

**TRILINGUAL INTERCULTURAL ENGLISH DIDACTICS PROPOSAL FOR DEAF
LEARNERS**

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Dedication

To my sister Jennifer who inspired me to work on this project, my beloved family who has always supported me, my couple who has always believed in me, Colombian Deaf people whose interest is in foreign languages, and all those courageous English teachers who will continue this work.

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Resumen

Título: Propuesta trilingüe intercultural de didáctica en inglés para aprendices sordos.*

Autor: Angélica María Romero Mateus**

Palabras Clave: Lengua de señas Colombiana, Aprendizaje invertido, educación trilingüe, competencia comunicativa.

Descripción:

Dado que los ciudadanos sordos colombianos no están recibiendo clases de inglés como Lengua Extranjera (ILE), este proyecto de investigación tiene como objetivo diseñar una propuesta didáctica para personas sordas que fortalezca su competencia comunicativa a través de la lectura y la escritura en ILE en nivel A1, de manera que puedan interactuar con otros. Para lograr este objetivo, la investigación se realizó como un estudio cualitativo utilizando el modelo de Kemmis (1998). Las técnicas utilizadas para recopilar información en este estudio fueron entrevistas semiestructuradas, observación participante y taller de investigación. Además, los instrumentos implementados para el análisis de datos fueron los guiones de las entrevistas, el diario de campo y la unidad de aprendizaje. Tras analizar las evidencias recopiladas de los instrumentos, surgieron los siguientes hallazgos. Hay un resumen general de la realidad educativa y una descripción del contexto lingüístico sobre los estudiantes sordos cuyo idioma materno es la Lengua de Señas Colombiana (LSC), por lo tanto, son usuarios competentes de esta. Además, se establecieron motivaciones intrínsecas, extrínsecas y de aprendizaje en ILE de los estudiantes sordos, tales como la inmersión cultural, docentes motivados y desarrollo profesional. Dado que la competencia comunicativa y lingüística de los estudiantes sordos se describió al inicio del proyecto, esta se fortaleció a lo largo de la implementación, y también se proporciona evidencia de este logro. Finalmente, la principal recomendación e invitación es para que los docentes de inglés estudien la LSC y promuevan el aprendizaje de las lenguas en la comunidad sorda.

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Abstract

Title: Trilingual Intercultural English Didactics proposal for Deaf learners *

Author: Angélica María Romero Mateus **

Key Words: Colombian Sign Language, Flipped Learning Approach, Trilingual education, communicative competence.

Description:

As Deaf Colombian citizens are not being taught English as a Foreign Language (EFL), this research project aims at designing a didactic proposal for Deaf people to strengthen their communicative competence through reading and writing in Efl in A1 level so that they interact with others. In order to achieve this objective, the research was conducted as a qualitative study using the Kemmis model (Kemmis, 1998). The techniques used to collect information in this study were semi-structured interviews, the participant observation, and the research workshop. Also, the instruments implemented for the data analysis were the scripts of the interviews, the field diary, and the learning unit. After analyzing the evidence collected from the instruments, the following findings emerged. There is a general educational reality summary and a linguistic background description about the Deaf learners whose mother tongue is the LSC, thus, are competent users of LSC. In addition, intrinsic, extrinsic, and learning motivations to learn EFL from Deaf learners such as cultural immersion, motivated teachers, and professional development, were established. As Deaf students' communicative and language competence was described at the beginning of the project, they were strengthened along the implementation, and evidence of this achievement is also provided. Finally, the main recommendation and invitation is for English teachers to study the LSC, and promote language learning in the Deaf community.

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Introduction

Since 1994 Colombian Government has promoted learning foreign languages stated in Law 115 from the ministry of education (MEN) and improved this National bilingual education by giving language university programs accreditations, providing National curricular guidelines, and Foreign Language standards. However, there exist excluded communities in that Government proposal.

One would imagine that Deaf learners have been included in this National initiative, but they have not. Deaf citizens have first been recognized as Colombian Sign Language LSC users in Law 324 in 1996, they have taken part in The Bilingual Bicultural Education since 1998 in primary school and the integration of Deaf students using interpreters in high school, when a framework for inclusive education started and was published in 2006. Currently, some public inclusive schools such as Escuela Normal Superior in Bucaramanga, Nuestra Señora de la Sabiduría (INSABI) and ICAL Foundation in Bogota, follow the guidelines published by Instituto Nacional para Sordos (INSOR) to implement The Bilingual Bicultural Education with Deaf students. That is to say, Deaf people who come from hearing parents are learning LSC since primary school while Deaf students whose parents are also Deaf nurture the classes with their linguistic and cultural background, and then they, both, are introduced to written Spanish as an L2 (Decreto 1421 de 2017). An outsider to the Colombian inclusive education reality might think the inequity has been solved. Nevertheless, education is far from being equitable.

As far as education has changed in Colombia, some considerations must be taken regarding the acquisition of a mother tongue, a first language (L1) and an L2 in the Deaf community. Despite the fact that around 10% of Deaf kids come from Deaf parents in Colombia and acquire the LSC

as their mother tongue (Roa, 2022) along with their culture and linguistics, the vast majority of Deaf children come from hearing parents, hence they do not acquire a mother tongue or feel part of the Deaf community, but LSC as their L1 at school and learn from their classmates, teachers, and linguistic models¹.

Deaf kids start learning LSC from primary until high school as well as Spanish as their L2, yet it is truly strengthened in high school (INSOR, 2018). There are some schools where Deaf students start learning Spanish vocabulary in primary school and are introduced to linguistic Spanish resources in tenth and eleventh grades in high school (Kontra, 2017), but in some other places students are engaged in writing in Spanish through stories translated in LSC following the discursive-communicative approach. Therefore, many attempts have been made from different perspectives (INSOR, 2006).²

For this reason, Deaf students do not participate in English classes at school. According to the guidelines published by INSOR (2018) in the Bicultural Bilingual Proposal, Deaf learners will attend LSC classes in order to acquire as minimum their L1 and will attend a second language class to learn written Spanish as their L2. Therefore, they go to Spanish classes because it is the official language in Colombia instead of attending English classes as other hearing students in Colombia do. As a consequence, if a Deaf citizen plans to learn written English or American Sign Language (ASL) as their L3, they would have to attend an English course in a private institution. Additionally, some issues come up.

¹ Un modelo lingüístico es una persona que muestra la lengua de señas colombiana en uso, la modela para los aprendices sordos y oyentes. Además de mostrar o modelar la LSC, también son las personas que tienen el conocimiento implícito de ser y vivir como sordos y por lo tanto manifiestan y transmiten en sus interacciones comunicativas cotidianas el patrimonio de valores de una comunidad. Hacen parte de la comunidad educativa y como tales se constituyen en agentes educativos relevantes. <https://www.insor.gov.co/home/entidad/publicaciones/>

² Public videos as resource for relatives or teacher who do not use the LSC and to implement them in a Discursive communicative approach <https://educativo.insor.gov.co/literaturas/cuentame-cuentos/>

In the researcher's experiences and inquiry, English teachers have not been qualified to teach English as a third language to Deaf learners whose mother tongue is LSC and the second one is written Spanish, so attempts Deaf people make to do so become incomplete English language practices. To illustrate this statement, the practitioner will share a personal experience that is also common to some of the Deaf volunteers interviewed. The researcher's sister has hearing loss due to an ear infection in her childhood. She had never used any hearing device and when she was at school, she did not get any educational support. As time passed by, she figured out her own strategies to understand what she was supposed to learn at school, but English was not the case. As she would fail the subject, her teacher asked her to complete other tasks not related to the subject matter in order to get promoted. Many years after that, when she was a science teacher herself and graduated from her specialization, she decided to study English in a private institution. This attempt was disappointing. She hardly passed the first level without any teacher's mediation with her hearing loss. As a result, she decided not to keep studying English but she began learning LSC.

Moreover, when piloting the interview for Deaf people, the Deaf participant stated that teacher-student communication was a key-and-usually-interrupted aspect in learning English. The interview was piloted with a native LSC Deaf participant (PP1) who had taken English classes before. PP1 mentioned having many problems when communicating with her English teacher because she did not know any LSC so, PP1 tried to teach her but it was not possible (Check Interview piloting PP1 File). Communication was based on body language and written Spanish in order to provide feedback and do scaffolding in classes. On the other hand, when having evaluations, hearing students would have a different kind of exam than PP1. PP1 only did writing

activities and answered questions PP1 had to understand by lip reading, and interpreting the signs and images the teacher showed.

Therefore, the teacher researcher wonders what can be done to teach English as a Foreign Language to Deaf people?³ Thus, the researcher highlights the need for teachers to learn LSC to promote effective communication between the Deaf learner and the teacher, to describe Deaf students' reality and linguistic background as well as to develop a pedagogical proposal that provide teachers and Deaf students with the opportunity to read and write in a Foreign Language, besides motivating other researcher to make academic contributions in inclusive education and promote intercultural classes.

At this point, it is crucial to stand on what inclusion and bicultural education means for the purpose of this study. Inclusion and Bilingual intercultural education for the Deaf students is the opportunity given to all students of participating in different activities and social contexts, considering cultural and linguistic differences, respecting those differences and various needs, and embracing them to enrich the classrooms as well as recognizing the Sign Language as their mother or natural tongue, acknowledging that they have their own culture, linguistics, syntax, and semantics, that they are visual learners, therefore schools could be enriched by their culture and knowledge of the world (Herrera y De la Paz, 2017., and Rodriguez, García, Delgado, Galvis, Jutinico, Monroy, Pabón, 2009)

History can illustrate how the perception about Deaf people has changed from being treated as animals and locked up because it was believed that they had no cognitive skills, to being considered part of society and cognitively developed as any other citizen. Consequently, INSOR

³ Ley 982 de 2005 recognises that there are many profiles to describe Deaf citizens and that they come up from learning and linguistic experiences. Some of the profiles are Speaking Deaf people, Signing Deaf people, bilingual Deaf people, or as the researcher's sister who is a Spanish speaking Deaf person who could be labeled as Bilingual Deaf person because she learnt LSC. disabled

has stated the importance of implementing a bilingual bicultural education in Deaf community and some guidelines to achieve Deaf people's high quality education: "No implica un recorte de los contenidos o una menor exigencia, sino la completa adecuación de los contenidos de aprendizaje en coherencia con una relación lógica frente al desarrollo de sus procesos lingüísticos y cognitivos" (p.35). Taking into account INSOR 's statement, misconceptions about Deaf people need to be broken down, how things have been done must be questioned as well as the pedagogical interventions that have been made. (See section 2.3)

1. Objectives

1.1 General objective

To design a didactics proposal for Deaf people to strengthen their communicative competence through reading and writing in English as a Foreign Language in A1 level so that they interact with others.

1.2 Specific objectives

To describe Bucaramanga Deaf students' educational reality and linguistic background who are competent users of the LSC and have studied in a public school.

To identify Deaf students' motivations towards learning written English as a Foreign Language (EFL).

To strengthen Deaf students' communicative competence through reading and writing in English at A1 level in order to share their identity, personal and life experiences.

To evaluate to what extent this didactics proposal allows Deaf people who are competent users of the LSC and have studied in a public school in Bucaramanga, to interact with others through reading and writing in English at A1 level.

2. Literature review

According to Creswell (2014) the literature review helps researchers to reach a decision if the problem is worth studying by continuously reflecting on it. Thus, decide how to narrow the field of analysis and compare other studies related to it. Therefore, it is imperative to look over some history of inclusion, the Colombian Sign Language, the legal basis, and national as well as international studies connected to it.

2.1 Background

In order to understand the scope and problem that this project focuses on, it is of great importance to describe how inclusive education has been changed and how this concept has evolved as well as establish a clear difference between inclusive education and special education. As Ramirez (2017) stated in Antiquity, education was focused only on male gymnastics and men with disabilities were excluded. Later, in the Middle Ages, some religious institutions were found to educate men, but the entrance of people with disabilities were prohibited. They were locked up and segregated. Also, some countries such as Spain and Italy started to create universities, but they were very exclusive to the wealthy and not the disabled.⁴ People with disabilities were thought to be a divine punishment, so they could not think, study, or develop any cognitive process. After

⁴ La "discapacidad" es una palabra que ha tenido varios significados según el momento histórico y los paradigmas sociales. Originalmente significó "disminución de la capacidad", incluso "menos capaz" (como tal es posible deducir desde la etimología en español). Sin embargo, con el auge de los movimientos sociales (alrededor de los años 80 y 90), este concepto fue retomado y re-significado desde una perspectiva social: no es el individuo quien "padece" una "disminución" sino la sociedad quien no está preparada para aceptar la diversidad (por tanto, impone barreras de tipo arquitectónico, sensorial o actitudinal). Como tal aparece en la convención internacional de las personas con discapacidad. Incluso, hay una leyenda: se dice que los términos de "discapacidad" e "incapacidad" están emparentados con "minusválido" e "inválido". Estos últimos surgen en el contexto de la venta de esclavos: quiénes tenían alguna discapacidad eran vendidos como herramientas con menos o sin valor económico para los esclavistas.

that, first universities were found in America, but it was still an exclusive education. People doubted if disabled men and women could be educated, but it was only until a French priest founded the first school for Deaf people that inequity started to change (Sacks, Gascón y Storch, 2004).

