

**ASSIGNMENT 1  
REFLECTION ON LANGUAGE LEARNING AND TEACHING  
FOR DEAF PERSONS**

**OBSERVATION TASK THREE**

**PEDAGOGICAL EXPERIENCE 1 COURSE  
GROUP NUMBER 551024\_3**

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### OBSERVATION CLASS THREE

This “observation class” is based from the Catholic University in Lublin (Poland) although there is not a detail description about a particular class, the strategies for language use can be adapted at a hypothetical regular English Course for Deaf students at the UNAD University in order they communicate with other through the Information and Communication Technologies.

#### Experience from Catholic University in Lublin (Poland):

Domagala-Zysk, E. (2010) “Uso de las TIC en el aprendizaje de lenguas extranjeras en estudiantes sordos universitarios. Una experiencia en la Universidad Católica de Lublin” En EA, Escuela abierta: *revista de Investigacion Educativa*, ISSN 1138-6908, No. 13, 2010, 137-153. Available at: <http://dialnet.unirioja.es/servlet/articulo?codigo=3603589>

#### LESSON OBSERVATION TASK 1: INSTRUCTIONS & TEACHER LANGUAGE

	Write here <b>notes</b> and <b>examples</b> of what the teacher/ students say!
Was the teacher's <b>voice</b> clear and could he/she be heard by all the students?	It does not apply.
Did the teacher make <b>eye contact</b> with the students?	Not mentioned.
Was the language used by the teacher <b>graded</b> to the students' level, so they could understand?	Not mentioned.
Did the teacher speak at a <b>natural speed</b> , and use <b>contractions</b> when speaking?	Not mentioned.
Did the teacher give instructions <b>before giving out materials</b> ?	Not mentioned.
Did the teacher <b>give a demonstration</b> of what students had to do?	Not mentioned.
Did the teacher <b>involve other students</b> in giving a demonstration before the activity	Not mentioned.
Did the teacher <b>use the board</b> to help to show students what to do?	Not mentioned, it is mentioned an interactive board called Smart Board.
Did the teacher <b>check</b> a part of the <b>instructions</b> / ask a student what he/she had to do?	Not mentioned.
Did the teacher give all the instructions at once, or in <b>stages as the students needed them</b> ?	Not mentioned.

Did the <b>learners</b> know what to do and did they get involved in the activities?	Not mentioned.
Write here <b>two examples</b> of instructions the teacher gave.	Write here your ideas to <b>make them clearer</b> for students
Not mentioned	<ol style="list-style-type: none"> <li>1. I can imaging giving instruction on how to write an email or text messages using right levels of informality or formality.</li> <li>2. Asking them to write a brief e-mail to a friend with copy to tutor for grade.</li> </ol>

## LESSON OBSERVATION TASK 2: REAL COMMUNICATION

Look at the following teacher-student interaction:

Teacher: *What did you do at the weekend?*

Student: *I ...play basketball*

Teacher: *Played... played basketball. Repeat please.*

Student: *Played basketball.*

Teacher: *Next. You! What did you do?*

Is the teacher interested in the student's responses? Is this real communication?

How should the teacher have responded to the student's ideas? (communication)

What kind of correction is appropriate? Compare the reformulation technique below

Teacher: *What did you do at the weekend?*

Student: *I ...play basketball*

Teacher: *Oh you played basketball. Where did you play?*

Student: *We played at the school.*

Teacher: *Did you win the game?*

**My answer:** The first option does not help learners to improve, just to repeat and it is out of context. It is discouraging. But the second one is in real use of the language. Teacher is correcting, but it does not discourage but motivates and stimulates the fest-improvement of the language.

	Write here <b>notes</b> and <b>examples</b> of what the teacher/students say!
Write <b>examples of questions</b> the teacher asks students?	No examples on the article.
Did the teacher <b>show interest</b> in the student's ideas? What did he/she say?	Yes, she is thinking on their social, academic and professional performance, so she think English is an important tool for Deaf persons.

Were the students motivated to <b>give their ideas</b> in the class?	Yes, they communicate with other in English language instead of Polish language.
Did the teacher use <b>reformulation</b> ?	It is not mentioned.
Did she use <b>another technique</b> for correction (e.g. delayed correction, writing some errors on the board for students to correct together)	Not mentioned.

