



**A REFLECTION OF TEACHING ENGLISH VOCABULARY TO CHILDREN WITH
HEARING IMPAIRMENT IN A FIFTH GRADE CLASSROOM**

MARÍA CONSTANZA DÍAZ CASTILLO

**UNIVERSIDAD ICESI
SCHOOL OF EDUCATION SCIENCES
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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**A Master's Report Presented by
MARÍA CONSTANZA DÍAZ CASTILLO**

**Research Tutor
SILVIA JULIANA CASTRO LOPEZ**

**UNIVERSIDAD ICESI
SCHOOL OF EDUCATION SCIENCES
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
SANTIAGO DE CALI**

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Abstract

By using an action research framework, this study aimed to illustrate pedagogical reflections through an implementation of visual scaffolding strategies to teach English vocabulary to two hearing impairment students of fifth grade. The teacher researcher made observations, designed lesson plans, implemented the actions and reflected on the results. The information was collected through participant observation in the classroom over four sessions. From these observations, three categories were established: connection between school and real life, leadership and communication, and vocabulary use and learning. The researcher used instruments of observation (a teacher's journal), students' artifacts, interviews, and questionnaire.

The data analysis was conducted subjectively and descriptively by the researcher; the findings of the study indicate the strategies the teacher used can help the students in memorizing new vocabulary and help the students in understanding better. But working with hearing-impaired students requires special attention and education in appropriate conditions. Because the right to have access to a regular school does not indicate that there they will find the specialized services they require. Not to mention the fact that teachers have not received any training to handle children with disabilities or exceptional abilities.

Key words: inclusive education, hearing-impairment, visual scaffolding.

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1. INTRODUCTION

Throughout Colombia's history of educational policies, there has been a marked interest in learning a second language, more specifically learning English as a foreign language. Thus, in the General Education Law 115 and projects such as the National Bilingualism Program, broad learning objectives are proposed, in which learners develop communicative competence in a successful way that meets governmental and global expectations of a future bilingual country.

Also, inclusion educational policies have been proposed such as the Decree 1421 Act in 2017 (Ministry of National Education) which regulates within inclusive education that vulnerable populations be integrated into the regular classroom. Much has been debated on the subject, and the main objective is that the school must be transformed to allow students with some type of disability not to be marginalized. All this is for them to become productive, strengthen their autonomy and their social relationships, and understand the school as a place that includes everyone without leaving anyone out.

Taking into account that the teaching and learning of English as a foreign language to students with disabilities requires an adaptation of the curriculum and the relevant training of teachers in tools, procedures, and didactics, the main interest of this research work is to investigate and reflect on the processes of teaching and learning English in a regular classroom with two students with hearing disabilities, who a year ago entered the public school, after making an educational process in an institution that specializes in children with disabilities.

Considering the various situations that may arise when facing students with hearing impairment and the lack of knowledge of strategies and didactics, this action research was conducted with the main objective of describing the implementation of Visual Scaffolding strategies and how they impacted students' learning English vocabulary in a regular fifth grade classroom.

2. JUSTIFICATION

The national education system has included in its guidelines specific levels for special education, as happened in 1976 when special education became official. Subsequently, since the promulgation of the General Education Act in 1994, it is established that specialized classrooms are created in all educational institutions with the necessary pedagogical support to care for persons with disabilities, in addition the term special educational needs (SEN) is adopted to refer to persons with disabilities. In Colombia many actions are carried out so that inclusive education is assumed as a form of education (Quintanilla, 2014). Likewise, since 2000, based on the approaches and recommendations made by organizations such as the United Nations (UN), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), among others, have shown a strong interest in formulating guiding principles in the field of education, in support of non-discrimination and the right of everyone to education.

Currently, in the country inclusive education has become a strategy that seeks to enhance, respect and value diversity, also promotes and facilitates the participation of the community regardless of their individual, social or cultural conditions including those who have some learning limitation or disability. What makes this research of great importance for the academic field and the teaching work, is that the education of people with disabilities must have the tools for their diverse access, in addition to the appropriate conditions and capacities for optimal educational development. However, the different stereotypes and scenarios about people with disabilities limit the access of this population to different environments of society, and in many cases the educational field represents barriers to their inclusion in the process.

As an English teacher, this research is relevant since it is closely related to the dynamics of society and its communicative relationships, understanding education and the classroom as the space where relationships and exchanges between students and teachers are presented, where everyone benefits from the diversity of ideas, tastes, interests, skills that promote autonomy and creation of affective relationships that favor a stimulating development. In addition to trying to respond to special educational needs in regular classrooms, and the search for information, tools and strategies that allow to successfully face the challenges implied in those situations. Also, to be participants in the training of students in special conditions, but which are part of a regular classroom, in order to provide suitable activities to implement them in processes of teaching-learning of English.

3. RESEARCH QUESTION AND OBJECTIVES

3.1 Research Question(s)

How does the implementation of Visual Scaffolding strategies promote the learning of English vocabulary for two hearing- impaired students in a regular fifth grade classroom at Célimo Rueda public school in Cali?

3.2 General Objective

To describe the effects of visual scaffolding strategies to promote learning English vocabulary on two students with hearing impairment in a fifth-grade class at Célimo Rueda public school in Cali.

3.3 Specific Objectives

- To identify students' hearing impairment characteristics and linguistics needs.
- To implement activities that focus on particular features of impaired hearing learners.
- To analyze the results of the implementation on students' language learning.

4. LITERATURE REVIEW

In order to better interpret the objectives of this research, key concepts are defined to delimit themes and an approximation is sought to the importance of teaching and learning English as a second language, and how some policies and standards contemplate an inclusive education framework. Which is of great importance because it will provide valuable information for the design and development of activities within the classroom, which was carried out during the research.

Currently, the English language occupies an important place as a reference in the world, being identified as a lingua franca since it allows communication between people with the same or different native languages. Our country has not been the exception for English as a foreign language to occupy a privileged position within the learning objectives of the national educational context. This is governed under the guidelines of the General Education Law (Law 115 of 1994) which specifically in articles 21, 22, and 23 mentions the objectives of teaching a foreign language in basic and secondary education so that students have tools that allow them to function in a globalized world that provides them with greater employment, social and educational opportunities.

Although to a great extent all scenarios are contemplated and emphasize education with equal opportunities for all, there is not much about inclusive education for the hearing-impaired population. The General Education Law establishes that “the education of people with physical, sensory, mental, cognitive, emotional limitations or with exceptional intellectual abilities is an integral part of the public educational service” (Law 115. 1994, Art. 46) and Decree 1421 Act in 2017 (Ministry of National Education) which contemplates access to education for people with disabilities and their “entry into the educational system in conditions of accessibility, adaptability, flexibility, and equity with other students and without any discrimination” and also regulates, within the framework of inclusive education, educational care for the population with disabilities. The national education system has made efforts to advance in inclusive education and this is evidenced by the progressive increase in the enrollment of students with disabilities or exceptional abilities, especially at the preschool and basic levels, since a smaller percentage of this population completes their studies. Likewise, the teaching staff and the development of intervention strategies have increased. But unfortunately, they are not enough for the large number of students who require attention, generally, the population with disabilities gets regular school and is attended by a teacher who is not specialized in this type of education.

4.1 Inclusive Education

When talking about education, we are talking about a continuous training process. According to Brunner (1996), education is all transmission of knowledge, it is sensitive to differences in the role that the environment can play in the intellectual evolution of the child, it means, education cannot be understood under any concept as something rigid and programmed that will always generate the same results.

Speaking about the education of human beings, some aspects that strengthen their integral construction (individual, family, and society) and that entail high levels of physical and psychological development of the individual must be considered. Therefore, it is essential that the parties responsibly and committedly support students with disabilities, so that they can develop their abilities. And of course spaces with the necessary conditions for this purpose are generated.

In recent decades, there has been various discussions about inclusion and diversity, and these terms are transferred to the spheres of the school, referring to the inclusive classroom and diverse learning environments, which undoubtedly enrich the personal experience of each student by facing different realities, leading to a much more realistic, reflective, tolerant and supportive vision towards himself and other people. Researchers like Ramirez (2017) mention that today we can see a greater awareness at

the national level, departmental, local and community, of the right that children with special needs have to be able to access learning in educational conditions that promote their normal development.

