEACHERS

The modified didactic unit, was the product of the implementation of the teachers' professional development proposal to guide the English learning process in inclusive classrooms and is going to be explain in detail coming up next.

Figure 6. Instrument for the presentation of the class

GIMNASIO SAN ANGELO

GIMNASIO SAN ANGELO English Area Subject: English Group: Sixth Term: First Teacher: Frank Sierra						
GENERAL OBJECTIVE: To comprehend and applied different vocabulary and structures seen during the first term in real contexts, by means of the games design						
SPECIFIC OBJECTIVE: To increase communicative skills of language by means of explanations done by the students about the games they previously design to reinforce the most important topics seen during the first term.						
Structural concept	Project	Starting activity	Sequence of activities	Closing activity	Inclusive learning environments	Expectations
─ Present simple ─ Vocabulary seen during the term (body parts, verbs, adjectives.) Resources Card board Marker Ruler Glue Colours and	Students are organized by groups. The main purpose of each group is to design and explain a game (table game) in which the rest of the class can practice different vocabulary or structures seen during the first term. Students have to select the topic of the game, for	Each group have to select a topic, and then students have to develop a function inside of the group to design the game. They have to design the game using different materials for instance, Markers, cardboards, colours, and among others.	After finishing the design process. Students have to write the directions to play the game. The directions must be clear and each member of the group have to present and explain something about the game.	After checking the writing process (doing corrections and adjustments) each group will present the game to the class and they have to select the students that will play the game. (Everybody has to talk in English) and the Miss will guide everybody any	Objective: (Specify skills/information that will be learned) Include (NEE) students through games design. Design games as a way of checking present simple topic. Information: (Steps to check for students understanding) Ask S`s the	About concepts S`s will do a review of the topics seen previously in the class trough the games` design activity. About procedures After the design of the game S`s will write the directions for

markers	instance a game about body parts or a game about the verbs. Then then have to adapt the game to the topic they want to present. After the design and the adaptation of the game. Students have to write the directions for playing the game. S`s have to create a cooperative work environment where all students with special education needs can interact. NEE students have to develop an assignment inside of the group			time they need it.	objective of the game. Check S`s stuff. Guide the design process. Activity: (Describe the independent activity to reinforce the lesson) Guide the writing process of the NEE S`s, about the directions they have to give to explain the game. Give (NEE) S`s confidence giving them an assignment in the group.	playing the game. About attitude . Everybody has to work cooperatively to achieve the purpose of the activity. Everybody has to have different functions and task to finish the design of the game and the directions.

An English teachers employed the didactic unit. This teacher implements the modified and adjusted unit that was approved by the principal of the institution. As result of the implementation of the workshops directed by the teachers-researcher Nancy Garcia.

- General objective: of the didactic unit was to comprehend and applied different vocabulary and structures seen during the first term in real contexts, by means of the games design activity. The teacher-researcher Nancy Garcia originated the idea of the games design. She suggested to Mr. Frank that this activity could be funny and could foster inclusive learning environments.

- Specific objective: To increase communicative skills of language by means of explanations done by the students about the games they previously design to reinforce the most important topics seen during the first term.

- Structural concept: Present simple. (This was the main topic that was planned for the first term. Moreover, the vocabulary that was rehearsed was about: Body parts, and the list of verbs in the present simple, past simple and present perfect.

- Resources: Card boards, Markers, Rulers, Glue. Colors.

- Project: In the project that wants to be implemented with the students of sixth grade to promote communicative skills with the topics checked during the term.

Groups organized the students. Promoting the work by groups as a significant method of learning. The purpose of each group was:

First: Select a topic that was studied during the first term.

Second: Design the game using their creativity and different materials like the card boards, markers, colors, among others. Then then have to adapt the game to the topic they want to present.

Third: Write the directions of the game to be presented to the whole class. For do this the groups have to work together in this part of the activity the students can help each other by addressing misunderstandings and clarifying misconceptions. This part of the class was so significant because the students including hearing impaired students could construct knowledge. That means, "The knowledge is activated and transformed by students". (Dooly, 2008, p.1)

Fourth: After checking the writing process (doing corrections and adjustments) each group presented and explained the game to the class then the group selected the students to play

the game. (Everybody had to talk in English) and the Miss guided everybody each time they need it.

The column number 6 of the didactic unit (Inclusive Learning Environments) is divided in three segments called: Objective: (Specify skills/information that will be learned), Information: (Steps to check students understanding) and Activity: (Describe the independent activity to reinforce the lesson).

The objective was to include and promote confidence and communicative skills of language in everybody including (NEE) students through collaborative groups to design a game to be explained to the whole class.

- In the information segment are descried the steps to check students understanding. For doing this, the teacher of English was guiding the design of the game and the writing process doing corrections and adjustments when necessary.

- Finally, in the activity segment (Describe the independent activity to reinforce the lesson) the teacher of English guided the writing process of the hearing-impaired students about the directions they have to give to explain the game. The teacher gave HI students confidence giving them an assignment in the group.

The last column is called Expectations and is divided in three segments: About concepts, about procedures and about attitudes.

In the concept column, students did a review of the topics seen previously in the class trough the games` design activity. That means that the teacher of English Frank Sierra guided for

the research teacher Nancy García applied the activity of the games design to allowed students to interact, transform, and construct their knowledge.

- About procedures section: In this segment, the teacher of English described the process in which students develop the activity. First, the selection of the topic and the game that was adapted to the chosen topic, then the design of the game using their creativity, working together to construct the game. Later on the students wrote the directions to present the game to the whole class and finally students presented the game selected the students that had to participate.

- About attitude: Everybody worked collaboratively to achieve the purpose of the activity. Everybody had to have different functions and tasks to finish the design of the game and the writing part (the directions). All students, including hearing impaired students, participated and interacted each other exchanging ideas and celebrating the diversity, promoting inclusive learning environments.

In consequence the characteristics that an English teachers' professional development proposal to guide the English learning process in inclusive classrooms should have are going to be listed as follow. As Teachers of English have to face different challenges in their classes, they need to start inquiring over new ways to enrich their professional development. For this reason, the characteristics of the teachers` professional development proposal offered to English teachers were:

- Presentation of concepts: Inclusion and Integration as well as their difference.