Therefore, social perceptions have had a huge impact on Deaf people's education. They have influenced whether Deaf people are excluded from any attempt to be educated or they have been seen as missionaries using a universal language who could be educated. However, this implied taking them to rehab and healing to come back to "normality".

As it was mentioned above, traditional education began changing and some countries began to explore specialized institutions. At the end of the nineteenth century institutions were built to ensure health and education for excluded people, and people with disabilities were treated medically and taught through game training. They were now considered abnormal.

As public schools did not take responsibility for Deaf people's education, specialized institutions started to approach them from a medical and pedagogical point of view by the twentieth century, so they were known as diverse skillful people, but later the clinical and the pedagogical point of view were divided. Báez (1989) highlighted the importance of school psychology to approach people with special needs. Therefore, people that were named as monsters, God's punishment or disabled, were included into the special education network. People with special needs were segregated, interaction was non-existent, and their education focused on developing skills for getting jobs and improving the way of living (Escher, 2005). Later, the view of Deaf people being educated was modified.

Certainly, these historical changes have had an impact in Deaf people's education. As middle-age wealthy families were afraid to lose their inheritance because their Deaf children could

not obtain it based on the law at that time, they were sent to monasteries (Sacks, Gascón y Storch, 2004). Therefore, they were first taught to live under the church's dogma. After that, Deaf people were educated to read and write lips. They learned by posters that illustrated the words and objects as well as imitating sounds by touch. Eventually, experts noticed Deaf people got knowledge from their sight and writing was a means of being lettered. A very small percentage of them became lip readers. Afterwards, some scholars began to demonstrate that Deaf people also have cognitive capability.

In order to understand the relation between that background and the scope and problem that this project focuses on, it is crucial to highlight the similarities in today's Colombian context. Different stances in history have made various decisions that have had an effect on Deaf people's education. Therefore, if it was assumed that Deaf people could not think, they were not taught academic contents. Therefore, English as a Foreign Language that requires formal teaching, was not even considered to be instructed, not even as a job skill because Deaf people could not develop it. Which interpretation should be made in the bilingual proposal which teaches LSC and written Spanish to Deaf citizens? For instance, if the proposal says to be bilingual why can't Deaf students choose the L2 they learn?

2.2. Colombian Sign Language (LSC)

As Stokoe (2004) illustrates around 1955 oralization and spelling of the signs were implemented in education, Deaf people were considered on one hand incapable of understanding language, and on the other that they did not have their own because their cognitive development was thought to be incomplete. However, Sign Language (SL) was recognized as a language

worldwide in 1960, and the first American Sign Language (ASL) dictionary was published in 1965.

Then, as research about Sign languages emerged, variations about them were discovered. As each country has different social and cultural circumstances, each SL reflects it. In Colombia, for instance, there is the LSC, but each city has its own sociolinguistic variations depending on age, generations, social status, way of life, educational background, and place of birth of the Deaf citizens.

As Ley 2049 de 2020 ‘por la cual se crea el consejo nacional de planeación lingüística de la lengua de señas colombiana (LSC) con el objetivo de concertar la política pública para sordos del país’ defines it:

Es la lengua natural de la población sorda, la cual forma parte de su patrimonio cultural y es tan rica y compleja en gramática y vocabulario como cualquier lengua oral. La lengua de señas se caracteriza por ser visual, gestual y espacial. Como cualquier otra lengua tiene su propio vocabulario, expresiones idiomáticas y gramáticas diferentes a las del español. Los elementos de esta lengua -las señas individuales-, son la configuración, la posición y la orientación de las manos en relación con el cuerpo y con el individuo, la lengua también utiliza el espacio, dirección y velocidad de movimientos, así como la expresión facial para ayudar a transmitir el significado del mensaje. Esta es una lengua visogestual. Como cualquier otra lengua, puede ser utilizada por oyentes como una lengua adicional (p.1).

In addition, Stokoe (2004) and Oviedo (2001) explain that the SL is a visual and gestural language based on manual characteristics known as RM and non-manual ones called RNM, also known as phonemes and allophones in spoken languages. As spoken languages are associated with behavior, these manual characteristics have its syntax within, they are about people, direction, and

movement. The shape of the hand represents a person, an animal, or objects, and movements show actions and changes in those actions over time. Therefore, the shapes and the movements made tell us sentences.

Therefore, it is important to highlight that the SL are natural languages because in the Deaf community they are acquired naturally and have their own structure. Children who acquire it develop their thinking, communicative and linguistic competences, and build their identity, autonomy and learning styles as well (Oviedo, 2001 and Herrera y De la Paz, 2017)

On the other hand, it is mistaken to think that only presenting visual materials in the Deaf student's education means taking advantage of their visual language. They require visual, cognitive, and metacognitive learning strategies, as well as visual tools and learning styles (Herrera and De la Paz, 2017) They learn from experiences, they connect what they already know from their LSC to the new language, and also from written Spanish if they have studied it, to learn written English.

In addition, they focus on the cultural and linguistic differences of the subject matter. As they have a favorable memory, they are good at learning vocabulary, they connect the SL to the dactylology, and the spelling of the words because they are spatial kinesthetic learners (Herrera y De la Paz, 2017) But, further information about it will be shared in this research project.

2.3. Legal framework

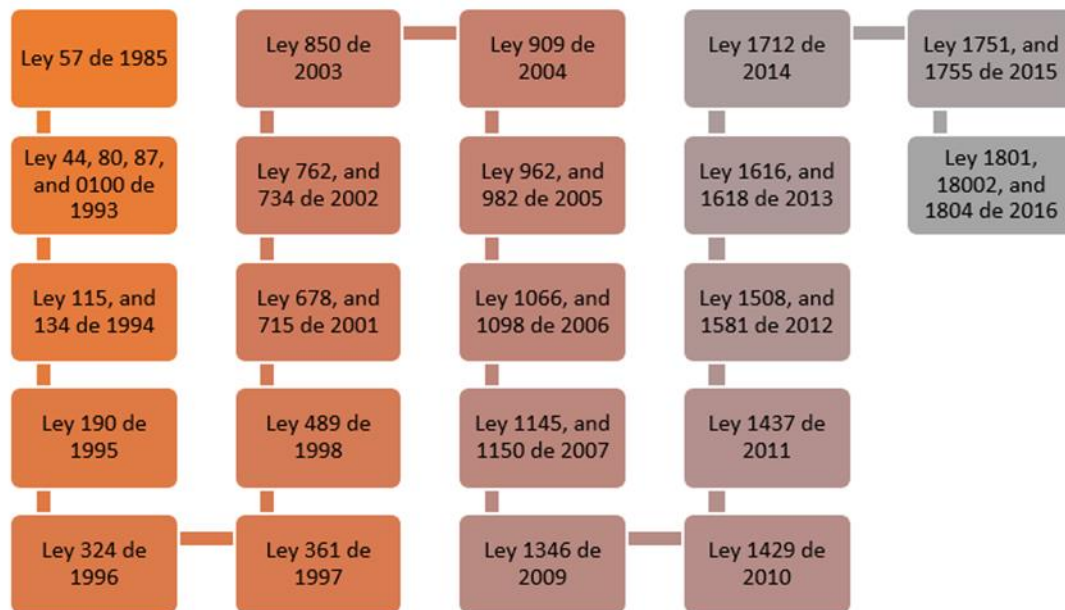
Some things have been done in inclusive education in Colombia but since some changes have been made, and some guidelines have been created, teachers and educational institutions can

restructure their practices based on the learners' needs. Are these changes a reality in Colombia or they are just words on paper?

The following figure shows all the Colombian laws related to inclusion or the Deaf community. However, the researcher has focused on some of them in order to illustrate the general education law background.

Figure 1.

Colombian laws associated with the educational inclusion policy.



Note: Organizer designed by the researcher with the information taken from INSOR

Ley 115 de 1994 ‘Por la cual se expide la ley general de educación’ establishes principles and guidelines for educational policies and practices in Colombia, ensuring inclusive education for all students. Specific provisions related to Deaf education may include accessibility measures, special educational services, and support for the linguistic and cultural needs of Deaf students. But are these really provided on time or are even the most suitable option for the Deaf community?

There are 3.134.037 people in Colombia with some kind of disability diagnosed (deafness, blindness, mobility, etc), but only 44.68% of women finish primary school, 13.86% high school, 9.04% university, and 1.06% postgraduate studies with difficulties on the way, Also, only 44.03% of men finish primary school, 13.83% high school, 8.0% university, and 0.96% postgraduate studies. As far as the statistics show, inclusion of learners with disabilities has not been offered at all because a very low percentage of people with disabilities have been educated and only accessed informal and occasional jobs, 55.8% of men and 32.9% of women worked one hour per week in order to have some income (DANE, 2020)

Likewise, DANE (2021) has stated that there exist 459.784 people in Colombia who consider themselves Deaf or hard of hearing people and might be using the LSC and Spanish to communicate, but only in 2023 INSOR started a national sociolinguistic characterization study in order to have real up-to-date information about the Colombian Deaf population.

Ley 324 de 1996 'Por la cual se crean algunas normas a favor de la población sorda' focuses on provisions for improving their life quality. It mandates access to TV programs to spread their culture and identity, institutions to get trained for specific jobs and professional opportunities, interpreters and schools to train them, equipment and resources to facilitate interaction with Deaf people, subsidies to get hearing devices, and priority to get health insurance. But would it not be more efficient to start promoting the LSC education among hearing people in order to communicate with Deaf citizens?

Also, even though law mandates resources, institutions do not have access to them. The Spanish teacher participant number 1 (DE1) who was part of the interviews at the beginning of this project stated that he has had Deaf or hard of hearing students who communicated using LSC, but his university program did not provide inclusive education subjects or interpreters, so he has

done what in his experience he considers as right teaching practices as he says in the following lines “la primera es que yo aprenda lengua de señas, de hecho lo haría, si fuera el caso, lo haría, ya estuve en un curso, ya me interesé, sino que no volví a la necesidad”. He was asked what he would do if a Deaf student who is native in LSC wanted to learn written Spanish, but has no idea at all about it, and he said that he had no idea what to do but focus on grammar “Entonces por los grafemas, pero no sabría que responderte porque sino se quedaría muy cerrado a la gramática”

Nevertheless, these resources mentioned before are in many cases not provided due to administrative issues or lack of English knowledge from the interpreters. There are English teachers who do not master the LSC, and interpreters who do not know English, so Deaf students do not access trilingual education or jobs that require knowledge in a third language. In order to illustrate this, Deaf participant number 1 (PS1) from the interviews in this study stated ‘quería estudiar inglés, pero digamos que estaba prohibido para los sordos el inglés y entonces mmm, porque si quería, porque dije ‘eso es mi derecho’ pero el SENA dijo no, está prohibido para los sordos, la comunidad sorda no lo hacen. Otro, en bachillerato si lo exigían, pero no había intérpretes, no se hacía porque digamos no trabajaban en inglés, digamos que igual la ley de interpretación no se lo permite entonces bueno, entonces no lo hacían. Que si quiere hacerlo solo, hágalo pero sin intérprete a veces es difícil y se pierde la comunicación, entonces porque hay cosas que no se, yo quería aprender pero bueno, se perdió (la oportunidad)’ (See transcription in the interview folder) Undoubtedly, other options should be offered to their education, so this research proposal aims at inviting English teachers to use the LSC as a means of instruction, interpreters to also learn English, and Deaf learners to explore other languages than written Spanish.

On the other hand, Universidad Industrial de Santander, that is the public university in Bucaramanga where this study was carried out and where teachers are educated, updated their

languages teaching curriculum in 2018, so subjects such as Pedagogía para la inclusión escolar in eighth or ninth semester, and optional subjects such as Plurilingüismo e interculturalidad, Lengua de señas, Lenguas nativas, and La discapacidad visual en el aula are offered in the program. Therefore, nowadays teachers might have some insights about inclusive education before gaining some experience in those contexts.

Ley 1618 de 2013 ‘Por medio del cual se establecen las disposiciones para garantizar el pleno ejercicio de los derechos de las personas con Discapacidad’ known as Disability Law, addresses the rights of people with disabilities, including those who are Deaf or hard of hearing. It recognizes disabilities and redefines it in terms of a social perspective and human rights. It assigns responsibilities to institutions and citizens related to policies, actions to be carried and programs, and it also mentions changes to accompany their families, health, education, job, access to transport, a place to live, culture, justice and so on, so that policies, plans and programs, enhance people’s rights. This law promotes their full inclusion and participation in society by guaranteeing their rights across various domains, including education, accessibility, employment, healthcare, and social services. This means, including physical accessibility of buildings and facilities, as well as accessible communication by providing SL interpreters and other assistive technologies for Deaf individuals to access services and participate fully in society. It emphasizes inclusive education, ensuring that children and adolescents with disabilities, including those who are Deaf, have the right to attend regular schools with appropriate support and accommodations. It promotes the use of inclusive educational practices and supports the training of educators to work effectively with students with disabilities.

