

COLOMBIAN SIGN LANGUAGE AS A DIDACTIC STRATEGY TO  
ENGLISH AS A FOREIGN LANGUAGE  
LEARNING AND TEACHING

A RESEARCH PROJECT  
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BY  
NESTOR FERNANDO ORBES MORIANO

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## ABSTRACT

The purpose of this research is to experience a new educational form of teaching and learning, English. It is based on the use of Colombian Sign Language as an aid to teaching and learning English. For this project, it was very important to have a small population easy to handle and familiarized with deaf people because in this way students would feel comfortable when learning a basic vocabulary in Colombian Sign Language. The practice consisted in teaching a few words and gestures in Colombian Sign Language to the students, so they could build in their minds a kind of draft to follow their ideas to express them. The use of Colombian Sign Language in the teaching of English is feasible and helps improve students' language skills. Although the practice is mainly aimed at hearing students, it was shown through practice that inclusion can be done with deaf people and it is not necessary to exempt them or exclude them from learning English, as they can more easily assimilate the English language. The practice of teaching English using sign language is a great advantage for English teachers, as they attract the attention of students and their interest in the subject often lost by the monotony and the use of traditional practices.

*Keywords:* Colombian Sign Language, Speaking English, Fluency, Didactics, TPR  
(Total Physical Response.)

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## CHAPTER 1

### INTRODUCTION

Many English as Foreign Language (EFL) learners may experience different problems when submitting a placement test. I went through this situation ten years ago; it happened while an English teacher was interviewing me and at that precise moment, I suffered a mental block. I was so nervous; I was not able to talk not even to think about what was being asked. Somehow, my inability to recall my English-speaking skills helped me to recall my knowledge of Colombian Sign Language (CSL). Moreover, CSL helped me go through my interview and speak fluently. Hence, I started using CSL as my own strategy for communicating English, which has been very useful so far.

Nowadays, I am teaching English and I discovered that Colombian Sign Language is helping my students to learn better. The following project wants to demonstrate through five chapters how this experience has influenced my learning teaching process. Chapter One serves as an introduction to the study. It states the problem and the research question. It also explains the significance of the study and provides the main objective and specific objectives. Chapter Two explains the pertinent literature and offers a section for each area of research. Chapter Three explains the methodology; it consists of sections explaining the process, the samples, the treatment, length of time and assessment. Chapter Four presents my findings on the subject.



Finally, Chapter Five presents the conclusions and suggestions of this research to the EFL community.

### **Significance of the Study**

The results of the project are beneficial for the whole society concerned in learning English as a Foreign Language (EFL). Moreover, Colombian Sign Language might be used for other English teachers who seek that their students learn and at the same time enjoy English learning. Therefore, Colombian Sign Language can be considered as a bridge, which permits both the learning and the teaching of a foreign language in a pleasant environment with the students.

On the other hand, the importance of this project lies on its singularity inside the Colombian context, in other words it is unique. Furthermore, it is a new approach and a new instrument of inclusion, which allows deaf students to be included inside the classroom and not to be exempt due to their condition. Thus, it is a good opportunity for English teachers to be prepared to face the new challenges posed by education by incorporating the use of Colombian Sign Language on their teaching practice.

### **Statement of the Problem**

To live in a globalized world, where people can maintain constant communication with different countries, have encouraged many people to travel around the world. This, have allowed the cultural exchange and have brought many opportunities to have a better life condition. All these conditions have established the need to share a common language and English has proven to be the most common of all. Throughout many years, English educators have looked for the best English methods to teach their students and on this path; they always expect the best results. No matter the efforts, though, not all students learn in the same way. In Colombia, the

bilingualism program was published in recent years as a strategy for competitiveness. It is clear, that in Colombia there is a great need to improve in EFL. Although environmental conditions do not allow improvement in English, because Colombia is a country where the dominant language is Spanish, students also do not have the opportunity to practice with others, making it more difficult to learn and improve it too. In this regard, in order to meet this need, the use of CSL has been thought of as a strategy for learning the English language. It acts as a bridge, which helps learners remember the English words, and at the same time, puts in the brain pictures without recur to translation in Spanish. Considering this, the next research question has arisen: How to improve the learning of English as a Foreign Language by teaching the Colombian Sign Language to the students of the Instituto San Rafael de Calarcá?

### **Objectives**

#### **General Objective**

To improve the English as a Foreign Language Learning and Teaching process in ninth grade students of El Instituto San Rafael de Calarcá using Colombian Sign Language (CSL) as a didactic strategy.

#### **Specific Objectives**

To determine the ninth graders' English level in all four skills, according to the Common European Framework of Reference for Languages (CEFR) through a placement test in El Instituto San Rafael de Calarcá.

To use Colombian Sign Language in the English classroom with ninth graders of El Instituto San Rafael de Calarcá.

To evaluate ninth graders progress while using English and Colombian Sign Language in the English class.

## CHAPTER 2

### LITERATURE REVIEW

This chapter will discuss published information on this research, explaining the pertinent literature and offering a section for each area of study. This begins by exploring Bilingualism in Colombia and the importance of EFL in our country. It also points out an Analysis of different English teaching approaches, which aim to choose Total Physical Response (TPR) approach with the use of hands and gestures and its effects on memory and learning. Finally, this chapter displays different information on Sign Language and specifically Colombian Sign Language, its history and use in the country.

#### **Bilingualism in Colombia**

As a first step, it is important to put into context the status of the Bilingualism program in Colombia. The national bilingualism program was created in Colombia in 2004, with validity for 15 years until 2019 by the Colombian education ministry. According to the Ministry of National Education, (MEN) the importance of being bilingual in a globalized world and mastering a second language means better communication, comprehend different contexts, to let other people understand us, and to play an important role in the country's development, also to have the opportunity to be more proficient and competitive to improve the quality life of all citizens in Colombia. (Ministry of National Education, 2005). The English education in Colombia was adopted by the promotion of education law 115 of 1994 for basic and secondary education. Since

the very enactment of new law, several institutions adopted English teaching as a foreign language.

Mejia (2011) stated that this program in Colombia "... offers all students in the country the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalized world" (p. 7). Also, she says that this program has been highly criticized for scholars, because is an imposition taken from models of other countries which context is completely different from this one (Mejía, 2011).

Nevertheless, the need to learn English is latent, according to the Colombian Ministry of Education's policies (MEN, 2006), the main goal of this program is to achieve citizens capable of communicating with English, in such a way that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards. Establishing what students should know and be able to do to demonstrate a level of B1 proficiency, by the end of the eleventh grade. (MEN, 2006)

In 2006, the ministry of education formulated a document entitled The Basic Standards of Competence in Foreign Languages: English based on the Common European Framework of Reference for Languages (CEFR). The reason to adopt this framework was "the fact that it was the result of ten years of research, and that it provided a common language to establish foreign language performance levels throughout the Colombian educational system, particularly in relation to international standards." (Mejia, 2011 p. 8)

As we can see the Colombian government goals are ambitious and set the need to learn English not only as personal goal but as a need to interact in a globalized world which is more demanding in time. On the other hand, MEN (2005) states the government's commitment to improve students' language skills due to the need to strengthen Colombia's strategic position in

the world, determined by free trade agreements, the globalization of cultural industries and the development of the knowledge society. The main challenge of the bilingualism national program is that, students reach the required level for the respective stage of formal education, that is, Basic, Medium and Superior and in non-formal education, establishing international standards for each one of the levels (MEN, 2005). The Ministry formulated the National Program of Bilingualism, which has as a challenge that students develop competence in English, in formal education (Basic, Medium and Superior) and in non-formal, establishing international standards for each of the levels. Likewise, two stages were determined for the National Program of Bilingualism. In the first, it is intended to achieve a basic command of English as a second language for students of Basic and Media, and a higher level for those of Superior. In the second, the development of bilingualism in the country will be sought.

Thus, in the first stage, all students who graduate from secondary education must acquire a basic command of English, both written and spoken: demonstrate understanding of both the texts they read and those they hear in English; to be able to elaborate oral writings and speeches and to use English in conversations with other people. According to the experience, this goal could be achieved with the conditions given in the system, that is, through the 720 hours dedicated to teaching and learning English, from sixth to eleventh grade (equivalent to three hours a week). The ministry also stated that this goal is not met, because these hours of learning are not being used for students to learn what they need to learn and know how to apply it and use it throughout life. The diagnosis made in 2003 and 2005, in eleven regions of the country<sup>1</sup>, showed that only 6.4% of a sample of eighth and tenth grade students obtained the expected level. One of the main explanations is the level of language handling that these boys' teachers have. The same diagnosis showed that only 11% of teachers reached the expected level of

English (a level above that of students). In the second stage, the teaching of English should be established from pre-school education, to develop a greater command of the language in Colombians. Therefore, in the first stage, steps must be taken to have a competent faculty that addresses this work. (MEN, 2005)

In a different study, Sanchez (2013) highlights that English Colombian level is too low. He shows how the results demonstrate that Colombians have low English language proficiency, fact that can be corroborated by calculating the proportion of students and teachers grouped in levels associated with diminished language skills, as well as the average scores obtained by Colombians on international tests for nonnative English speakers.

This situation is persistent, and conveyed in the evolvement of students' recent performance on standardized English tests, which has characterized itself by the absence of significant progression. This reflects the decreased likelihood of fulfilling the goals related to foreign language proficiency levels in Colombia, proposed by the Ministry of Education, hence an adjustment recommendation. (Sánchez, 2013, p.1)

Considering this, it is important to seek other alternatives to improve and arise the English level on students.

On the other hand, the British council made a deep study about the panorama of learning English as a foreign language. Such study showed that there is a huge motivation to learn English in Colombia, because people look an opportunity to increase their revenues, to get an employ and to improve their quality of life. The British Council (2015) described some important factors which play an important role at the time to learn and to teach English, these factors might have a positive or a negative influence on people when they learn English, and it would be important to take them into account as such as: Teacher preparedness and pedagogies

and Inclusive English environment; All these factors enhance the reasons why people in Colombia should take seriously the opportunity to learn English, kids and teachers as well, do not have a good learning environment to gain good English competences, this might be a cause the students are not proficient in English. So, other didactics should be explored in order to they have access to the foreign language quickly or at least students have another means to learn English in a better way (p. 47). These outcomes and this study, led us to explore different methods which were useful as a guide, in order to find the best method suitable for this project.

### **Analysis of Different English Teaching Approaches**

There are too many different language teaching approaches analyzed specially by Jack C Richards and Theodore Rodgers (1986) some them are the oral, approach, audiolingual method, communicative language teaching, the natural approach and total physical response. We must take into account that teachers have a wide range of possibilities to choose the best teaching methods in order to accomplish and meet the needs of students. That is why is necessary to make a short review about different teaching approaches in order to choose the best and well adapted with the purpose of this project, besides it is important to let to know the different approaches in order to have a wide knowledge and a wider point of view about different teaching methods and to understand why TPR was chosen as the main approach for this project. To begin, let us examine with the first one:

#### **The Oral Approach**

Also known as Situational Language Teaching. Richards and Rodgers (1986) wrote about this, like an approach designed for language teaching, developed by British linguists from the 1930's and 1960's. It has had a huge impact in different ESL courses, Hubbard (as cited in Richards and Rodgers, 1986) stated that this method is "widely used at the time of writing and a

very large number of textbooks are based on it” (p. 31) also, according to Richards and Rodgers, (1986) two of the leaders of this approach were Harold Palmer and A. S. Hornby. There are main contents related to this approach, they are grammar control and vocabulary control. The vocabulary control explores the role of vocabulary in language learning, in consensus with different linguists, vocabulary was seen as an essential component of reading proficiency. So, they created lists of vocabulary to take into account for developing the course material or as aids for teaching English as a foreign language.

The Grammar control focuses on the grammatical content of a language course. “Palmer viewed grammar as the underlying sentence patterns of the spoken language” (Jack C. Richards and Theodore Rodgers 1986 p. 33). So, Palmer and other linguists analyzed English and classified its major grammatical structures into sentence patterns, later useful to help internalize the rules of English sentence structure.

The oral approach has main characteristics described by Richards and Rodgers (1986) namely: Language teaching begins with the spoken language. Material is taught orally before it is presented in written form. The target language is the language of the classroom. New language points are introduced and practiced situationally. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered. Items of grammar are graded following the principle that simple forms should be taught before complex ones. Reading and writing are introduced once a sufficient lexical and grammatical basis is established. (p. 34).

According to Richards and Rodgers (1986) For the oral approach, speech was considered as the basis of language. It is inductive, because “the meaning of words is not given through explanation but words must be induced according a situation” (p. 36).

Billows (as cited in Jack C. Richards and Theodore Rodgers 1986) stated:



If we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind. (Billows as cited in Jack C. Richards and Theodore Rodgers 1986, p. 36).