- Knowledge and appropriation of the public policy of inclusion.

- Comprehension and Identification hearing impaired characteristics.
- Comprehension and identification how a cochlear implant works.
- Identification of the attitudes that promote integration settings and the attitudes that promotes inclusive environments in their classrooms.
- Presentation of strategies to teach inclusively to foster inclusive environments.
- Updated Teachers of English to stablish in their lessons plans the difference between integration and inclusive methodologies, promoting positive inclusive environments.
- Reflection time to analyze Teachers` of English roles doing a better use of inclusive classroom arrangements.
- Modifications to the didactic unit that shows progress from integration settings to inclusive environments.
- Adjustments and modifications to the didactic unit that allows to generate a positive impact in the school that could invite teachers of English to re- thinking and reflect about their methodologies specifically those that could fosters inclusive learning environments.
- Implementation of different teaching methodologies that covers all students` learning requirements. This will offer many benefits that are directly related to the classes that should be planned in order not to exclude hearing impaired students. For instance:
- “Use students’ differences to share experiences promoting cooperative learning, assigning special roles to those fast learners so that they will help and teach their classmates, giving

an additional chance to practice, therefore everyone in the class will be taking advantage of diversity". (Teachers of English, 2015.).

- The activities design is planned bearing in mind what the hearing-impaired student need to know. Those activities are focused on the skills development through the visual sense.
- The speaking skills are applied to hearing-impaired students by means of real life dialogues and conversations.
- The best teaching strategy for these students is visually, starting from films, videos, memory games and lotteries.
- The listening activities require more teachers' attention, repetitions and explanation to achieve the stated objective.

The characteristics listed previously where revealed after the implementation of the proposal that was carried out by means of the workshops applied to Teachers of English.

The modified didactic unit, was the product of the implementation of the teachers' professional development proposal to guide the English learning process in inclusive classrooms and is going to be explain in detail coming up next.

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- Resources: Card boards, Markers, Rulers, Glue. Colors.

- Project: In the project that wants to be implemented with the students of sixth grade to promote communicative skills with the topics checked during the term.

Groups organized the students. Promoting the work by groups as a significant method of learning. The purpose of each group were:

First: Select a topic that was studied during the first term.

Second: Design the game using their creativity and different materials like the card boards, markers, colors, among others. Then then have to adapt the game to the topic they want to present.

Third: Write the directions of the game to be presented to the whole class. For do this the groups have to work together in this part of the activity the students can help each other by

addressing misunderstandings and clarifying misconceptions. This part of the class was so significant because the students including hearing impaired students could construct knowledge. That means, “The knowledge is activated and transformed by students”. (Dooly, 2008, p.1)

Fourth: After checking the writing process (doing corrections and adjustments) each group presented and explained the game to the class then the group selected the students to play the game. (Everybody had to talk in English) and the Miss guided everybody each time they need it.

The column number 6 of the didactic unit (Inclusive Learning Environments) is divided in three segments called: Objective: (Specify skills/information that will be learned), Information: (Steps to check students understanding) and Activity: (Describe the independent activity to reinforce the lesson).

- The objective was to include and promote confidence and communicative skills of language in everybody including (NEE) students through collaborative groups to design a game to be explained to the whole class.
- In the information segment are descried the steps to check students understanding. For doing this, the teacher of English was guiding the design of the game and the writing process doing corrections and adjustments when necessary.
- Finally, in the activity segment (Describe the independent activity to reinforce the lesson) the teacher of English guided the writing process of the hearing-impaired students about the directions they have to give to explain the game. The teacher gave HI students confidence giving them an assignment in the group.

The last column is called Expectations and is divided in three segments: About concepts, about procedures and about attitudes.

- In the concept column, students did a review of the topics seen previously in the class trough the games` design activity. That means that one of the teacher of English applied the activity of the games design to allowed students to interact, transform, and construct their knowledge.

- About procedures section: In this segment, the teacher of English described the process in which students develop the activity. First, the selection of the topic and the game that was adapted to the chosen topic, then the design of the game using their creativity, working together to construct the game. Later on the students wrote the directions to present the game to the whole class and finally students presented the game selected the students that had to participate.

- About attitude: Everybody worked collaboratively to achieve the purpose of the activity. Everybody had to have different functions and tasks to finish the design of the game and the writing part (the directions). All students, including hearing impaired students, participated and interacted each other exchanging ideas and celebrating the diversity, promoting inclusive learning environments.

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- Identification of the attitudes that promote integration settings and the attitudes that promotes inclusive environments in their classrooms.

- Presentation of strategies to teach inclusively to foster inclusive environments.

- Updated Teachers of English to stablish in their lessons plans the difference between integration and inclusive methodologies, promoting positive inclusive environments.

- Reflection time to analyze Teachers` of English roles doing a better use of inclusive classroom arrangements.

- Modifications to the didactic unit that shows progress from integration settings to inclusive environments.

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- Implementation of different teaching methodologies that covers all students` learning requirements. This will offer many benefits that are directly related to the classes that should be planned in order not to exclude hearing impaired students. For instance:

- "Use students' differences to share experiences promoting cooperative learning, assigning special roles to those fast learners so that they will help and teach their classmates, giving an additional chance to practice, therefore everyone in the class will be taking advantage of diversity". (Teachers of English, 2015.).

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- The best teaching strategy for these students is visually, starting from films, videos, memory games and lotteries.

- The listening activities require more teachers' attention, repetitions and explanation to achieve the stated objective.

- The characteristics listed previously where revealed after the implementation of the proposal that was carried out by means of the workshops applied to Teachers of English.