All this implies that, in the school, and more specifically in the classroom, the necessary elements are included to serve students with special educational needs, it implies that the teacher designs, plans, organizes, and carries out strategies and activities based on the learning process of teaching and learning. And this is where countless situations begin to emerge that put the teacher in a complex position since very few official educational institutions have the resources to make the necessary adjustments.

A good starting point is the analysis of the curricular plan concerning the specific needs of each student, and through the PIAR (Individual Reasonable Adjustment Plan) make the necessary modifications to establish measurable and achievable learning objectives. According to the Colombian National Ministry of Education, the PIAR is:

a tool used to guarantee the teaching and learning processes of people with disabilities, based on the pedagogical and social characterization, which includes the support and reasonable adjustments required for the student, among them the curricular, infrastructure and all other necessary to guarantee learning, participation, permanence, and promotion.

They are input for the classroom planning of the respective teacher and the institutional improvement plan - PMI. (Decree 1421 Act in 2017)

The concept of educational needs refers to a more flexible pedagogical conception, where individual characteristics play an important role. As Brennan (1988) argues that, there is a special educational need when a deficiency (physical, sensory, intellectual, emotional, social, or any combination of these) it affects learning to such an extent that they are some or all of the special accesses to the curriculum, to the special or modified curriculum, or to especially learning conditions adapted for the student to be educated properly and effectively.

Therefore, in the process of inclusion in school and the case of hearing impairment learners it is important to define the term and the different types and degrees since the teacher must widely identify the characteristics of the students to direct the appropriate strategies that allow them to achieve the stated objectives.

4.2 Hearing impairment basic concepts

According to the WHO - World Health Organization (2017) hearing loss is defined as when the threshold of hearing in both ears is equal to or less than 20 decibels. The main causes of this disorder can be congenital or acquired in early childhood; either due to chronic infections of the middle ear, excessive noise, some age-related condition, or the intake of ototoxic drugs.

On the report of WHO (2017) hearing loss can be:

- Slight hearing loss: Individuals cannot hear sounds quieter than about 15 to 20 decibels, such as whispering or leaves rustling. This level of hearing loss can still make listening to speech a struggle. In children, this level of hearing loss is usually treated with hearing aids to assist in speech and language development.
- Mild hearing loss is defined as hearing loss between 26 and 40 decibels in the speech frequencies.
- Moderate hearing loss: People with this degree of hearing loss cannot hear sounds lower than 40-69 decibels. Can be treated with standard hearing aids.
- Severe hearing loss: People with this degree of hearing loss cannot hear sounds lower than 70-94 decibels. The individual develops an understanding of oral language through lip reading, textual support, hearing aids, auditory training, and vibratory and audiovisual stimulation.

The learning process and linguistic support of a student with hearing disability should start with a minimum of known words and then will increase along with the number of visual stimuli. As Brennan (1988) claims their oral and written production is limited and their perception of reality, since their mental structure is based on the spatial, kinesthetic, and visual fields. Contrary to what happens with hearing students who naturally develop their oral and written communication, they receive auditory stimuli from the first moment.

The consequences of hearing loss are wide-ranging, including loss of the ability to communicate with others; the late development of language in children that can trigger social isolation, the feeling of loneliness and frustration, and in other cases affecting academic performance (Marshark, 1991). Starting from the fact that the evolutionary development of the child is closely linked to the process of acquiring a language, it is important to highlight that hearing children and children with hearing impairment differ in

their stages of language development as they grow and the processes of communication become more complex.

Recent studies based in the deaf children who are born to hearing parents see delayed the age at which they gain the ability to attribute mental states in others (theory of mind), it means, the capacity to be aware of the differences between their own point of view and that of others, mainly due to their limited linguistic interactions before the age of 5 years with their hearing parents (Marschark et al., 2000). In the initial stage from 0 to 2 years, the level of linguistic development is very similar, the main difference is that deaf people do not imitate sounds, since they do not hear them. In the next stage, from 2 to 7 years old, the inability to relate to the environment through verbal communication becomes evident and the absence of social interaction begins. From the age of 7 onwards, the social and communication limitations are even greater, since their mental structure is concrete, and their capacity for reflection is limited. (Jackson, 2001)

4.3 Teaching English to impairment hearing students

Learning the English language requires the development of writing, listening, speaking, and reading, which can be classified into receptive (understanding and reading) skills working with meaning and productive (writing and speaking) skills where the aim is for students to produce language by themselves (Harmer, 2007). It is important to note that students with hearing disabilities must face some challenges in their language learning process, and their communicative development requires continuous reinforcement.

The main objective when we talk about speaking is to develop a phonemic ear, which means, learners can imitate, discriminate the different sounds of the language, and associate meanings. As Bygate (1987) mentioned, speaking is a skill that deserves attention as much as literary skills in both native and foreign languages. If learners can speak confidently and comfortably they can interact better in real daily situations.

And that is precisely what we as teachers want to get with hearing disabilities learners, to improve skills performance. Strategies such as speaking at a slower pace, articulating more clearly, providing brief and complementary explanations should help to develop the minimum of this skill. One of the hardest tasks for impaired learners is writing. It takes a lot of time and much effort to communicate, which includes appropriate rules and coherence. The student ability has shortcomings in their reading and writing process such as poor vocabulary, disregarding keywords that facilitate comprehension in a general way, word repetitions, rigid writing style, use of words without relation to each other, little syntactic variety, cases of omission, substitution and problems of order in the written composition, among others (Humphries et al., 2012).

This means that teaching and learning a second language is an additional challenge for hearing impairment students and teachers, because these learners are facing two different code systems with just no symbols and meaning, and also include cultural aspects of the world. The idea is to support the procedure or activities designed to that kind of population in theories or previous research to design learning from other experiences.

There is not much about it, not many people are interested in researching educational issues with hearing impairment students, maybe because they represent a lower percentage in the regular classrooms, and those institutions do not have the staff prepared to lead the teaching and learning process. Some of the research found were implemented outside the country, and took into consideration the design of visual aid instruments and implementation of classroom strategies to foster vocabulary acquisition.

4.4 National and international research experiences

The experiences and research on teaching English to students with hearing disabilities in our context are few. There is not much information that can be found about it. However, the studies mentioned below show a look at the educational processes with people with disabilities, and the design and implementation of pedagogical strategies in the classroom.

One of them is the monograph "Inclusion of students with hearing disabilities to the regular classroom of grade eleventh" developed by Cortes (2016) in Buenaventura, in which she describes the process of inclusion of people with hearing disabilities in the San Rafael institution of the aforementioned municipality. Two deaf students, two hearing students, two mothers participated in the project, and in addition to the three classroom teachers, two support teachers (translators) participated who accompanied the students throughout their educational process. The institution employs the use of sign language to facilitate interaction with the rest of the listening student population. Its conclusions showed that, although the educational institution contemplates in its guidelines an inclusive education and this is its main goal for more than 10 years, its limitations in both physical and immaterial resources, make education an integrative rather than inclusive modality, which is permanently in search of a curricular transformation, structure and approach that allows the necessary adaptations to meet the requirements of an inclusive institution. The mothers and students highlighted the accompaniment by the teachers and their continuous concern to promote respect, tolerance and diversity in the educational community in order to eliminate language barriers and facilitate communication processes.

In "Guide for the care of students with hearing disabilities in the classroom: an approach from, the perspective of inclusive education" Martinez (2022), focused on the reflection, design, and implementation of communication tools articulated to inclusive education with the aim of proposing pedagogical orientations that allow teachers at Liceo Juan Pablo Bonnet of the city of Palmira, to contribute to the improvement plan and to strengthen the activities developed in the classroom proposing disabilities. Four classroom teachers participated in the development of the implementation. Initially, they participated in workshops to raise awareness of special educational needs and then, through sharing their pedagogical experiences, they selected the activities that they considered most effective for the linguistic development of children with hearing disabilities. Its conclusions showed that comprehensive teacher training in inclusive education is essential for the development of efficient educational processes that allow continuous accompaniment and monitoring of processes to populations with special educational needs. He also showed that, despite the multiple limitations and lack of resources, tools can be proposed from the classroom that strengthen the adaptation process, not only for students with hearing disabilities, but also for the teacher for whom this situation is new. The proposed orientation guide includes visual reinforcement, lip-facial reading and group work that strengthens interaction with the rest of the student population.