For the oral approach, it is expected that learners deduce the meaning of words from the situation. The objectives of this oral approach are to teach a practical command of the four basic skills of language, Accuracy in both pronunciation and grammar is regarded as crucial, and errors are to be avoided at all costs. The syllabus basically is structural where a word list is used within a situation which refers to the manner of presenting and practicing sentence patterns. All this situation and words are presented through examples, and translation is not used. The main practice is made by “guided repetition and substitution activities, including chorus repetition, dictation, drills, and controlled oral-based reading and writing tasks”. (Richards and Theodore Rodgers 1986, p. 38). The learner’s role is only to listen and repeat what teacher says according textbooks contents. Teacher’s role is essential, he has to create situations and modeling on the students to repeat after him. This approach in conclusion requires repetition and memory in order to achieve the use of language automatically.

### **The Audiolingual Method**

According to Richards and Rodgers (1986) the audiolingual method had its beginning during the world war II, when to learn a foreign language became a huge need for the U.S army. Richards and Rodgers (1986) described how this approach arose:

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology (most of which

was still linked to the Reading Method) was prompted by the launching of the first Russian satellite in 1957. They wanted to prevent Americans from becoming isolated from scientific advances made in other countries. (p. 47)

Theory of learning that comprehends audiolingual method is behaviorism, it states that behavior helps for language learning depending on three main elements; they are stimulus, response and reinforcement, according to Jack C Richards and Rodgers (1986) "Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit". (p. 50)

Among the main principles of audiolingualism depicted by Jack c Richards and Rodgers (1986), are: a) Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses and Language is verbal behavior - that is, the automatic production and comprehension of utterances - and can be learned by inducing the students to do likewise. b) Language skills are learned more effectively if they are learned in spoken form first, before the written form. c) Analogy is used rather than analysis. This involves the processes of generalization and discrimination. And d) The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context (p. 51). The audiolingualism is mainly focused on speech training and listening comprehension that is oral skills.so the students must work out oral proficiency by means repetition, imitation and memorization. Dialogues and drills form the basis of audiolingual classroom practices.

The audiolingualism had its period of most widespread use in the 1960s, but scholars like Noam Chomsky rejected the structuralist approach to language description as well as the behaviorist theory of language learning. Chomsky (as cited in Jack c Richards and Rodgers, 1986) "Language is not a habit structure. Ordinary linguistic behavior characteristically involves

innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy" (Chomsky as cited in Jack C Richards and Rodgers, 1986).

Chomsky argued that such a learning theory could not possibly serve as a model of how humans learn language, since much of human language use is not imitated behavior but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition but generated from the learner's underlying competence. (Richards and Rodgers, 1986, p. 59). Language learning in this method is mechanical and can be boring for students. So, this makes it necessary to look for some other methods that meet the needs of today's students.

### **Communicative Language Teaching (CLT)**

According to Jack C. Richards, Theodore S. Rodgers, (2001) Its origins are found in the 1960's, "Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language - the creativity and uniqueness of individual sentences" (Jack C. Richards, Theodore S. Rodgers, 2001, p. 153). The last theory during this time, that is, the audiolingualism had been rejected.

So, British applied linguists saw the need stated by Richards and Rodgers, (2001) to "focus in language teaching on communicative proficiency rather than on mere mastery of structures" (p. 153). At this point, Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Wilkins described two types of meanings, Wilkins (as cited in Jack C. Richards, Theodore S. Rodgers, (2001) states that "notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints)" (Wilkins as cited in Jack C. Richards, Theodore S. Rodgers, 2001).

Later Wilkins wrote a book called *Notional Syllabuses* (Wilkins 1976), with great impact on the development of Communicative Language Teaching. Of course, there were more than one protagonist in this development, such as the work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists helped to develop the new approach called the communicative approach or communicative language teaching. (Jack C. Richards, Theodore S. Rodgers, 2001)

This approach had the next aims described by Richards and Rodgers (2001): “(a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”. (p. 155)

Language is a communicative act, where according to Hymes (as cited in Richards and Rodgers (2001) people need to develop the communicative competence. So, we can say this theory becomes eclectic, that is, it uses different elements of other theories but focused on communication, according to Littlewood (1981) (as cited in as cited in Richards and Rodgers, 2001) he stated, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." (Littlewood 1981, as cited in as cited in Richards and Rodgers, 2001)

Some principles known for this theory are: Activities that involve real communication promote learning and Language that is meaningful to the learner supports the learning process. (Johnson 1982 as cited in p. 161 by Jack Richards and Rodgers, 2001).

Regarding the syllabus there has been a wide discussion about it, and there have been many types of proposals, the council of Europe developed a syllabus where described situations in which learners might typically need to use a foreign language such as travel, business,

personal identification, education, shopping or describing something or making some requests and so on. all this was used to specify what was needed in a real communication environment.

Candlin, M. P. (1980) describes the learner's role within CLT in the following terms:

The role of learner as negotiator- between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (p. 100)

Likewise, Candlin, M.P. (1980) describe the teacher's role in this communicative process, so they established two main roles for teachers: "the first one is to be facilitators in the communicative process and the second one is to act as an independent participant within the learning-teaching group" (p. 100)

There are other roles to be performed by teacher in CLT such as counselor and group process manager. This approach entails the communicative act as means of language learning, teachers can act and perform their lesson plans according the needs of the learners, and most important is that practice in real contexts can lead to a good language learning.

### **The Natural Approach**

According to Richards and Rodgers (2001) stated that the natural approach was defined by Stephen Krashen and an Tracy Terrell in 1983. Krashen and Terrell's language view is communication as the "primary function of language and they refer to the Natural Approach as an example of a communicative approach" (Richards and Rodgers, 2001, p. 179).

One important point to be noted is that Krashen and Terrell disagree with methods such as Audiolingual Method which "viewed grammar as the central component of language". (Jack C

Richards and Theodore Rodgers 2001, p. 179) Krashen and Terrell's proposal, emphasized in the "primacy of meaning" (Richards and Rodgers 2001, p. 180) where it stresses the importance of vocabulary, the lexicon, and grammar determines how the lexicon is exploited to produce messages. Terrell quoted Dwight Bollinger to support this view:

The quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in. (Bollinger, in Terrell 1977 cited by Richards and Rodgers 2001, p. 180)

So, the language vision that Krashen and Terrell have is language as a "vehicle for communicating meanings and messages" (Richards and Rodgers 2001, p. 180) which consists of lexical items, structures, and messages.

Summarizing what Richards and Rodgers (2001) explained about the theory of learning, according to Krashen and Terrell is based on an "empirically grounded theory of second language acquisition" (p. 181) which consist in five hypotheses where Krashen's language view is presented. One hypothesis is called the acquisition/learning hypothesis. Such theory holds that there are two ways of developing competence in a second or foreign language. One way is Acquisition, which consists in the natural process on children, through understanding and using the language. The second way is through learning, is a conscious process we carry out in the formal learning process, with the rules involved in the language learning process. The second hypothesis is the monitor hypothesis, it works as an editor of our acquired linguistic system, this hypothesis claims that "we may call upon learned knowledge to correct ourselves when we

communicate". (Richards, J., & Rodgers, T. (2001), p. 181) this hypothesis also, is limited by three factors: time, focus on form, and knowledge of rules.

The third hypothesis is called the natural order hypothesis. Richards and Rodgers (2001) says about it:

The acquisition of grammatical structures proceeds in a predictable order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar natural order is found in second language acquisition (p. 182).

The Input Hypothesis is the fourth hypothesis related with acquisition of a language and not with the learning. according Krashen and Terrell it involves that "people acquire language best by understanding input that is slightly beyond their current level of competence" according Krashen and Terrell (as cited in Richards and Rodgers, 2001) here in Richards and Rodgers (2001) stated that "clues based on the situation and the context and extra linguistic information make comprehension possible." Also they stated that fluency "emerges independently in time" when the acquirer has an understandable input (Richards and Rodgers 2001, p.182). And finally, the Input hypothesis establishes that "if there is a sufficient quantity of comprehensible input,  $I + 1$  (where  $I + 1$  is the stage immediately following  $I$  along some natural order) will usually be provided automatically" (Richards and Rodgers 2001, p. 182). in other words the student, who in this case is the acquirer, if has an enough comprehensible input will be capable to move forward to a more advanced level. Finally, we find in this theory learning the last hypothesis called the affective filter hypothesis. Richards and Rodgers (2001) stated that it is related to Krashen's point of view about learner's emotional state which can act as a filter that "impedes or allows to a student the input necessary to acquisition". (p. 182)

So, if students have low affective filter it means they are more receptive than those who have a high affective filter, because this means that they are going through different problems such as anxiety, fear or embarrassment.

Finally, the natural approach has been conceived to be applicable to a wide variety of situations, its language teaching objectives depends “on learner needs and the skill (reading, writing, listening, or speaking) and level being taught” (Richards and Rodgers, 2001, p.184). In a class room, teachers will be focused on presenting comprehensible input in the target language to the students, furthermore, they need to create a relaxed environment in order students feel comfortable and to give students the opportunity to respond in a simple way. Richards and Rodgers (2001) says:

Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context is used to elicit questions and answers; and even situation-based practice of structures and patterns (p. 186).

### **Total Physical Response (TPR)**

Thus far, a tour has been made through different and important approaches that entail language learning, there has been an evolution and different manners to see a language, in practice, all of them have meaningful items useful to learn a language. Although all of them exploit the communicative act, it is important not to forget the communicative act also implies motion. When people talk do not do it in a rigid form, people use movement as a mean of expression and it is worth to explore this field in the communicative act, moreover, is related with movements in the communicative act. At this point, it is necessary to introduce one



approach who did do so, this approach is called total physical response, or TPR which is described down below.

TPR according to Richards and Rodgers (2001) basically “is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical motor activity”. (p. 73) Developed by James Asher, He claims that “speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language” (Richards and Rodgers 2001, p. 73). Moreover, Asher shares a positive point about TPR which is interesting for this research, Richards and Rodgers (2001) stated “A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning” (p.73). In addition, Asher established a strong relationship between the motor activity and the memory recall, he stated “TPR can also be linked to the “trace theory” of memory in psychology (Katona 1940 as cited in Richards and Rodgers, 2001), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the possibility of successful recall”. (Richards and Rodgers, (2001) p. 73-74).

According to TPR approach, it is inferred that the motor activity has an important role in the learning process and ratifies the hypothesis developed in this project, which is to use signs in a face to face environment, in order to help students, improve their English learning process.

On the other hand, James Asher (1966) described five pilot studies that explore the effects of the learning strategy of the total physical response under a variety of conditions using Japanese and Russian with adults and children. James Asher dealt with the problem of fluency on students in a foreign language. Only a few Students in small classes were considered as fluent, Asher, citing an instructor in Monterrey California said; “after 12 months of intensive language training for 8 to 10 hours a day in small classes of six students, only one in twenty graduates was what one may describe as fluent.” (James Asher 1966, p. 79)

In Asher’s view (1966) TPR was proposed as a partial solution to the fluency problem due to the language learning is an “intricate human problem” and is a process that needs to be rediscovered day after day. As reported by Asher (1966) In Pilot studies, where students learned Japanese, “it was demonstrated that students had a long-term retention for Japanese in short time” (p.79). For instance, the procedure was made with one experimental group which used the TPR method, and three groups acting as control groups. The results given by Asher (1966) were that “the experimental group, who used the strategy of the total physical response, had significantly better retention than each control group” (p. 80)

The same case happened with the experimental group when they learn Russian.in this case as well the Japanese experiment, the results were similar. Asher (1966) said: “At least with adults from a college population the strategy of the total physical response seemed to be vastly more effective as a learning format” (p. 81).

As a conclusion Asher (1966) said that for short term training, total physical response has great results and it seemed to be more effective in both adults and children when they listen and act what they heard. The truth is that motor activity along with oral repetition starting from simple to the more difficult utterances have better results than translation or simply writing in a

paper what students listen. Asher (1966) stated: “The results suggest that dramatic facilitation in learning listening skill for a second language is related to acting out during retention test”. (p. 84)

There are other authors apart Rodgers, Richards or Asher who have performed the TPR as a good method for teaching a foreign language due to its flexibility and active way to learn. Among those authors there is the Dr. Sühendan Er (2013) who used the TPR method in Early Childhood Foreign Language Teaching Environments. He considered TPR the most suitable method for learning a foreign language due to is performed through activity, and young learners felt attracted for different activities such as songs, games and stories where the action is the main characteristic in the face to face environment, also, although young learners still cannot read and texts were not used, young learners were able learn by listening and acting what they herd.

In his text Dr. Sühendan Er (2013) explained several reasons to use TPR. Dr. Sühendan Er based his study on James Asher’s methodology, and the most remarkable and appealing of this method is the language learning through motor activity and speech at the same time. One of the reason stated by Dr. Sühendan Er (2013) is that TPR “Appeals to a number of learning styles” (p. 1767). Scott and Ytreberg (as cited in Sühendan Er, 2013), “children’s own understanding comes through hands and eyes and ears and their physical world is dominant at all times” (Scott and Ytreberg as cited in Sühendan Er, 2013, p. 1767).