APPENDIX 18

WAIDE
WA Institute for Deaf Education

Department of Education and Training

W.A. Institute for Deaf Education

TEACHING STRATEGIES FOR CHILDREN WITH HEARING LOSS IN EARLY CHILDHOOD

1. ORGANISATION

Outline the lesson / day's program on the board so that it can be seen and referred to at all times.	To encourage independence, refer the student to the board when he is not doing the set work.
Make sure the students know when an activity is changing. Get their attention.	When you tell the class it is packing up time you may need to walk over to the child.
Tell the students when something new is going to start.	"Jake we are packing up now. Time to help pack up."
Make sure the student knows when you are giving directions or instructions.	Before giving instructions or directions say, "Watch me please" or "Listen everyone".
Make sure the student understands directions. (Do not be fooled by nodding head or knowing looks) Always make eye contact.	Check the student understands by asking for the instructions to be repeated or, by attending to him / her at the beginning of the activity. If the student does not understand the directions move closer and repeat them. If that fails then repeat the instructions in a different way.
Keep instructions short and simple.	1. Take out your writing book. 2. Get ruler and pencil. 3. Draw a margin and write the date.

P.A. announcements to be written on the board by either teacher or E.A.	To be added to the board next to the days program

2. EXPECTATIONS

Always ensure that the students are participating in class activities.	If you have low expectations the student's performance will also be low.
Require the same standard of behaviour for the hearing impaired students as from the rest of the class. This involves consistently enforcing the consequences of misbehaviour.	They should follow class and school rules. They should be required to show the same manners and respect for the rights of others. They will be subject to the same consequences of misbehaviour.
That the student will inform the teacher when the amplification equipment is not working.	Go through checklist with the student to identify the problem.
Never assume that the child will identify members of the school or community.	Take the student around to all areas and introduce them to each other.

3. SEATING

Place the student away from noise sources.	Open doors, air conditioning units, fish tanks, fans etc…
Position the student near the speaker.	At the front of the class, beside the teacher in a reading group or at story time.
Stand near the student.	When giving instructions or directions.

4. CHECKING UNDERSTANDING

Hearing impaired students often nod, smile or say "Yes" to indicate their understanding of something may have not understood.	Question the student regularly to determine level of understanding. Request a paraphrase or a review of key points.
Give student's time to process the information they receive.	Count to 20 before rephrasing or checking understanding.

5. GETTING THE MESSAGE ACROSS

Use audiological equipment.	Always use the FM for main teaching points,

	mat work, assembly, news telling… Check hearing aids in the morning and after lunch.
Use the written message / visual cues / 'hands on' experience.	Use a blackboard / OHP / handout for summaries, key words, lesson outlines, and pictures but only use one source at a time. Use pictures and other visual aids, especially when talking about new ideas. You can gradually reduce the cues as the child improves.
Give the student a clear view of the speaker's face.	Do not stand and talk with your back to a window. Avoid talking while your back is turned especially when writing on the board.
Speak close to the student's better side.	It is better to in a quieter voice over a short distance than to raise your voice over a longer distance. The latter can cause distortion in the student's hearing aid.
Rephrase what has been said. Use lots of repetition. Keep the spoken message short and simple.	'We are going to do a matching activity', 'We are going to find pictures that are the same', 'Pack away, it is lunch time,' 'It is lunch time, pack away.'
Use normal speech	Do not exaggerate mouth movements or use a very loud voice as this will distort the sound patterns.
Teach 'rules' / social behaviour that are learnt incidentally by hearing students.	Teacher daily sayings Classroom rules Unwritten laws of the playground Use role-play to reinforce the correct behaviour.
Use stress to highlight the key words.	'Put your **shoes** on' – highlighted words are more likely to be held in memory. Model commonly used phrases / sentences.
Link the familiar with the unfamiliar	Say "Do you remember when… now we are to …"
Never assume general knowledge –always check.	Language development is often below chronological age and may result in poorer vocabulary development.

APPENDIX 19

French, R. (1997– 2004)

APE FACT SHEET

HEARING IMPAIRMENT

DEFINITIONS:

"Deaf" means a hearing impairment, which is so severe that the student is impaired in processing linguistic information through hearing, without amplification, which adversely affects educational performance.

"Hard of Hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a student's educational performance but which is not included under the above definition of deaf.

Degrees of hearing loss and difficulty understanding speech/levels of loudness

Slight - conductive loss 27-40 dB Faint speech is difficult to understand

Mild - use of hearing aid 41-55 dB Normal speech

Marked/Moderate 56-70 dB Loud speech

Severe - sensory-neural loss 71-90 dB Shouted speech

Profound - use of signing >90 dB Any speech, even amplified

BEHAVIORAL CHARACTERISTICS OF HEARING IMPAIRED INDIVIDUALS:

- Lack of attention • Turns or cocks head
- Uses gestures • Lack of speech development
- Works best in small groups • Monotone quality in voice
- Acts out • Difficulty in following directions
- Preoccupied with things, not people • Imitates others
- Responds to noises instead of words • Reluctant to participate orally

"Motor Characteristics"

May have a balance problems may in turn cause developmental delays and motor ability delays. These balance problems occur as a result of vestibular damage, not deafness. May have a difficulty of motor speed (i.e., the time it takes the child to process information and complete a motor act).

French, R. (1997– 2004)

TEACHING TIPS:

- Position yourself where the student with the hearing impairment can see your lips and maintain eye contact; do not turn your back on the student and talk.
- When outdoors, position yourself so that you face the sun rather than the student.
- Use visual attention-getters (i.e., bright cones, jersey flags).
- Provide adequate lighting in the teaching environment.
- Encourage the use of what hearing the student may have.
- Coordinate communication methods (oral, sign, total communication) with your school.
- Learn some basic signs and use them during instruction.
- Refrain from having long lines and circle formations when giving information.
- Demonstrate or have a student demonstrate.
- Stand still while giving instructions and keep instructions simple and direct.

- Select activities that allow the student to be actively involved throughout.
- Familiarize the student with a hearing impairment with rules and strategies of a game before introducing the activity to the rest of the class.
- Provide safe place for hearing aids in aquatics and contact sports.
- Use handouts and chalkboard for learning environment.
- Talk to individual, not to interpreter.

Information on this sheet contains only suggested guidelines. Each student must be considered individually, and in many cases, a physician's written consent should be obtained.

APPENDIX 20

Teaching Students with Hearing Loss

Need for Classroom Accommodations

Students that are deaf or have hearing loss usually require some type of classroom accommodations and/or modifications.