In addition, it promotes the inclusion of people with disabilities in the workforce and prohibits discrimination based on disability. It means it is no longer suggested by the law, but

mandatory, and it encourages employers to provide reasonable accommodations for Deaf employees and supports vocational training and employment programs tailored to their needs. It also recognizes the right to access healthcare services on an equal basis with others. It calls for healthcare providers to be trained in disability awareness and to provide accessible healthcare facilities and services.

Finally, MEN in Decreto 1421 de 2017 ‘Por el cual se reglamenta en el marco de la educación inclusiva la atención educativa a la población con discapacidad’ provides guidelines to approach inclusive education in all school levels of education in public and private institutions, as well as principles of quality, diversity, appropriateness, participation, equality and interculturality because Deaf people also have the right of having the same opportunities as everyone else. This decree also establishes the importance of having the same objectives for all students but providing different opportunities to get to them in terms of curriculum, study program, time, content, competences, methodologies, evaluation and promotion.

That is to say, provide inclusive education for Deaf learners. In addition, each department of education has to get all the paperwork in order to hire the support personnel needed and guide their families with strategies, so that students and their relatives get involved in all the learning process.

Also, INSOR guidelines seek for a bilingual bicultural education for Deaf people. These guidelines about the teaching and learning process states that the former has to be carried out in LSC, Deaf students should develop their LSC as their L1 at school and Spanish as the L2, classrooms will have bilingual teachers teaching in LSC and other technological, didactic and linguistic resources are to be used, and give way to design, adapt, and develop applications and digital content with the support of ‘Ministerio de las Tecnologías de la Información y las

Comunicaciones' and the National Institution for Deaf people (INSOR). To illustrate this, as the decree also proposes parallel classrooms for Deaf students' education in public schools, Deaf learners study the different contents in independent classrooms until ninth grade. Then, around tenth and eleventh grade Deaf students are integrated into the classroom with hearing students and an interpreter.

As INSOR has worked on the bicultural bilingual education for Deaf students, 'Decreto 1421 de 2017' proposes many important changes in education of the Deaf community that supports them. This bilingual educational proposal for Deaf people is one of the attempts to change the conceptions and educational practices that are to be used with the Deaf community education through guidelines. This gives insights to teachers when guiding Deaf students to develop competences and abilities but some factors that influence the learning process must be considered.

However, many of the considerations mentioned before have not been accomplished so far. According to DANE (2005) and the education profiles made by INSOR (2014) there existed 10.341.023 Deaf students at that time, but only 9.958 were studying in private and public schools. 788 of them were in public schools, and 9.170 in private ones. Therefore, 10.331.065 were not attending school, so which kind of education were they getting? INSOR (2014) states that 41 out of 100 Deaf people have only graduated from primary school and 38% have never studied.

Later on, Decreto 1421 de 2017 guaranteed that better conditions and regulations were to be established. But columnist Laura Rojas (2019), the news channel RCN (2021), and Natalia Martinez who is the director of INSOR in an interview for El Espectador (2022) assert that Deaf students are having delayed diagnosis which slows down their beginning of primary school, 39% of them were not diagnosed on time (INSOR, 2014). Thus, children are having a lack of or delayed linguistic development in their L1 which is LSC. Also, students in high school are required to have

an interpreter in class, but there are times when they keep on waiting for weeks or months for them to be hired. One of the interviewed students from RCN (2021) said ‘Requerimos de los intérpretes para poder entender la información que virtualmente se nos suministra. Para las guías, las tareas y todas las actividades, la traducción de videos, es fundamental el servicio de interpretación’

In addition, education has not had the adjustments needed for Deaf learners. First, there is a lack of bilingual teachers (El Espectador, 2022), the basics of quality, equality and participation mentioned before (Decreto 1421 de 2017) are lacking. And in the case of Deaf people who are willing to start a university course, they are asked for additional admission requirements, and to enroll in a specific program, so Deaf students in the same classes can access the same interpreter. Therefore, they are not given the opportunity to decide a program without restraint (Bautista, 2021)

As for the researcher, even though Deaf students require a strong basis in LSC, and they are set to learn written Spanish, they are not given either the resources in LSC or the same opportunities with learning objectives as hearing learners at school or university levels, so why is EFL not included in Deaf learner’s curriculum at school or university? Why can't they choose their preferred languages to learn? Is not the educational system itself blocking their learning opportunities? Which alternatives have the government offered for those Deaf people who want to live, travel or study in English-speaking countries?

2.4. Literature review

On the basis of comparing and contrasting related studies about teaching Deaf learners’ other languages different from the LSC, some literature analysis will be shared in the following paragraphs (Cresswell, 2009). As the Deaf participants of this research project are located in

Bucaramanga, Santander, the first analysis will be the local one. Therefore, the following chart illustrates the similarities and differences between the Inclusive Bilingual proposal for Deaf learners that has been developed in Escuela Normal Superior in Bucaramanga (ENSB) and this Trilingual Intercultural English Didactics proposal for Deaf students.

Table 1.

Similarities and differences between the ENSP proposal and this current project.

Categories	Similarities	Differences
Pedagogy	Diagnosis, check previous knowledge and progress report	Parents participation in the education process
	Teacher chooses purposeful texts	
	Each student has access to the material	Read about different subjects
	Deaf and hearing students' integration	Meet different writers
Linguistics		Teach LSC
	All students are LSC users	Linguistic models support
		Grupo multigradual
Didactics	Introduce vocabulary using pictures, LSC, and written Spanish	Read stories using different materials
	Use of images to support text	
	Teachers use LSC as means of instruction and check understanding	Act in plays
	Use of graphic organizers	Dance and sing using written Spanish
	Learning diaries and presenting a class product	

Note: This information was taken from the website of ENSP and organized by the researcher.

As it is shown in the comparative chart above, Escuela Normal Superior in Bucaramanga (ENSB) and this project proposal have different purposes, sample population, priorities and research goals. On one hand, ENSB introduces and strengthens the first language that Deaf students learn, that is the LSC, from primary school through high school. Therefore, family is involved and learners build their communicative competences through LSC, and later written Spanish in high school. Also, as teachers are supported by linguistic models, they are not meant to be fluid in LSC, so the teacher-student communication is hindered. That is to say that the main objective for ENSB is to educate learners to be competent citizens and teachers who educate them based on their life project in a bilingual and inclusive context.

On the other hand, the purpose of this project is to develop a trilingual proposal for teaching written English to bilingual Deaf people who are interested in communicating in a third language. Therefore, it is crucial that learners are competent users of their LSC and written Spanish. As it focuses on young adult or adult learners, parents are not really involved. Also, this is an online proposal project, so activities developed in ENSB such as plays or dancing would be replaced by others, and finally teachers must be proficient users of LSC to be able to explain the topics, make relations between LSC, Spanish, and English while students participate or make questions related to this relation, use the LSC as means of instruction, and establish a strong communication with students in class to strengthened the relation teacher-student.

However, as both populations are Deaf participants some similarities require to be highlighted. When it comes to the classes, some things such as designing purposeful materials, starting each cycle and each topic with a diagnosis by checking their previous knowledge, letting student know about their progress, summarizing the information using graphic organizers, and using coherent illustrations as well as their knowledge about written Spanish and their previous

learning experiences to support reading, writing, and vocabulary learning, were also applied in this project.

In addition, the use of short tasks that let them produce things such as cartoons, posters, etc., and the integration with hearing English users to interact with, motivate students to continue participating in the classes (see the portfolio feedback). Evidently, the strategies mentioned above and used for ENSB Deaf learners were also successfully used in this project, but others were changed in order to accomplish the objectives set.

In addition to this institution, the quest for related studies led the researcher to find an English teacher from Bogotá with an MA in applied linguistics, who has been teaching some Deaf learners written English since 2009. The participant (DII) graduated as an English teacher, studied an MA, and learnt LSC in the Deaf association called SORDEBOG, also located in Bogotá. Later, in 2009 she started a course divided in three levels, each one lasting three months and it cost 240 thousand pesos, but only the first level was opened because Deaf students could not afford it. Since 2015 it has become a free social project offered in Universidad del Bosque, it started with six students, then by 2020 they were 32, but pandemic hit and classes started online.

Thus, the following chart shows the similarities and differences between her proposal and this trilingual one. The categories chosen were considered based on the research objectives.

Table 2.

Similarities and differences between DII’s proposal and this research project.

Categories	Similarities	Differences
Pedagogy	Interaction with English users	Content modification from a book
	Progress for promotion (be able to)	Fixed schedule by levels
		Using the LSC is not needed

Categories	Similarities	Differences
Linguistics	Some students had had contact with the English language	More emphasis on reading than writing
		No linguistic characterization of language use
Didactics	Students translating the content in LSC	Teaching speaking in Spanish while using some LSC
	Motivated learners	Students lip reading
	Teacher providing real examples	Face-to-face classes and use of video projector
	Very few learners practice at home	Modified materials
	Having homework	Feedback
	Gamification	

Note: The information about DI1 practices was taken from the interview. In order to see the transcription, go to the folder Entrevistas, Docentes de inglés, DI1 Entrevista.

In the pedagogy category, it is evident that both, the DI1 and this current trilingual proposal, aim at promoting the interaction of Deaf people by using written English and believe that the learning progress is as important as the results. Therefore, the DI1 teacher invited some pre-service English teachers to interact in class with the Deaf students, and the researcher created a WhatsApp group with EFL users and the Deaf participants of the study. However, some other characteristics are very different.

This project researcher strongly believes in the importance of using authentic materials based on the student’s characterization and communicative needs. As Pearson (2023) states ‘The materials should reflect a situation that a student may face in an English-speaking environment’ such as differentiating the formal and informal language and the different context where they could use the language. Therefore, the researcher disagrees with the DI1 practice of taking online and

book materials and modifying them in order to make them easy for her Deaf learning community or teaching only specific topics through the learning levels. Instead, educators must organize the topics based on the MEN (2006) guidelines, the CEFR (2018) standards, and the CEFR companion volume (2020) then plan the materials using real life examples, realia or designing online coherent exercises according to each level.

In addition, offering a fixed schedule as DI1 proposes is counter-productive for this project. DI1 was offering classes twice a week at that time, one was for elementary level and the other day was for more pre-intermediate learners. Therefore, Deaf students were attending classes only once a week, the same day, so when learners' work or university classes schedules were changed, they had to manage somehow. But as the participants of this research proposal are teachers with tight schedules because of work, university and personal projects it was decided to have classes twice a week on a flexible schedule, at the end of each week it was decided which days were best for the following classes, and so on. That is to say, learners had time to be ready for class, review the topics and do the homework set.

Last but not least, DI1 believes that the use of LSC is not needed because she could use images, gestures, her body language, get students lip reading and writing in Spanish as means of communication and instruction. However, as for this researcher using the students LSC mother tongue or L1 (for those Deaf students who acquire their first language at school) transforms their education.

In order to illustrate the DI1 beliefs, some fragments of the interview will be checked. First, as the teacher stated in the interview, at the beginning of the project she taught all the topics that students were meant to learn, but the communication gap was so considerable that a couple of students quitted the classes. Thus, in the following courses she repeated the same elementary topics

for three levels and decided not to teach some others because students did not understand, as she says ‘Le tomaba pantallazos y la editaba porque tiene que ser algo muy puntual’ in another moment of the interview she states ‘les hablaba en español, yo sé un poquito de señas, yo sé más o menos señas, pero vocalizo muy bien y hablo con señas’ and ‘Tendría que estudiarlo un poquito, no lo niego’ referring to the need of practicing and improving her own use of LSC. In some other fragments she mentions ‘muchas veces me equivoqué, les enseñé cosas que se confundían, por ejemplo: countables and uncountables, nunca debí enseñarlo, entonces lo enseñé un semestre y al otro semestre dije, no vuelvo a enseñarlo porque se confunden mucho, entonces yo veía cosas que no los confundiera’, and ‘solamente tuve dos chicas de primer nivel que se rindieron, nunca me entendieron’ Therefore, the main issue was not being able to explain using LSC, so that students could understand the topics and use English properly.

Consequently, this trilingual proposal emphasizes the importance of teaching written English to Deaf students by using their mother tongue, the LSC. As Cuartas (2014) and UNESCO (2024) have stated a student's native language significantly contributes to their English learning by enhancing their emotional, motivational, cognitive, and attitudinal factors. Therefore, when used strategically, the mother tongue acts as a foundation for making progress in learning English, fostering a sense of belonging, encouraging active involvement, and embracing diversity.