"Teacher's Strategies in Teaching English for Students of Hearing Disorder " research developed by Nisak (2008) in Indonesia describes the implementation of teachers' strategies to teach English to hearing disability learners and the difficulties they faced. In this study a small group of hearing impaired students and an English teacher participated, during three sections the strategies used by the professor and the reaction of the students were observed and analyzed. Then interviews were conducted to find out the opinion of the participants and how the strategies used influenced or not in their performance. In closing the research shows that the use of Facilitative strategies in the development of classes help to fix a communication breakdown. It is called Repair strategies, used to ask for clarification when the listener failed to understand the speaker's message. The study also concluded that memorization strategies were effective in helping students retain information, but they are not enough if a high level of performance in the language is to be obtained, since grammar was not included in the observed sessions.

In the study, Teaching English to Children with Hearing Impairment: A Case Study in Special School developed by Dewi (2019) in the same country, qualitative in nature in which analyzed the strategies developed by the teacher to teach English to your

children's group of eighth grade with hearing impairment. In this case the teacher knows in depth the educational needs of her students and designs self classroom activities to focus on them. The information was collected through observation and semi-structured interviews with the students and the teacher. The results showed that The classroom arrangement is another important thing in those cases because it is important that all students can see each other, as a way to facilitate communication and interaction through words or gestures. A relevant aspect in the application of these activities was the use of visual support, which allows students to relate new vocabulary with a reference image.

It can be seen that the experiences cited are given in the framework of an education through an inclusive approach in which the institutions have resources or guidance curriculum to treat population with hearing impairment, unlike my institution where this situation is completely new and the unique resources for now are the teacher's interests, a modified curriculum (PIAR) development with the school professional support, and the permanent communication with parents. However, this allows me to have different perspectives and lights about an inclusive education and in a certain way offers me a guide to give continuity to my pedagogical implementation.

4.5 Visual Scaffolding

Both in the learning of the mother tongue as in the foreign language, children exhibit certain features in the development of the language, among which we can mention: that the child's thinking develops to the extent that he develops his language. According to Vygotsky (1934), language comes to form a higher mental process, including the ability to plan, evaluate, memorize and reason. These processes are culturally formed in active social interaction and an environment of help and support, both in the development of knowledge and language.

Another characteristic of language development is that children understand and appropriate language in interaction. On this aspect Bruner and Vygotsky (1960) argue that the child is born within a community of people who use a language and the learning of their language is part of their level of socialization as a member of that community. Another important feature is that children are constantly adding experiences. That is, the more the child develops physically and gains space, the more they research and appropriate the world around them and obtain information through sight, hearing, and touch.

Vygotsky (1931) considers school as a source of human growth, as long as the experience is impregnated with contextualized contents and oriented to the area of close development of the learner. For him, the important thing is not the transfer of skills but

the collaborative use to create and obtain the information that is required. According to the concept of Zone of proximal development Vygotsky (1934) refers to the distance between what the student is able to do on his own and what he would be able to do with the help of someone more trained. Taking into account what the author has proposed, we can start from the fact that teaching should aim at what the learner does not know or does not master sufficiently.

The concept of scaffolding was introduced by Bruner (1978) based on the concept of the Zone of Proximal Development – ZDP–, by Vygotsky. Scaffolding is one of the didactic approaches to develop the self-regulatory capacity of students. This term refers to the process of control by the teacher of the elements of the task that exceed the capabilities of the learner. In this way, the learner can concentrate on mastering the relevant aspects of a strategy or skill with some speed through feedback and social support, at the moment when this is required (Schunk, 1997). According to Bruner (1960) scaffolding consists of a system of supports and aids, which result in the learning of a new task. Which occurs in three phases: the first phase involves the presentation of the task and the instructions. The second phase, the student practices the task and the teacher will supervise and support. Finally, it is assumed that the transfer where the student needs minimal supervision to check the step forward.

Dodge (2001) makes a classification of the levels of scaffolding that can be provided depending on when it is done:

- Reception scaffolding phase: the main objective is for the student to process and better understand the content given to him and fixate on what the teacher intends. For example, reading or observation guides, glossary, graphic organizer, etc.
- Transformation scaffolding phase: at these moment strategies are provided that allow the transformation of the information received into something new. It includes processes of comparing, finding, deciding, etc. For example, making inferences or conclusions.
- Production scaffolding phase: at this time, only the support that the student needs to create or produce something new is provided. For example, creation of schemes, role-plays, etc.

Understanding this dynamic of learning and teaching that allows us to work with the student's previous knowledge and guide them to reach a higher level, we now focus on a strategy that is comfortably adapted to the design of activities for children with hearing impairment, since it is based on visual support. Visual scaffolding is based on the socio-cultural theory popularized by Vygotsky (1978) which believes that success

acknowledgment can only be achieved through scaffolding from an experienced or well-informed person to a pupil.

A visual scaffolding strategy is a way to help the student improve their understanding through visual stimulation (images, objects, photographs, drawings, words, lists, etc.). Its objective is that the student can connect the vocabulary with the concepts and illustrations provided (Herrel & Jordan, 2004). Visual scaffolding looks for context to the language to make connections and foster activities in which the student through a collaborative work rebuilds their knowledge and takes an active part in their learning.

The strategies to be implemented are based on Visual Scaffolding in order to achieve the activation of the relationship between the image and the word, supporting and guiding children to participate and build or enrich their vocabulary according to their environment. The resources designed and used for the implementation will be flashcards or visual cards, known and real material, because it has the characteristic of possessing photographs, drawings or simply something graphic about the topic selected. The resources are designed mainly to visually stimulate children with objects or elements that can recognize and relate to their environment, which will facilitate the Reception phase at first, and then continue with the production stages.

Taking into account the above, it is possible to have an overview about the relevance that the issue of inclusion has taken in the world and how it has allowed us to break down borders and barriers of all kinds. Some articles about it, researchers and educational proposals suggest pedagogical orientations to develop activities related to the linguistic world of hearing-impaired students and face the existing limitations in the educational context. It is necessary to reflect that there is still lots of work to do, and understand that context in which it occurs, the type of material used, the physical or material resources and the student's cognitive readiness and development in their previous years, play an important role promoting communicative language use.

5. PARTICIPANTS

Célimo Rueda School is located in Cali, in the south of the city. It has six grades of primary, from preschool to fifth; each grade has 40 students per group, most of them live in the hillside area, which is the reason why in times of rain it is difficult for them to get to school. Every grade has one teacher in charge of all subjects except English classes, which has one teacher to teach from first to fifth grade two hours per group, once meeting a week. School curriculum seeks to foster English learning as a foreign language, to facilitate children's contact with English, motivating them from knowledge of the sounds and words; there is no material or textbook, so the teacher can and must create its own material according to the purposes or activities planned. The English School area has implemented different strategies to enhance English learning and teaching, like the Speaks Now Project which includes an English day, teachers meeting to share experiences and difficulties, training courses, and small classroom projects.

Fifth grade classroom is a heterogeneous group, with forty students, different range of ages between 10 and thirteen years old, different learning rhythms, cognitive skills, interests, goals and familiar contexts, four of them has special conditions and different needs (cognitive, social and hearing), and a series of characteristics that make this group an opportunity to explore new strategies to learn and teach. These kids have no chances to access alternative English learning scenarios to develop their skills, they just have the time at school, this is their only chance to learn and to get access to a second language learning, through interaction between them as students and interaction with me as their teacher.

The two students who participated in the research have a hearing impairment from birth, but currently have a cochlear implant that helps them overcome this difficulty and allows them to listen. Their ages range from twelve to thirteen years, and this is the second consecutive year that they have attended the institution since their first school years were spent in an institution specialized in blind and deaf children. Although they can hear and know the conventional alphabetic system, their cognitive development processes have a different rhythm and usually need additional guidance and/or confirmation to perform the assigned tasks autonomously. For this reason, the implementation was designed so that the students worked in groups, and during the development of the proposed activities, they always had the support, guidance, or explanation of their classmates and teachers.

6. METHODOLOGY

This research project follows a qualitative action research methodology because it describes the learners' performance and the effect of applying visual scaffolding strategies to two students with hearing impairments to learn English vocabulary. This research project has been classified as Descriptive – Interpretative Research, because it aims to analyze the data and characteristics of the study population, and the results of the instruments' collection of data, making emphasis on understanding the phenomena from an inside perspective.