Though the student may learn in different ways, this does not imply an inferior capacity to learn. These accommodations and/or modifications may simply be in the way information is presented. Employing some of the suggested techniques and strategies may actually benefit all students through what has been referred to in the educational arena as universal design.

This handout is intended to offer the instructor teaching tips for students that are deaf or have hearing loss. It is important to remember these students often have to face stigmas and are sometimes reluctant to make special requests. Therefore it is imperative for the instructor to be sensitive and responsive to the student's requests, so that he or she can fully participate in the educational experience.

Access to Classroom Information

Students that have hearing loss often utilize several expressive and receptive methods of communication both natural and technological. Speechreading is often used, however it is reliable for only about 30% of spoken English. Therefore a variety of methods are often utilized that include: hearing aids, assistive listening devices (ALD), sign language interpreters, audio recording, notetakers, captioning, and transcription. In addition to the above, there are a number of ways in which an instructor may assist the student in having access to classroom information.

Tips for Instructors

A. Use Good Communication Techniques

• Repeat or rephrase questions or comments from the class before responding.

• Point out who is asking a question or making a comment.

• Face the class and speak naturally at a moderate pace.

• Avoid the temptation to pick up the pace when time is short.

• Do not speak while writing on the wallboard.

• Lecture from the front of the room and avoid pacing around.

• Do not drink or chew while lecturing.

• Do not stand or sit in front of a window where shadows will impede speechreading.

• Beards and mustaches can make speechreading more difficult, keep them trimmed.

• Use facial expressions, body language, gestures, etc. when appropriate (don't exaggerate). This will help in emphasizing a point where as voice fluctuations may not be interpreted.

• If a sign interpreter is being used in the classroom, speak & look at the student and not the interpreter.

B. Providing Classroom Services

• Assist in the designation of a qualified Notetaker. Further handouts explaining this process will be provided to you by the student.

• Provide copies of your class notes if available.

• Provide printed copies of overhead or PowerPoint presentations.

• If available, provide any visual aids that may assist in learning.

• Provide handouts such as syllabus, lesson plans, and assignments.

• Write special announcements, assignments, etc. on the wallboard.

• Allow additional time for recording any information placed on wallboard before erasing.

• Write down technical vocabulary, foreign terms, formulas, etc. on the wallboard or provide a handout.

• Use captioned films/videos or provide a written transcript.

• Help find seating near the front if requested by the student. May be necessary for speechreading and recording.

• Arrange for written tests in place of oral tests.

• Know how to wear an assistive listening device if requested.

• Know how to wear a digital voice recording device.

• Keep classroom door closed to eliminate outside distractions & amplification of background noises.

• If practical, modify classroom seating in a circular pattern. This will allow the student to observe & interact with classmates.

C. Instructor Office Hour Services

• Discuss concerns about the student's ability to hear privately and not in front of the class.

• Encourage feedback from the student about your teaching style.

• If requested by student, review quizzes and exams with student for any patterns relating to missed or misunderstood information.

D. Additional Services

• Periodically review Notetaker's notes for accuracy, content and neatness.

• Collaborate with a campus Disability Resource Center coordinator in matters of concern or if you have specific questions.

• Provide testing accommodations if indicated on the student's accommodation letter to you.

In Conclusion

It is important to understand that the student with a hearing loss has a responsibility to his/her own academic success. He/she must employ all the necessary skills and strategies of a good student in order to be successful. He/she should have good attendance, be punctual, complete assignments, participate in class activities, utilize instructor's office hours and be active in the learning process. While the majority of the previously mentioned tips are commonly employed in the classroom or are common sense, it would be appreciated that you utilize any of the techniques new to you. This experience may more than likely prove to be rewarding to the student with the hearing loss, the entire class and you.

Thank you,

Disability Resource Center

Dean of Students Office

University of Florida

(352) 392-8565 x200

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www.dso.ufl.edu/drc

APPENDIX 21

Make a Difference

TIPS FOR TEACHING STUDENTS WHO ARE DEAF OR HARD OF HEARING — HANDBOOK —

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North Little Rock School District

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Table of Contents

The Classroom 4
Communication Issues 5
Using Interpreters 6
Assistive Listening Devices 8
Teaching Strategies 9
Tips That Have Helped Other Faculty 10
Glossary of Terms 13
Instructions for the In-service Presenter 14
Script from Presentation 15 4

The Classroom

The classroom itself can help or hinder the student's success in your class. Most students who are ***deaf** or **hard of hearing** depend on their vision to either speechread the teacher or to watch an interpreter, so the physical aspects of the classroom become very important.

• Standing in front of a light source puts your face in a shadow, making it very difficult to speechread you.

• Try to avoid speaking any time the student can't see your face, such as when you write on the board or walk around the room.

• When using an overhead projector, stand to the side of the projector so that it doesn't block your face.

• If a PA microphone is used in a large classroom, keep the microphone below the mouth to facilitate speechreading.

• Use visual aids whenever possible.

• When referring to items on the board, try to be specific about the word or phrase you're making reference to by pointing directly to it.

• When showing a videotape to the class, make sure it is **captioned** and that the television has a **decoder**. Make sure any videos you purchase are captioned. Videos may be '**open captioned'** (always visible) or '**closed captioned**' (visible only when a decoder reveals them).

• For small classrooms, arrange desks in a semicircle.

• If that is not possible, the deaf or hard of hearing student may want to sit in front and to the side to better see you, the interpreter, and the rest of the class.

• Be aware of noise level. Hard of hearing students, whether or not they are using an assistive listening device, may be very sensitive to environmental (background) sounds, which tend to 'mask' speech. Background noise should be kept to a minimum.

• Deaf or hard of hearing students may also have visual disabilities, thus each situation with each student may have different solutions.

Communication Issues

The host of the tape voices and uses sign language. The deaf or hard of hearing students you have in your class may do this, or they may just sign, or they may just use their voice. It is best not to make assumptions about how a student will communicate.

