

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

OBSERVATION CLASS ONE

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

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OBSERVATION CLASS

This observation class is done from different reports of English Learning/Teaching for Deaf people. It has been a practice not to teach English to Deaf student because Spanish is taught as a Second Language. But usually, when Deaf students begin their formation at University level they find they need English to access to Academic information.

So, how to teach English to Deaf person if they cannot hear and many of them do not know how to communicate speaking? My practice will be oriented to address these issues. This will require some adjustments. The first one is that Listening and Speaking Skills won't be worked.

Experiencia de la Universidad Nacional de Colombia:

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/

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?	Teacher Ramirez adapted herself to her Deaf Students, so instead to use voice she used a 100% visual method , where reading and writing were the teaching/learning objectives. Her students could see her clearly.
Did the teacher make eye contact with the students?	Yes, she made eye contact. Usually Deaf communication requires eye contact for successful communication. This shows interest on the other person.

<p>Was the language used by the teacher graded to the students' level, so they could understand?</p>	<p>Yes, it seems she used Sign Language and she did not use a Sign Language interpreter. So, Learners could see what the instructions were, ask for clarification, and she could verify if the learners were understanding her. Also, she used a video projector and a screen in order to show sentences and other written material in English according to her students' Writing English Level.</p>
<p>Did the teacher speak at a natural speed, and use contractions when speaking?</p>	<p>No, she did not speak in English because no matter what speed she could use, they simply can not hear her. So, she mediated communication with Sign language and Written English.</p>
<p>Did the teacher give instructions before giving out materials?</p>	<p>Yes, She did. Teacher Ramirez learnt the basics of the Colombian Sign Language (LSC), so she could communicate directly with her students to give instructions before giving out materials for her class.</p>
<p>Did the teacher give a demonstration of what students had to do?</p>	<p>Yes, she did. The first picture on page one put on evidence teacher Ramirez is giving a demonstration of what students had to do. She is explaining an activity with there is/there are questions.</p>
<p>Did the teacher involve other students in giving a demonstration before the activity</p>	<p>It is not mentioned on the Teacher Ramirez's report. But there is a pictures where two Deaf Learners are interacting between them, evidently they received a demonstration on how perform the activity.</p>
<p>Did the teacher use the board to help to show students what to do?</p>	<p>Yes, on page page five, you can see the white board and the screen used to help learners to understand the activities.</p>
<p>Did the teacher check a part of the instructions/ ask a student what he/she had to do?</p>	<p>Yes, on page 5 the second picture reflects hers is checking if their learners understood what he had to do.</p>
<p>Did the teacher give all the instructions at once, or in stages as the students needed hem?</p>	<p>No, she did not deliver the instructions at once, but she gave the instructions step by step in order to be sure they understood her.</p>
<p>Did the learners know what to do and did they get involved in the activities?</p>	<p>Yes, they work by pairs and they get involved indeed they communicated between themselves in written English to talk about themselves and to make questions to their peers. They strove collaboratively to complete the proposed activities.</p>

Write here two examples of instructions the teacher gave.	Write here your ideas to make them clearer for students
<p>On the report there is not specific examples about instructions, but one of the pictures shows she taught:</p> <ol style="list-style-type: none"> 1. There is – There are 2. Writing skills using simple present. 	<p>Cause I cannot judge trough direct observation what teacher Ramirez did, I just can strive to give some ideas to make instructions clearer for Deaf students. In first place, I would strive to use more technological tools even in class, and just Power Point presentations, but to include videos, grammatical samples, and instructions in Colombian Sign Language.</p> <ol style="list-style-type: none"> a. For <i>There is – There are</i> an instructional video in Colombian Sign Language signed directly by me, explaining and using code color for part of speech in written language (color for verbs, nouns, articles, etc) But the main goal is deaf learners get access to this video in order to review the information at home, not just for face-to-face instruction. b. For this activity, on writing task, I would look for a program in they can write but at the same time be receive automatic input in order to drill grammar.

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.*

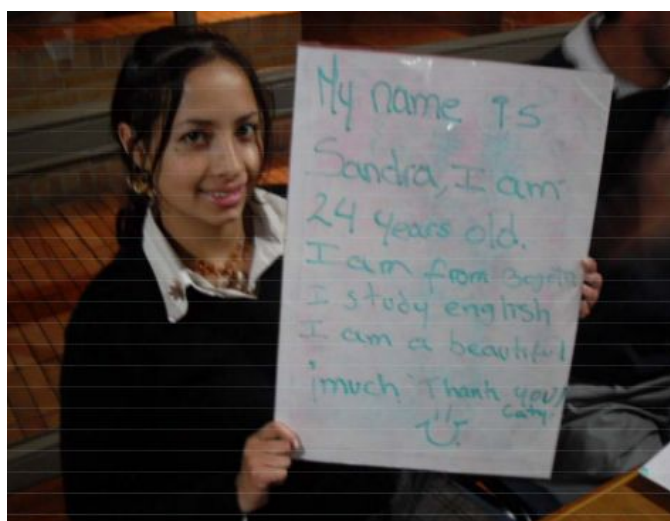
Teacher: *Did you win the game?*

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 evidence of examples of questions the teacher asked to students. The only sample question (and its answers) to class is: Is there? Yes, there is, no there isn't.