Sühendan Er (2013) also explained that learning through different kinesthetic activities help to students to connect memory through actions. This a good reason that made TPR suitable to be used with students to learn English using sign language as didactic tool of language learning. Another reason to use TPR, explained by Dr. Sühendan Er (2013) is “Text independent” (p. 1767) In TPR course there is not a “basic text”. Therefore, teacher is focused on verbal utterances, actions and gestures as material for the classes. teachers can use the classroom

environment materials to explain clearly to the students, so they can understand the classes Sühendan Er (2013). TPR is enjoyable, fun, and interesting, Mirici, ( as cited in Sühendan Er 2013 )“do not put learners under stress and they always have fun and they can always keep their interest in the process” (Mirici, as cited in Sühendan Er 2013). As a conclusion citing Fahrurrozi (2017) “learning process by using Total Physical Response (TPR) can improve students ‘vocabulary learning outcomes. The implication of this study is that teaching vocabulary using the Total Physical Response is more effective” (Fahrurrozi 2017, p. 1)

Considering what was studied about TPR, and reflecting on its good results, it was decided to choose it as an approach as object of study for this project. Moreover, is more related to CSL than with any other method mentioned above, due to both TPR and CSL uses gestures and actions and movements in order to learn. This study was focused on CSL as a bridge that allows the brain to connect and remember ideas whether they are written or spoken, because CSL uses movements as communication means. this make CSL an active way to learn English language instead of a passive way. But before to arrive to the analysis of CSL as a tool used to teach English, it is important to learn some benefits that gestures have in the communicative act.

Following this line of thought, Frick-Horbury, D., & Guttentag, R. E. (1998) studied the effects of restricting hand gesture production on lexical retrieval and free recall. on this work they stated:

Iconic gestures are used to represent the imageable meaning of the verbal content of a word, as in opening a clenched fist to illustrate the word blossoming. Metaphoric gestures involve using a concrete gestural representation of an abstract word or phrase; for example, the phrase a direct limit might be accompanied by one finger moving horizontally across the speaker's center until halted in its path by the other hand (McNeill,

1985). Body-focused gestures, or motor movements, are forms of self-stimulation that are thought to focus a person's attention on a verbal task whenever there is interference with verbal production (Frick-Horbury, D., & Guttentag, R. E. 1998, p.1)

In addition, the text by Frick-Horbury, D. and Guttentag, R. E. (1998) highlights that the use of gestures is useful when remembering lists of sentences when speaking. Other authors cited in text by Frick-Horbury, D., & Guttentag, R. E (1998) such as: (Woodall & Folger, and Riseborough (1981) support the idea of improvement of tasks such as recalling or recognition if verbal event is accompanied with gestures. Frick-Horbury, D., & Guttentag, R. E (1998) stated, One possible reason that gestures might aid lexical access at times of verbal retrieval failure is that the gesture may be part of the memory representation of the lexical item, and retrieval of the motor component could serve as a mechanism for elaboration of lexical production. Butterworth and Hadar (1993, cited in Krauss, Chen, & Chawla, 1996) suggested that gestural enactment holds the conceptional activation in memory while the lexical search occurs. This is consistent with the position of Saltz and Donnenwerth-Nolan (1981) that during the act of processing a verbal event, motoric images are also activated as they represent one aspect of the word's semantic meaning (p.2)

It is important to say that use of gestures have a huge relationship with English learning, this is logical because we always use gestures in the communicative act, it would be impossible to express ideas without make movements or gestures, that is, unconscious movements, now we are attempting to redirect such unconscious movements into conscious ones ,addressing our efforts to the learning process, if movements can give people facilities for the expression, then a

better, controlled and conscious practice might result in a good English learning process, such practice can be translated in the use of Colombian sign language.

Another study has highlighted the benefits or at least the good influence in memory and learning in other students with different disabilities, such as people with developmental disorder and intellectual disability. Muñoz, González, & Boris (2009) stated that some research has shown that attention and memory processes influence the interpretation and understanding of information in people with intellectual disabilities, observing that the use of non-verbal communication facilitates these processes (p. 31) Muñoz, María Teresa, González, Carlos, & Lucero, Boris. (2009). , also hold that gestures and language have effects on the understanding of language and thought. Moreover, they say that the working memory and the attention process correspond the processes to filter and retain the information of the moment to be analyzed, codified, meaning and subsequently related to previous knowledge to have a meaningful learning and can be maintained over time (long-term memory). Muñoz, María Teresa, González, Carlos, & Lucero, Boris. (2009). 's work was aimed to demonstrate that gestures would facilitate the working memory tasks of children with special educational needs, mainly in people with developmental disorders and intellectual disabilities. They inform that gesture has always been considered relevant in communication, and has long been shown to be important in social interaction and thought processes. McNeill, Kendon and Kita (as cited in Muñoz, González & Boris, 2009) described a series of studies that prove that the gesture generates an integrated system in the language of people, showing the way in which thoughts are transformed in communication through gestures. They propose that gestures are not an accessory of language, but that they have different processing systems and are integrated to understand what we communicate, both verbally and non-verbally (McNeill, Kendon and Kita as cited in Muñoz,

María Teresa, González, Carlos, & Lucero, Boris. (2009). In the same line Wesp et al (as cited in María Teresa, González, Carlos, & Lucero, Boris., 2009) explained an experiment where proved that people gesticulate more when they have to describe a picture using their memory than when they should only describe it based on what they observe. The authors suggest that the spatial image serves for the function of the working memory during the lexical search and that the gestures help to maintain it. also, other study by Cross and Franz (2003,as cited in María Teresa, González, Carlos, & Lucero, Boris., 2009) showed that people remember more than they hear if the speaker communicates with gestures congruent with verbal language. The process consisted of three experimental situations: In the first, a person in a video- clip expressed 27 sentences with gesture congruent to the language. In the second speech, the person appeared expressing 27 sentences with non-congruent gesture. In the third speech, appearing the person saying 27 phrases without gesture. Subsequently, subjects were asked to emit the phrases they remembered. The participants evoked mostly the phrases spoken with congruent gestures. Retention decreased significantly for sentences without gestures and was negative in sentences accompanied by incongruous gestures (Wesp et al as cited in Muñoz, Gonzales and Lucero (2009, p. 37). Finally, these three authors, Muñoz, González & Lucero. (2009) conclude that “There is evidence that shows that gestures influence working memory capacity, being linked to visuospatial elements as well as auditory elements, supporting the retention of verbal information, increasing long-term retention capacities and strengthening learning processes.” (p. 43)

So far, we can say that gestures bring plenty benefits in learning process, generally in speaking skills. Goldwin- Meadow (2006) also explained something very important about the use of gestures, she stated that:

When people talk, they gesture. Typically, gesture is produced along with speech and forms a fully integrated system with that speech. When gesture is produced on its own and assumes the full burden of communication, it takes on a language-like form. In contrast, when gesture is produced in conjunction with speech and shares the burden of communication with that speech, it takes on an unsegmented, imagistic form, often conveying information not found in speech. Gesture can be part of language or it can itself be language, altering its form to fit its function. (p. 34)

For instance, the author Goldin-Meadow, S (2006) gives us a good example about the effectiveness of gestures in communication process, she refers to a deaf child in a hypothetical case, whose “hearing losses” cause him difficulties to acquiring spoken language and the parents have chosen not to expose him to a signed language. Goldin-Meadow, S (2006) stated:

The child is deprived of a model for language. We might expect such a child to be unable to communicate. But we would be wrong. Children in such circumstances do communicate: They gesture. For example, when is shown a picture of a shovel, one such deaf child produced iconic gestures for dig, snow-falls, and pull-on boots and pointed outside and downstairs, thus conveying several propositions about snow shovels—how they are used (to dig), when they are used (when it snows and boots are worn), where they are used (outside), and where they are kept (downstairs). For this child, the burden of communication has fallen on gestures, assuming not only the function of language but also many of its formal features, such as segmentation (producing separate gestures to represent objects and the relations among them), combination (combining those gestures in a structured manner), and recursion (producing more than one proposition within a single gesture sentence; (Goldin-Meadow, 2006. p34)



As it is noted, gestures not only can convey an idea but also are useful because they create a mental image of the words to which they are related and this causes the information to be recorded and remembered by our brain whenever we need it.

In the communication process, we almost always do gestures unintentionally, because they are part of our life, gestures emphasize our ideas or words. Repeatedly at school teacher encourage their students when reading, to try to picture or imagine what they are reading, because this makes more vivid a tale or a history or give clear insight that the reading wants to convey. For instance, take this example of the daily life, one man is talking by cellphone on the street, he cannot express his ideas being motionless, you can realize if he is in bad mood, or happy or sad, maybe if he wants his partner to find something at house, he points out the place where it is, unnoticed that the other person is not watching him, but why people do this? Because gestures are an important part of our communication and express ideas and help to retain much information. Also, when people want to express something and do not have the right words to explain it, People can recur to the memory and gestures to explain it clearly, for instance, what comes up to our mind when somebody says the word Chop, mince or crumble? Is it not true that the first thing that comes up to our mind is a picture of the action? If we are asked to explain those words, we start to move our hands doing the gesture of such word.

This exercise helps to record those imagery in people's mind, here is where the hypothesis of this project takes form, because, if unintentional gestures are so important in our daily life, conscious gestures such as sign language along with speech can work together in order to have a better learning of English language, because we are practically doing two works in one, first we are recording imagery with the sentence in a logical way into our brain, at the same time we are learning, not one, but two languages which will complement each other. We are giving to

our brain an understandable input. In this respect Stephen Krashen (1982) explained one out five hypotheses which is called the “input hypothesis”, in his efforts to answer the question, how do we acquire language? he stated:

We acquire, only when we understand language that contains structure that is a little beyond where we are now. How is this possible? How can we understand language that contains structures that we have not yet acquired? The answer to this apparent paradox is that we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us (Stephen Krashen 1982, p. 21).

Initially, the input must be basic for the student to understand, but It must always contain new elements to be enriched. It is what Stephen Krashen (1982) calls it,  $I + 1$ , namely what the student already knows and a little more. The input also should not be grammatically sequenced, it must be natural, without subordinating the acts of communication to the grammar (Ministerio de Educación Nacional. (n.d) p.7). It is important to say, that, if learners do not understand what they are learning, they will never learn a second language, the input must be understandable, and accurate, so, in this case, students will be acquiring a language, which will strengthen the structure of the English language, which is the target language. Gestures through CSL will give the students a clear input and it will help to remember words without any difficulty.

And finally, Alibali, & Kita (2010) reinforced the hypothesis of this project, because they also made a study about gestures and its good effects in learning process, so, they held that “gesture facilitates the conceptual planning of speaking, and, gesture promotes thinking about perceptually present information. This view implies that, when gesture is prohibited, people should be less likely to speak about such information” (p. 1)

Alibali, & Kita (2010) also, quoted some researchers such as Cook, Mitchell and Goldin-Meadow (2007) they found that children who were required to gesture as they learned a mathematical concept “retained their new knowledge better than children who were not required to gesture”. (Alibali, & Kita, 2010, p.2). Alibali, & Kita (2010) also, proposed that “gesture serves to highlight a particular type of information, namely, perceptual-motor information, which is very likely to be expressed in gestures” (Alibali, & Kita, 2010, p.3). In their research they realized that children who were banned the use of gestures, such prohibition affected badly their speech production. Quoting to Rauscher, Krauss, and Chen (as cited in Alibali, & Kita, 2010, p.5) they reported a similar phenomenon in participants who narrated an animated cartoon that they had just viewed. When gesture was prohibited, narrators spoke more slowly and produced more dysfluencies. However, this effect was found only in utterances that included spatial prepositions. (Rauscher, Krauss, and Chen as cited in Alibali, & Kita, 2010, p5) The conclusion about gesture effects research was “gestures contribute to thinking by helping speakers decide what to attend to and what to say” (Alibali, & Kita, 2010, p.19).

To give a clear explanation about the main purpose of this project considering the use of CSL as a tool to improve English learning, it is imperative to explore the CSL history in Colombia.

### **Sign Language**

Sign language is a natural language of gesture-spatial configuration, and visual perception (or even tactile by certain people with deaf-blindness), thanks to sign language, deaf people can establish a communication channel with their social environment, since it is made up of other deaf people or by anyone who knows the sign language used. Whereas with oral language communication is established in a vocal-auditory channel, sign language does so

through a gesture-visual-spatial channel. In general, sign languages are independent of oral languages and follow their own line of development. Worldwide, there are different types of sign languages, since they depend on the cultural environment where they are developed. Although there may be some similarities between sign languages, each culture and country has its own sign language. According to the web page [www.jw.org](http://www.jw.org) there are 94 different kinds of sign languages around the world.

The watchtower magazine (2009) furthermore describes how the deaf people learn using sign language,

Sign Language is a perfect vehicle for deaf people. A person uses signs to set up concepts in the space surrounding his body. His movements in that space along with his facial expressions follow the rules of grammar of sign language. Thus, emerges a visual language that makes it possible to convey information to the eyes (p. 25).

As we can see, a deaf person reads the world through his eyes and put all those images into the brain which are useful and through his hands can convey concepts or any information he wants to express. In fact, every movement whether with hands, shoulder, or face, are part of the grammar of sign language. every movement in sign language has meaning.