• Students who are deaf or hard of hearing receive information in various ways: through an interpreter, through speechreading, through an assistive listening device (ALD), **real-time captioning, C-Print ®** or a similar system of speech to print transcription.

• Sometimes students use a combination of methods (for example, ALD and C-Print).

• Having a student who is deaf or hard of hearing in your class does not mean you have to learn sign language. Although it is preferable for you to learn some fingerspelling or some sign language (perhaps being able to say, "My name is…" or "Good morning. How are you?") to help put the student at ease, it is not expected that teachers who only occasionally have deaf or hard of hearing students in their classroom will learn to sign. Interpreters will be provided upon request to facilitate the communication in the classroom (or the lab, field trips, etc).

• If a student requests an interpreter or any other **accommodation**, contact the administration of your school. 6

Using Interpreters

An interpreter is someone who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact. There are many types of interpreters, including **American Sign Language (ASL)**, **oral**, **tactile**, and **cued speech**. For the purposes of this training, they will be referred to as simply 'interpreters.' All interpreters perform the same function in your class: to facilitate communication between you and your class and the student who is deaf or hard of hearing. Go to www.rid.org if you want to learn more about the profession of interpreting.

Interpreters are certified professionals who train for many years to do their job and who abide by a **code of ethics**:

• Interpreters/transliterators shall keep all assignment-related information strictly confidential.

• Interpreters/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.

• Interpreters/transliterators shall not counsel, advise or interject personal opinions.

• Interpreters/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

• Interpreters/transliterators shall request compensation for services in a professional and judicious manner.

• Interpreters/transliterators shall function in a manner appropriate to the situation.

• Interpreters/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

• Interpreters/transliterators, by virtue of membership or certification by the **RID,** Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics. Interpreters who work between English and ASL not only interpret the communication, but they also serve as cultural mediators. The interpreter understands the cultural variances between hearing culture and deaf culture, and works to make your interactions go smoothly.

When using an interpreter, remember:

• Look at the deaf or hard of hearing person, not the interpreter, when talking.

• Speak directly to the deaf or hard of hearing person, using first person speech (the example on the video was don't say, "Does she have her assignment?" but rather, "Do you have your assignment?").

• The interpreter is there to facilitate communication. Don't ask him or her to proctor a test or pass out papers, as this makes it impossible to interpret at the same time.

• Avoid private conversations with the interpreter or others in the presence of deaf persons, as everything you say will be interpreted.

• Speak naturally at a reasonable, modest pace – the interpreter will let you know if you need to speak slower. Also, be aware that the interpreter will lag behind you a few words, in order to hear a complete thought before signing it.

• Consider including breaks. The interpreter periodically needs time to relax, as interpreting is taxing, both mentally and physically. Without adequate 'down' time, the interpreter could develop a **Cumulative Trauma Disorder,** such as Carpal Tunnel

Syndrome. Also, receiving information visually can be tiring and cause eye fatigue for the deaf student.

• Make sure there is adequate lighting. If you dim the lights to use the overhead projector, make sure the lighting is adequate for the deaf student to see the interpreter.

• The interpreter will usually stand or sit near the teacher. The student then has the option of viewing both you, the interpreter, and any visual aids at any time.

• If you know a student uses an interpreter and you want to catch him or her in the hall but do not see the interpreter, communicating with written notes is appropriate. For lengthier discussion, give the student a note to call you so an appointment time with an interpreter can be arranged.

Assistive Listening Devices

Many students who use hearing aids effectively in quiet environments have a difficult time following information presented in large college classrooms. In the classroom, the instructor's voice is competing with background noise, room echo, and distance. Therefore, the intelligibility of the instructor's voice is degraded by the poor room acoustics as well as the hearing loss. Most Assistive Listening Device systems use a microphone /transmitter positioned close to the instructor's mouth to send the instructor's voice through the air or by cable to the receiver worn by the student. By placing the microphone close to the instructor's mouth, ALDs can provide clear sound over distances, eliminate echoes, and reduce surrounding noises.

• Assistive Listening Devices have proven to be an effective teaching tool for students with hearing loss. Providing a good listening environment can have a major impact on an individual's academic performance.

• A distinct acoustic advantage of ALDs compared to personal hearing aids is the position of the input microphone at a location close to the instructor's mouth. The microphone location allows the level of the instructor's voice to stay constant to the student regardless of the distance between the instructor and the student. The instructor's voice is also heard clearly over room noises such as chairs moving, fan motors running, and students talking.

• There are a variety of ALDs which can be utilized effectively in the classroom. No single technology is without limitations or can be expected to fulfill all the essential auditory needs of all users. Consult with an audiologist and the student to determine the most appropriate ALD.

• ALDs can maintain a clear presentation of the speech signal in the presence of poor room acoustics. Therefore, the student with a hearing loss has better access to classroom information.

From the PEPNet Teacher Tipsheet series,"The Role of Assistive Listening Devices in the Classroom."

Teaching Strategies

• When new materials are to be covered which involve technical terminology not in common usage, supply a list of these words or terms in advance to the student and interpreter. Unfamiliar words are difficult to interpret.

• Students who use interpreters are receiving the information several seconds after the rest of the class. Allow enough time for the student to get the information from the interpreter before calling on someone. When asking the class to respond, have them

raise their hands, rather than just shout out the answer. This will allow the deaf or hard of hearing student to participate.
• Repeat questions from the class before responding. Remember, a student using an ALD hears only what comes from the microphone, thus misses anything else spoken.
• Don't talk to the class at the same time you're having them read something.
• When reading aloud, don't read so quickly that the deaf or hard of hearing student and interpreter can't keep up with you and the rest of the class.
• Remember deaf and hard of hearing students rely on visual cues such as body language and expressions to gather information.

Tips That Have Helped Other Faculty

If you have a student who is deaf who uses **American Sign Language (ASL)**, it will be helpful for you to have some basic information about this complex language. ASL is used primarily in the United States and Canada. It is a visual language with its own rules for syntax and grammar unrelated to English. Extracting meaning from an English sentence is solely dependent on word order (syntax), thus making it a linear language. ASL is three-dimensional using space in conjunction with signs to convey meaning.