The research method is Action Research, the situation and somehow makes a difference, how it is carried out with the exploration of the phenomenon, including the participatory and interactive research process has been described, and it also includes the collection of unstructured data and analysis and interpretation of data. As mentioned by J. Elliot (1981) "Studies a situation to improve the quality of the action in this situation" (p.283), and also Kemmis & McTaggart (1998) define the Action Research process as a developed and dynamic consisting of four moments:

- To develop a plan
- To act to implement the plan.
- To observe the effects
- To reflect on these effects

Following the action research method implies teachers begin the process by identifying a problem in the classroom and design an action plan to improve their teaching practice. After that, the action plan takes place in the classroom; at the same time teachers observe the effects of the intervention and begin collecting data based on their observations. As a result of the intervention, teachers finally reflect on, evaluate and describe effects of the intervention, and the cycle starts again.

Features:

- Purpose □ to transform reality
- Focus □ social practice
- Integrates □ theory and practice
- Participate □ people involved
- System □ cyclical
- Needs □ problematizing reality
- Suggests □ practice

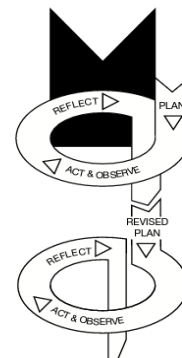


Figure1. Action Research Cycle. Kemmis & MacTaggart 1998

6.1 Research Design

Connelly & Clandinin (1995) proposed a variety of instruments that facilitate the interpretation of the aspects of the past, and how these aspects take part in the present to influence and improve them. Some of them are field notes, interview transcripts, observations, letters, lesson plans, photography, projects, stories, school reports, etc.

Having specified the main aims of this research, the proposal was carried out through an interaction between the researcher and the participants, where the researcher is not just an observer, but also takes part in the activities as a teacher. For that reason, these instruments have been selected to document the research through a pedagogical reflection and teaching practices that allow gathering past and present to gradually transform what teacher does and make plans about the future strategies or techniques to put into practice in the language classroom according to students' needs and interests.

Table 1 shows the general outline design and a short description of the consecutive steps that were performed:

Table 1.

Research design outline

Activity	Description
Observation / Journal	In May during three sessions classroom observation was done to see the students' performance and possible difficulties, strategies or activities developed during the lessons which work best or not, and reflection on how the process can be changed or improved. Observer and teacher were the same person, so the notes were made during the class as comments, then at the end, it was written more accurately and tried to include as much detail as possible of what happened.
Students' interview	The students were interviewed to get their perception about the lessons, their learning, their thoughts, within a natural conversation. It will be directed to focus on their experiences and feelings related to the classroom practices.
Lesson planning and activities design	In June, taking into account the findings through observation and interview, new activities and strategies based on visual scaffolding were planned and designed to be implemented during the future lessons.

Including language experiences to use English to interact with each other in the classrooms. (Data collection)	Two months later in August, the strategies, activities and material design according to Visual Scaffolding was implemented to give the students the opportunity to put into practice the target language and assume different roles during their learning process. The implementation was carried out for four weeks, four sessions of 90 minutes each.
Questionnaire (Data collection)	At the end of the implementation a test was answered by the learners to see their perception about interests to learn English, environment support, use of multimedia aids, strategies used to learn, feelings and emotions and how they interact with others during the previous lessons.
Data analysis	After the intervention and collecting data through the tools selected; the researcher starts to analyze the information (grouping, categorizing and drawing conclusions) to answer the research questions and report consistent findings.

For the development of the project, it was necessary to ask permission from parents to get an authorization in which the researcher could observe, interview, take photos and use the materials from the girls to implement the proposal. Once the request was accepted, the process started.

The first step was to get the students' opinions about their interest in the language learning process and how they feel during the lessons through an interview, to understand the conditions and context before planning. As Barkuizen (2002) set, interviews are mainly used to elicit oral accounts of language learning and teaching experiences. A semi-structured interview was applied based on the issues that concern the research proposal. It was conducted through a social encounter between the researcher (teacher) and the interviewee (students). This oral interview was applied at the beginning of the implementation, to let me know what the students think about learning a second language. Five questions were part of this first meeting, were written with simple language, and focused on obtaining information about how much they know about the target language, what level of importance they give to learning it and what students have to say about their learning experience. This information was the starting point to examine and design the activities. After collecting information necessary to analyze them, this step involves: generating patterns and themes, identifying frequencies of occurrence, and setting items into categories (coding), such as: the importance of learning English for them, the activities they prefer, how they felt during the lessons among others. (see appendix B.)

The second step included a pedagogical journal, which described the teacher's story with a couple of thirteen years-old hearing impaired students into a fifth grade classroom. At the time the research process began in the classroom, it was necessary to write as detailed as possible, about what happens in the classroom and how girls develop during English lessons. During class and to the extent that time permitted, the behavior, gestures, reactions and overall performance of the students were registered. At the end of the day, the registration was completed and the teacher's reflection was added, in order to obtain a broader vision of what happened in the classroom. (see appendix A.) The fact of writing a diary not only provides the possibility of making a complete record of what happens inside the room, but also that the teacher makes the reflection, feelings, and thoughts of this observation. As Rodríguez (1999) mentioned, in addition, the process can be explained at the same time it is happening, linking what happened in the past with what is happening at the present moment. Students' artifacts are part of this step too, to include visual components to complement and enrich the activities. Some digital and non-digital materials have been used to support the lessons. And some photographs, videos, images, texts, and sounds as part of the lesson plan activities.

The third step was to get students' perceptions, opinions, and feelings after the implementation. A questionnaire was applied at the end to know students' knowledge, opinion, and progress concerning the work done. As Nunan (2008) mentioned, a questionnaire enables the researcher to collect data in field settings, it has rank ordering and rating scales questions, and also lets the researcher differentiate between items generating numbers. (see appendix C.)

Before starting the process, the two hearing impairment students showed how they felt when they had to face English tasks, they had the opportunity to identify the factors that may have affected their performance in the English lessons, and show their preferences to develop activities during the classes. At the end of the process in August, the students showed again how they felt when they had to use the target language, but now they could express how and in that way their performance changed or not after developing the activities planned, through a questionnaire with a mixture of closed and open about: their preferences in terms of activities and materials, the themes seen and how they relate to their daily lives, their relationship with classmates and their teacher, and how they feel during the classes.

At this stage of the process, the questionnaire was selected because it considered the fact that the students do not feel very safe when they express themselves verbally, and their discomfort is evident when they do not pronounce themselves properly

or do not know a word. Initially, the students were asked to answer individually, but was also necessary to do the questionnaire with the students' mothers, because some answers were incomplete and/or lacked coherence, which is normal in the development of the students' writing, but, also this allowed us to know the perception of the family during the implementation of the activities.

6.1.1 Implementation Proposal

The proposal was called "Food Matters", it was a series of activities aimed at the student to identify words to name foods and synthesize the importance of eating healthy, knowing in broad strokes the health benefits of some foods. The implementation took place over six hours divided into four 90-minute sessions, one session per week. Four sessions were designed and developed according to the visual scaffolding didactic approach and the classification of levels of scaffolding established by Dodge (2011). The first lesson was based on the reception phase, where students observed and processed the information and active previous knowledge. The next session was about the transformation phase, where students compared, found and established patterns. The last two sessions were based on the production phase, students created schemes and posters with the information given.

Students were divided in groups of four, with the aim of promoting collaborative work and providing hearing-impaired students with a partner who can guide them when necessary. The same group worked together in every lesson. At first this generated discomfort in some students, especially in the girls, but then they made a great effort to adapted to their work teams.

Before starting each lesson, they chose a card to know what role they were going to play on that day (organizer, coordinator, supervisor, speaker - see appendix M), so they had the opportunity to play different roles every week. In order to gain confidence, take responsibility for group work and facilitate the interaction of all members.

In the groups in which the impaired students worked, teachers had to monitor more frequently, because they generally needed to have instructions repeated and they hardly interacted with the other classmates. Another important point was to develop common and equal activities for all, in order to avoid exclusion as much as possible, but sometimes it was necessary to make some modification or adaptation at the time of the development of the activity in search of the comfort of the students in condition of disability.