From the researcher’s point of view, this communication gap and the fact of not having a specific criterion for organizing the groups were factors affecting the timing in each level and the progress in students' learning process. As DI1 says ‘o sea, no tenían como una caracterización...no, todos mezclados’. New and old students, learners proficient in LSC and written Spanish and others lip reading, and some with English experience together with others who had no idea about it, all together in the same class were learning the same specific topics that the teacher decided from a

book for three semesters repeatedly. DI1 states ‘Y al otro semestre, vuelve y empiece con los nuevos con los antiguos y a los antiguos les fascinaba...Y al otro semestre ya tenía tres semestres y llegaban nuevos otra vez, esa era la metodología, siempre lo mismo, lo mismo, pero entonces cuando yo veía que ya estaban avanzados los mandaba para el jueves’ Evidently, this research proposal is based on teaching not only by using the LSC and written Spanish with Deaf students whose mother tongue is the LSC, but empowering them to learn all the topics they are meant to and use the language from level A1 as the MEN (2006) and the CEFR (2018, and 2020) have stated.

Last but not least, the DI1 's practice has also shown that Deaf students are motivated and interested in learning written English. Deaf learners are really interested in learning written English, even if they are studying other areas of knowledge or working, they make the time to go to classes, ask when it is not clear, and practice with outsiders from the class. For instance, the English teacher from Bogotá states that they had to start limiting the number of students because it was hard to teach them all by herself “Al final tocó empezar a hacer cupo porque ya empezaban a llegar muchos y yo no podía”. Evidently, she could not teach them all by herself because there are not many teachers who take the risk of learning LSC and teach Deaf students. For instance DI1 says “soy la única docente, la única pues porque la única que le ha llamado la atención, la única que sé lengua de señas. Yo lo he promovido con mis compañeros, pero realmente es un, algo que realmente no le llama la atención a todo el mundo, entonces nunca tuve algún docente que me dijera: venga yo te ayuda no, no, no”. But why is it that not many English teachers learn LSC?

Besides, a brief national analysis about the bilingual inclusive proposal will be presented below. In 2020 MEN and INSOR (2020) updated the guidelines for implementing the bilingual bicultural education of students with hearing disabilities that is still implemented nowadays, and

as the public school mentioned above follows the national guidelines for teaching Deaf students, the national context is considerably similar. Therefore, a more general analysis will be followed.

Table 3.

Similarities and differences between the bilingual bicultural proposal and this trilingual one.

Categories	Similarities	Differences
Pedagogy	Coherent and equitable curriculum	School alliances
	Reduce education gap	Family participation
	Integrate social, cultural and identity content	School transitions
	Respect diversity and cultural values	School and university
	Continuous teacher training	articulation
Linguistics	Guarantee competences development	Acquire and strengthen the
	Comprehensive proposal (curriculum, methodology, evaluation criteria)	L1
	Role of L1 and L2	Teach L2
Didactics	Use different languages (graphics, symbols, audiovisual, photography, etc)	Promote research
	Promote experience and visual information	
	Create knowledge and keep a record of the process	
	Consider the student's individuality	
	Start by previous knowledge	
	Evaluate process, use of language, and competences development.	
	Design eloquent activities and materials	
	Promote interaction and meaningful activities	
	Constant feedback	

Categories	Similarities	Differences
	Incorporate technology and accessible content	

Note: this information was taken from INSOR (2020)

In order to understand the previous chart, it is important to remember that this is a trilingual pedagogical intervention that was developed online with Deaf students whose mother tongue is the LSC. Consequently, there are some agreements and disagreements with aspects stated by ENSP that follow the INSOR bilingual guidelines. From the pedagogy and linguistics point of view the researcher agrees on continuing the teacher training in order to be a competent educator, to reflect on one owns practice and shape them, and impact positively on students’ achievements (Creemers, Kyriakides & Antoniou, 2013)

Also, designing and planning a coherent and inclusive instructional design (curriculum) according to the CEFR (2018) guidelines promotes equity in the Deaf community, and reduces the education gap among learners. The CEFR is designed as a resource for reflection, communication, and empowerment. It does not dictate mandatory actions or methods for practitioners. Instead, it serves as a reflective tool for professionals in foreign and second language education, aiming to enhance quality, coherence, and transparency by providing a shared meta-language and standardized scales of language proficiency. Therefore, all A1 students, including the Deaf ones, should be able to start strengthening their communicative competence through the use of EFL based on the methods, activities, and feedback that teachers plan for their community.

As CEFR (2018) says all students start strengthening their linguistic, sociolinguistics and pragmatics, so Deaf students are not an exception. The communicative competence in sign languages refers to the ability to effectively use and understand the language in various contexts.

It encompasses several key components such as the linguistic, sociolinguistic, pragmatic, discourse, and interactional competence as well as the non-manual signals (Oviedo, 2001).

Therefore, there are no limits in learning, but challenges for the academic community as DI1 stated before, and one of the challenges is having proficient teachers' users of LSC because communicating in sign languages is more than just knowing how to sign, it's about being able to navigate and participate in the rich cultural and social contexts of the Deaf community. All this may allow Deaf students to talk and participate in the class activities to refer to their experiences and life and integrate their identity within the class content.

From a didactic perspective, similarities can be found. As the participants in this current study have had some experience in English classes, looking into their previous knowledge and experience is significantly important because it is an opportunity to explore what they learnt, how they learnt it, and how they use that knowledge. Therefore, prior information is the foundation for improving the learning and teaching practices (CEFR, 2020; and Piaget, 1960).

That is why, designing the materials based on the Deaf learners' previous experiences, using their mother tongue and L1 in the resources, and considering that they have a strong visual learning focus (Oviedo, 2006) allows better understanding of the content and the explanation. In addition, as feedback is crucial, an online portfolio was used to record all the students' progress, so they can see their work, the teacher and classmates can comment on it, they could make improvements, use their LSC in videos, write in Spanish and English, and have all the information at hand. Finally, all the online platforms used such as Zoom, Seesaw (portfolio), and the WhatsApp group allows the community to interact and have accessible content.

On the other hand, there are some elements mentioned in the differences column that are not coherent with this current proposal. To start with, the population of this proposal is adult high

school graduate Deaf people whose mother tongue is the LSC, and their L2 is written Spanish learnt at a public school who are interested in expressing their identity, culture, native language, and language competences through English as their L3, as well as having other job and education opportunities, while the students in the ENSB are minors who have learnt the LSC as their L1 and written Spanish as their L2 because they come from hearing parents. Therefore, the family is not involved in this project, there are no school transitions or alliances, and LSC or Spanish are not taught. Also, one of the implications of this project is to promote research among English teachers, while the ENSB is to have Deaf students with life projects.

When it comes to international studies, a brief analysis about some South American country’s inclusive education policy has been made.

Table 4.

Similarities and differences between the Brazilian and Colombian inclusive education policy for Deaf Individuals.

	Similarities	Differences
Legal framework	SL is an official language The right to receive education in their native SL Bilingual education approaches SL and written language. Provisions for interpreters Accessibility in public spaces and services	Brazil: inclusion since 2002 Colombia: inclusion in society and education since 2013
Educational approach	Deaf students into mainstream schools.	Brazil: SL is recognized, growing

	Similarities	Differences
	Bilingual education (SL, and written Spanish and Portuguese)	awareness and advocacy.
	Provide specialized support. SL as a means of communication. Need for teacher training. Need for teachers using SL	Colombia: SL is accepted, cultural attitudes limit acceptance
Language and communication	Use of LSC and LIBRAS, and written Spanish and Portuguese	Brazil: 4-year university program educates teachers about cultural, structural, and functional LIBRAS (Universidade Federal de Santa Catarina) Colombia: difficulties in the access to services, FENASCOL, ASOPORMEN and INSOR offer courses and resources
Culture and social interaction	Organizations and advocacy groups that represent the Deaf communities. Social stigma leads to misconceptions and discrimination	Brazil: Deaf carnival, television programs incorporating LIBRAS, Colombia: cultural framework is developing, LSC interpretation in news and some other programs
Support services and accessibility	Growing use of technology (captioning services, video relay services, and mobile applications designed to facilitate communication).	Brazil: well-organized Deaf communities that offer various services.

	Similarities	Differences
	Efforts to improve access to interpreters.	Colombia: weak community organization leading to fragmented services and support networks
	Accessibility in public spaces	
Challenges and achievements	Implementation in rural areas	Brazil: limited qualified interpreters
	Availability of teachers trained in SL	Colombia: training interpreters

Note: the information was taken from INSOR in Colombia, and FENEIS and INES in Brazil.

To start with the legal framework, both Brazil and Colombia have made significant strides in recognizing the rights of Deaf individuals through inclusive policy laws. While they share similar goals regarding the recognition of SL and the right to education, both countries continue to work towards improving access, resources, and societal acceptance for Deaf people. Also, both countries are making significant strides in inclusive education for Deaf individuals, with strong policies and a commitment to improving access. However, challenges remain, particularly in implementation, resource allocation, and cultural attitudes. The success of these policies depends on continued advocacy and commitment at both the governmental and community levels (Law No. 10.436/2002, Law No. 13.146/2015, and Law No. 10.436/2002)

In addition, while in Brazil and Colombia Deaf communities use their SL and written Spanish and Portuguese to communicate within the Deaf community and with hearing citizens, the differences in language recognition reflect the unique contexts of each country. Both nations continue to work towards more inclusive environments for Deaf individuals, but the effectiveness of policies and practices to communicate effectively could vary significantly (National Education Guidelines and Framework Law, 1996). Likewise, both communities are working toward greater recognition, inclusion, and empowerment, and there is potential for mutual support and learning

between them as they navigate their unique contexts, even though Brazil and Colombia have distinct cultural and societal considerations regarding Deaf individuals (INSOR in Colombia, FENEIS, and INES in Brazil).

Finally, both countries have made progress in supporting Deaf individuals and improving accessibility, significant differences in the implementation of policies, availability of services, and community organization exist. Both countries share common challenges, such as the need for more trained interpreters and consistent educational support. Continued advocacy and collaboration can help enhance the lives of Deaf individuals in both nations (Plano Nacional de Educação, 2014-2024).

On the other hand, the research analysis carried out in Chile by Herrera and De la Paz (2017) states that there exist some global and specific teaching strategies that are essential to consider and that are coherent with this project. Some of the global strategies are using the SL to interact, ask questions and explain, asking questions in order to know the students previous knowledge about the topic, and summarizing what has been learnt at the end of the lessons. Other strategies are checking understanding at all times by using LSC to communicate, stating the objectives of the classes, using different graphic organizers, giving opportunities to discuss the topics in LSC, planning and designing the content and materials of the classes considering the students background and context. Here it is important to highlight that Chilean as well as Colombian teachers have created strategies and materials based on their own practices while teaching Deaf learners because the academy lacks a trilingual curriculum for teaching Deaf students.

Likewise, guidelines in Uruguay have gone further. Therefore, the following chart will summarize the similarities and differences between the Deaf inclusive bilingual education in this study (the one that has been used in Colombia) and Uruguay.

Table 5.

Similarities and differences between the Uruguayan and Colombian inclusive education policy for Deaf Individuals.

	Similarities	Differences
Legal framework	Protects the rights of persons with disabilities, equal opportunities and social inclusion	Colombia: inclusion and rights of people with disabilities. Uruguay: diversity and educational inclusion have become pillars of the education system
Educational approach	bilingual education for Deaf students (SL and written Spanish)	Colombia: Deaf students into mainstream educational settings with interpreters Uruguay: specialized settings
Language and communication	Teach SL alongside Spanish	Colombia: spoken Spanish is still used Uruguay: USL is recognized and used extensively in educational settings. Emphasis on USL foundation
Support services and accessibility	Increased recognition and value of the cultural and linguistic identity of Deaf individuals. Increased awareness of Deaf culture and identity within broader society	Colombia: historical and social challenges in achieving full inclusion and accessibility Uruguay: fostering pride and participation among Deaf individuals in society

	Similarities	Differences
Challenges and achievements	Legal framework Bilingual education (SL-Spanish) Deaf communities who support individuals	Colombia: resources allocation, accessibility, educational outcomes, and social inclusion Uruguay: bilingual educational achievements, and social awareness of the USL.

Note: the information was taken from INSOR in Colombia, and UNESCO in Uruguay.

As both, Colombia and Uruguay, aim to promote inclusive education for Deaf individuals, their policies and approaches reflect similar cultural, linguistic, and educational priorities shaped by their national contexts and historical developments. On one hand, their inclusive education policy includes the legal framework (Ley 115 de 1994, Ley 1618 de 2013, Ley No 18.437 de 2008, Ley 16095), support services such as Centro de relevo provided in both countries, teacher training in some institutions such as FENASCOL in Colombia (paid), and CINDE in Uruguay (free), community involvement such as interpretation in SL in news and some TV programs, and monitoring and evaluation in the education process.

Both nations’ inclusive education policy aims to ensure that all students, regardless of their abilities or disabilities, have access to quality education within regular schools, and receive appropriate support. The policy emphasizes providing support services and resources to meet the diverse needs of students. This includes specialized teaching, assistive technologies, and other accommodations to facilitate learning and participation. However, these needs are not met. Some Uruguayan and Colombian school are implementing the bilingual education for Deaf learners (Oviedo, 2015)

Also, there is a focus on training teachers and educational staff to effectively support diverse learners in inclusive classrooms. This training helps teachers develop skills to create inclusive environments and implement differentiated teaching strategies. In addition, Uruguay's policy encourages collaboration between schools, families, and communities to promote inclusive practices and support the holistic development of students.