There are many linguistic differences between English and ASL. As you evaluate your students' work, keep in mind that students whose primary language is ASL may unwittingly follow some of the linguistic characteristics of that language when writing in English. Some examples of the linguistic differences between English and ASL include:
• Plurals are signified in a variety of ways in ASL, whereas English adds an 's' on nouns and verbs.
• In ASL the adjective is usually after the noun (just as occurs in Spanish, French, and other spoken languages), whereas in English, the reverse is true.
• In English verbs are conjugated to indicate past, present or future. Tense is highly developed in ASL as well, however not with verb conjugations. In ASL, only one form of verbs is used. This is handled by establishing the time frame first, and then all subsequent verbs will remain in that tense until the signer changes the time frame.
• No two languages have exact word-to-word equivalents. One sign in ASL can mean several different words in English, just as one word in English can be translated into several different signs in ASL.
• ASL does not have the verb 'to be.' ASL, like many other languages, indicates this information in other ways.

There are many, many more examples, but hopefully this brief list will give you an idea of the challenges of written English that face students who are deaf.

It has been said that students who communicate through American Sign Language read and write English as a foreign language, or a second language. That is true, in that many times English is their second acquired language. However, the statement can be misleading. Individuals who are deaf and communicate through ASL do not mentally process language in the same manner as do "second language" students. Deaf students who rely primarily on visual modalities to gain information (i.e. ASL) process this data in a different hemisphere of the brain than the hemisphere for the spoken word. Even the written form of a spoken language is based on sound. Unlike other "second language" students, the student who is deaf must adapt to a different way of processing language when learning English (both written and spoken). For purposes of teaching, however, much of the second language pedagogy has been helpful in

teaching students who are deaf. Here are some tips about reading and writing assignments that have helped other teachers.

• Give assignments in writing (handout, overhead projector, on the board, via e-mail or web page).

• Most students will require a notetaker during class time, since it is not possible to take accurate notes while visually following an interpreter or trying to speechread the teacher. Check notes from the student's notetaker periodically to ensure the student is getting sufficient and accurate information.

• Provide copies of your notes to the student.

• Allow students to meet with you before a writing assignment is due to clarify what is expected.

• Allow a rewrite opportunity before the due date.

• Explain clearly to the student what changes you will and will not allow (the example from the video was 'will allow a rewrite before the actual due date, but will not accept late work').

• Encourage the use of technology, such as the student using a computer with a spell checker and grammar checker.

• Be sensitive to the needs of deaf or hard of hearing students without drawing too much attention to them.

• Show as many correlations/differences as possible between English and ASL to enhance understanding. Get the students to teach you these differences. This will enable the students to internalize them. For example, show a sentence using articles. Get the students to write the same sentence on the board translated word-for-word from their languages.

• Teach idioms. Many times, deaf and hard of hearing students have difficulty with idiomatic expressions because of the linguistic differences between English and ASL. Idioms don't translate well, and therefore may not be understood by the student whose second language is English.

• Make sure students have acquired vocabulary-in-context skills.

• Teach effective dictionary skills.

• Be aware that many students have never learned to read academically. Teach what questions are actually asking, and explain inference and its relationship to academic reading.

As you can see, teaching students who are deaf or hard of hearing presents unique challenges. Your awareness of the issues discussed in this handbook and the accompanying video will help prepare you for meeting those challenges successfully. Remember, you can make a difference.

For more information, contact PEPNet at www.pepnet.org.

Glossary of Terms

Accommodation — A service or modification provided to a student with a disability that enables the student to participate in the classroom (or other) experience on an equal basis.

ASL — American Sign Language.

Closed caption — Text that appears on the television screen that conveys the spoken information – requires a decoder.

Code of Ethics — Guidelines for ethical behavior that all interpreters must follow.

C-Print — Computerized speech to text transcription.
Cued speech — The use of hand shapes and placements around the mouth to aid in the recognition of spoken words – used in some parts of the country extensively, and not much in other areas.
Cumulative Trauma Disorder — A painful physical condition, such as Carpal Tunnel Syndrome, that is caused by overuse and repetitive motion without sufficient breaks for resting.
Deaf person — A person whose hearing loss makes it impossible to understand speech.
Decoder — A device which allows closed captioning to be seen on a television screen.
Hard of hearing person — One whose hearing loss makes it difficult, but not impossible, to understand speech with or without the use of hearing aids
Notetaker — Someone designated to provide written notes to the student who is deaf or hard of hearing.
Open caption — Text that appears on the television screen that conveys the spoken information and does not require a decoder.
Oral interpreting — A form of interpreting in which the interpreter mouths without voice what is being said so the person who is deaf or hard of hearing can speechread more easily.
Real-time captioning — Verbatim captioning that is produced live as words are spoken.
RID — Registry of Interpreters for the Deaf, the organization responsible for testing and certifying interpreters, and the formation of the Code of Ethics.
Tactile interpreting — A form of interpreting with individuals who are deafblind which involves them receiving information by placing their hand(s) on the interpreter's hand(s) during the interpretation.

Instructions for the In-service Presenter

Teachers who have for the first time a student who is deaf or hard of hearing may experience some uncertainty or anxiety. The goal of this in-service video is to lessen those feelings and replace them with more confidence and skills, and to take away the perception that he or she can't communicate with these students. Because the teacher may be feeling anxiety, you may notice some defensive responses from them. Assure them that there are ways to make the situation go more smoothly, and that is why you are there!

The video covers the following topics:

1) The classroom
2) Communication issues/using interpreters
3) Assistive Listening Devices
4) Teaching strategies
5) Tips that have helped another faculty

You may pause the tape to discuss each area in more depth. The video script is provided on the following pages with information on places to pause the video for group discussion.

Reference information can be found at the back of this book. For additional copies of the video or handbook, please go to the PEPNet Resource Center at: www.pepnet.org.