### **Colombian Sign Language (CSL)**

Before explaining the importance of CSL in this project, it is important to explain in general terms what sign language is and give a brief introduction of the different forms of sign language that exist throughout the world. To begin, Sign Language according to the National Institute for Deaf People, INSOR (Instituto Nacional de Sordos), it is the natural language of deaf people. It is based on movements and expressions through the hands, eyes, face, mouth and body. Many deaf people communicate with this language and require an interpreter or person who masters it to

interact with listeners who do not know it. In Colombia it is called Colombian Sign Language (CSL).

It is important to highlight that Colombian sign language is not a unique language around the world, moreover the manual configuration is not the same compared with other forms of sign languages in the world.

According to an independent researcher from CONICET, holds that:

there is one per country, but in some cases, there are two, as in Mexico, Brazil, Bali or the United States. One is urban, and usually the second belongs to the community of native peoples, such as the Maya Sign Language. Each community, by necessity, developed its own. (Massone, M. I., 2012 p. 1)

Watchtower Magazine (August 2009) explained the importance of sign language in deaf people, also, watchtower explained how deaf people see the world and understand it through their eyes. "Sign language has nothing in common with Braille, and it is not simply pantomime. There is not one universal sign language. Moreover, deaf people do have regional accents when signing" (Watchtower, 2009, p. 24).

This is one main reason this project was focused on CSL to teach English. Sign language is linked to the region and culture, and as well as one form of sign language cannot be understood in other countries, the only one form of sign language to be studied in Colombia is the Colombian sign language. Some people may wonder, it would not be logical, if people want to learn English, to learn American sign language as well? The answer is not, because Colombian and American culture are different and we live in different contexts. Also, expressions and accents are totally different.

### **History of Colombian Sign Language in Colombia**

Rodríguez, M., & Velásquez G., R. (2000). made a historical summary of the sign language, they stated:

The article emphasizes in the historical and grammatical aspects of sign language in general; at a particular level shows both aspects in the Colombian Sign Language. It also aims to show that the social recognition of sign language has generally been linked to academic spaces and institutions. (Rodríguez, M., & Velásquez G., R. 2000 p.1)

Summarizing in general, the sign language was affirmed as the language of apes, mimic, and not accepted socially until 1960; that year William Stokoe demonstrated grammatically that sign languages can express complex thoughts and abstract ideas and convey information. Historically, the use of sign languages, as it is expressed for Rodríguez, M., & Velásquez G., R. (2000). Sign languages were created at the time deaf people could meet and share their use.

In the year 1198 (Sanchez, 1990) Pope Innocent III authorized the marriage of a mute person, arguing that " the person who cannot speak, in signs can be manifested." For the first time, the deaf person was socially recognized in his communication. (p. 2)

Oviedo (as cited in Rodríguez, M., & Velásquez G., R. (2000) In Colombia the records of the history of the Sign Language are linked to the education of the deaf; data are known since 1924 when El Instituto De Nuestra Señora De La Sabiduria, offered educational programs aimed at young deaf people. In these educational programs were used oral methods that ruled in France, which focused on the teaching of spoken language, writing, and lip-facial reading (L.L.F.).

This type of education remained during the sixties and seventies when resolution 5419 of 1974 supported the legal adoption of the oral approach. In Colombia, the Sign Language has been developed influenced by the sign languages of other countries (Oviedo as cited in Rodríguez, M.,

& Velásquez G., R. (2000). Their study has been carried out generally mechanical way, that is to say, with the transfer of grammatical categories without contextualizing them to the diverse cultural and social means; has been subjected to the influence of Spanish spoken and written.

According to Rodriguez and Velasquez (2000) around 1990, the concept of bilingual education for the deaf was implemented at a high school called El Nuevo Mundo, this was a private school where five-year children attended. And this experience opened the door to deaf people who served as assistants within the class, so, the Spanish and CSL were accepted as languages inside the school, this allowed children to understand classes in their mother tongues. This pedagogical project recognized the LSC as a language with its own grammar and deaf adults as educational agents. (p.94)

On the other hand, in the dictionary of Colombian sign language, produced by INSOR (2006) some complementary information is found about the sign language history, for instance, they clarify that in Colombia the sign language had the influence of different actors in the process, they stated that in 1957 was founded the first association in Bogota and the other in Cali one year later. It seems that these sign systems were influenced by the Spanish sign language, through immigrants or deaf Colombians educated in Spain, in the 50s. and for the presence of protestant missionaries in 70s with the American sign language. The Colombian sign language is varied, it has its own grammar and structure and in spite of the diverse influences in the territory, the language is well known in the whole country. there is a common base and understanding between all of these varieties (p. 14).

The Colombian sign language was officially recognized in Colombia since 1996 with the law number 324 de 1996. Insor states about the CSL language that can be studied like any other and, in addition, all effort, study and research done on this form of communication will enrich,

reaffirm and enhance the importance of sign language used in Colombia. Their study also contributes to its dissemination, and, most importantly, by having greater linguistic understanding about it, teaching methods can be improved, not only for people with hearing impairment, but also for family members, friends of these, interpreters and, in general, any person interested in learning it. (Dictionary of Colombian Sign Language –Insor, 2006, p.14).

### **Colombian Sign Language Structure**

Ayala, J. (2010), quoting Oviedo 2001, explains some sections on Oviedo's Research regarding the grammar of sign language. He tells Oviedo (as cited in Cardona. A Jaime 2010) "seeks to provide an explanation of the grammatical structure of the LSC, and formulates three components of this language"; the articulatory matrix, the segmental matrix and the matrix of non-manual features" (p.2) The articulatory matrix, which has to do specifically with the position of the hand, its moving parts, its location and orientation.

The segmental matrix refers to the type of segments in which a sign can be analyzed and the characteristics of the action developed in each case. three types of segments are recognized in this matrix namely, of movement, detention and transition. Means where a sign begins and where it ends.

The matrix of non-manual features that contains all the information of gestural character is made with the eyes, the mouth, the nose, the cheeks, the eyebrows, the head and the body, and that reinforces and complements the sign in the matrixes mentioned before. This matrix strengthens the sign language and allows a clear understanding in communication. (Oviedo as cited in Ayala, J. 2010, p. 2-3)

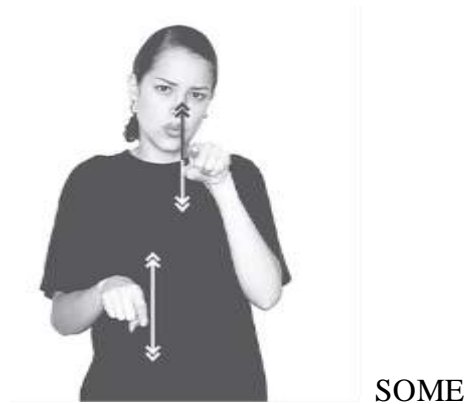


The next pictures elicited from the Colombian Sign Language dictionary (2006) show in simple sentences, an example of the grammatical order of CSL compared with English language structure.

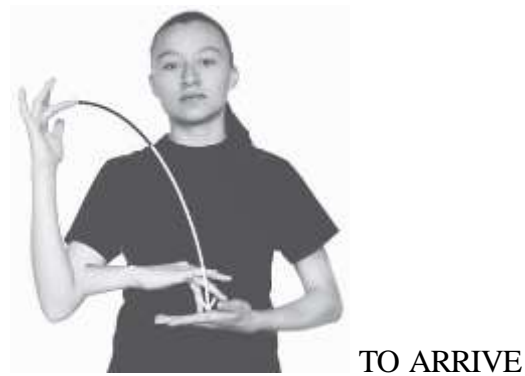
***Sample of CSL Grammar***

Some people arrived late to the reunion ..... English language structure

Some (x3) -to arrive – late – reunion ..... glosses in CSL



*Figure 1. Some.* Adapted from Diccionario Básico De La Lengua De Señas Colombiana [Basic Sign Language Dictionary] (page 5) by INSOR 2006, Bogotá.



*Figure 2. Arrive.* Adapted from Diccionario Básico De La Lengua De Señas Colombiana [Basic Sign Language Dictionary] (page 243) by INSOR 2006, Bogotá.



LATE

*Figure 3. Late.* Adapted from *Diccionario Básico De La Lengua De Señas Colombiana* [Basic Sign Language Dictionary] (page 152) by INSOR 2006, Bogotá.



MEETING

*Figure 4. Meeting.* Adapted from *Diccionario Básico De La Lengua De Señas Colombiana* [Basic Sign Language Dictionary] (page 392) by INSOR 2006, Bogotá.

In the Figures 1 to 4 from INSOR (2006) is noticed the similarity between English and CSL grammar. It is not affirmed that in all sentences have the same similarity, but the two grammar structures are almost following the same order. This similarity, makes possible that CSL can serve as a useful tool to teach English to students and at the same time, students can feel comfortable when learning it.

Unlike Spanish language, which presents a completely different order and it makes impossible to speak while you are moving your hands at the same time, in English, CSL makes a

good complement and allows the speaker to do the both activities at the same time without confusing at all.

In my own experience, as a sign language interpreter, I have already made this exercise by interpreting directly from English to CSL and from CSL to English having good results.

## CHAPTER 3

### METHODOLOGY

This chapter considers related studies and designs the methodology chosen by the author to respond to the research question: How to improve the learning of English as a Foreign Language by teaching the Colombian Sign Language to the students of the Instituto San Rafael de Calarcá? The research followed the Pedagogy line, Didactics and Curriculum established by the School of Education at Universidad Nacional Abierta y a Distancia (UNAD). This is a cross and specific line which is defined as follows: Pedagogy, Didactics and Curriculum Which is aimed to Visualize autonomous learning models of pedagogy from the traditional scenarios and with a focus towards pedagogical practices in virtual learning environments (ECEDU UNAD, 2018, p.1) this project is considered inside this investigation line because it fosters to use new didactics and methodologies based on Colombian signed Language (CSL) to improve the pedagogical experience in both, a face to face environment and in virtual environment, it fits with the new inclusion laws, such as Law 982 by C.R (2005). where states that national government must respect linguistic differences, promote bilingual education and must guarantee both access and permanence of the student in the classroom. (C.R., 2005. p.3) so, with this practice, teachers will guarantee that students learn in conditions of equity, which also is the main concern of UNESCO, which overarching goal is stated: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” (UNESCO, 2011, p. 29).

## **Research Approach**

The mixed method has its foundation in pragmatism paradigm, according to Creswell, J. W. (2003). involves the two methods, the quantitative and qualitative methods and they complement each other. They are different methods for different inquiry components.

This project is portrayed in the mixed method because it has qualitative information and quantitative information. The intervention with students gathers videos, interviews, tests, workshops about work in class which show the students 'progress and were instruments to get the final conclusions. In this case, the methodology was to focus the efforts to make a pilot trial with the students of san Rafael from Calarca Quindío, ninth degree, they learned practical signs used to communicate among the Colombian deaf society. At this point it is known that sign language is used for communication by deaf people, the sign language fulfills with the characteristics required for a language, so in this case students learned not random gestures but specific signs at the time they learned the sentences in English and associated the signs with the pronunciation, creating a mind map to follow at the time of speaking. The movements made for students, created a relaxed environment dismissing fear, embarrassment and any other barrier that shrinks back the students to learn and to speak English. The process was controlled in the computer lab.

## **Forms**

### **Consent Forms**

Prior to the beginning of the study, the researcher was granted approval to work at the school's classroom with 9th graders, from the principal of the school (see Appendix A). Parents and caring adults were asked to sign an Informed Consent Form (see Appendix B), allowing their children to participate in the study. All the forms sent by the general teacher were accepted and

signed (see Appendix C).

### **Observation Protocol Form (OPF)**

The OPF (see Appendix D) was used as follows. First, for liability purposes, each of the EFL students was assigned a code number to avoid recording names. They were registered S1, S2, S3, S4, and so on. Then, it was important to register the age to verify the cognitive development of the students for further analysis. Finally, in the first section the date was registered to authenticate the observations. The OPF recorded the more relevant observation of the group, it shows weaknesses, strengths or who were the most outstanding students during the class.

### **Instruments**

The instruments employed in this study to collect the data comprised an initial test in order to get to know the English level students had. (see Appendix E). Lesson plans were also used to register date, topic, objective, materials to be used, activities, and assessment of each class (see Appendix F). Some videos were recorded to analyze the teaching experience and to have a registry of them. (see Appendix G) One more instrument, was to have a portfolio for each child in order to collect the student's tasks and to have a register of their work in class and progress in topics. (see Appendix H) examples of some classroom works. Finally, a survey was carried out, where was asked to the students their concepts about the learning experience and the level of satisfaction with the project and its learning. (see Appendix I)

### **Setting**

The study was accomplished during a ten-week period, from September to November. The author produced the observations at the town of Calarcá Quindío, with a population of about 73.500 inhabitants. The chosen school is Institución Educativa Rural San Rafael. Insitución San

Rafael is located to the north of Calarcá to 10 km from the municipal headway via “La Línea” - Cajamarca. Created and approved under order 0000363 del 10 – 03 – 2010. The total school’s population makes 65 students until 2017.