Finally, the government monitors the implementation of inclusive education policies to ensure compliance and effectiveness. This includes assessing outcomes and making adjustments to improve inclusive practices. Overall, it aims to uphold the right to education for all children, promoting diversity, equity, and participation in the educational system (ANEP, 2018)

Since a brief analysis about the inclusive education policies from some South American countries such as Uruguay, Chile, Brazil, and Colombia has been offered previously, a question emerged. Written Spanish has been mandated on the members of the Deaf community as the Spanish people imposed it on the indigenous people in the Conquest, so it has become an inherited language that has blurred the identity, language, and therefore the quality of life of the Deaf citizens (Avendaño, 2019). As Cisneros and Mahecha (2020) state:

En el afán de constituir un bilingüismo desde políticas gubernamentales, con atención a las lenguas extranjeras, no se ha ilustrado suficientemente la realidad sociolingüística colombiana en donde los hablantes nativos de las lenguas indígenas, las lenguas criollas, la lengua de los limitados auditivos y el romaní han debido -por razones glotopolíticas- apoyarse en el español no solo como lengua vehicular, sino también, en caso extremo, como lengua de cultura. De esta forma, estos hablantes no han constituido un espacio lo suficientemente marcado para "nacionalizar" su visión del mundo (p.164).

Overall, governments continue to propose educating in two languages, LSC and written Spanish, even when there are multilingual nations and despite globalization and the undeniable advance of science and technology, so Why cannot Deaf citizens choose their preferable language after learning their SL across Brazil, Uruguay, Chile and Colombia?

3. Theoretical framework

Since this proposal aims at mediating two Deaf women developing receptive (reading) and productive (writing/interaction) skills as communicative competences in EFL, it is of major importance to relate what has been proposed by the Common European Framework of Reference (CEFR), the National standards proposed by MEN, the bilingual bicultural guidelines published by INSOR, Deaf people intercultural competence, experiences and culture, to the Flipped learning approach and the e-portfolio used within this project.

3.1. CEFR, Colombian English Standards and Bilingual Bicultural Education

This proposal establishes a connection among what has been stated by CEFR, Colombian English Standards and the Bilingual Bicultural Education. The Common European Framework of Reference proposes a scheme that describes categories when using languages such as reception, production, interaction and mediation as well as a description of A1 language development level:

Learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics (p.35)

Similarly, the Colombian Standards in the National Bilingual proposal stated in Guía 22 del MEN, Estándares Básicos de Competencias en Lenguas Extranjeras, for students in A1 level, the development of communicative competences. It includes the linguistic, pragmatic, and sociolinguistic competences, and the receptive and productive skills. Here, it is important to clarify that these skills are all connected and developed in learners' interaction with others.

Likewise, the bilingual bicultural proposal seeks for providing an inclusive education from the administrative, pedagogic, didactic, and linguistic, and community point of view (INSOR, 2020). When developing linguistic-communicative competences in Deaf students, inclusive school analyzes a diagnosis evaluation of each Deaf student and draws a strategic plan for guiding the learner not only in the development of different cognitive and academic skills, but also in the promotion of strategies to strengthen their intercultural processes.

3.2. Culturally Relevant Pedagogy (CRP)

As the researcher practitioner proposes to transcend the traditional language initiatives mentioned in the Methodological design, Culturally Relevant Pedagogy unlocks the possibility of expressing culturally when communicating based on three principles. First, diverse initiatives focus on acknowledging that students in this particular proposal have acquired a different language such as the LSC compared to Spanish or English linguistics, semantics, and pragmatics. Also, the teacher-student relationship is seen from another perspective due to communication barriers as PP1 states ‘la profesora siempre pues se esfuerza por comunicarse conmigo en lengua de señas pero cuando yo veo que ella me escribe’ (See the transcription of the Interview piloting). On the other hand, it is an advantage that standardized testing has not been applied to the Deaf community due to lack of research and a clear curriculum (INSOR 2014) (Ladson-Billings, 1995, and Gay, 2002)

In addition, CRP states that policies should truly acknowledge the role of languages in advancing our societies and reflect the diverse linguistic landscape of the country. This involves recognizing languages as tools for mutual and collective understanding. As a result, indigenous,

Afro-Colombian, and sign languages should be incorporated into the curriculum of teacher education programs and language centers (Villegas, and Lucas, 2002). Therefore, it proposes that educators incorporate the cultural practices of minority communities such as the Deaf into their teaching to create meaningful materials and content (Villegas, 1991)

Thus, this pedagogy takes into account the participants' linguistic background to develop their communicative competences, design culture-based materials, and change the practitioner's teaching pedagogical practices (Mora, Chiquito, & Zapata, 2019, pg 66-67).

3.3 Experiential Learning

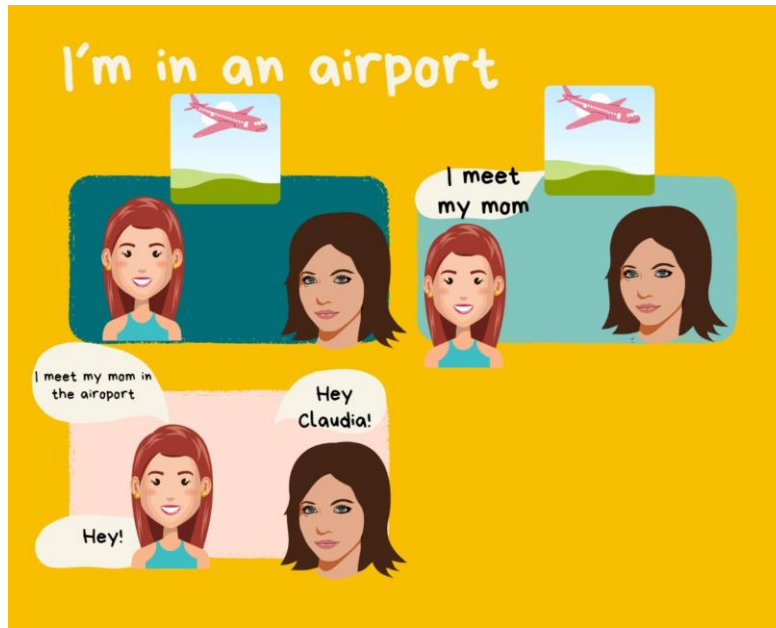
As mentioned throughout this proposal, some of the significant aspects to enhance the communicative competence and receptive, productive, intercultural, and interactional skills in two Deaf women, are the learners' experiences and reflections upon their own learning. Participants 1 and 2 (P1 and P2) in the study, who are the Deaf learners in this pedagogical intervention, have shared their experience when they first attended an English class (See the students response in the e-portfolio Seesaw, class 1). Also, students have shared their own learning strategy for practicing what we had done in class in order to complete a homework (See e-portfolio, class 1)

The experiential learning approach allows three moments in the class activities: doing, reflecting, and applying as well as cycles while developing the pedagogical intervention. The first moment, in the first cycle, allows the teacher to mediate the activities planned based on the learners' life experiences to perform in the classroom. The second moment promotes the teacher and students sharing their reactions and observations publically in order to analyze the experience.

Finally, the third moment, invites the learner to connect the class experience to the real-world situations, and apply what had been learned in similar or different situations (Kolb & Kolb, 2011).

Figure 2.

Students apply the formal and informal greetings to their everyday interactions.



Note: this is an authentic material created by P1. It is in Seesaw, class 3.

3.4. Flipped learning approach

It is no secret that nowadays, especially after the pandemic, students have demonstrated that they get highly engaged in online classes or online activities. Also, technological progress influences both our daily lives and educational practices. With the 21st century driving the globalization of information and communication technology (ICT) and generating significant amounts of new knowledge, educational systems must transition from teacher-focused models to those that center more on students. Thus, the flipped learning approach (FLA) offers not only a

useful methodology, but a motivating and self-regulated online learning environment (Talbert, 2023) where the traditional teaching and learning paradigm has changed (Arslan, 2020).

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (Flipped Learning Network 2014)

This approach is an individual learning space where direct instruction is offered. Students find new materials and report information from it. Also, it is a dynamic group space because it is an active and social dynamic learning environment, as well as transformative for students learning in terms of how students build their personal learning, their beliefs and can relate to everyday questions, so is this approach also feasible for Deaf learners?

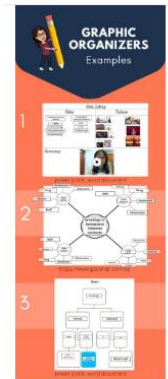
Flipped learning approach is not only possible for Deaf learners, but an interesting proposal to engage them into learning languages. As reading, writing and interacting in English are the main abilities to strengthen in this proposal, the first characteristic about FLA that favors this community is providing direct intentional instruction using their mother tongue, the LSC. This allows learners to study the class materials in an organized and guided way such as in an assigned homework, and let them demonstrate what they have learned by not assuming even though they have had some English classes before.

Table 6.

Example of a direct instruction (summary of the information)

Summarizing with graphic organizers

Summarizing with an explanatory video

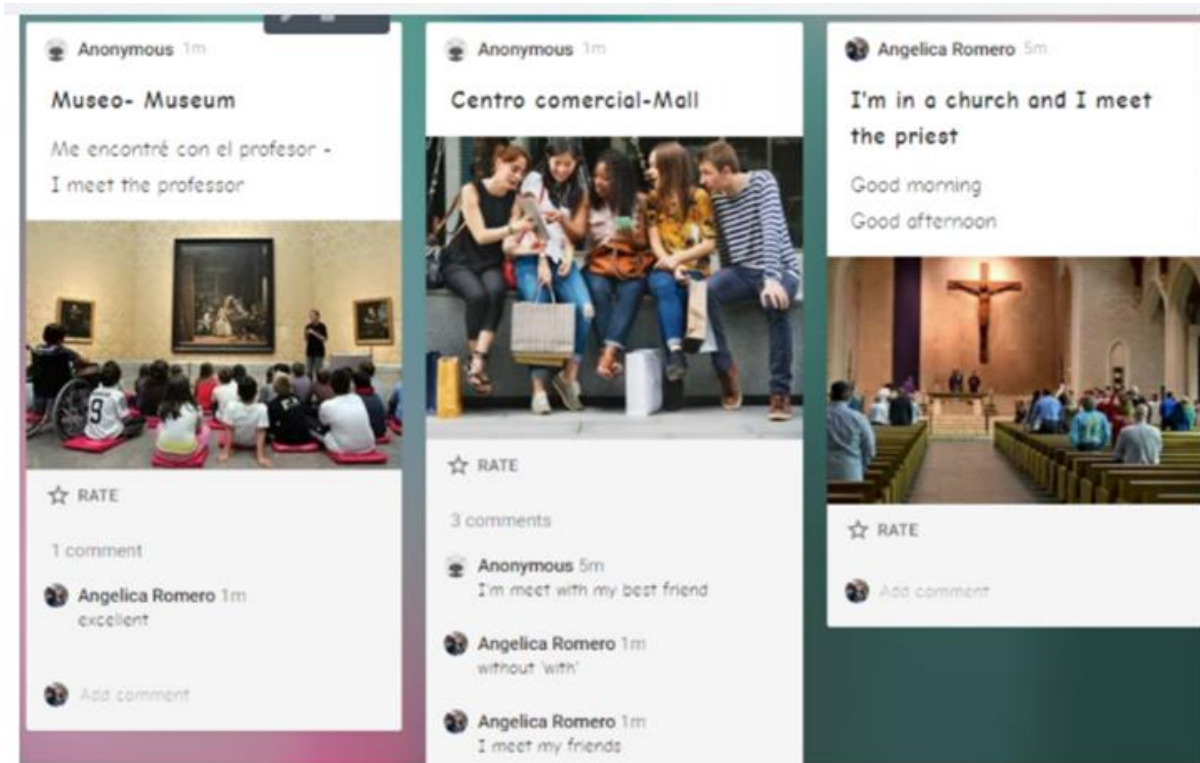


Note: this class evidence was taken from the e-portfolio (see Seesaw, class 1)

Second, as the individual learning time is the homework space, the classes become the group dynamic, interactive path for learning. At this point, teachers have already planned engaging activities to apply the concepts studied. As for Deaf learners, it means creating authentic materials where students can talk about their culture while using the English language.

Figure 3.