Make A Difference: Tips for Teaching Students

Who are Deaf or Hard of Hearing

— Script —

Hi, my name is Pat. I'm a teacher, and I'm here to talk to my fellow teachers about a particular kind of student – a deaf or hard of hearing student. I know about this from both sides as a high school teacher and as a hard of hearing student. I was born hard of hearing but an illness at the age of five produced a profound hearing loss. From kindergarten on I was in the public schools and attended a state university. For many of my teachers, I was the first deaf student they had ever taught. But they were patient and willing to work with me, and that made all the difference. They gave me a chance to learn alongside my peers and to pursue the education I needed and wanted to become a teacher myself. As a teacher I know how important it is to reach out to all the students in the classroom. As someone who's deaf I know there are adjustments we can make to the classroom, in high school or college, to help us make sure to reach out to all of our deaf and hard of hearing students. These adjustments aren't difficult. They require little in money, time and effort. I know you'll find them helpful. But for your deaf and hard of hearing students, they can make all the difference. Now let's take a look at the physical aspects of the classroom.

• BREAK #1 •

THE CLASSROOM

Make sure the deaf or hard of hearing student has a clear view of the teacher and fellow students. Sometimes this may mean just moving the student to a different seat. Other times it may mean a minor rearrangement of your classroom. If your class is small, you may want to arrange desks in a semicircle. When this isn't possible, the deaf or hard of hearing student may want to sit in front and to the side, a place that gives the student a clear view of you and other students. Avoid standing in front of windows and other light sources. The glare will make it difficult for anyone to see you, but it will be especially difficult for the deaf student who reads lips. Try to avoid speaking anytime the student can't see your face, like when you write on the board or walk around the room. When referring to items on the board, try to be specific about the word or phrase you're making reference to by pointing directly to it. It also is helpful to inconspicuously point in the direction of a student who is speaking as a signal to the deaf or hard of hearing student. If the class time is devoted to a reading assignment, don't talk at the same time you're having them read. If possible, ask a hearing student to assist by following the text with his or her finger. Sometimes, you'll need to get a deaf or hard of hearing student's attention when they aren't looking at you. Just lightly tap on a shoulder, wave your hand in the peripheral vision.not in front of their face – or ask a student nearby to assist. Nonverbal communication can say so much, so try to accentuate your body language, facial expressions and gestures. Use visual aids whenever possible – good advice for all your students since visual reinforcement enhances all communication.

• BREAK #2 •

COMMUNICATION ISSUES/USING INTERPRETERS

Although many deaf and hard of hearing students use assistive listening devices and speech reading skills in the classroom, some rely on interpreters to communicate. It's important to remember though, that the interpreter is there to help you and the deaf or hard of hearing student communicate. The interpreter does not take your place. You must still maintain direct communication with the student. The interpreter does not

explain, help or give advice about class material and information. If the student needs clarification, it should come from you not the interpreter. “Tell her to bring her homework in on Monday this time – not Tuesday.” One of the most difficult things for any hearing person to remember is to communicate through the interpreter, not with the interpreter. You are still taking with a deaf or hard of hearing person, so don’t talk as if he or she wasn’t there. For instance, ask “Do you have your assignment” not “Does she have her assignment?” Let the interpreter sit or stand to your side. This will allow the student to maintain contact with you and the interpreter. Make sure the interpreter doesn’t have to struggle to hear you because of nearby noises such as projectors or air vents.

During class discussion, allow time for the deaf student to participate. Pause to give the deaf student time to communicate through the interpreter and for the interpreter to voice a question or answer back to you. If you are reading out loud, don’t read so quickly that the deaf student and interpreter can’t keep up with you and the rest of the class. This is just as important for the hard of hearing student who is speechreading or using an assistive listening device. You want all your students to have access to the best education possible, so be sure the interpreter is knowledgeable and qualified. Qualified interpreters have specialized training, a code of ethics and hold state and/or national certification. State rehabilitation services, college interpreter training programs, and state chapters of the Registry of Interpreters for the Deaf can assist. When the student relies on an interpreter, remember these points: Look at the deaf person not the interpreter when talking. Speak directly to that student, and don’t use third person speech. Make sure the student has a clear line of sight to you and the interpreter. Avoid having the interpreter sit or stand in shadows or in front of bright lights and windows. Don’t have the interpreter near sources of noise. Avoid private conversations with others in the presence of a deaf person because the interpreter must interpret everything said. Speak naturally; interpreters will ask you for clarification or to slow down. Finally, consider breaks if you have a long lecture. Signing and watching an interpreter require a lot more energy than simply listening.

ASSISTIVE LISTENING DEVICES

Again, not all students are going to use interpreters. Some hard of hearing students will rely on assistive listening devices, ALDs, that use wireless microphones to transmit sound to the student’s earphone. This means the speaker – whether it’s the teacher or a fellow student, must be near the microphone. When there is class discussion, make sure the ALD works effectively for the student by repeating what was said off mike or passing the microphone to the class member who is speaking or if possible, arrange for multiple microphones. Check often with any student using an ALD to make sure sound is transmitting comfortably, but do it discreetly. People are sensitive about how they communicate and don’t want unnecessary public attention. Most listening devices rely on battery power to operate so you might keep a supply of backup batteries or know where to find some, just in case. Rechargeable batteries should be charged each evening. Make sure the transmitter and receiver are turned off every day to conserve power. It’s also important to turn the mike off when you’re not using it for class discussion since the student can still hear conversations. You may be out of the classroom, but what you’re saying isn’t.

• BREAK #4 •

TEACHING STRATEGIES

Give students with a hearing loss the benefit of your prior planning. Provide them with a brief course outline early in the term. Before each class, on the blackboard make a list of any new vocabulary or specialized terms, or give them a copy in advance to both the student and if necessary to the interpreter.

Some teachers even offer a copy of their lecture notes. This could mean fewer interruptions during class. Because the student is concentrating on you and possibly an interpreter, help the deaf or hard of hearing student find a classmate to provide a copy of class notes. Even without an interpreter, deaf or hard of hearing students may have trouble taking notes because their attention is focused on you. Provide written directions or announcements for example test dates or schedule changes. If you're explaining anything that will mean students must take their eyes off you, referring to a problem on the board for example, allow enough time for the interpreter to communicate the information and for the student to focus on it.