Each lesson started with a warm-up activity to help students review previous knowledge or material, and provide a variety of resources to prepare them for the new lesson. For instance, in the first session the warm-up activity was focused on a control

sensory activity about smelling and touching, then, students solved a puzzle and later students played Bingo. The Bingo cards for the girls were modified writing the names to facilitate the game. (see [appendix K.](#))

The implementation used visual support such as videos ([see appendixes from D to G.](#)) flashcards and worksheets designed to record information according to the activities developed in each session. ([see appendixes I, J, K, L](#)) The videos were played two or three times to better understand, at the end the teacher asked some questions to check comprehension before developing the worksheet. In the last session students carried out and presented a group project with the information seen during the lessons, to share with the rest of the group what they learned and compare how each group designed the task required. The aim was to relate real facts about nutrition and generate consciousness about healthy habits. As a final product, they presented the Food pyramid, Healthy food and unhealthy food, Healthy eating plate, and Types of food. A different rubric was designed for the girls with disabilities, to establish a relation between the English lessons objectives and the PIAR. ([see appendix H](#))

6.2 Data Analysis

The next phase of the design involved the analysis of the information collected through data reduction, data display and drawing conclusions, by using the model of Miles and Hubberman (1994). The analysis was divided in those three stages to facilitate the processing and understanding of data collected from different instruments. The first stage involves the classification of elements and the grouping of common units, to then analyze the selected information, understand its meaning and relevance in the research and finally be able to generate conclusions from its interpretation (Denman,2000).

Once the information was collected, it was read, analyzed and highlighted to find patterns that fit the defined categories, and similarities in the different collection instruments, pointing out relevant information. To organize the information and differentiate it four categories were established: school versus realia, students' interaction, English vocabulary use or learn and previous experiences.

7. RESULTS AND DISCUSSION

This section presents the final results and the information obtained during the four weeks (four sessions) in which the project was developed through the different instruments used. Likewise, from the thematic analysis and the different types of data obtained, different arguments and ideas are raised that seek to reach an answer on the research question: How does the implementation of Visual Scaffolding strategies promote the learning of English vocabulary for two hearing-impaired students in a regular fifth grade classroom at Célimo Rueda public school in Cali?

For the analysis of information, data reduction, data display and drawing conclusions was considered to have a look at the situation from different perspectives. In this stage, the researcher compared the information of the pre- and post-implementation.

During the sessions, the performance of hearing-impaired girls was observed and registered in the pedagogical journal. An interview was also conducted in order to know the perspective of the students, regarding the English classes and their experiences. Then a theoretical foundation was made to choose the topics in which the researcher wanted to work, such as teaching, learning, special educational needs among others.

Data obtained from the instruments were reduced and summarized, the main things were selected and focused on the categories. The result of data reduction is described on Table 2.

Table 2. The data reduction

<p>Theme 1: Rebuilding English teaching and learning</p> <p><i>Students found a connection between school and real life.</i></p>	<p>The use of everyday situations makes it easier for students to learn English in a real context, with authentic material. It could be very meaningful to them. As Brunner (1996) claimed, learning is based on interaction, dialogue and active participation, to bring students meaningful learning. To explore known contexts and objects helps them learn new vocabulary and structures, improve their pronunciation, feel like they are learning, and gain confidence. There is not a unique and universal method to learn English, because there are many factors that influence the teaching and learning of a</p>
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	<p>language. Nevertheless, teaching from meaningful content, lessons related to the interests and needs of students help them to focus on understanding and using the language as a communicative need and not just as an academic process. It means, to teach English for daily life.</p>	
<p style="text-align: center;">Teacher's Journal Reflection</p>	<p style="text-align: center;">Students' interview</p>	<p style="text-align: center;">Students' questionnaire</p>
<p>"I felt good because it was not a usual English class, it was so different, and I think the students felt the same as me, they were surprised. Students' attitude showed me they feel comfortable in English lessons, they noticed the class changed and they liked it. They know English is a totally different language, but it is easy and fun, they can do many things in English, even if they do not know how to speak or read it."</p>	<p>Do you think learning another language like English is important for you? For your life?</p> <p>A: "English is hard. I do not know. My brother has English classes and he told me it is important"</p> <p>B: "I would like to learn English. I like music, I like some song in English, but I do not know the meaning"</p>	<p>Are the things you learn in English classes similar to the things you see in your house? Neighbor? Around you?</p> <p>A: "I like fruits. I eat fruits. My mother tells me I have eat vegetables and fruits"</p> <p>B:" Yes. I learn numbers. I can count to 10 in English. I knew how to say milk and cheese. I learned how to say "meat".</p>
<p>Theme 2: Values and behaviors as part of a teamwork</p> <p><i>Students' confidence, leadership and communication.</i></p>	<p>The girls have been sharing with the same group of classmates for more than six months, their circle of friends is limited. They tend to always relate to the same people, because they feel trust with them and have lost the fear of communicating. This does not happen with the rest of the classmates, so there is evidence of resistance to relate to different people. It is important to note that while the students were deprived of the sense of hearing, they were completely isolated from the social environment, and</p>	

	<p>verbal communication was either very poor or non-existent. As Marchark (1991) explained, the consequences of hearing loss could include segregation, feeling of loneliness and frustration to loss the ability to communicate with others. What may explain the fact that they perform better in individual communication situations, however, the vocabulary they handle in their mother tongue is limited, and their mental processes to construct sentences lack connectors and sometimes coherence, their thinking tends to be concrete, not abstract.</p>	
<p style="text-align: center;">Teacher's Journal</p> <p style="text-align: center;">Reflection</p>	<p style="text-align: center;">Students' interview</p>	<p style="text-align: center;">Students' questionnaire</p>
<p>"Making groups was not easy because students did not want to change their usual teamwork. But finally they accepted. The girls with hearing impairment were so shy, so quiet, in the first session they did not say anything to the group and the rest of the students did not know how to react or how to interact with them".</p>	<p>How do you feel in the English classes? How do you feel with your partners? With your teacher?</p> <p>A:" I like working with Marian (student B). I do not like the other guys, they are noisy.</p> <p>B:" I prefer to work with Yeraldin (student A). and Kellyn (another student). I do not like work...with anyone. No"</p>	<p>How did you feel working in groups?</p> <p>A:" I liked it. Sarah (another student) was kind and explained to me and let me see her notebook."</p> <p>B:" It was good. But I prefer to work with Yeraldin. We help each other. We are friends."</p>
<p style="text-align: center;">Theme 3:</p> <p style="text-align: center;">Using English vocabulary</p> <p><i>Students use words and increase their vocabulary.</i></p>	<p>Games and fun are the favorite elements of children and if they are integrated into the development of pedagogical activities, we will surely get children involved in a positive and active way. The use of real images and objects makes children have greater memory and this benefits the learning of words. Hearing-impaired students do not have the ability to hear clearly, so the teacher can use visual tools such as pictures to make it easier to deliver the topic (Herrel, 2004).</p>	

	<p>In the case of girls with hearing impairment, it is essential to include visual aids, although they can hear with the help of their devices, they need reinforcement so that they understand better and the use of repetition and visual scaffolding will improve their acquisition of new words.</p>	
<p>Teacher's Journal</p> <p>Reflection</p>	<p>Students' interview</p>	<p>Students' questionnaire</p>
<p>"The students used their creativity to develop the activities, also they had family help in the last project to get the images and information. Students feel really happy when they can say any word or give a right answer in English. They feel good, confident and smart. An important thing for the students is to lose the fear to speak in front of others"</p>	<p>What do you know in English? Do you think you have learned many things in English?</p> <p>A:" I had an English teacher in the last school, she taught me the animals and colors. Now you talked about food"</p> <p>B:" I do not talk in English, I feel embarrassed. I understand, I know the colors, numbers, food.</p>	<p>Do you think your knowledge in English has increased? Do you know more things? More words?</p> <p>A:" In English classes we learn many things, many things. I do not know English. My brother helps me. I learned some words...house, apple, cow"</p> <p>B:" I learned some words. I know the fruits we saw in the class."</p>
<p>Theme 4:</p> <p>Integrating previous knowledge in the English classroom</p> <p><i>Integrating visual aids.</i></p>	<p>In the curricular plan of the English area for primary grades, vocabulary learning is privileged, the grammatical part is not emphasized, although some basic structures are worked, the primary objective is the preparation of the language through commands, expressions and vocabulary. During the English classes, vocabulary related to food was worked on, pictures, images, videos, gestures and realia were used, that belong to Visual Scaffolding. As Herrel (2004) advocated, the objective of visual scaffolding strategy is to let students connect the vocabulary with the concept and illustrations provided. The girls manifested the learning of some words and in the developed cards it is evident that they were able to internalize and relate the words correctly with the object.</p>	

