

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

OBSERVATION TASK TWO

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

**UNDERGRADUATE STUDENT
HÉCTOR ISTMOD DEVIA ROBAYO
ID17339004**

SEMESTER 2015-II

**COORDINADORA DE PRÁCTICAS PEDAGÓGICAS
NELIDA CARDENAS VERGAÑO**

**TUTORA DE PRÁCTICAS PEDAGÓGICAS
ANA MILENA SANCHEZ MALDONADO**

**UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA – UNAD
OPEN AND DISTANCE NATIONAL UNIVERSITY -UNAD
ENGLISH AS A FOREIGN LANGUAGE PROGRAM
SCHOOL OF EDUCATION SCIENCE (ECEDU)
BOGOTÁ D.C., COLOMBIA
SEPTIEMBRE 19, 2015**

OBSERVATION CLASS TWO

This observation class is done on the report of a study carried out with eleven deaf volunteers who belonged to different academic programs at Universidad Pedagógica Nacional de Colombia. So, Deaf learners did not receive any English instruction as part of their professional training, but for the study reported by Olga Lucia Ávila Caica oriented to identify the effect of using Internet resources as support for the design and development of a blended English course for Deaf university students.

Because my “observation class” is based on this report I will not have all the elements to fill out on the form provided for this activity.

Expirience from Universidad Pedagócia Nacional of Colombia:

Ávila, O. L. (2011). Can You See What I'm Saying? A Research Experience with Deaf Learners. In *Profile: Issues in Teachers' Professional Development*. Vol.13 No. 2, 2011, pages 131-146. Available at: <http://dialnet.unirioja.es/descarga/articulo/4858530.pdf>

LESSON OBSERVATION TASK 1: INSTRUCTIONS & TEACHER LANGUAGE

	Write here notes and examples of what the teacher/ students say!
Was the teacher’s voice clear and could he/she be heard by all the students?	This not apply due learners were eleven Deaf Students at <i>Universidad Pedagógica Nacional</i> of Colombia, who can not hear any teacher's voice.
Did the teacher make eye contact with the students?	On the report it not stated directly, but the teaching strategy involve the use of Sign Language Interpreters. So, they did not make direct eye contact with teacher but interpreter's eye contact as part of their language communication strategies, not as apart of language instruction.
Was the language used by the teacher graded to the students’ level, so they could understand?	It is it were graded using the Grammar Translation Method where forms from simple to complex are usually taught.
Did the teacher speak at a natural speed , and use contractions when speaking?	Because it was an English grammar base teaching for Deaf students, sound is not part of these exercise, but they use Internet resources, so the face natural written English.
Did the teacher give instructions before giving out materials ?	Yes, they receive instruction about grammar on face-to-face sessions “using grammar charts to explain the language structure, doing written exercises for completing the gaps and translating sentences”.

Did the teacher give a demonstration of what students had to do?	Yes, through grammar charts and explaining how English language works.
Did the teacher involve other students in giving a demonstration before the activity	This English course involved collaborative work, were Deaf helped each another on the activities class.
Did the teacher use the board to help to show students what to do?	Report do not mention it, and I could not find any indication to interfere that activity.
Did the teacher check a part of the instructions/ ask a student what he/she had to do?	Yes, learners filled questionnaires to be analyzed to determine the success on this course and its methodology.
Did the teacher give all the instructions at once, or in stages as the students needed them?	As they need. Part of the instruction were face-to-face teaching and part technology specially Internet.
Did the learners know what to do and did they get involved in the activities?	<p>Yes, they knew what to do and were involved as they said.</p> <p>“How do you prefer working in the course? Alone? On a team? Is it insignificant for you? (Excerpt No. 6, Video interview 1, Interviewer’s question)</p> <p>I think that working in groups is better because I can share, I can feed me from the others’ experience. There are some partners who know more than me and I learn from their knowledge. The university is to share the knowledge and it’s for everybody to improve.</p> <p>I think that for this class specifically, it is easier working in teams because all of us are deaf. If we had a hearing person in class, he/she would get the information faster with his/ her hearing sense and I would feel in disadvantage. This class is very different from the others. In different subjects we work in different ways, but here as we are deaf, we like working in teams.</p> <p>It is easier working among deaf students because for working in a mixed group with hearing people I must agree with them and it a mixed group with hearing people I must agree with them and it is really necessary to have a sign language interpreter. However, if I am only with deaf partners, the class goes faster and I save time.</p>