In the year 1971; a teaching center is opened in the path of San Rafael. Academic work begins in a house called La Primicia, donated by Jesús Ossa and Julia Fernández, with a population of 15 students. In 1985, the school adopted the Escuela Nueva Activa program, attending the five levels of primary school. In 2003, on September 9 and under Decree 00500 of the Departmental Education Secretariat, the San Rafael Rural Educational Institution was created, with the Institución Educativa Rural San Rafael as its main headquarters and with annexed schools such as Planadas, Santo Domingo Alto, La Divisa and El Túnel. In 2007, through Decree 000293, the Nueva Activa La Primavera School was added. The English curriculum follows the Basic Standards of Competencies of English provided by the MEN. (PEI Institución Educativa Rural San Rafael)

### **Population**

The group of participants consisted of nine students between 14 to 19 years old, one student was a deaf girl. They come from low-income families, their parents go out to work very early in the morning and go back home at night. Many of them come from single parent families.

### **Procedure**

As it was explained before, the method carried out in the project was the mixed method. Which involves both qualitative and quantitative research. The steps followed in this project were as follow:

1. The intervention with students started on September 7th and it finished on November 24th. it lasted two months and a half. 4 hours per week were dedicated to the students.

The first activity consisted on to apply a placement test with 50 questions where tested different skills like grammar and vocabulary.

2. Lesson plans were prepared in advanced to perform the classes. To make the lesson plans, the results of placement test were considered. The lesson plans set the aims and controlled the time of activities in classes.

3. Three main videos of the classes were recorded in different stages to analyze the progress of students.

4. The teaching method carried out with students was a kind of eclectic method, because different strategies were used, but the most important thing was the Student. It could be said that the method had to do more with TPR and the Student-Centered Approach (SCL) to Learning. According to Collins, J. W., 3rd, & O'Brien, N. P. (Eds.). (2003). This learning model places the student (learner) in the center of the learning process.

5. After having information about the English level of the students. The classes started with the basic rules agreement, where students worked in groups and socialized this basic work rules in classroom. Then a basic vocabulary in both Colombian sign language CSL and English were given. In this process, the teacher showed the students the movement of the sign and at the same time pronounced the respective word or phrase in English. Then students repeated the same movement and likewise they pronounced the word. The vocabulary started with the alphabet, then with short sentences for personal introductions. To the students got used to the CSL vocabulary, the teacher talked to them in CSL and in English too. Spanish was not required because what they did not understand in English the sign gave them the idea about what it was required.

6. Andrés Guisado, A. C., & Pérez, E. C. (2008) view the portfolio as an alternative



way of evaluation, completely different from traditional approach where teacher demanded from student to recite a lesson perfectly. The students' portfolio was a construction of the different tasks carried out in classroom, students handed in their tasks and researcher collected and stored each work on individual folders tagged by each student.

7. Finally, the instrument applied to the students to know the level of satisfaction, and learning compared with they knew before the project. The format was simple, it is a qualitative format, with eleven questions, and compared the student's situation before and after the project.

## CHAPTER 4

## RESULTS

**Placement Test***Table 1**Relation of Participants in the Placement Test*

A1	0 – 35	Beginner
A2	36 – 50	Elementary

Student	Gender	Score /50 questions	Grammar score/40 questions	Vocabulary score/10 questions	level
S1 deaf	Female	12	12	0	A1
S2	Female	16	11	5	A1
S3	Female	10	5	5	A1
S4	Female	18	13	5	A1
S5	Male	8	7	1	A1
S6	Male	15	12	3	A1
S7	Male	12	9	3	A1
S8	Male	13	10	3	A1

S9	Male	17	14	3	A1
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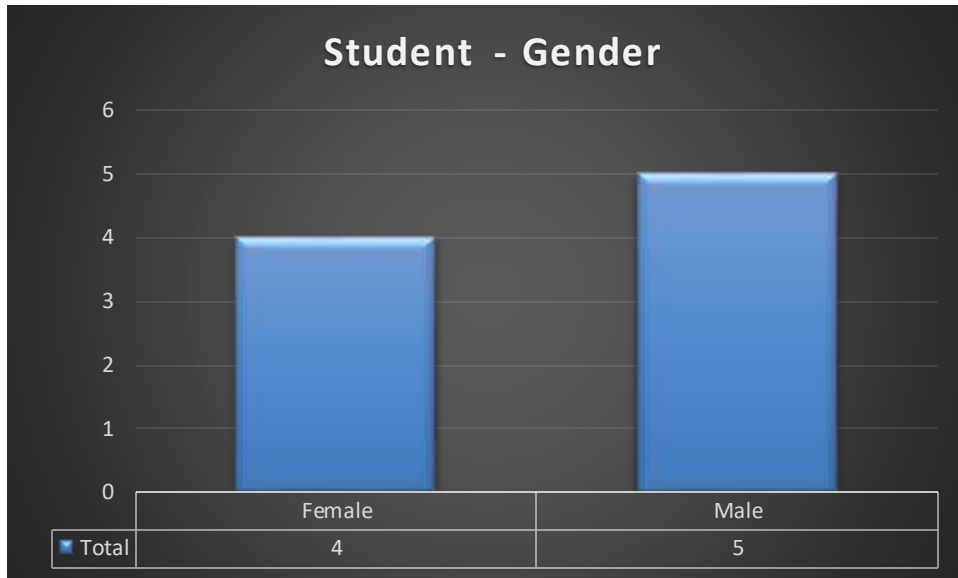


Figure 5. Gender of Students.

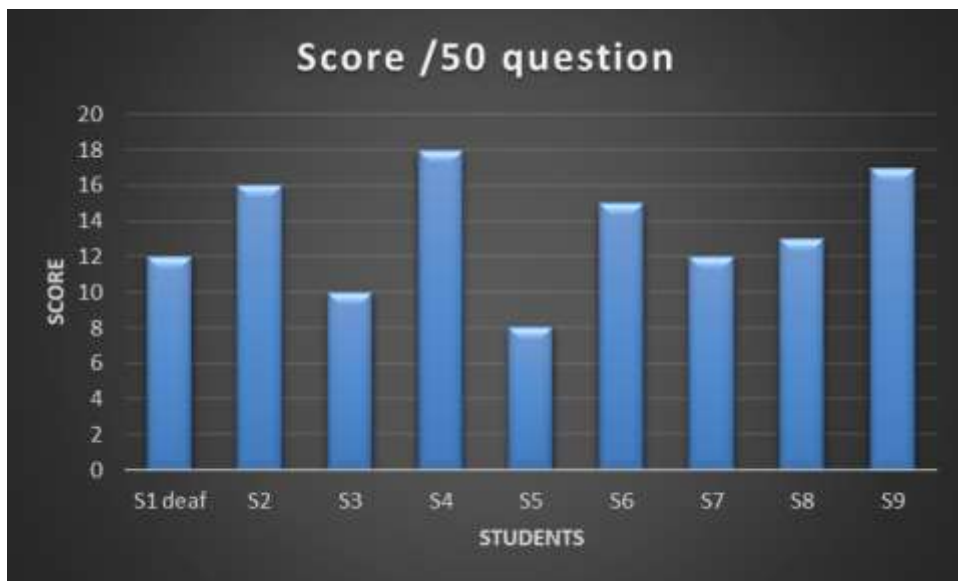


Figure 6. Score of Students.

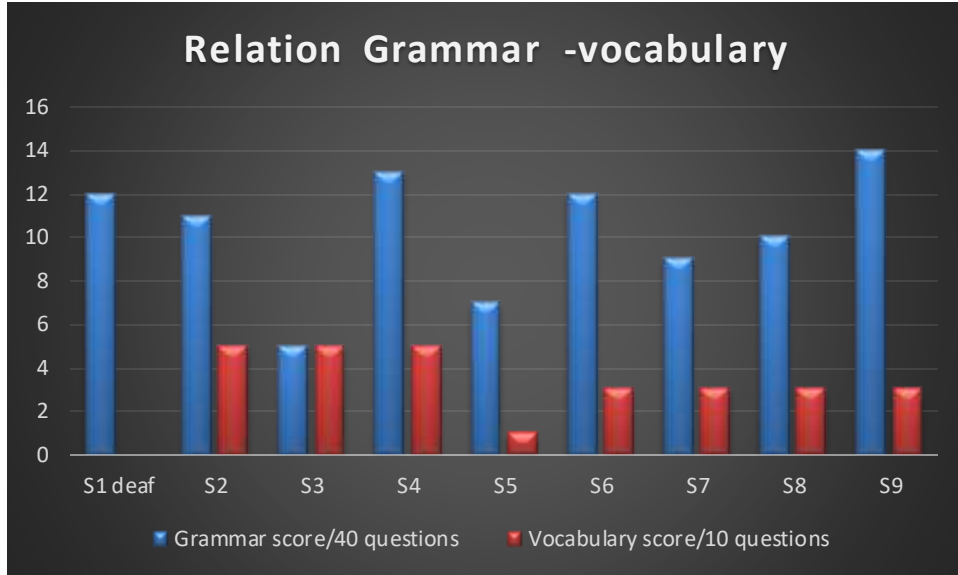


Figure 7. Relation between Grammar and Vocabulary.

### Findings on Video Recordings

Other instruments used to collect data about teaching experiences during this project were videos. In the first Video which was recorded on September 28th, 2017, is noted that students are working and are very participative with class, also there is a deaf girl included, so, she also participates, she is taking notes in her notebook.

On the other hand, is noted how students can remember vocabulary shown by the teacher, at the same time he is doing Colombian sign language. Also, it is noted they do not need to go to Spanish in order to recall the words, only with the form of the sign they are trying to find the word in English, some of them forgot the word but not completely because for instance, when teacher modeled the sign of pencil case, a few students said “case pencil” and other said “pencil case”, so, although students pronounced the word grammatically incorrect but they recalled what was the word, they did not go to a Spanish dictionary to find it. The rest of students told the word in the correct order.

There is a special case with the deaf girl, when she is in front of the board, it is noted that she can read and understand what she sees on the board, she reads the word “cellphone number” and she does the sign.

Also one of her partner also does the sign for dog, and when teacher says “I like” there is no positive answer but when he does the sign language they recognized the word; also they can follow the different orders given in class, it is noted they recognized this orders when he pronounced the words and at the same time teacher did the signs, it is noted when he says “pay attention and listen” they clearly translate the words I is own language giving a clear idea they have understood what teacher requires.

It is important to say that not all the time teacher does the sign language because is a resource that teacher can use at their free will. Teacher can decide when to use it in class. In the same case students can opt whether to use it or not.

In the second video which was recorded on October 10<sup>th</sup>, 2017, there were 8 students, is has been one-month students have been learning English with this new method, so, their progress it is remarkable. For instance, students are capable of to make a short description of their classmates. This is demonstrated when they perform the game, which consisted in passing the ball to a classmate and make a short description, telling some qualities. The main idea was to review about human qualities and help students to speak in English, it is noted that some students speak in English without making signs other students did it in both English and sign language. We realize that always the deaf student is included, so she feels part of the team. students are participative, they show interest on the activity, and make proposals to improve the class. Finally, in the third video recorded in November 16<sup>th</sup>, 2017, it is noted that the entire class was made in full English, students are participative and could ask and give information about family.

It was easier for them to comprehend the class students 'answers give account about their understanding of the class.

### Students' Portfolio

During the ten weeks where students learned English applying C.S.L they developed different tasks which involved, grammar, speaking, writing and listening, all they were consigned in their personal portfolio, these activities show the progress students had during these different sessions. All works have a sequence where new information is added to the last one, in this way help students to improve to their linguistic competences, in this case students started with self-introductions until family descriptions.

### Final Satisfaction Survey

Some questions were asked to check on the students' satisfaction with the idea of using CSL as a tool to learn English. Here are some of those questions with figures interpreting the results:

Do you think your English vocabulary has improved?

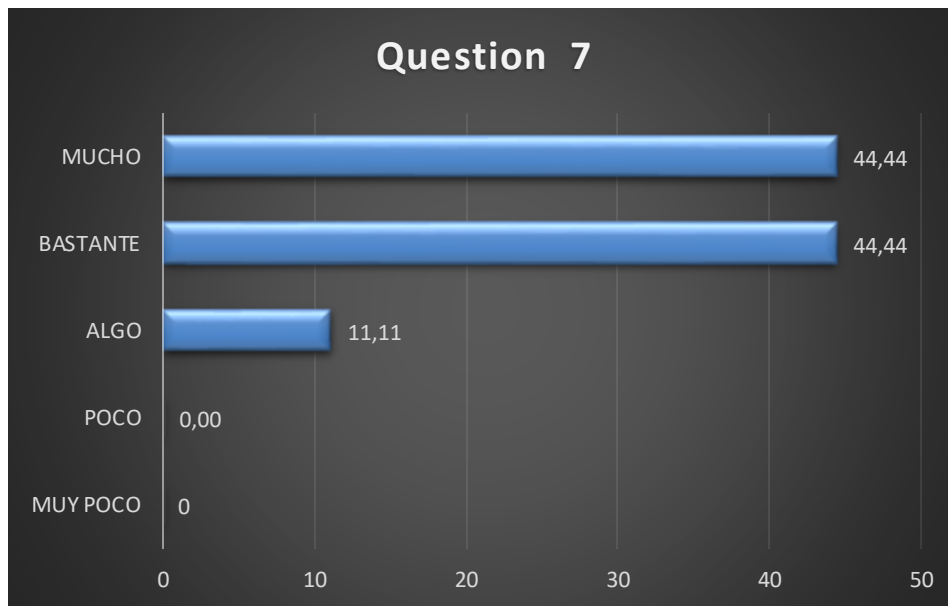


Figure 8. Question 7

Do you think that the Colombian Sign Language has served to improve your learning of the English language?