<p style="text-align: center;">Teacher's Journal</p> <p style="text-align: center;">Reflection</p>	<p style="text-align: center;">Students' interview</p>	<p style="text-align: center;">Students' questionnaire</p>
<p>“The lessons included many drawings, flash cards, real objects (fruits and vegetables), guessing games, matching games, videos and worksheets. In order to get students' attention and facilitate their learning of the words and its meaning. Although the girls' attitudes towards their peers did not change significantly, they focused on doing the activities on their own. and if they needed help, they requested it or communicated with each other”.</p>	<p>What do you remember most about English classes?</p> <p>A:” In English classes we played. Teacher had a lottery, we had to match.”</p> <p>B:” We sang. We wrote and drew. And colored some pictures on the wall.</p>	<p>What was your favorite activity?</p> <p>A:” I liked the game when we had to smell the fruits. I liked to do the flower (graphic scheme).</p> <p>B:” I remembered when we matched the pictures and names. I liked to see videos.”</p>

8. CONCLUSIONS

Over the years the concept of persons with disabilities has changed, just as the concept of inclusive education has evolved and currently privileges the right of each individual to receive a dignified and quality education that adapts to the needs of students. This is why National educational legislation looks at inclusive education, in order to seek better care and guarantee the rights of the population with disabilities without exceptions. For this reason, institutions are obligated to obey, however, there is not much research work that has been done in similar situations, but it is motivating to know that there is a small number of teachers who have taken on the task of investigating, reading, proposing and carrying out a series of pedagogical strategies with the main purpose of helping their students, understanding their situation and acting in relation to the Inclusion decrees (Law 115 of 1994. Art. 46), about people with physical, sensory, mental, cognitive, emotional limitations or with exceptional intellectual abilities, have the same opportunities and can access the same spaces as the general population.

Hearing impairment is a term used to describe all degrees and types of hearing loss, of people who need hearing aids, cochlear implants and other assistive devices to communicate through spoken language (WHO- World Health Organization,2017).

According to the comparison in the psych evolutionary development of deaf and hearing children, the linguistic development of the deaf is similar to that of the hearing, it's only difference is that there is no imitation of sounds due to lack of hearing, but latter from the age of 2 begin to isolate themselves within the social environment and their linguistic field is limited, because they lack verbal interaction or if it occurs is very deficient (Navarro, 2011). Due to its limitation, the information and cognitive stimulus received at an early age can be very reduced and therefore permeate their cognitive development during the school years, in addition to the fact that their entry into school is generally late. So, there are important aspects that must be taken into account when working with the hearing impaired population, and they go beyond establishing a PIAR (Individual Reasonable Adjustment Plan). It is essential that the teacher knows in advance the educational process that the student has carried out in previous years, and has a base from which they can design and agree with the parents on the way of working.

Considering the students' object of this research project and according to what was evidenced during the development of the proposal, it can be deduced that they have a different learning rate than the rest of their classmates. While it is true that their medical diagnoses do not show a cognitive disability, their ability to understand is slower and therefore their training process and acquisition of vocabulary in English, requires the use of materials and activities with visual and sensory focus that help them establish a connection between what they have seen in class and the senses that they have more developed, which in this case are touch and sight. In the same way, it is essential be more flexible and adjust the activities, taking into account that not all students have the same linguistic strategies, with respect to the educational level in which they are and that their learning processes should be continuous and have a permanent accompaniment, since it is difficult for them to remember previous topics, especially for one of the girls. That is why it is essential to reinforce and remember permanently.

The tools and resources used in the development of the proposal were pertinent and allowed the students to participate in the classes, although they did not have a very active role, and were afraid to share with other people, small advances were evident in terms of interaction. This situation is common in this type of disability since the limitations in the sense of hearing generate certain disadvantages in the personal, cultural and social development of the sufferer, and condition the performance in school. In addition, it is difficult to unify common characteristics in children with the same condition, since each one is different, unique and has grown up in different family contexts. However, this

project has dealt with some differential characteristics that are important when designing an educational proposal like this. The use of visual resources such as images, videos, body language, objects, use of colors allowed the students to identify vocabulary in English more easily and group activities changed the usual dynamics and therefore the environment in the classroom was kind.

Inclusive education is much more than a term of reference that is fashionable, it involves a true transformation, not only of educational infrastructure, but of the environment, curriculum, approach, strategies and all the necessary elements to enrich and strengthen the educational process around diversity, as an agent of social change. This first experience with children with hearing impairment, leaves me satisfied but also with many concerns regarding knowledge, time, dedication, preparation to help children with these particular needs in a regular classroom context, where the number of class hours, the number of children, the number of issues to attend by a homeroom teacher, significantly reduce the priority space they should have. So, the invitation to continue investigating, reading, proposing, requesting support, to look for new forms and processes is not only for me as a teacher, it is also for the government, for the school, to comply with the pacts, agreements and laws regarding the education of people with disabilities, to establish effective educational process that focus on active learning that allows students to consolidate their knowledge and relate in a better way with the world, with the objects and people that surround them.

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10. APPENDICES

Appendix A Pedagogical Journey

The description of the class is made during it, in the time in which the students are developing the activities, the teacher writes what is happening as detailed as possible. At the end of the class, which usually coincides with the students' break time, the teacher adds information if necessary and writes her reflection and interpretation of what happened.

Description	Reflection
<p>The class starts as usual, T asks ss stand up and play a game a total physical response activity, to activate ss and get their attention.</p> <p>After that T ask ss make the same groups, and come to the board to choose the roleplay card assignment.</p> <p>Yeveldine will be the speaker and Anon will be the coordinator. Their faces shows disagreement. T talk to them and asks if they want to change the roles. Yeveldine says "I'm afraid to speak" "I don't know".</p> <p>T explain it will be an easy task and if she needs help T gives her. Anon don't answer anything and she lifts her shoulders as a sign that it doesn't matter. Also T ask the rest of the students, help her if necessary.</p> <p>Firstly the activity instructions are placed on the board when T explain ss what they have to do today. Ask ss for any questions and go to Yeveldine and Anon's places to be sure everything</p>	<p>In this session ss know how the routine is, they don't know what exactly they are going to do, but they know they work in groups, and each one will be assigned to a role.</p> <p>Yeveldine and Anon shows a better attitude to join to their groups, although their interactions with the rest of the group has been minimal. They prefer work alone and look their classmates' work instead talk to them and ask. I try to pay attention to them as much as possible but I have to check anyone, and let ss solve their problems as a group.</p> <p>Communication with the girls is not easy, sometimes they seem like they don't understand nothing is happening if you ask something the answer is No, Yes or be silent looking to me. I really want to know what happened in their brains in their recent</p>

Thursday, August 11th 2022

Appendix B Interview before Action Plan

Description:

- Students are placed outside the classroom in a quiet space without interferences.
- Questions are formulated in Spanish to facilitate the understanding of them and that the students can answer without feeling limited. Some words or phrases are replaced by others that are familiar to the students.
- Each student is given 20 - 30 minutes, as the questions should be explained and provide some examples so that they can make the similarity and express their opinions.



Diagnostic Activity: Interview

Teacher researcher: María Constanza Díaz Castillo

Student's name: _____ **Grade:** _____

1. ¿Crees que aprender inglés es importante para tu vida?
2. ¿Qué es lo que más recuerdas de las clases de inglés?
3. ¿Cómo te sientes en la clase de inglés?
4. ¿Aprender inglés es fácil para tí? ¿Por qué?
5. ¿Sientes que has aprendido inglés? ¿Qué sabes en inglés?

Appendix C Questionnaire after Action Plan

Description:

- Questions are formulated in Spanish to facilitate the understanding of them and that the students can answer without feeling limited. Some words or phrases are replaced by others that are familiar to the students.
- The instrument is answered with the accompaniment of the teacher researcher, who reads each question as many times as necessary, with the aim of understanding its meaning. In addition, the teacher researcher guides the students in writing what they express verbally.