	(Excerpt No. 6. Video interview N o 1 Students 1, 4 and 8)
Write here two examples of instructions the teacher gave.	Write here your ideas to make them clearer for students
<p>1. "Today, I asked my deaf students to write descriptive texts and I found that some strategies from the Grammar Translation Method were useful for them. For example, it was necessary to give them the grammar structure of a sentence Subject + verb + complement to guide them in the writing of some simple descriptive sentences".</p> <p>2. "I noticed that they asked for qualitative adjectives to be used in their text (next class I have to work on adjectives). Students also found it difficult to use adjectives to describe attitudes or behaviors".</p>	<p>1. I would produce a video recording with the grammar lesson explained in Colombian Sign Language in order they see it the times they need see it. Also, I would record another one with samples of sentences and its explanation with a template to fill the correct answer, and dilling exercises.</p> <p>2. It is not mentioned her, but the initial lesson about adjectives, I would include a lot of pictures to illustrate the several kinds of adjectives. As well drills on the use of them.</p>

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 fast-improvement of the language.

	Write here notes and examples of what the teacher/students say!
Write examples of questions the teacher asks students?	No examples found on the report.
Did the teacher show interest in the student's ideas? What did he/she say?	Yes, she had the objective get "insights into what worked well for Deaf students and what barriers could interfere with their English learning in order to design and implement an official English blended course using EFL Internet resources".
Were the students motivated to give their ideas in the class?	Yes, due they work collaboratively, they helped each to other. One Deaf learner said: "I think that working in groups is better because I can share, I can feed me from the others' experience. There are some partners who know more than me and I learn from their knowledge. The university is to share the knowledge and it's for everybody to improve".
Did the teacher use reformulation ?	It is not mentioned on the report.
Did she use another technique for correction (e.g. delayed correction, writing some errors on the board for students to correct together)	It is not mentioned. But it was reported that "spelling mistakes were common and the conjugation of verbs in third person needs to be explained once again". So, if it is appropriate call this repetition a technique, then she used the " <i>repetition lesson technique</i> ".

LESSON OBSERVATION TASK 3: TEACHING FUNCTIONAL LANGUAGE

Think about	Comment
What was the aim of this lesson?	I Could not see any English lesson class for this eleven Deaf learners. The report mentioned: "These learning objects encouraged students' curiosity about English and gave them the confidence necessary to become autonomous language learners".
What functional exponents did the students learn in this lesson? List them.	It seem to write in grammatically correct to communicate with others and develop reading skills.
How many were new to the students?	It seem none of them learned English at elementary and secondary school, because

Were these exponents natural language, in the context given?	bilingualism for Deaf learners only Colombian Sign Language as their first language and Spanish as their second language, dropping out English as their foreign or third language. The use of Internet exposed them to natural writing class. But for grammar acquisition, learners used somewhat artificial language. So, they used both.
Was language presented in an interesting, realistic context?	It seem the English used a lot of pictures or diagrams in order to teach English.
What presentation approach was used? (via listening, dialogue build, cut up dialogue, guided discovery etc)	The English grammar structure of a sentence were presented (for example: Subject + verb + complement) and then she wrote some simple descriptive sentences to illustrated what she already taught.
Were students made aware of style? (when the expressions could be used)	It is not mentioned on the article.
Were students made aware of pronunciation features, and encouraged to use them?	This does not apply for deaf learners, but spelling mistakes were common.
Did the students get sufficient controlled practice? Could they internalize the new expressions?	It seem the have enough time in their face-to-face session and their individual study using Internet.
Were students given an opportunity for meaningful communicative practice?	It seem all were centered on grammar translation method.
Did the students use the new language?	Yes, they wrote sentences from their own and from Spanish sentences into English.