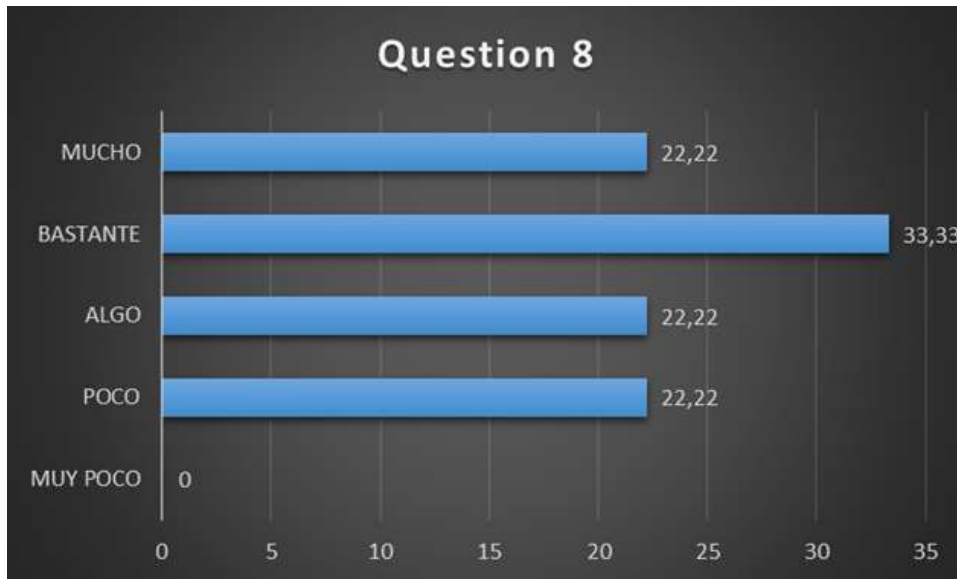


Figure 9. Question 8

Do you think the use of Sign Language helps you remember the vocabulary in English?

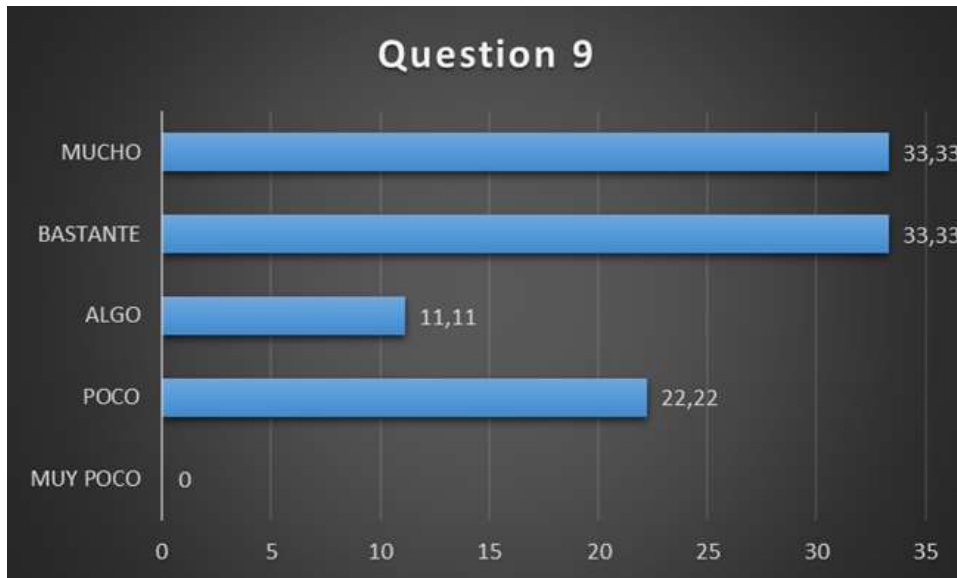


Figure 10. Question 9

Do you think that your level of English improved when learning English and Colombian Sign Language?

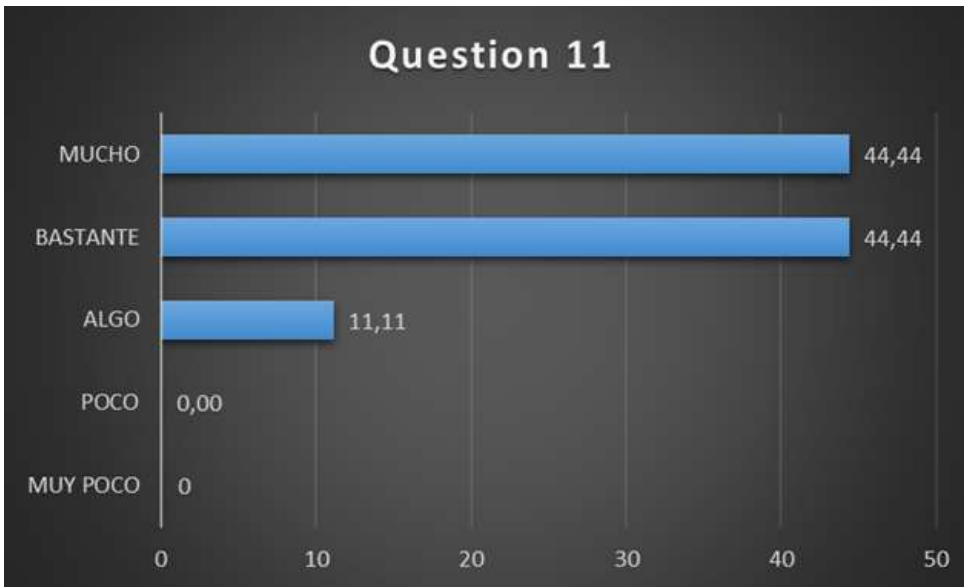


Figure 11. Question 11



## CHAPTER 5

### DISCUSSION

Throughout the 4 chapters of this research project, was demonstrated how the experience of using C.S.L has influenced my learning-teaching process. The use of CSL in English teaching to the students of the Instituto San Rafael de Calarcá did improve their level of English learning. As proof of this, nine 9 students of ninth grade were intervened, one of them was deaf, a level test was carried out which showed results of the students' initial level, according to the European common frame, the students were in A1 level, 4 hours' classes were carried out weekly from September to November 30th of the current year, where the teaching methodology of English was applied by means of sign language simultaneously. In the first 2 weeks the results in the deaf person were excellent since, she in a short time managed to make a simple presentation, managing to write a half page in English, demonstrating the speed of learning the English language. In the same way the student's classmates achieved ease of linguistic expression and easy learning of the proposed vocabulary, as proof of this, they made a video making their presentation. It is to emphasize that before the intervention they were not able to make this presentation. During the process, a portfolio was taken as proof of the compilation of the work carried out and this portfolio was used as an evaluation and evidence of its progress. In addition, a diary of the activities carried out was kept and three classes were recorded on video as a sample

of their Finally, a satisfaction survey was conducted on the methodological process used, obtaining good and positive assessments about it.

## CHAPTER 6

### CONCLUSION

The use of Colombian sign language in the teaching of English is feasible and helps improve students' language skills. Although the practice is mainly aimed at hearing students, it was shown through practice that inclusion can be done with deaf people and it is not necessary to exempt them or exclude them from learning English, as they can more easily assimilate the English language. The practice of teaching English using sign language is a great advantage for English teachers, as they attract the attention of students and their interest in the subject often lost by the monotony and the use of traditional practices. Another advantage that comes with the use of sign language is that it can be used by teachers at specific times in the teaching process, it is not necessary to use it all the time, since it becomes a didactic alternative of learning with the objective that the students believe in their memory a mental image to which to resort to the moment of speaking and shorten the process of mental translation that usually has those who speak Spanish, which generates inconveniences of fluidity during the act of communication. Of course, that sign language learning requires effort and dedication on the part of the teacher who wants to use it as a didactic tool but only the basic levels to undertake the practice of teaching English with sign language, since the target population is sufficient. It will always be the hearing people; therefore, they will only use the most relevant and meaningful vocabulary to help them in the process. As a suggestion for those who wish to deepen the investigation of the current

project, it would be to investigate the impact that English can have on deaf people as aid to understand Spanish or until what level of English language will deaf people be able to reach? They are undoubtedly worthy questions to continue investigating.

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## APPENDIX A: PRINCIPAL'S CONSENT FORM

### CONSENTIMIENTO INFORMADO PARA APLICACIÓN DE PROYECTO DE INVESTIGACION EN LA INSTITUCION.

Este documento intenta explicarle todas las cuestiones relativas a la utilización que se realizaría de los datos de participación en el proyecto de investigación para la tesis de grado del programa Licenciatura en Inglés como lengua extranjera de la Universidad abierta y a distancia Unad. Léalo atentamente y consulte con el estudiante responsable del proyecto Néstor Fernando Orbes Moriano todas las dudas que se le planteen.

#### 1. INFORMACIÓN ACERCA DE LA APLICACIÓN DEL PROYECTO

Desde la escuela de ciencias de la educación bajo el programa de licenciatura en inglés, el estudiante Néstor Fernando Orbes, aplicará un proyecto de Investigación con los estudiantes de grado 8 y 9 como Tesis de grado.

Esta aplicación consistirá en observación, encuestas, entrevistas y aplicación de exámenes de nivel de manejo y avance de la lengua extranjera.

#### 2. USO Y CONFIDENCIALIDAD DE LOS DATOS

Los datos que se obtengan de dicha investigación serán utilizados únicamente con fines de formación y solamente por parte del estudiante que desempeña su labor en La institución, guardándose siempre sus datos personales en un lugar seguro de tal manera que ninguna persona ajena pueda acceder a esta información y atendiendo a un estricto cumplimiento de la Ley 1581 de 2012 Decreto 1377 de 2013 sobre la Protección de Datos de Carácter Personal.

En ningún caso se harán públicos sus datos personales, siempre garantizando la plena confidencialidad de los datos y el riguroso cumplimiento del secreto profesional en el uso y manejo de la información y el material obtenidos.

#### 3. DECLARACIÓN DE CONSENTIMIENTO

Yo, ..... he leído el documento de consentimiento informado que me ha sido entregado, he comprendido las explicaciones en él facilitadas acerca del proyecto de Investigación y he podido resolver todas las dudas y preguntas que he planteado al respecto. También comprendo que, en cualquier momento y sin necesidad de dar ninguna explicación, puedo revocar el consentimiento que ahora presento. También he sido informado/a de que mis datos personales y los de los estudiantes serán protegidos y serán utilizados únicamente con fines de formación y desarrollo profesional para el estudiante universitario.

Tomando todo ello en consideración y en tales condiciones, CONSIENTO LA EJECUCION DEL PROYECTO y que los datos que se deriven de mi participación la de los estudiantes sean utilizados para cubrir los objetivos especificados en el documento.

En Calarca Quindío, el día ..... de ..... de 2017

Firmado: \_\_\_\_\_

Señor. Jorge Hell López Núñez

Cargo: Rector I.E. San Rafael

## APPENDIX B: PARENTS' INFORMED CONSENT FORM MODEL



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD  
 CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

## UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD

Como parte del proceso de formación del estudiante de pregrado Néstor Fernando orbes Realizará un proyecto de investigación en el área de inglés, aplicado con los estudiantes de grado 8 y 9 con el objetivo de desarrollar la Tesis de grado; donde se realizará: Exámenes de nivelación, encuestas, y recopilación de datos

Yo \_\_\_\_\_, mayor de edad,

madre,  padre,  acudiente o  representante legal del estudiante

de \_\_\_\_\_ años de edad, he (hemos) sido informado(s) acerca del PROYECTO DE INVESTIGACION, el cual se requiere para que el estudiante universitario Néstor Fernando Orbes realice su Tesis de grado.

Luego de haber sido informado(s) sobre las condiciones de la participación de mi (nuestro) hijo(a) en el proyecto, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que:

- La participación de mi (nuestro) hijo(a) en este proyecto o los resultados obtenidos por el Estudiante de Pregrado en la Institución Educativa San Rafael no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.
- La participación de mí (nuestro) hijo(a) en el Proyecto no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- No habrá ninguna sanción para mí (nuestro) hijo(a) en caso de que no autoricemos su participación.
- La identidad de mi (nuestro) hijo(a) no será publicada y los datos obtenidos durante el proyecto se utilizarán únicamente para los propósitos de la Universidad y como evidencia de la práctica educativa del docente.
- el docente a cargo garantizará la protección de las imágenes y datos de mi (nuestro) hijo(a) y el uso de las mismas, de acuerdo con la normatividad vigente, durante y posteriormente al proceso de ejecución del proyecto de investigación.

Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria

SI DOY (DAMOS) EL CONSENTIMIENTO       NO DOY (DAMOS) EL CONSENTIMIENTO

para la participación de mi (nuestro) hijo (a) en el Proyecto de Tesis de grado y práctica educativa del docente en las instalaciones de la Institución Educativa donde estudia.

Lugar y Fecha:

\_\_\_\_\_

FIRMA MADRE

CC/CE:

FIRMA PADRE

CC/CE:

FIRMA ACUDIENTE O REPRESENTANTE LEGAL

CC/CE:

APPENDIX C: SIGNED CONSENT FORMS (SAMPLE)



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD  
CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD

Como parte del proceso de formación del estudiante de pregrado Néstor Fernando Orbes Real para un proyecto de investigación en el área de Inglés, aplicado con los estudiantes de grados 8 y 9 con el objetivo de desarrollar la Tesis de grado; donde se realizará: Exámenes de nivelación, encuestas y recopilación de datos

Yo Jacqueline Emilio Sánchez Marín, mayor de edad  
 madre,  padre,  acudiente o  representante legal del estudiante

de 14 años de edad, he (hemos) sido informado(s) acerca del PROYECTO DE INVESTIGACION, el cual se requiere para que el estudiante universitario Néstor Fernando Orbes realice su Tesis de grado.

Luego de haber sido informado(s) sobre las condiciones de la participación de mi (nuestro) hijo(a) en el proyecto, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que:

- La participación de mi (nuestro) hijo(a) en este proyecto o los resultados obtenidos por el Estudiante de Pregrado en la Institución Educativa San Rafael no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.
- La participación de mi (nuestro) hijo(a) en el Proyecto no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- No habrá ninguna sanción para mí (nuestro) hijo(a) en caso de que no autoricemos su participación.
- La identidad de mi (nuestro) hijo(a) no será publicada y los datos obtenidos durante el proyecto se utilizarán únicamente para los propósitos de la Universidad y como evidencia de la práctica educativa del docente.
- el docente a cargo garantizará la protección de las imágenes y datos de mi (nuestro) hijo(a) y el uso de las mismas, de acuerdo con la normatividad vigente, durante y posteriormente al proceso de ejecución del proyecto de investigación.

Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria

SI DOY (DAMOS) EL CONSENTIMIENTO  NO DOY (DAMOS) EL CONSENTIMIENTO

para la participación de mi (nuestro) hijo (a) en el Proyecto de Tesis de grado y práctica educativa del docente en las instalaciones de la Institución Educativa donde estudia.

Lugar y Fecha: Calarica Quindío 19 septiembre de 2017.

FIRMA MADRE

CC/CE: Mariela Muñoz C.  
cc

## APPENDIX D: OBSERVATION PROTOCOL FORM (OPF)



STUDENTS	AGE	STUDENTS	AGE
S1	15	S6	14
S2	15	S7	14
S3	14	S8	14
S4	19	S9	14
S5	16		

<b>Title: PLACEMENT TEST AND VOCABULARY REVIEW</b>		
<b>Teacher: NESTOR FERNANDO ORBES MORIANO</b>		
<b>Date: SEPTEMBER 7, 2017</b>	<b>Time: 9:30 am– 10:30 am</b>	<b>Place: Institución Educativa San Rafael</b>
<b>Resources: work sheet for placement test.</b>		
<b>Activity: vocabulary review as an initial activity and Asking and giving personal information</b>		
<b>Purpose of the lesson: Introduce yourself and to ask for and to give personal data</b>		
<b>Attendees to the encounter/class: 9 students, one of them is deaf</b>		
<b>Agreements: (Teacher and students' Commitments)</b>		
<ul style="list-style-type: none"> <li>• Do not disturb with cellphones during the class.</li> <li>• If is needed, students ask for permission speaking in English.</li> <li>• Students participation is valid for a good grade</li> <li>• Do not use English for insulting or use obscene vocabulary.</li> </ul>		





**Description:**

First, we make a short review in Colombian sign language and English at the same time about the words learnt in last class. Then students will hand in the teacher a written work as part of their work in class.

I displayed some short videos listening native people ask and giving personal information and spelling their names.

Finally, students made a practice of speaking and spelling.

**Performance: (Group and activity interpretations)**

The group showed interest in the topics, so students learn fast what is taught in class and they are inquisitive people.

It looks like class is for beginners but they did not have classes with a real English teacher, I could say this is the first time they had a teacher with the enough knowledge to teach them.

**Participative observation: (Things to improve as a teacher, new ideas to implement, etc.)**

As a teacher, I need to have a better group command.

As new ideas, I might take students to walk around the school in order they learn and recognize the elements of school in English.

## APPENDIX E (PLACEMENT TEST)

**Beginner and Elementary Placement test**

Total score	Level	Name :
0 – 35	Beginner	Grade:
36 – 50	Elementary	mark

This test can also be used to diagnose the grammar of the Beginner level that your students need clarification on.

**Grammar**

- 1 \_\_\_\_'s your name? Thomas
  - a How
  - b Who
  - c What
  - d Where
- 2 This is Lucy and her brother, Dan. \_\_\_\_ my friends.
  - a We're
  - b I'm
  - c You're
  - d They're
- 3 \_\_\_\_? I'm from Italy.
  - a Where are you from?
  - b Where you are from?
  - c Where from you are?
  - d From where you are?
- 4 I'm from Milan. \_\_\_\_ is in Italy.
  - a They
  - b It
  - c He
  - d She
- 5 Excuse me, how \_\_\_\_ your last name? R-I-L-E-Y
  - a spell
  - b you spell
  - c do you spell
  - d spell you
- 6 Oh, \_\_\_\_ are my keys!
  - a This
  - b These
  - c That
  - d It
- 7 I'd like \_\_\_\_ omelette, please.
  - a a
  - b —
  - c an
  - d two
- 8 And here is your \_\_\_\_\_.
  - a desk
  - b desks.
  - c a desk
  - d an desk
- 9 My name's Pete and this is Sylvia. \_\_\_\_ doctors from France.
  - a I'm
  - b We're
  - c She's
  - d They're
- 10 Sorry, \_\_\_\_ Paul. My name's Eric.
  - a I isn't
  - b I is not
  - c I aren't
  - d I'm not
- 11 \_\_\_\_? No, he isn't.
  - a Are they teachers?
  - b Are you from Italy?
  - c Is Mr Banning a teacher?
  - d Is this your phone?
- 12 \_\_\_\_ is the school? It's 50 years old.
  - a How many years
  - b How much years
  - c What years
  - d How old
- 13 What is \_\_\_\_?
  - a job Mary
  - b Mary job
  - c Mary's job
  - d job's Mary
- 14 Your bag is next \_\_\_\_ the table.

- a on  
 b to  
 c in  
 d of  
 15 \_\_\_\_ are the keys? On the table.
- a What  
 b When  
 c Where  
 d Who  
 16 I go to work \_\_\_\_ train.
- a with  
 b by  
 c for  
 d in  
 17 She \_\_\_\_ a dog.
- a not have  
 b don't have  
 c don't has  
 d doesn't have  
 18 Stephen \_\_\_\_ in our company.
- a work  
 b works  
 c is work  
 d working  
 19 \_\_\_\_ they live in London?
- a Are  
 b Is  
 c Do  
 d Does  
 20 \_\_\_\_ to the cinema.
- a We not often go  
 b We don't go often  
 c We don't often go  
 d Often we don't go  
 21 When do you play tennis? \_\_\_\_ Mondays.
- a On  
 b In  
 c At  
 d By  
 22 What time \_\_\_\_ work?
- a starts he  
 b do he starts  
 c does he starts  
 d does he start  
 23 \_\_\_\_ two airports in the city.
- a It is  
 b There is  
 c There are  
 d This is  
 24 There aren't \_\_\_\_ here.
- a a restaurants  
 b any restaurants  
 c any restaurant  
 d a restaurant  
 25 I'm afraid it's \_\_\_\_\_.
- a a hotel expensive  
 b expensive hotel  
 c expensive a hotel  
 d an expensive hotel  
 26 They \_\_\_\_ popular TV programmes in the 1980s.
- a are  
 b were  
 c was  
 d is  
 27 \_\_\_\_ at school last week?
- a Do you were  
 b Was you  
 c Were you  
 d You were  
 28 Brad Pitt is a popular actor but I don't like \_\_\_\_\_.
- a him  
 b his  
 c her  
 d them  
 29 We \_\_\_\_ the film last week.
- a see  
 b saw  
 c sees  
 d were see  
 30 He \_\_\_\_ tennis with me yesterday.
- a doesn't played  
 b didn't played  
 c not played  
 d didn't play  
 31 She was born \_\_\_\_ May 6th, 1979.
- a in  
 b at  
 c on  
 d from  
 32 Where \_\_\_\_ last summer?

- a you went  
b did you went  
c do you went  
d did you go
- 33 Were you at the shops at 5 p.m. yesterday? No, I \_\_\_\_  
a didn't  
b am not  
c wasn't  
d weren't
- 34 Excuse me, \_\_\_\_ is the T-shirt? It's £25.99.  
a what expensive  
b how much  
c how many  
d how price
- 35 She's only four but she \_\_\_\_.  
a can read  
b cans read  
c can reads  
d cans reads
- 36 This party is boring. We \_\_\_\_ a good time.  
a don't have  
b aren't having  
c don't having  
d aren't have
- 37 Sorry, I \_\_\_\_ you at the moment.  
a can't help  
b don't can help  
c can't helping  
d can't helps
- 38 I \_\_\_\_ my computer very often.  
a am not using  
b don't use  
c doesn't use  
d am not use
- 39 It's my mum's birthday next week. I \_\_\_\_ her a present.  
a buy  
b buys  
c am going to buy  
d buying
- 40 What \_\_\_\_ do after school today?  
a are you going to  
b are you  
c do you  
d you

### Vocabulary

- 41 Gina is married to John. He's her \_\_\_\_  
a uncle  
b husband  
c wife  
d parent
- 42 We usually \_\_\_\_ the shopping in a supermarket.  
a make  
b do  
c have  
d go
- 43 I love this watch! It's \_\_\_\_.  
a cheap  
b small  
c beautiful  
d ugly
- 44 He doesn't have a car so he often uses public \_\_\_\_.  
a taxi  
b transport  
c car  
d bus
- 45 I don't go to \_\_\_\_ on Sundays.  
a job  
b office  
c factory  
d work
- 46 Do you like Chinese \_\_\_\_?  
a kitchen  
b meal  
c food  
d cook
- 47 They hardly \_\_\_\_ visit us.  
a ever  
b sometimes  
c never  
d usually
- 48 I'm Jeff Caine. Nice to \_\_\_\_ you, Mr Caine.  
a speak  
b talk  
c meet  
d watch
- 49 Can I help you? Thanks, but I'm just \_\_\_\_.  
a watching  
b looking  
c seeing  
d shopping
- 50 Mandy is over there. She's \_\_\_\_ a blue T-shirt and jeans.  
a having  
b wearing  
c doing  
d walking



## APPENDIX F LESSON PLAN



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA – UNAD  
SCHOOL OF EDUCATION – BA IN TEACHING ENGLISH AS A FOREIGN

LANGUAGE  
PEDAGOGICAL EXPERIENCE I

## LESSON PLAN

<b>STUDENT TEACHER'S NAME: NESTOR FERNANDO ORBES MORIANO</b>			
<b>CODE: 7.707.106</b>			
<b>CEAD/CCAV/CERES/UDR: EJE CAFETERO</b>			
<b>CLASS LEVEL: A1</b>	<b>DATE: SEPTEMBER 14TH 2017</b>	<b>TIME FRAME:</b>	
<b>Nº OF STUDENTS: 10</b>		55 minutes	
<b>TOPIC: PERSONAL INTRODUCTION</b>			
<b>LESSON OBJECTIVES</b>			
By the end of the class, the students will be able to			
<ul style="list-style-type: none"> <li>• To do a personal introduction</li> <li>• To ask for and to give personal data</li> </ul>			
<b>MATERIALS:</b>			
<ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Pc</li> <li>• videos</li> </ul>			
<b>STAGE OF THE LESSON</b>	<b>PROCEDURE</b>	<b>TIME</b>	<b>INTERACTION</b>
<b>1.WARM UP</b>	To watch a short video about personal introductions and make an identity card	10 minutes	Teacher shows a video and put an example of and identity card
<b>2.INTRODUCTION / ENGAGE</b>	Teacher shows on the screen different questions to help students to create a personal introduction.	10 minutes	Teacher show on a screen and students copy and answer in the notebooks
<b>3.PRESENTATION / EXPLANATION</b>	After watching the video and to have created the I.D card, teacher shows with aid of sign language how to ask questions in short sentences, and how to answer them.	10 minutes	Teacher explains and students pays attention
<b>4.PRACTICE</b>	Activity: called pass the ball, teacher asks one question to one student for instance. What's your name? in order students answers teacher passes him the ball, after student have answered , he passes the ball to another student but before he has to ask the same question until the ball arrives to the teacher finally.	20 minutes	Students interact with each other



UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA – UNAD  
SCHOOL OF EDUCATION – BA IN TEACHING ENGLISH AS A FOREIGN

**LANGUAGE**

**PEDAGOGICAL EXPERIENCE I**

<b>5.ASSESSMENT &amp; EVALUATION</b>	Students must deliver in a piece of paper the activity required in order to be stored in their personal portfolio	5 minutes	Students deliver the work in a piece of paper to the teacher
<b>6.EXTRA ACTIVITIES (OPTIONAL)</b>	Home work to practice the questions and answers		
<b>OBSERVATIONS:</b> the activity continues for next class adding more information to the personal introduction.			