### LESSON OBSERVATION TASK 3: TEACHING FUNCTIONAL LANGUAGE

Think about	Comment
What was the <b>aim</b> of this lesson?	Communicative approach.
What <b>functional exponents</b> did the students learn in this lesson? List them.	In order to communicate with others at social level, deaf persons need to give and ask personal information. Tell others about themselves.
How many were new to the students?	It seem the began with zero level because Deaf people at Poland are not under compulsion to take language course,
Were these exponents natural language, in the context given?	It seem it must natural language because the need to communicate with others.
Was language presented in an interesting, realistic context?	Although it was not mentioned directly, the aim is to include functional language, that is a correct English level to be used in messaging (SMS), e-mails, letters and so on.
What presentation approach was used? (via listening, dialogue build, cut up dialogue, guided discovery etc)	Not mentioned.
Were students made aware of style? (when the expressions could be used)	Not mentioned.
Were students made aware of pronunciation features, and encouraged to use them?	It does not apply.
Did the students get sufficient controlled practice? Could they internalize the new expressions?	It seem they had enough time, although it was not mentioned.
Were students given an opportunity for meaningful communicative practice?	Yes, by e-mail and text messaging SMS.  Sample A  I am sorry I cannot come for English lesson this Friday because tomorrow I am going to

	<p>go to my uncle with my parents and I stay there till Sunday. See you next week. Paweł.</p> <p>There is a traffic jam. I will be 10 minutes late. Aga.</p> <p>Hi! Can I meet you tomorrow morning at 9 a.m.? Gra yna.</p> <p>I feel really bad today. I cannot come. See you next week. Have a nice day. Luke</p>
Did the students use the new language?	<p>The samples indicates they did.</p> <p>Sample B</p> <p>From: Magda To: Stephanie Subject: Hello from France.</p> <p>Dear Stephanie,</p> <p>Thanks for your email.</p> <p>Of course I can tell you about Paula. She's 20, and she's studying art. She's very polite and with a good manner. She is also hard working and responsible person.</p> <p>Paula has got a lot of friends and she does a lot of voluntary work. Paula likes going out - she's very sociable. However, she's a very good student - I don't know how she manages to have such good marks.</p> <p>She's very tidy and punctual. Paulina likes classical music and watching films. She goes to cinema very often. The only negative thing: I think that she sometimes takes people's things without asking. But she always gives back. So you must say what is she allowed to do at your home. I hope that's useful. Let me know if you need any more information about her.</p> <p>Love, Magda</p>

# **Reflection**

## **English Language Learning for Deaf students through ICT**

ICT can be a paramount tool for English Teaching allowing to Deaf persons to communicate with people in “real” communicate environments. Deaf persons can communicate with other using SMS, Whatsapp, e-mail and other text messaging to use socially. As well forums and programs like Skype or Oovoo for academic purposes. Even movies with On screen text would help them to see the regular use of the language on their spare time. So, English for deaf is not intended only for reading but it includes English production in communicating in real environments.

Short messages (SMS, Whatsapp, and others) can be use for class drills. This gives opportunities to exchange informations as telling their names, asking information and giving answers. Even they can ask brief clarification to their tutor about certain subjects at class. Basic information can drill in this way, giving to Deaf persons the sense of conversation. In this way they can practice a more natural language.

E-mails and letters can be use for writing training and for evaluate grammar. With the help of a word processor (or other software if available) Deaf could drill their training for more complex and details massages. Teachers or tutor likewise can use e-mails to give feedback to their Deaf students according to their English language level. If Deaf learn to communicate on this way, their level of English increase as a result of their training, and will allow teacher to evaluate the learners according their performance.

Forums allow deaf to interact between collaborative groups, helping each another to correct their expressions and grammar sentence. If they can interact in Englsh this will mean they are passing from learning individual words and simple tenses to communicate clearly and their new language. For the sense of English conversation Skype, Oovoo and similar programs can be used to interact withing collaborative work. This will allow Deaf improve.

Finally, Movies with On-Screen Text have their role helping Deaf individuals to “see” the regular use of the English language not only the formal variety on the books. This will increase their language command but also they would share socially with others in informal settings.

In brief, the Information and Communication Technologies have their role in English language learning for Deaf persons. This is true because the world is not limited into Spanish language. ICT help deaf to communicate to the “real” world. So, Messaging, e-mail, Skype, Oovoo, forums and even movies with On-Screen Text will foster the Deaf command of the English Language. Spare, informal, personal, and academic environments and at the end they will fell motivated to learn a foreing language, the English language.

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