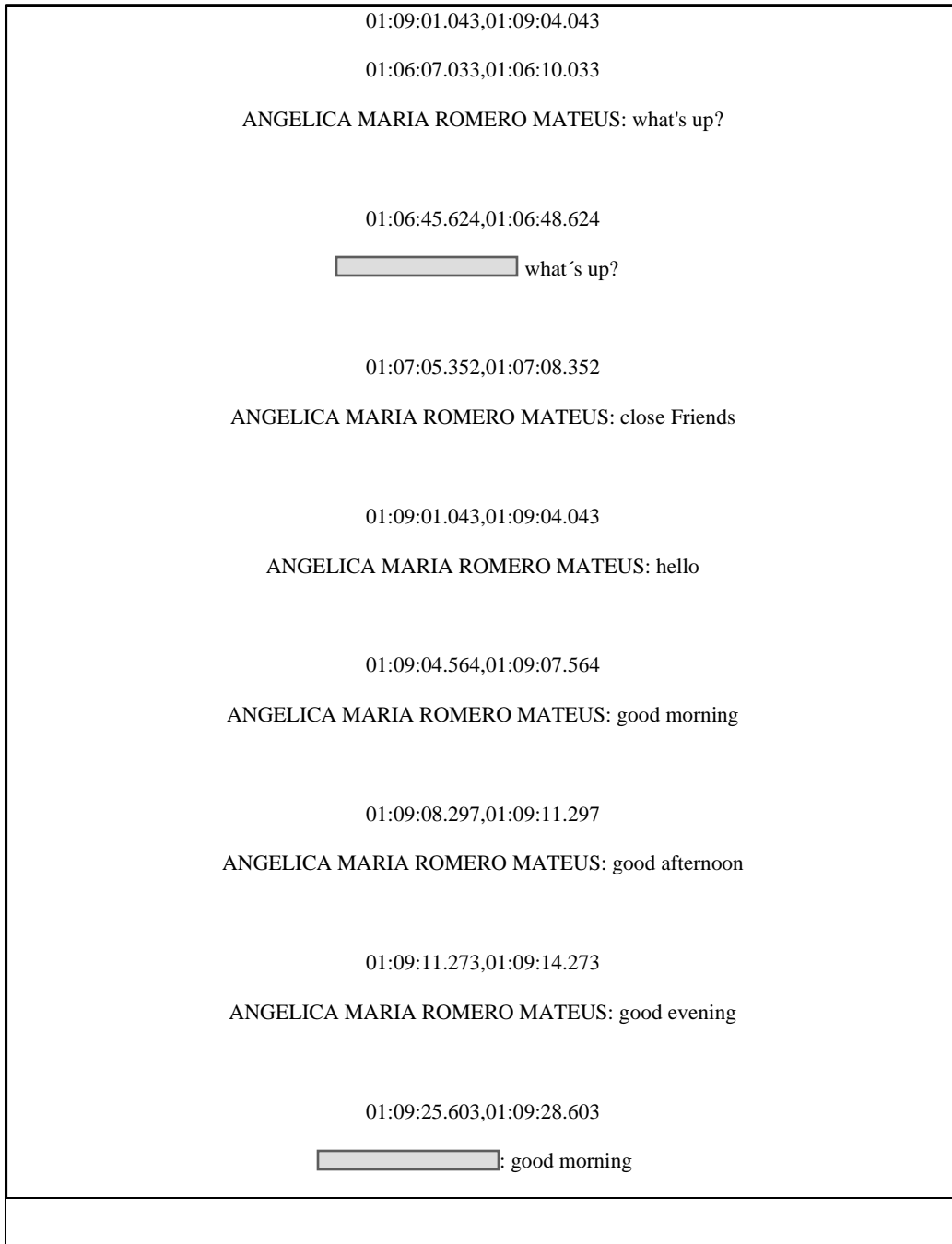
Interacting activity made in Padlet where learners relate the formal and informal greetings to their community every-day-language use.



Note: this information was taken from the Seesaw e-portfolio from class 2 to illustrate the second principle of FLA.

Figure 4.

Deaf students chatting in English in class 2.



Note: the information presented previously could be seen in the Zoom chat from class 2.

In addition, the first pillar proposes flexible classes in terms of supporting the group dynamics. Meaning, students can choose when and where to learn. Therefore, the researcher of this proposal along with the sample population students negotiated every weekend when the following classes would take place, the days and the time in order to organize their classes, work, and family time as well as having time to do the class assignments. Also, it means being flexible with the time set for each activity and each student's pace for learning and being assessed (Flipped Learning Network, 2014)

Besides, the second pillar promotes a learning culture (Flipped Learning Network, 2014). The teacher is in charge of providing students many engaging opportunities to demonstrate their learning process, and differentiating the instructions, the contents, and the feedback. Meanwhile, the students construct new ideas as they share their previous knowledge, experiences, reflect and self-assess. For example, students began to correct each other once they notice their peer's mistakes. Additionally, students shared different methods of expressing phrases since LSC has changed over time (See the class videos from the folder Pedagogical Intervention)

Moreover, it is the responsibility of the educator to create intentional content (Flipped Learning Network, 2014). Taking into account the educational history mentioned previously, and the fact that teachers only have the guidelines provided by INSOR (2020) as a manual to approach the community, teachers must help students to create conceptual correct perceptions while building their communicative competence in the English language. They may do this by creating relevant, explanatory videos using LSC with subtitles in written English, making relevant and meaningful practice activities, and making content always accessible for them (See explanatory video in the folder Pedagogical Intervention: 1st class)

Finally, the last pillar refers to the role of the teacher (Flipped Learning Network, 2014). The educator role is more demanding due to the creation of material and the as-soon-as-possible feedback that this FLA requires. Also, teachers must be reflective in order to improve their own practices, observe as students learn, and keep a record of the learner's progress.

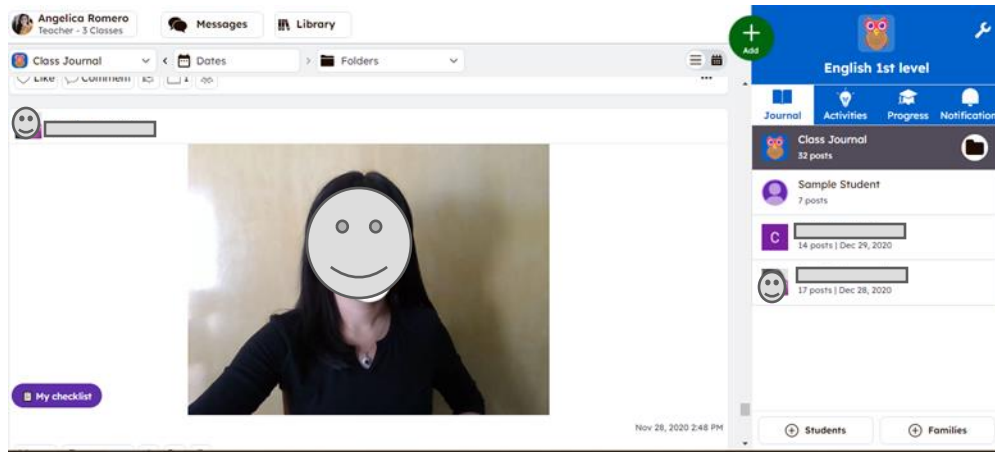
3.5. Using e-portfolios

Assessing students' learning progress requires an efficient tool that collects learners' evidence of their work and allows them to review their progress. Such a tool comes in the form of a portfolio, defined as "a technique that reflects students' performance and provides accurate information about student competency in various domains of learning" (Baturay & Daloğlu 2010, p.412). Due to the advancements in technology and the accessibility that it gives to various kinds of populations, including Deaf people, e-portfolios allow them to keep digital record of their learning process and have access to it anytime, anywhere. Also, it is important to consider that said portfolios differ from the traditional ones because all the information gets compiled digitally. For example, in cloud services such as google drive. For this proposal, the e-portfolio used was Seesaw, from the teacher's profile.

Undoubtedly, it is crucial to remember the importance of the teacher being a competent user of LSC, as it is the students' mother tongue, so that communication does not break.

Figure 5.

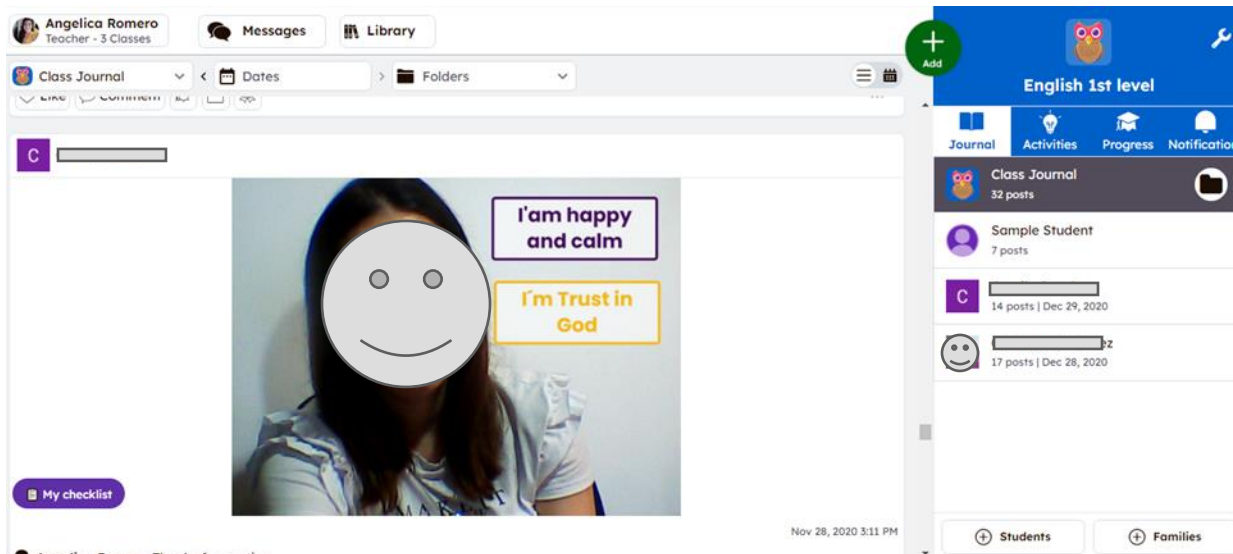
Evidence of students communicating through LSC in the first class.



Note: this evidence was taken from Seesaw, lesson 1. It shows video strategies and communicative competences in LSC.

Figure 6.

Evidence of students interacting through writing short sentences.

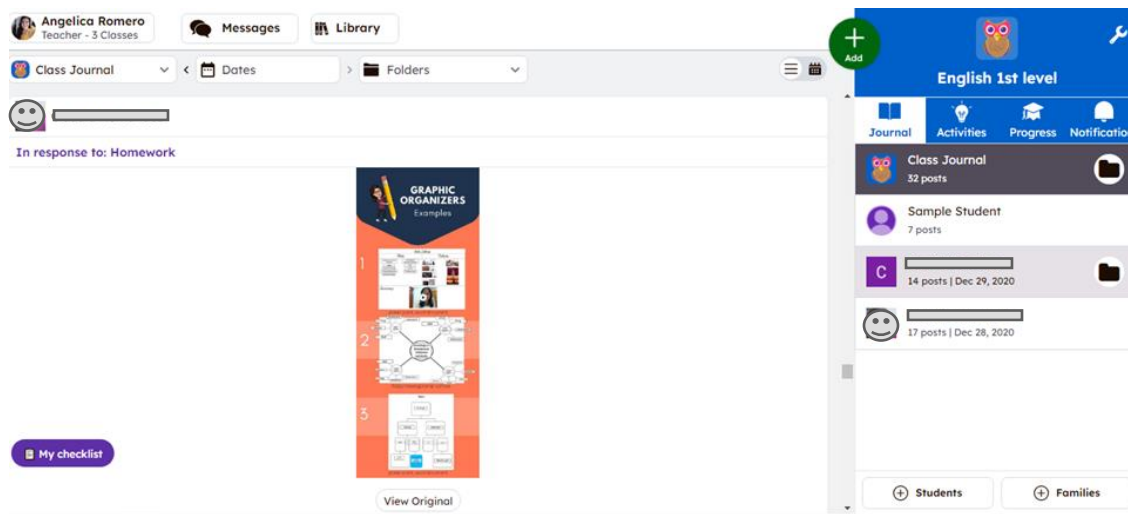


Note: this evidence was taken from Seesaw, lesson 1. It was intended for analyzing students' previous English knowledge.

Baturay & Daloğlu (2010), implemented the use of e-portfolios in their study. Two groups of distance learning students from a public Turkish university were tasked with completing an English course. One group used traditional methods and the other used the e-portfolio method. The traditional method group was assessed through achievement tests while the e-portfolio group was assessed with writing tasks which included rubrics, checklists, and self-assessment forms among other tools. According to the authors, although they could not observe a remarkable difference in language proficiency between the groups, they noticed that the e-portfolio group demonstrated a highly positive attitude in favor of the method and they became more aware of their progress.

Figure 7.