Adapted from The British Council.

## APPENDIX G (VIDEOS)

### Teaching Experiences Recorded on Video

Other of the instruments used to collect data about teaching experiences during this project were videos. According to Lofland (as cited in Núñez, L. F. (2006,)) He states that the codes in any study can deal with the following types of phenomena, which order from the micro level to the macro: Acts: action in a situation, which is short-lived, consuming only a few seconds, minutes or hours.

Activities: actions of longer duration (days, weeks or months) that constitute significant elements of people's lives. Meanings: verbal productions of the participants that define and direct the action. Participation: holistic involvement of the person or adaptation to a situation or context under study. Relations: interrelations between several people considered simultaneously.

Contexts: the entire context under study considered as the unit of analysis. Three main videos were recorded during the classes. so, the analysis procedure was made following the criteria suggested by Lofland (1971 as cited in Núñez, L. F. (2006,))

#### First Video Description

Date: September 28<sup>th</sup>, 2017

Link: <https://youtu.be/xdoq5M1CJpM>

*Place: technology room of Instituto san Rafael*

*Participants: 9 students*

*Instruments used: smart board, pc, markers, and board*

1. Acts: Class review exercise. During the first minutes a short vocabulary was checked. While teacher is speaking, the sign language and English are spoken simultaneously, students pay attention and participate by answering the questions. A second activity is to receive the written part of an early task. The third activity to keep on developing the speaking part asking and giving for personal information. The fourth activity is about watching and listening to native people talking asking and giving information. The five-activity consisted on spelling names.
2. Activities: the students constructed their portfolios as instrument of evaluation. Also, they make self-videos where they make a short presentation applying the resources learnt in class.
3. Meanings: as it is noted on videos the students repeat the movements and answer according what they understood, they spell their names, recognize the letters and make the effort to use English, they are beginners, so they cannot make full use of English language. Also during the course, they translate into Spanish what teacher said, in order to help their classmates.
4. Participation: a complete participation is noted, they are active, demonstrate they like what they are learning, also demonstrate knowledge about the topics explained the days before that class. It was noted too. The deaf girl had good participation during the class, normally in Spanish environment the deaf people look like shy and they are not too participative, it is completely different during the English class.
5. Relations: there are good relations between classmates and the teacher, also they are respectful each other, also they are generous and collaborative with their classmates, and help them if someone has not understood.

6. Contexts: the class was developed by applying English with the help of sign language, during the explanation teacher used sign language as a resource in order to explain better and students understood more easily what teacher required from them.

### **Second Video Description**

Date: October 10<sup>th</sup>, 2017

Link: <https://youtu.be/7mwIMnKa6Ws>

*Place: technology room of Instituto san Rafael*

*Participants: 8 students*

*Instruments used: smart board, pc, markers, and board*

1. Acts: as usual class started with a short review of vocabulary, in this time students make a review about human qualities, as a second activity, students play a game called “pass the ball” where they are prompted to use their speaking skills by using the vocabulary learnt in advance, so, they have to describe themselves and describe their classmates.
2. Activities: the students constructed their portfolios as instrument of evaluation. Also, very class is linked to the last one, so, they need to use in each class what they learnt during the other classes, the classes are a logical construction of elements useful to begin a normal conversation with some people of an English-speaking country.
3. Meanings: students are capable of to make a short description of their classmates. This is demonstrated when they perform the game, and when they make mistakes, teacher tries to correct the pronunciation.
4. Participation: students are participative, they show interest on the activity, and make proposals to improve the class.

5. Relations: students' behaviour is good, they show respect for the activity, teacher and peers, they collaborate with the class, they were interested on the class, they were worried for the class development to be carried out in good terms.

6. Contexts: the class was developed by applying English with the help of sign language, during the explanation teacher used sign language as a resource in order to explain better and students understood more easily what teacher required from them. This time the didactics chosen was to play a game in order to get out normal routine.

### **Third Video Description**

Date: November 16<sup>th</sup>, 2017

Link: <https://youtu.be/rF4oKBNP-u4>

*Place: technology room of Instituto san Rafael*

*Participants: 6 students*

*Instruments used: smart board, pc, markers, and board*

1. Acts: the class started with a review of family members vocabulary. And class continued with the rest of family members. The next activity is focused in how to ask and give information about family. Then a short grammar explanation is given.
2. Activities: the students constructed their portfolios as instrument of evaluation.

Students finally completed the lessons programmed in the short time of the practice.

3. Meanings: students during the lesson practiced skills like speaking and listening, they were able to ask and give information about family.

4. Participation: students are participative, they showed interest on the activity.

5. Relations: students' behaviour was good, they show respect for the activity, teacher and peers, they collaborate with the class, they were interested on the class.





















6. Contexts: the class was developed by applying English with the help of sign language, during the explanation teacher used sign language as a resource in order to explain better.

Students 'answers give account about their understanding of the class.

## APPENDIX H (PORTFOLIO TASKS) SAMPLES

02-11-17

## PERSONALITY ADJECTIVES

			
MEAN	SHY	INTELLIGENT	POLITE
			
TALKATIVE	GENEROUS	HARD-WORKING	OUTGOING
			
LAZY	TIDY	RUDE	BRAVE
			
AGGRESSIVE	QUIET	SENSITIVE	MESSY
			
COWARD	SILLY	PEACEFUL	AFFECTIONATE

➤ Fill in the gaps with one of the adjectives above.

- The children never do their homework. They're very LAZY.
- It's impossible to say anything to him. One word and he starts crying. He is so AGGRESSIVE.



3. My grandfather was a very Brave man. He fought in the Spanish Civil War and he was never afraid.
4. Tom is very Generous. He gives money to charity every month.
5. Peter never goes to parties and he hardly ever talks to others, he is so shy!
6. My mother is a very peaceful woman. She is always interceding in our fights and telling us that we have to solve our problems by talking.
7. Mary is a very Tidy girl. She never interrupts in class and raises her hand whenever she wants to ask a question.
8. I think he is an extremely Rude boy. He is always laughing at stupid things and never understands the lesson.
9. William never stops talking in class. He's very Talkative.
10. My sister is a very affectionate little girl. She's always kissing and hugging us.

► **Find an appropriate adjective for each of the following descriptions:**

1. Insulting or uncivil, discourteous.	<u>RUDE</u> ✓
2. One who shows fear in the face of danger or pain.	<u>COWARD</u> ✓
3. Dirty, confused or untidy.	<u>MESSY</u> ✓
4. Susceptible to the attitudes, feelings, or circumstances of others.	<u>SENSITIVE</u> ✓
5. Mentally acute, bright, clever.	<u>INTELLIGENT</u> ✓
6. Making little or no noise, calm.	<u>QUIET</u> ✓
7. Sociable and responsive to others, friendly.	<u>POLITE</u> ✓
8. Inclined to behave in an actively hostile manner.	<u>AGGRESSIVE</u> ✓

## APPENDIX I (FINAL SURVEY)

## LEARNING PROGRESS SURVEY FOR RESEARCH PROJECT APPLIED TO STUDENTS OF INSTITUTO SAN RAFAEL CALARCÁ QUINDÍO

Fecha:	c.c
Objetivo: Conocer el nivel tanto de satisfacción como de progreso que tuvieron los estudiantes durante la aplicación del proyecto basado en el aprendizaje de inglés usando la lengua de señas colombiana como herramienta didáctica.	Objective: To know the level of both satisfaction and progress that the students had during the application of the project based on the learning of English using the Colombian sign language as a didactic tool
Sexo Hombre <input type="checkbox"/>	Menos de 15 años <input type="checkbox"/>
Mujer <input type="checkbox"/>	Edad Entre 15 y 20 años <input type="checkbox"/>
Estudiante de grado 9	Más de 20 años
	Nombre completo

INSTRUCCIONES: lee cuidadosamente cada uno de los apartados y responde a los enunciados señalando la opción que mejor refleja tu grado de satisfacción progreso. Tienes 5 opciones de respuesta y sólo puedes marcar una por cada opción

	¿Qué tan satisfecho estás con la enseñanza que tu profesor de inglés te ha brindado de acuerdo con los siguientes aspectos?	Muy Poco	Poco	Algo	Bastante	Mucho
1	¿Qué importancia le das al idioma (inglés) dentro de la enseñanza obligatoria?	1	2	3	4	5
2	¿Cuánto conocimiento del idioma inglés tenías antes de empezar el proyecto?	1	2	3	4	5
3	¿Como crees que era el nivel de vocabulario en inglés antes del proyecto?	1	2	3	4	5
4	¿Cómo era tu nivel de entendimiento del inglés al escucharlo?	1	2	3	4	5
5	¿Qué tanto conocías la lengua de señas colombiana?	1	2	3	4	5
6	¿Durante el tiempo de la aplicación del proyecto crees que has aprendido mejor el inglés?	1	2	3	4	5
7	¿Crees que tu vocabulario en inglés ha mejorado?	1	2	3	4	5
8	¿Crees que la lengua de señas colombiana te ha servido para mejorar tu aprendizaje del idioma inglés?	1	2	3	4	5
9	¿Crees que el uso de la lengua de señas te ayuda a recordar el vocabulario en inglés?	1	2	3	4	5
10	¿Cuándo tu profesor te explican los temas en inglés y a la vez en la lengua de señas colombiana, le entiendes mejor?	1	2	3	4	5
11	¿Crees que tu nivel de inglés mejoró al aprender inglés y lengua de señas colombiana?	1	2	3	4	5

Realizada por: Fernando Orbes – Estudiante Unad

LEARNING PROGRESS SURVEY FOR RESEARCH PROJECT APPLIED TO STUDENTS OF INSTITUTO SAN RAFAEL CALARCÁ QUINDÍO

Fecha: <u>17-11-2017</u>	c.c
Objetivo: Conocer el nivel tanto de satisfacción como de progreso que tuvieron los estudiantes durante la aplicación del proyecto basado en el aprendizaje de inglés usando la lengua de señas colombiana como herramienta didáctica.	Objective: To know the level of both satisfaction and progress that the students had during the application of the project based on the learning of English using the Colombian sign language as a didactic tool
Sexo Hombre <input type="checkbox"/>	Menos de 15 años <input type="checkbox"/>
Mujer <input checked="" type="checkbox"/>	Edad Entre 15 y 20 años <input checked="" type="checkbox"/>
Estudiante de grado 9	Más de 20 años
	Nombre completo <u>S2</u> <u>H N U</u>

INSTRUCCIONES: lee cuidadosamente cada uno de los apartados y responde a los enunciados señalando la opción que mejor refleja tu grado de satisfacción progreso. Tienes 5 opciones de respuesta y sólo puedes marcar una por cada opción

	¿Qué tan satisfecho estás con la enseñanza que tu profesor de inglés te ha brindado de acuerdo con los siguientes aspectos?	Muy Poco	Poco	Algo	Bastante	Mucho
1	¿Qué importancia le das al idioma (inglés) dentro de la enseñanza obligatoria?	1	2	<input checked="" type="checkbox"/>	4	5
2	¿Cuánto conocimiento del idioma inglés tenías antes de empezar el proyecto?	1	2	<input checked="" type="checkbox"/>	4	5
3	¿Como crees que era el nivel de vocabulario en inglés antes del proyecto?	1	2	<input checked="" type="checkbox"/>	4	5
4	¿Cómo era tu nivel de entendimiento del inglés al escucharlo?	1	2	<input checked="" type="checkbox"/>	4	5
5	¿Qué tanto conocías la lengua de señas colombiana?	1	2	3	<input checked="" type="checkbox"/>	5
6	¿Durante el tiempo de la aplicación del proyecto crees que has aprendido mejor el inglés?	1	2	3	4	<input checked="" type="checkbox"/>
7	¿Crees que tu vocabulario en inglés ha mejorado?	1	2	3	4	<input checked="" type="checkbox"/>
8	¿Crees que la lengua de señas colombiana te ha servido para mejorar tu aprendizaje del idioma inglés?	1	2	3	4	<input checked="" type="checkbox"/>
9	¿Crees que el uso de la lengua de señas te ayuda a recordar el vocabulario en inglés?	1	2	3	4	<input checked="" type="checkbox"/>
10	¿Cuándo tu profesor te explican los temas en inglés y a la vez en la lengua de señas colombiana, le entiendes mejor?	1	2	3	4	<input checked="" type="checkbox"/>
11	¿Crees que tu nivel de inglés mejoró al aprender inglés y lengua de señas colombiana?	1	2	3	4	<input checked="" type="checkbox"/>

Realizada por: Fernando Orbes – Estudiante Unad