When you show videos or instructional television, use captioned programs and decoders whenever possible. Even if the student is using an interpreter, television and video programs move too fast for adequate communication. On a bulletin board, in your classroom or one centrally located in the school, put any information delivered over public address systems.also can set up a message relay system to make sure the deaf or hard of hearing student gets all school announcements.

TIPS FROM OTHER FACULTY

When it's time to evaluate the student's work, keep in mind that a hearing loss can cause problems with grammar, syntax or fluency of expression. Students who communicate through American Sign Language read and write English as a foreign language. Just as you would for any student, help the deaf or hard of hearing student find assistance, language development labs or tutoring for instance.

Here are some tips about reading and writing assignments that have helped other teachers. Understand the unique challenges deaf students face in writing English. Allow students to meet with you before the writing assignment is due. Allow a rewrite opportunity before the due date. Allow deaf and hard of hearing students enough time to read in-class assignments. Deaf and hard of hearing students may not understand idiomatic expressions, so allow time for explanation or try to avoid them. Make sure they understand new terms and phrases. Show them how to use a dictionary effectively. Help them understand difficult or unusual passages. Make sure they know how to interpret innuendo, subtlety or inference.

Meet with deaf students as early in the semester as possible to identify and outline strategies. Explain clearly to the student what changes you will and will not allow. For example, you will allow a rewrite before the due date but late work is unacceptable. If tutoring is needed in a language class, or any subject for that matter, meet with the tutor and student to identify needs and strategies. Follow up with the student about the effectiveness of tutoring sessions. Hold the student accountable for his or her responsibilities. Modify and adjust when necessary, be flexible.

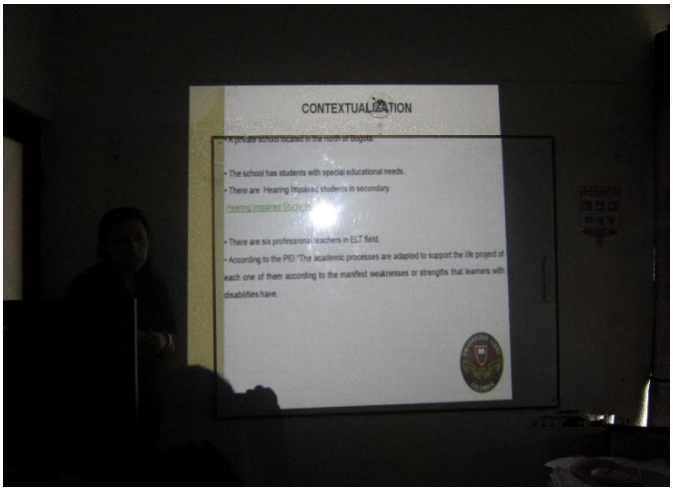
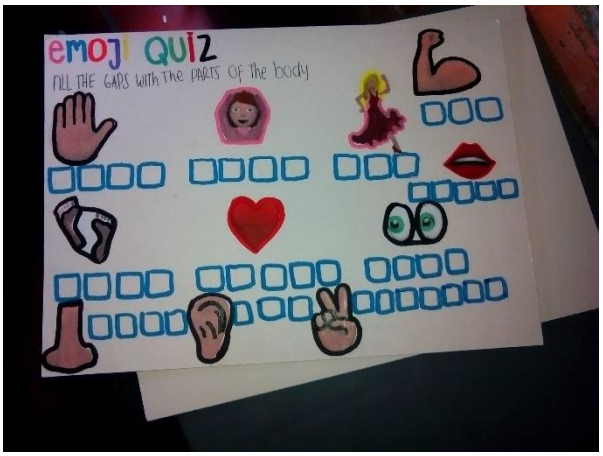
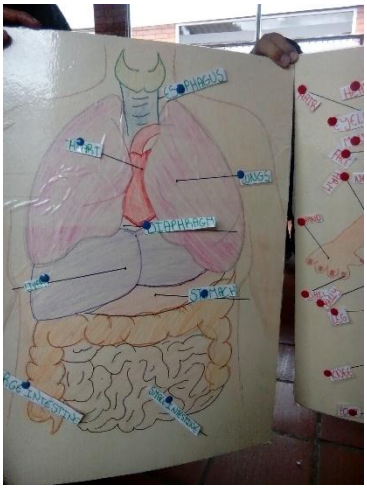
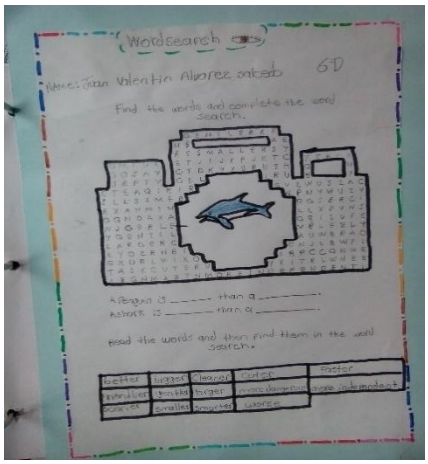
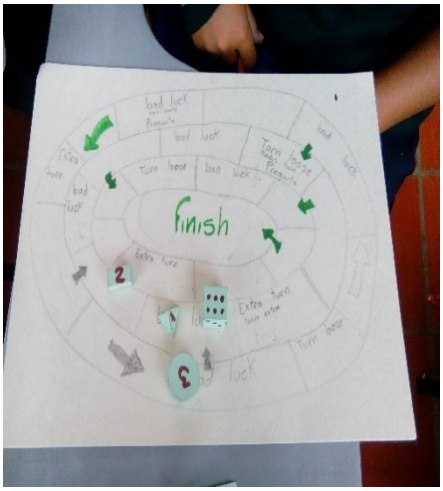
As teachers, we are challenged daily by our students. Deaf and hard of hearing students offer us unique opportunities. As it is in any classroom experience, your approach can set the tone. These guidelines and your positive attitude can help ensure a valuable experience for all of your students. Remember, you can make a difference.

• END •

IMAGES

PART A. Application of the proposal to teachers of English 189
PART B. English classes after the application of the proposal 190

PART A. Application of the proposal to teachers of English



PART B. English classes after the application of the proposal