Post about how the participant reviewed what was studied in class 1 (homework)

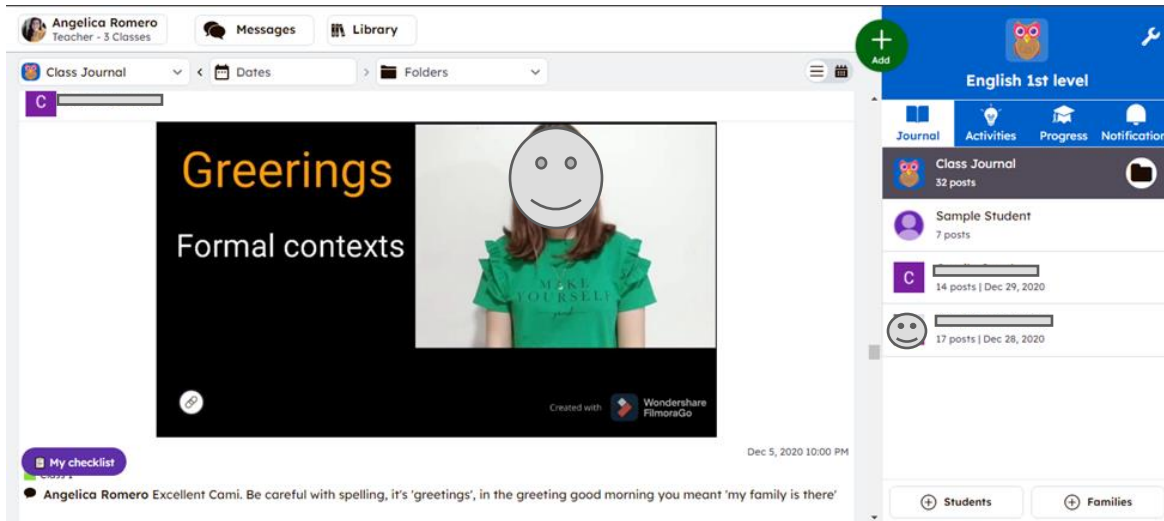


Note: students report about what she has learnt in the previous class to get feedback.

Another research study using this method is the one from Alexiou & Paraskeva (2010). A group of students from an undergraduate computer science programme volunteered to take part in a course while making use of e-portfolios, with the aim of acquiring knowledge and experience in the field of technology. Similarly to the other study, the participants were asked to upload their

assigned activities and go through a process of self-assessment with the help of rubrics. The results showed that the majority of the volunteers actively participated in the use of e-portfolios and demonstrated positive feedback with an emphasis on their engagement with the process as it also happened in this current proposal (see previous figure).

Both studies mentioned before illustrate that the use of e-portfolios can provide a powerful tool that helps students become conscious of their learning abilities by keeping a record of their productive activities (writing or signing), and also let them recognize their progress. Moreover, it is a method that can be appealing as it varies from more traditional methods. In addition, it offers the possibility of instant feedback through reactions like the ones from social media or comments on the students work from their classmates and their teacher. Finally, learners have the possibility to revisit their and their teacher's post, review information, and upload their class activities in different formats. The instructor also had the ability to modify their teaching strategies, material and so on (Black & Wiliam, 1998)

Figure 8.*Students posts and feedback.*

Note: the students get the appropriate feedback and analyze in more detail in class if there are further questions.

Overall, using portfolio assessments can be beneficial for Deaf students by aiding in the enhancement of their expressive language development and writing skills (Pizzo & Chilvers, 2019). As students keep a record of their work, they can see growth in terms of language competence over time and teachers can assess said progress untraditionally. Also, students can self-review and self-assess their e-portfolio entries in order to improve communication, self-reflection, and problem-solving skills (Dayle & Cowie, 2019, and Klenowski, 2002)

4. Research methodology

This research project is qualitative in nature, as Creswell (2009) explains, serving as a tool for exploring and understanding how individuals perceive a social issue. Consequently, this project has a social impact because its goal is to share with the academic community and Deaf Colombians a didactic proposal for teaching EFL to Deaf learners, Deaf students have not been given the opportunity to study English at schools. Therefore, there exists a gap in their educational record that could be filled in order to have equal job and professional development opportunities as other Colombians. Thus, it is very important to consider the communicative (linguistic) competencies that students bring to the classroom, the possible challenges they have faced when studying English if they have, and the motivation towards learning English. Especially considering the Colombian educational background in order to transform the educational practices when teaching languages to Deaf students, execute strategies that allow teachers to overcome all those problems (Dey, 2005).

In addition, it is crucial to highlight some aspects of this project in order to understand its applicability. First, English can be part of the Deaf student's curriculum as an equitable and transformative measurement in education. Second, Deaf students who come from hearing parents have learnt LSC as their L1, but others who come from Deaf families have acquired it as their mother tongue and finally that there are learners who become LSC users after a hearing accident. Also, the fact that INSOR's bilingual education (2017) has mandate Spanish as Deaf citizen's second language (Bizquerra, 2009). All the information above is important in order to strengthen Deaf learner's communicative competence, understand their learning experiences, their linguistic

background and their motivations towards learning languages. In other words, ‘describirlos y generar perspectivas teóricas’ (Sampieri, 2014).

4.1. Methodological design

This is an action research project because it proposes a pedagogical intervention for an educational problem that Deaf students deal with in Bucaramanga: the accessibility challenge to studying English as a Foreign Language. As Ferrance (2000) states:

It is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change (p.6)

Thus, as an English teacher who has not been prepared for teaching English to Deaf people and has considered it as a challenge, this action research project allows the researcher to describe Deaf students’ educational reality and linguistic background, identify Deaf students’ motivations towards learning English as a Foreign Language, develop Deaf students’ communicative competence through reading and writing in English at A1 level through chatting, encourage Deaf students to write about themselves, and finally to evaluate to what extent this didactic proposal allows Deaf people to interact with others through reading and writing in English at A1 level based on the research analysis.

The researcher will attempt to change the traditional methods for teaching English to Deaf apprentices, improve her teaching skills, provide some insights for other English teachers to improve their practices, and to reflect on their values and beliefs about teaching English to Deaf people, as well as motivate Deaf people to learn English as a Foreign Language. Those traditional methods mentioned before such as oralization, training them in order to get a job, attempting to teach them through images and body language without knowing LSC and without interpreters, or having an interpreter in class who translates everything from Spanish to LSC as P1 says in the interview: ‘pero es lo básico, que yellow (...) pero yo quiero profundizar más (...) yo quiero algo mas como mas natural, si?’ (see the interview transcriptions of PS1), are inefficient for the Deaf learner’s English language development.

Table 7.

Comparison of the advantages and disadvantages between the traditional practices and this research proposal’s implementation for the Colombian Inclusive Education.

Traditional practices	Advantages	Disadvantages
-Oralization	-Visual learners: images have a	-Few opportunities to study
-Trained students for a job	positive effect in their learning	read and written English as PS1
-Teaching through images and body language without knowing LSC.	-Getting a job is an opportunity for those who are not interested in studying.	stated in the interview: ‘pase para el otro colegio, porque yo solo quería inglés, pero igual me decían que no’
Research proposal	Advantages	Disadvantages
-Teacher uses LSC.	-Communication improves as	-When LSC is not used by the
-Students learn reading and writing through chatting.	LSC is clear and fluent.	teacher, it becomes an English class using written Spanish.
	-Students learn formal and	

Traditional practices	Advantages	Disadvantages
-Students learn online using e-portfolios and other websites.	informal ways to interact through chatting. -There exists teacher-student and student-student interaction and instant feedback.	-Chatting in Spanish could interfere with the English learning process. -Lack of digital literacy requires longer lessons.

Note: this table was designed by the researcher.

Therefore, Kemmis’ model (1998) allowed the researcher to make a plan, execute it, observe, and reflect on it during the implementation. This model was accurate due to the processes interact to solve and understand the educational practices helping the researcher cope with the lack of experience teaching Deaf learners.

Figure 9.

Summary of Kemmis’ model.



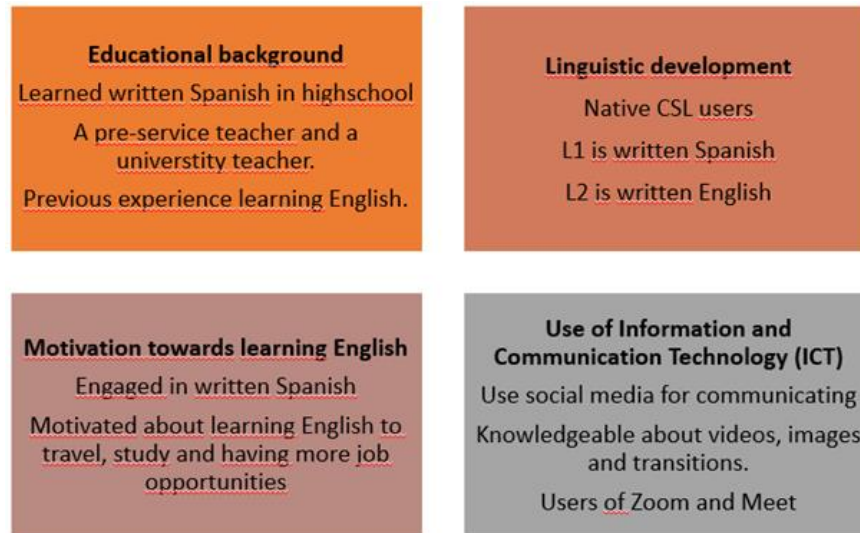
Note: this is an authentic figure created by the researcher based on Kemmis’ model.

In order to begin planning, the researcher needed to read and understand the Deaf participants' educational background, linguistics development, bilingualism process, motivations,

the impact of technology in their life, and how educators were teaching them LSC and written Spanish.

Figure 10.

Aspects taken into account in the planning process.



Note: this is an authentic figure created by the researcher.

During the first cycle of the planning, observation was very important to understand the effects of the intervention in the participants' learning process. Finally, the reflections from the researcher and the participants were taken into account to plan the next cycle (Look at the learning unit, the lesson plans, and the learning diaries attached in the research report).

As mentioned, this model was appropriate because it allowed reflection and observation in each phase. In the first cycle, the researcher planned the pedagogical intervention based on the data collected and analyzed. The planning focused on teaching personal information using LSC and online educational resources. Then, it was put into practice while both, the researcher and the participants, reflected on their own practices. In the second cycle, planning was improved

according to observation and reflection so that Deaf learners used English during classes and talked about them. Participants reflected on their own learning of English as a Foreign Language (EFL) in A1 level using their L1 and L2 as well as the pedagogical practice in their social context. So, this model led to the transformation of the researcher's traditional practices and educational models that were taught in their former education, and motivated the Deaf participants to continue their language learning processes (Look at the participant's reflection in the portfolio). Finally, the researcher was a moderator in all the cycles, and the students collaborated in all the processes.

4.2. Population

As Bisquerra (2009) states, the population is the group of people who are related to the results of the research. Thus, the population of this project are Deaf participants whose mother tongue is the LSC and their L2 is written Spanish. Therefore, it is crucial to consider the following information about the education and job opportunities of Deaf people in Colombia as well as some general insights about the LSC.

Roa (2022) in his study says that 90% of Colombian Deaf children come from hearing parents, so they develop not only their L1 and L2 at school, but their identity and culture. However, statistics about Deaf people education provided by Sistema Integrado de Matrícula – SIMAT del Ministerio de Educación Nacional y Censo Nacional de Población y Vivienda – CNPV (2018) show that 31% of Deaf Colombian people who are 14 or older do not know how to read or write, that means that there are 296.484 Deaf people in Colombia who are illiterate. There are only 17.726 Deaf learners who are 5 to 16, studying at school: 3% of them are in kindergarten, 13% are in

primary school, 36% are in 6th to 9th grade, and 39% are in 10th and 11th grade. This evidently impacts the professional development of the Deaf citizens.

Even though, DANE (2021) says that there are 459.784 Deaf people in Colombia, INSOR (2020) states that only 18.867 Deaf people in Colombia have a job on fields such as farming, merchandising, livestock, manufacturing, and others nonspecific activities.

Since the previous statistics do not have information about how many of the Deaf citizens are competent in LSC or provide data about the language itself, an overall linguistic profile about Deaf Colombian inhabitants is needed.

Oviedo (2001) has said that LSC is a natural language because Deaf people acquire it naturally, it allows children to develop their thinking, it solves communication needs, it becomes part of their identity, and has a similar structure to the spoken languages (Oviedo, 2001. pg 31). Secondly, there are varieties of LSC within the country, as there are dialects in the spoken languages, and even though there might be some linguistic differences among those varieties, they are understandable (Oviedo, 2001. p. 33). Finally, LSC is divided into ‘*segmentos*’ and ‘*rasgos*’. The former can be ‘*detenciones*’ and ‘*movimientos*’. They refer to a moment in the sign that the hand does not change its shape, location or place, while the last one is the opposite, the hand changes its shape, location or place. Thus, a Colombian Sign is determined by sequences of ‘*detenciones*’ and ‘*movimientos*’. On the other hand, ‘*rasgos*’ are the type of movement, the shape (configuration) of the hand, and the location of the hand in each ‘*segmento*’. All these ‘*segmentos*’ and ‘*rasgos*’ are of paramount importance because if one of them has a slight difference, it can imply a different word (Oviedo, 2001. pg 42-44).

Additionally, INSOR and *Comisión Interseccional por la primera infancia* (2005) have published a brochure with linguistic and communication possibilities for Deaf children under three

years old that are useful for educators and institutions. The adjustments suggested in the pedagogical practices are: modifying the class didactics and technological strategies to access information using all the senses, promoting communicative interactions using words, phrases and sentences in LSC, fostering the use of body language, gestures and emotion expression, encouraging the visual focus on objects or linguistics and communicative events, and creating activities that increase the students vocabulary and strengthen the functional language (all this in LSC).