Questionnaire

Teacher researcher: María Constanza Díaz Castillo

Student's name: _____ **Grade:** _____

1. ¿Te gustaron las clases de Inglés?
2. ¿Cuándo tu profesora explica, es fácil para ti entender lo que debes hacer?
3. ¿Qué fue lo más fácil para ti en las clases de inglés?
4. ¿Qué fue lo más difícil para ti en las clases de inglés?
5. ¿Cuál fue tu actividad favorita? ¿Por qué?
5. ¿Lo que ves en las clases de inglés, se relaciona con las cosas que ves en tu casa, en tu vida diaria?
6. ¿Los materiales y fichas utilizados fueron de fácil manejo para ti?
7. ¿Cómo te sentiste al trabajar en grupo con diferentes personas?
8. ¿Crees que has aprendido Inglés?
9. ¿Cómo crees que serían más divertidas las clases de Inglés?
10. ¿Qué actividades te gustaría realizar en las clases de Inglés?

Appendix D Lesson Plan No.1

Lesson No.1 Topic: "My favorite vegetables and fruits"

Specific object: to identify vocabulary about fruits and vegetables and speak about likes and dislikes.

Length: 90 minutes.

Firstly, a warm-up activity is implemented to elicit and check students' previous knowledge through a control sensory activity and to have students refer to the main topic.

a. In order to introduce the topic, students are divided into groups and ask the "speaker" to come to the board blindfolded and use their senses to try to guess the name of the vegetable or fruit (the answer can be in Spanish if they do not know how to say it in English) he/she is touching. If the answer is correct the group gets a point. After that, the "organizer" came to the board and chose one piece of paper and labeled the food. In the end, all the food is mentioned in English (showing the label) in order to promote and reinforce pronunciation and vocabulary.

b. Next, each group has a sheet in which they will find a list of words about adjectives (shape) and colors. The reading and understanding of this part is a collective exercise between teacher and students. Then, Teacher places some riddles on the board (one per group). Each group has to come to the board and take one, and using the previous list of words try to guess the name of the fruit or vegetable. Each correct answer gets a point.

c. After that, each student receives a worksheet with a matching exercise, where they have to connect the bubbles relating the nutritional benefits of some fruits and vegetables in English. To solve it, students will watch two videos where a person talks about some fruits and vegetables and mention some of its benefits (nutrients). The video are played with subtitles:

<https://www.youtube.com/watch?v=XhGWHAKVvcY>

<https://www.youtube.com/watch?v=yZcjcXLOW60>

d. They have fifteen minutes to watch, listen and match the worksheet. Another point can be obtained per group if the answers are right.

e. Finally, the teacher makes some comments about the food and the importance to include vegetables and fruits in the diet and asks students talk about what are their preferences, teacher write on the board bubbles with some examples fostering learners to use the structures: My favorite fruit is _____ / I like _____ / I do not like _____.

For closing, the teacher gives them a piece of paper with the question: What did I learn today? And ask students to write one or more things they learned during the lesson.

Teacher asks students with hearing disabilities about the activities they consider more challenging or easier, and how they feel about it.

The answer can be in Spanish to let students express what they want to say.

The activities proposed try to use students' previous knowledge. Those are referred to as the perception scaffolding where learners receive some information, to engage what they know with what is new for them. Also, the work group fosters interaction and partner support.

Appendix E Lesson Plan No.2

Lesson No.2 Topic: "Recognizing proteins"

Specific object: to identify vocabulary about proteins (meats and grains) and write about what we should eat.

Length: 90 minutes.

- a. As a warm up teacher gives each one a puzzle with letters and pictures. They will have ten minutes to organize the pieces. The images correspond to proteins, benefits and examples. Some of them will have two words to refer the animal and the meat name (ex.: cow □ beef). For this activity they can use a dictionary, books or any resource if they need it.
- b. When they finish they put the puzzle on the wall to share the work with the rest of the students and do corrections if necessary. Each correct answer gets a point to the group.
- c. Next, the teacher plays a video where a person mentions some items about protein: what are proteins? types of protein, benefits and dishes examples. The video is conversational and has some text, so it is paused many times to explain and ask students what that means and also identify some vocabulary from the previous activity. The video is played with subtitles:
<https://www.youtube.com/watch?v=U-uuU1i7oE>
- d. After that, each student has to complete a grid, where they will classify the types of food (proteins, carbohydrates, fruits, vegetables, sugar) they have learned in the last session and new vocabulary from the video. When they finish, the teacher draw the grid on the board and chooses some students to share their answers and check their work
- e. Finally, the teacher makes some comments about the types of food and asks students to complete the sentences using the structures: We should eat _____ / We shouldn't eat _____ putting on the board bubbles with examples to students write their sentences in their notebooks.

For closing, the teacher gives them a piece of paper with the question: What did I learn today? And ask students to write one or more things they learned during the lesson.

Teacher asks students with hearing disabilities about the activities they consider more challenging or easier, and how they feel about it.

The answer can be in Spanish to let students express what they want to say.

The activities proposed are focused on patterns and compare items. Those are referred to as the transformation scaffolding where learners analyze the information given and transform it into another form, in this case, a chart to classify features. The work group continues fostering interaction, confidence, and partner support.

The girls' cards were modified, instead of having the vocabulary of each food, have the images to cut out and paste in the corresponding column and thus classify them. They do the same job, but using more of the visual part that allows them to connect the image with the words.

Appendix F Lesson Plan No.3

Lesson No.3 Topic: "Made from milk"

Specific object: to identify vocabulary about dairy products and make a mind map about this type of food.

Length: 90 minutes.

a. As a warm up teacher gives each group a picture bingo card with some fruits, vegetables, grains or meat learned in the previous lessons. Every student will have a bingo card to play, but the students in the same group will have the same card, so they can help each other, but each one has the responsibility to participate. Food names are written on pieces of paper, the teacher calls out them and shows them to the students to identify in their cards what it is.

Before playing, students have five minutes to review the vocabulary.

b. Then, the teacher places a picture of a cow on the board and asks students what animal it is, and what food they know we can get from the cow. (the answers can be in Spanish to foster students' participation) as students say the name the teacher writes them on the board in English drawing a mind map connecting the words with the animal.

c. After that, the teacher ask students if they know the milk process from the farm to the fridge and invites them to choose a piece of paper from the board with a word related to this process (cow care, milking, transportation, processing, pasteurization, etc.), now invites students to watch a video about it. The video is played with subtitles:

https://www.youtube.com/watch?v=0XSoTEcD_vQ

and played many times if necessary to let students take some notes and facilitate comprehension.

After watching the previous video they have to choose another piece of paper with the

meaning or explanation and match them to complete a concept map on the board. Correct answers get points to the group.

d. Next, each student will make a handcraft scheme where they place a cow picture in the center and around it place seven products made from milk (milk, butter, yogurt, cheese, ice-cream, sour cream, milk shake). The teacher gives the materials and pictures to do it.

e. Finally, the teacher makes some comments about dairy products and asks students to complete the sentences using the structures: I like _____ / I don't like _____.

In closing, the teacher gives them a piece of paper with the question: What did I learn today? And ask students to write one or more things they learned during the lesson.

The teacher asks students with hearing disabilities about the activities they consider more challenging or easier, and how they feel about them. The answer can be in Spanish to let students express what they want to say

The answer can be in Spanish to let students express what they want to say.

The activities proposed are focused on diagrams, steps, and schemes. Those are referred to as the production scaffolding where learners use the information to create a graphic organizer/lap book. The workgroup continues fostering interaction, confidence, and partner support.

Appendix G Lesson Plan No.4

Lesson No.4 Topic: "Project: Food Matters"

Specific object: to design a poster about food and how it can be classified as healthy and unhealthy, through a diagram (food pyramid, healthy eating plate) using the vocabulary learned.


Length: 90 minutes.

Students have to present a small project where they will make a poster about the topic chosen, using the vocabulary and information learned through the previous lessons.

Each group has been assigned a small project which will be presented to the rest of the class to consolidate the information obtained from the lessons and other information investigated from them independently. The aim is to relate real facts about nutrition and generate consciousness about healthy habits. As a final product, they will present the Food pyramid, Healthy food and unhealthy food, Healthy eating plate, and Types of food.

A rubric is designed to let students know how they will be evaluated and the general characteristics of their final work. A different rubric is designed for the girls with disabilities, to establish a relation between the English lessons objectives and the PIAR.






Appendix H Rubrics



ASSESSMENTE RUBRIC / RUBRICA DE EVALUACION			
CRITERIOS			
Contenido: Identifica el vocabulario adecuado para las ilustraciones.			
Organización: Hay una buena y clara organización entre el texto y los gráficos.			
Presentación: Utiliza diferentes recursos gráficos.			
Trabajo en equipo: Se integra en el grupo de trabajo durante el desarrollo de las actividades.			
Manejo del tiempo: Realiza las actividades asignadas en el tiempo estipulado.			






