Description of English Methodology received by hearing impaired learners.

Alejandra Zuluaga Candamil
Jorge Augusto Ramirez Moreno
Jhon Edisson Tapasco Castañeda

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INSTITUTION

IN OTHER WORDS
Significance

- The “Colombia bilingüe” project.
- Law 324, 1996.
- According to the DANE (2005) there are 456,642 hearing impaired citizens in Colombia.
- Not enough special schools to provide instruction for this special population.
- Teachers to be do not receive special training to support students with disabilities.
Purpose of the Study

• To describe the methodology applied in the English lessons addressed to hearing impaired students.

• To expand our knowledge of an educational issue that is new for us.

• To provide support for English teachers in order to teach H.I population. (in future).
Relevant definitions

- Sign Language.
- Levels of Hearing Loss.
- Learning styles. (Casey 2009)
- Inclusive Classroom.
- Lip reading and Finger spelling. (Padden & Ramsey, 1993)
Theoretical Principles and Current Research


Theoretical ideas and current findings

- Teaching Strategies for Hearing-Impaired Learners. Fukuda (2009), Saliva (2006)
- Use of the Mother Tongue to Teach a Foreign Language. Auerbach (1993).
Research Question

What does the English instruction for hearing impaired students look like at the In Other Words Institution?
Study and research questions (2)

• Sub questions:
  • What methodologies does the English teacher use in the hearing impaired setting?
  • What is the hearing impaired students’ learning behavior during the English class?
In other words” Institution

Located in Pereira, Risaralda.

Total amount of students: 511.
- 391 hearing students.
- 120 hearing impaired students.
- 27 teachers.
Participants

Primary participant: Teacher of English.
Secondary: 10th and 11th grade students (hearing impaired).
Data collection methods.

Observations and field notes

Interviewed to the Teacher of English.

Video Recording.
Data analysis

- Information transcription.
- Codes events.
- We compared our results and individual codes.
- We used a graphic organizer.
- We analyzed our data and create two main categories.
Findings and discussion.

Characteristics of the Methodology Used in the English Class with Hearing Impaired Learners.

Predominance of Sign Language in the English Class.

(Field notes, May 7\textsuperscript{th}) James giving instruction using CSL to illustrate an activity. (Paraphrasing of his sign language speech)

- Get in groups of 8 students, I will have a piece of paper with a word in English about the vocabulary we learned last class, so one learner of each group is going to come here in front of the classroom and act out the word. \textcolor{blue}{video}

Fry (1966) : Some deaf students are able to develop basic oral language and repeat isolated words, with the use of visual and auditory cues.
Findings and discussion.

➢ Deductive Teaching Method Prevalent During Instruction.

(Field notes, August 13th. Review of the previous lesson.)

• (TSLge) I am going to explain many things such as: there is, there are, how much, and how many (the teacher writes the four expressions on the whiteboard as he talks). (TSLge) For example, what I can count and what I cannot count. video

Lang et al (1999): Instructors in charge of hearing impaired population promoted a dependent learning style, in relation to the characteristics of their students.
Findings and discussion.

- Minimum Use of Visual Aids.

(Field notes, June 17th.)

- Teacher draws a face on the board and labels each part of it with eyes, nose, and mouth.

Rottenberg (2000) : The use of appropriate materials that take advantage of their strongest input channel could promote the development of effectively communicative literacy skills.
Findings and discussion.

- Activities Based on the Lexical Competence.
  - Auerbach (1993): Use of the mother tongue as a tool to increase students’ confidence and to contrast issues between the foreign language and the mother tongue
  (Field notes, June 17th)

  - (TSLge) I will write some expressions on the board, then I will call one by one, and I will point at random some expressions, you have to show me the sign for the word that I point on the board.

  - Larrea (n.d): The use of the mother tongue could interfere in the process of learning the target language.
Findings and discussion.

- **Assessing the Effectiveness of Lessons.**

(Field notes, August 27th) Students were supposed to make a drawing based on a short written description given by the teacher.

- While students are doing the drawing, James is walking around them, looking at what the students are doing, and clarifying students’ doubts about vocabulary.

- A student finishes doing the drawing. He has drawn a woman with blond, straight hair, with blue eyes, and thin, so (TSLge) the teacher starts asking him about the information on the text, for example (TSLge) ‘what is curly?’ ‘What is ‘thin’?’ And the student through CSL gives the appropriate answers, so the teacher says (TSLge) ‘it is very good.’

Scrivener (2000): One of the main roles of the teacher in the classroom involves active monitoring of students progress and understanding.
Findings and discussion.

- Managing Students’ Behavior through Physical Proximity and Sound.

(Field notes, August 13th)

- Students get distracted. Some girls are combing their hair and other students are talking (sign language), or doing different things, so the teacher calls students attention by clapping. He gets the attention of some students that hear his clapping. Then he makes a sign which means that the students who are paying attention will touch the ones who are looking to another place. [video]

In the hearing impaired setting, it is common that the teacher approaches and touches students without any rejection.
Findings and discussion.

➢ Positive Students’ Classroom Behaviour.

• Supportive Learning among the Students in the English Class.

  (Field notes, August 13th) students are doing examples of demonstrative adjectives in the whiteboard.

• A student that always participates in the classes goes to the board and writes ‘there is a’ and asks a classmate using sign language (S-SLge) how do you spell ‘table’? Several students start using finger-spelling to help their friend. So the student finishes writing the sentence ‘there is a table’.  

  video

Lang, et. al(1999): Hearing impaired learners have a participative and collaborative learning style.
Findings and discussion.

Active Role of the Students during the Classroom Activities.

(Field note, August 27th)

- The teacher gives students the tasks of creating a drawing from a written description. Students immediately start fulfilling the task with great interest, using colors, asking the others when they have a problem remembering the vocabulary, checking what their closer classmates are doing. They show the teacher their progress and ask him for feedback.

Group work was achieved without discussion or arguments. Students enjoyed sharing their knowledge to accomplish the proposed tasks, volunteered in all kind of activities even to show the outcome of individual exercises without fear of making mistakes or loosing face in front of their peers.
Implications for Instruction and Research

*Instructional Implications*

- Command of the mother tongue of the hearing impaired population is necessary
- English language must be used as a tool for communication: activities must be communicative
- Take advantage of hearing impaired learners' visual channel.
- Hearing impaired learners' visual channel must be exploited
- Best features of hearing impaired students for learning English: strong supportive learning disposition.
Implications for Instruction and Research

*Research Implications*

- Future research should address the following issues:
- How should instruction be implemented in order to effectively help hearing impaired learners to develop reading and writing in English?
- Design of a curriculum that may consider the linguistic and affective needs of the hearing impaired population.
- Designing, implementing and evaluating new materials for hearing impaired learners.
- What would be the impact of the use of oral English with hearing impaired students?
Limitations of the study.

- Lack of research works.

- Before starting the observations:
  - Authorizations.
  - No use of video tape.

- During the observations:
  - not understanding at all the sign language.
  - Lack of video recordings at the beginning of the process.
  - Cultural events and teachers meetings
  - The flexible schedule.
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