Did the teacher show interest in the student's ideas? What did he/she say?	It is evident she showed an earnest interest on them because she learned the Colombian Sign Language in order to communicate directly with them. Pictures show he paid attention to them individually also.
Were the students motivated to give their ideas in the class?	Yes, they were very motivated due to their earnest participation in class as the pictures show.
Did the teacher use reformulation ?	There is no evidence or mention of reformulation in the report.
Did she use another technique for correction (e.g. delayed correction, writing some errors on the board for students to correct together)?	There is no evidence of correction or the use of techniques to correct written errors.

LESSON OBSERVATION TASK 3: TEACHING FUNCTIONAL LANGUAGE



Think about	Comment
What was the aim of this lesson?	Reading and Writing English for Deaf Persons.
What functional exponents did the students learn in this lesson? List them.	To tell in writing about them to others and ask others about themselves. My name is _____ I am _____ years old. I am from _____

<p>How many were new to the students?</p> <p>Were these expressions natural language, in the context given?</p>	<p>Almost everything. Deaf people usually do not study English, but Spanish as their second language.</p> <p>The learners at this English course, are incapable to use their voice to communicate in English Language, so the most natural use of the language is its written form.</p> <p>So, the language use corresponds to written form of social interaction for A1 level for beginners.</p>
<p>Was language presented in an interesting, realistic context?</p>	<p>It is interesting for Deaf people because they learned mostly in a visual way, using social language as saying their names, telling how old are they and so on.</p>
<p>What presentation approach was used? (via listening, dialogue build, cut up dialogue, guided discovery etc)</p>	<p>It seems grammar approach and writing up sentences due the attendants were all of them Deaf Students.</p>
<p>Were students made aware of style? (when the expressions could be used)</p>	<p>They were aware they could communicate with hearing English Speaking persons using these sentences or expressions and that they could describe some situations drilling their reading - writing skills.</p>
<p>Were students made aware of pronunciation features, and encouraged to use them?</p>	<p>This point does not apply for English Deaf learners.</p>
<p>Did the students get sufficient controlled practice? Could they internalise the new expressions?</p>	<p>It seems it worked in that way. They communicate between them using only English written language to internalize the grammar and orthography. Also the drills some grammatical patterns by composing their own sentences.</p>
<p>Were students given an opportunity for meaningful communicative practice?</p>	<p>Classes provided full opportunities to meaningful writing-reading communicative practice as it is shown on the pictures.</p>
<p>Did the students use the new language?</p>	<p>Yes, they use it plenty.</p>

Reflection

Why and How English as a Foreign Language for Deaf Students at UNAD?

Deaf persons in Colombia also feel the need to grasp the world by writing and reading English as a Foreign language, so teacher Ramirez at *Universidad Nacional* of Colombia is a pioneering step in Deaf Education. But teaching English to Deaf persons “implies much more than designing a lesson plan and implementing an “effective” strategy” (Ávila 2011) because they need special adaptation from approaches, methods and techniques perspectives. Adaptations should be made on face-to-face, blending and distance language teaching/learning while Deaf Students work collaboratively in task based learning activities, and the way Deaf Students learn English Grammar. If those adaptations occurred using Colombian Sign Language, then a better acquisition on Written English Language will lead them to understand better the world they share with us the hearing people.

The first thing we as English Teachers to take into account is Deaf person cannot hear so listening skills are out. If they cannot hear then it is too hard for them to say something that they cannot hear, so a second skill, speaking, is out. Any approach, methods or technique must be adapted only for silent reading, and for writing production. And as Deaf persons living in this country use as first language Colombian Sign Language (LSC), a language different from Spanish in vocabulary, grammar and expressions. Knowing this fact, will allow us to design effective English classes for Deaf People.

A second point for English teaching for Deaf in face-to-face, blending and distance education language teaching/learning is more defective as showed teacher Alvarez Caica from *Universidad Pedagógica* of Colombia, because this learning method allows similar participation and learning between Deaf persons. I hypothesized that they should be in small Deaf collaborative groups increases their learning process.

A third issue here has to do with grammar acquisition, usually Deaf Persons do not write their second language according its natural grammar patterns. So, Palma suggested that grammar must receive special emphasis on the “acquisition and use of function words as articles, pronouns, conjunctions and prepositions” (Palma, 2013). Probably a technique used is translation as a Learning tool, small messages English to LSC at the beginning, later from LSC to English (remember Spanish is a Foreign or second language for many Deaf Persons). In this way they will acquire much better the English Grammar.

Finally, English instruction for Deaf Learners, at least at the beginning, must occur in Colombian Sign Language not in Spanish, it is just the second language and even their command of it is too low that some of them can not decode a Spanish message. On my next step I will prepare lesson plans, short classes, guide activities and rubric using Colombian Sign language. In order to help them to understand better what is the subject learning they are accomplishing. That what are the task they must perform allowing them to perform learning process adequate to their needs.

In brief, if English instruction for Deaf Learners at the UNAD University adapts the approaches, methods and techniques perspectives to Deaf needs. If the adaptations are made on face-to-face, blending and distance language teaching, allowing Deaf Students work

collaboratively in task based learning activities, paying special emphasis to grammar acquisition. Along instructional videos with Sign Language on them, Deaf Learners will walk into a better understanding the world we share with them.



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