Appendix I Worksheets Lesson No.1




Watch the video and match:





I like...

oranges  cherries  grapes  lemon  apples 

bananas  eggplant 

beans  broccoli  carrot  celery  corn 

 Iron  Calcium  Cholesterol free

Vitamin B6  Protein  Fiber  Vitamin C  Potassium










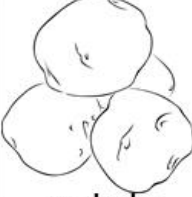














Appendix J Worksheets Lesson No.2

- Classify the foods .

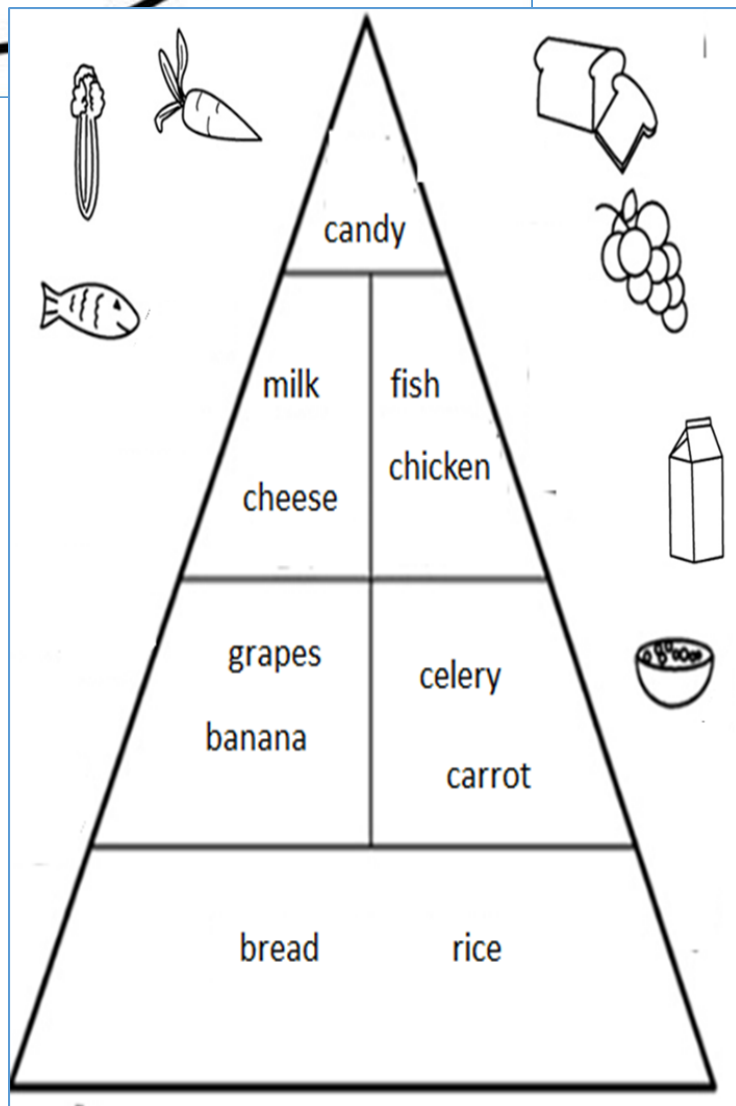
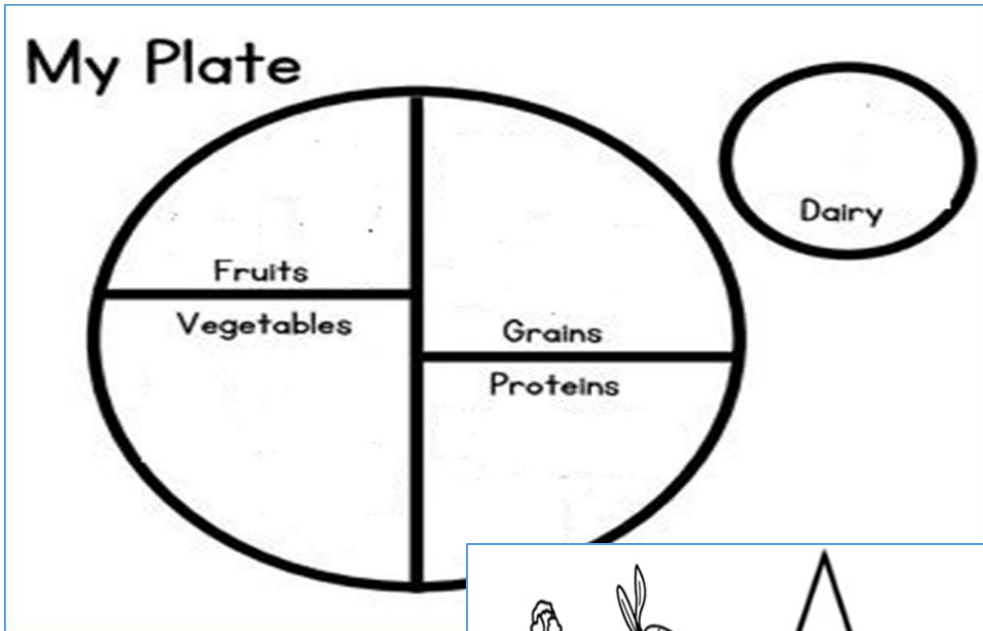
broccoli	cereal	fish	donuts	meat	sweets	eggs
pasta	milk	cakes	bananas	grapes	lettuce	biscuits
tomatoes	oranges	rice	carrots	bread	apples	

Protein and calcium	Fats and sugars	Fruit	Vegetables	Carbohydrates

Appendix K Worksheets Lesson No.3

B I N G O				
 carrot	 cucumber	 apple	 cabbage	 turkey
 nuts	 corn	 chicken	 rice	 potato
 banana	 tomato	Free Space	 lentils	 broccoli
 eggs	 beef	 fish	 orange	 beans
 lemon	 celery	 quinoa	 cheese	 strawberry

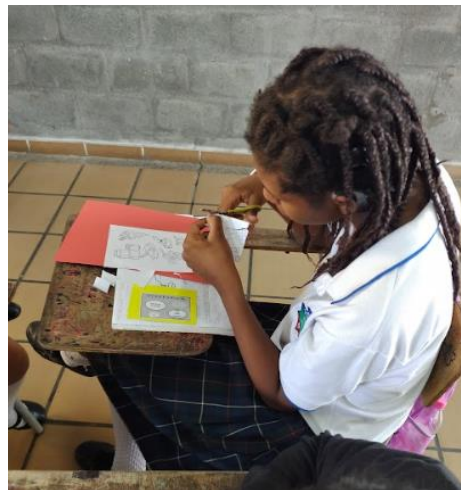
Appendix L Worksheets Lesson No.4



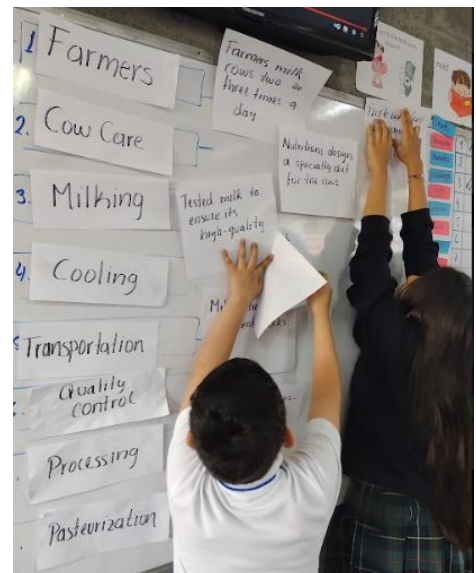
Appendix M Group organizer cards



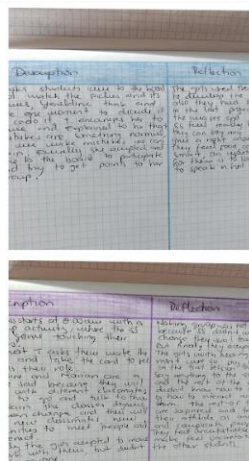
Appendix N Photographs



Hearing impairment' students. Lessons No. 1, No. 3



Students' artifacts and performance. Lessons No. 1, No. 2



Pedagogical journal. Lesson No. 1, No.3

Students' notebook. Closing stage "Today I learned"