Reflection

Blended English Course Using EFL Internet Resources for Deaf Learners

Blended English Courses for Deaf people seems to enrich their English learning process using the Grammar Translation Method because the results shown on the report, evidently benefit the eleven Deaf learners greatly from this experience. English is a need for Deaf persons in order to be “equal members of a hearing society that uses English as a tool to grasp the world”. Probably these experience could be improved by producing instructional videos, reducing the need (or even eliminating) of the interpreter for Deaf students, applying the Grammar Translation Method between Colombian Sign Language and English but not

Spanish, using technology for drill exercises. If Deaf persons are going to access English as any other person to “grasp the world” they need the best blended strategies for their Grammar Translation Method for English courses that enriching their learning activities.

Autonomous language learning can be enhance producing instructional videos for English blended classes because Deaf learner can have in their first language explanation about grammar, direction on their collaborative activities, individual tasks, for review material in order to clarify what they did not understand or what they forgot and for vocabulary learning. So videos can be tool for independence English acquisition.

Regarding the use of the Sign Language Interpreter he or she could be a good helper on the English process, but, is he or she interpreting everything at class even the text for exercises or drills? Then language acquisition will be hindered. At Spanish as Second Language Courses at public schools interpreters usually interpret the paragraph that Deaf students must read by themselves, also they interpret the questions and options when teachers are evaluating Spanish comprehension. The report did not mention clearly what was the interpreter role at UPN at the English as a Foreign Language Course. The elimination or the use at minimum of the interpreter for this kind of courses is preferred, if learners are going to improved their new language skills.

Grammar Translation Method seems a good option for Deaf learners, but, Spanish as a learning/teaching tool must be avoided because a Deaf Signer has as first language the Colombian Sign Language. Most of the Deaf persons (specially those labeled as prelingual) struggle with Spanish, even those who are attending university courses cannot understand a simple Spanish document. In conclusion, instead translating between Spanish and English, Deaf learners must translate between Colombian Sign Language and English. Using their first language they can improve greatly comparing and contrasting the two languages, that os the language he or she already knows and the new one, the English Language.

Finally, Internet and other educational technology can help learners to drill orthography, grammar, vocabulary and so on. Internet and educational technology provides “flexibility, time management and autonomy” for Deaf learners as mentioned the report. This is an important point because the rhythms varies greatly in order to complete written assignments, they need to remember or picture in their minds the written word without sound references. Technology also provides them the possibility to repeat several times the same exercises until they correct their mistakes and learn the grammar subject. So, Internet and educational technology must be part in an English Course for Deaf students.

In brief, a Blended English Courses for Deaf people benefits their English learning process. Because they won't use English as a Hearing person does, Grammar Translation Method for writing and reading seems to be fine for Deaf individuals. This will allow them, as any other person to understand our global Society. Tools as videos, reducing or eliminating the use of the Sign Language interpreter, translating between Colombian Sign Language and English, and using Internet and technology will open the door of the English World. Yes, their learning process can be enhance.

REFERENCES:

Ávila, O. L. (2011). Can You See What I'm Saying? A Research Experience with Deaf Learners. In *Profile: Issues in Teachers' Professional Development*. Vol.13 No. 2, 2011, pages 131-146. Available at: <http://dialnet.unirioja.es/descarga/articulo/4858530.pdf>

Downs, S., Owen, C. & Vammen, A. N. (2000). *Make a Difference. Tips For Teaching Students Who Are Deaf or Hard of Hearing — Handbook*. U.S. Department of Education, University of Tennessee, and University of Arkansas. Retrieve from: <http://www.umaryland.edu/media/umb/oaa/campus-life/disability-services-/documents/Tips-for-Teaching-Students-Who-Are-Deaf-or-Hard-of-Hearing.pdf>

Palma, J., Steyer E. (2013) Insights into Teaching English as a Foreign Language to Deaf Students. In *Lingua Americana*. Year XVII Num. 32 (January-June 2013), pages 33 – 46. Retrieve from: <http://produccioncientificaluz.org/index.php/lingua/article/view/17301>

Palma, J. & Torres, E. (2013) *Video diccionario de lengua de señas. Proyecto para la cátedra de inglés nivel I*. Universidad de Zulia, Venezuela. Disponible en: goo.gl/2Z2nX

Ramirez, C. M. (2009). *Nivel I de Inglés para Sordos*. Programa de Educación Continua y Permanente, Facultad de Ciencias Humanas. Universidad Nacional de Colombia. Disponible en: www.humanas.unal.edu.co/linguistica/index.php/download_file/15/