As revealed by DeLauney (2020) a very common challenge for Deaf students when learning English is that educators expect them to learn as a hearing person would. This is due to the differences in syntax structure. For instance, English has the standard Subject-Verb-Object, but many times in Sign Languages, Deaf people follow the structure Object-Subject-Verb as in ‘You married?’, ‘Married you?’, and ‘You married you?’, and they are all equivalent statements. Also, when a Deaf person signs ‘I go’, while shaking their head from side to side, it means that I did not go, so a lot of information is implied. There are not separate signs for every word; many signs have various meanings depending on the context.

Overall, the general linguistic, professional, and educational information about the Deaf citizens in Colombia mentioned above must definitely be considered in order to continue the research on the LSC.

4.3. Sample

According to Cohen (2007) sampling is ‘the population on which the research will focus... to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population’ (Cohen, 20007. pg. 119). Therefore, this research project was developed with two Deaf participants whose mother tongue is the LSC and come from Deaf parents in Bucaramanga, Colombia.

Some education institutions in Bucaramanga that have been known for approaching the Deaf community are Instituto de Audición y Lenguaje Centrabilitar that closed after Decreto 366 de 2009 ‘por medio del cual se reglamenta la organización del servicio de apoyo pedagógico para la atención de los estudiantes con discapacidad y con capacidades o con talentos excepcionales en el marco de la educación inclusiva’. Then, public schools such as Camacho Carreño and Escuela Normal Superior de Bucaramanga (ENSB) included Deaf students in their institutions.

ENSB is a public institution that has pre-service Deaf teachers⁵, and implements integration with linguistic models since primary school, interpreters in high school, and *Programa de Formación complementaria* (PFC). This means that Deaf and hearing students have classes together in high school with hearing teachers and LSC interpreters. Therefore, ENSB does not only have linguistic models, but LSC interpreters to accompany the Deaf learners in their classes, build their identity, and embrace their culture (See ENSB website)

Some data that illustrates the education context in Bucaramanga and ENSB will be presented. According to *Perfil Territorial Población Sorda en Santander* (INSORLAB, 2021), there are 124 Deaf students enrolled in 39 educational institutions in Bucaramanga. When asking

⁵ A pre-service Deaf teacher is a Deaf person who is studying to be a teacher, to get their first teaching degree.

Secretaría de Educación in Bucaramanga information by email, they sent the following numbers: ENSB has 46 Deaf students, 35 of them are LSC users whose ages are from 6 to 19, and 11 of them are Spanish users whose ages are from 6 to 15.

Likewise, another institution called *Asociación de Sordos de Santander* (ASORSAN) has supported the Deaf community in Bucaramanga by making sure their rights are respected and promotes learning LSC through courses and agreements. This institution is directly connected to the participants of this study because P2's father was one of the founders and P1's relatives have been president of this association.

P1 graduated from high school in ENSB in 2018, and then enrolled in *Programa de Formación Complementaria* (PFC) in ENSB. She is currently a Deaf teacher and linguistic model for Deaf students, and a competent user of the LSC and written Spanish. She also works in *Alcaldía de Bucaramanga*. The objective is to train teachers to provide more specialized education for children and teenagers. She decided to sign up for an English course in a private institution in 2019 but she did not finish it due to lack of interpreters and technological resources.

P2 is an *Honoris Causa*, literature and Spanish teacher from *Universidad Industrial de Santander* (UIS), who is currently enrolled in a Master's degree program about Methods and Social research techniques. She has 16 years of experience as a linguistic model, and has 25 years of experience in university education. And also, she is a LSC advisor for institutions, organizations, and companies in the private and public sector. In addition, she has participated in educational meetings as a presenter.

By relating the previous sample profiles to the data about Deaf students in Bucaramanga, it could be summed up that the sample of the Deaf population meet the following characteristics: participants 1 and 2 represent a very small percentage of Deaf learners whose mother tongue is the

LSC because they come from Deaf families, so they are competent in that language. In addition, they are bilingual students because they are also competent in written Spanish, a bridge language in the development of the classes. Both of them have had some experience in learning EFL before (see video in Seesaw, class 1, and the interview piloting transcription), so when this proposal's implementation took place, they were already motivated to learn written English.

4.4. Techniques and instruments to collect information

Quintana (2006) states that techniques are part of an important phase in a research project as they clarify and narrow research problems. Also, Cuauro (2014) states that instruments help to obtain more specific, concrete, and detailed information, and they change depending on the technique.

Based on the research question and objectives of this project, the techniques that were used are the semi-structured interviews for the diagnosis phase and the participant observation during the planning and action cycles, as well as the research workshop. Thus, the instruments for this research proposal are the script of the interviews made to volunteer Spanish, English, and LSC teachers, Deaf people, as well as the field diary and the proposed learning unit.

Figure 11.

Script of a Spanish teacher interview.

Transcripción

E: Entonces, vamos a dar inicio con la entrevista, voy a compartir mi pantalla, te voy a mostrar el consentimiento de protocolo de la entrevista y después de eso si empezamos con las preguntas

DE2: vale

E: Vale acá te estoy compartiendo mi pantalla. ¿Ahí puedes ver mi pantalla?

DE2: Sí

E: Recordarte que el propósito de esta entrevista es recolectar información acerca de la realidad educativa y contexto lingüístico de las personas sordas al igual que identificar las motivaciones que las personas sordas tienen o no tienen para aprender inglés como Lengua Extranjera. Por ello, la información que se recolectará se utilizará únicamente con fines académicos en el desarrollo de la tesis *Una propuesta didáctica para enseñar inglés como lengua extranjera en nivel A1 a dos personas sordas en Bucaramanga*, de la Maestría en Didáctica de la Lengua en la Universidad Industrial de Santander. De igual manera la identidad de los participantes se mantendrá anónima debido a que se codificará cada uno con las siglas PA seguido del número de participantes, en este caso tú eres docente de español, ¿correcto?

Note. Format designed by the researcher.

Table 8.*Field diary: first meeting.*

Subject: English I			
Date: 28th November		Time: 2:00 – 3:30 pm	
Group: P1 and P2			
Teacher: Angélica María Romero Mateus			
Purpose: To share their experience while learning English To share what they already know about English			
Criteria	Moments of the meeting	Pros	Cons
Accomplishment of the class objectives	There was not enough time for the last objective but as Claudia said we had 30 more minutes we could do one more activity.	Activities were well planned	I had many internet problems that made us delay at the beginning
Communication using CSL	I had to struggle a lot using CSL, so Camila and Claudia helped me a lot, but they didn't have any problem doing it, they said communication was good.	Camila and Claudia are very patient and help me to cope with the communication problems.	It takes more time to move forward in order to finish the activities because I ask many things in CSL many times.
Use of written Spanish	I used it once because there was an expression that I didn't know how to sign.	Claudia read it in the chat and explained it to me.	The objective is that I use CSL
Deaf students' reactions towards learning English	Camila likes English and Spanish but still thinks learning English is one of her goals to accomplish in some years. My challenge is to make her feel more confident in the class, so that she continues learning it. Claudia knows she can learn and she's motivated, she doesn't remember many things.	Both have a very nice attitude towards learning in class.	It can be easier for Camila than Claudia, because Camila has more recent knowledge about the language than Claudia. Claudia stated that she studied English so many years ago, and it's easier for Camila to use the online resources. I have to consider it when planning
Reflection for next class	I need to plan extra activities for Camila, she's a fast learner. It's important to keep showing my own examples and go step by step. I need to consider Claudia doesn't remember many things and she studied English a very long time ago, 23 or 28 years ago.		

Note. Format designed by the researcher.

Table 9.

Learning unit.

Time	Module	Lesson	Language competences	Communicative competences			General Standards MEN
			Linguistic abilities / competences		Pragmatic competence	Sociolinguistic competence	
			Skills				
Week 1	Module 1: Greetings and farewells	Lesson 1: Formal and informal greetings	Comprehend: reading Students read the examples and situations while teacher interprets it in CSL	Students use formal (Hello, good morning, good afternoon, good evening) and informal Greetings (hi, hey, what's up?)	Students use the classroom language to participate and ask in class. Students answer to someone greeting in formal and informal situations using their body language and physical contact appropriately	Students identify differences about formal and informal greetings such eyes face gestures and closeness depending on the context	Recurso frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia. Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio. Desarrollo estrategias que me ayudan a entender algunas
			Express: writing Students practice writing formal and informal Greetings through the use of different applications	Students can use the verb to be in singular – I am			
			Interact: chatting Students use the zoom chat and the WhatsApp group chat to practice and ask questions.	Students write the words correctly			
		Lesson 2: Formal and informal farewells	Comprehend: reading Students use formal (good bye, good night, have a good day) and informal farewells (bye, see you soon, see you later, bye bye, it was nice seeing you!)	Students use formal (good bye, good night, have a good day) and informal farewells (bye, see you soon, see you later, bye bye, it was nice seeing you!)	Students farewell someone in formal and informal situations using their body language and physical contact appropriately	Students use formal and informal farewells depending on the context	
			Express: writing	Students can use the verb to be in singular – I am			
			Interact: chatting	Students write the words correctly			
Week 2	Module 2: Feelings	Lesson 3: Expressions	Comprehend: reading	Students use expressions to show		Students use expressions to	

Note. Format designed by the researcher.

Saéz (2017) states that the interview is a dialogue between the researcher and the participant of the research. So, the interviews in this project are designed to describe the Deaf community from different perspectives such as their linguistic and educational background. The interviews were planned for Deaf people, English teachers, and Spanish teachers in Bucaramanga. This semi-structured interview collected more detailed information with specific and open-ended questions. (Look at the interview files: videos and transcriptions). The script of the interview was a useful instrument to control the emphasis of these questions according to the project, but also had also some freedom to add additional questions during the interview if needed.

In addition, participant observation was implemented as one of the techniques during the intervention because the researcher had the possibility to be part of the classes, and Deaf learners interacted using LSC, written Spanish and written English. The researcher was able to observe and analyze the situations with the help of video recorded classes and written field diaries (files attached in the pedagogical intervention folder). The instrument used was the field diary because continuous anecdotes and reflections about everything that happened in the classes were written daily, the researcher was able to describe from the smaller details to facts and issues related to the accomplishment of the four specific research objectives (Quintana, 2006).

Finally, the research workshop was a highly important technique to determine the appropriateness of this research project. This workshop was crucial in this action research project because it approached the inequity of accessing English classes in LSC and written English with Deaf students as a social issue that requires change (Quintana, 2006). Therefore, the learning unit was the instrument selected. Once the goals and participants were set and the methodology was clear, a schedule with the activities was organized to achieve each task. Next, there was a diagnosis of the participants' language competence and a schedule of the research activities needed to be developed for the intervention.

5. Pedagogical intervention and implementation

As McNiff and Whitehead (2002) state, action research principles recommend starting by gathering data about the study and analyzing it in order to present some academic evidence of the problem that has been identified and covered. Then, make claims related to the information underpinning all the findings, statistics, evidence, and results. Therefore, the following schema has been planned according to this methodology.

The chart has been organized to be read horizontally and vertically accordingly. The former is intended to connect the time scheduled for this study with the research stages, the research objectives, the questions to be answered in each phase, and the techniques and instruments needed to achieve each goal. When read vertically, all the above information is covered in four months. In the first month the diagnosis was carried out. This was directly related to the first and second specific objectives, so semi structured interviews were carried out and the questions used are presented in the chart.

During the second and third months, the planning and implementation was developed as stated in the methodological design (Kemmis, 1998). The participant observation through the Zoom recording and the field diary, allowed the researcher to evaluate at all times to what extent the learner's communicative competence in EFL was being strengthened by asking questions such as: 'What motivates participants to learn to read and write in English?' 'Are Deaf learners communicating in English?'

Finally, in the fourth month, the evaluation of the proposal started. This analysis was carried out using the learning unit that was planned, the interactions in the Zoom chats that were saved, the interactions in the WhatsApp group that was created with other people who were

competent in English, and the video that the students created at the end of the proposal in order to introduce themselves to others.

Table 10.

General pedagogical intervention planning chart.

Time	Phase	Objective	Question	Technique	Instrument
Month 1	Diagnosis	To describe Bucaramanga Deaf students' educational reality and linguistic background who are competent users of the CSL and have studied in a public school.	<p><u>Deaf people</u> ¿Cómo sabes LSC? ¿Cómo aprendiste español? ¿Has tenido la oportunidad de aprender otra lengua? ¿Has tenido la oportunidad de aprender inglés? ¿Cambiaría en algo tu vida al saber inglés? English teachers ¿Has tenido estudiantes sordos en tus clases? ¿Crees que las personas sordas podrían aprender inglés? ¿Cuáles son las principales dificultades que has tenido para dar una clase de inglés a estudiantes sordos? (En caso que hayan tenido estudiantes sordos) ¿Crees que necesitas saber LSC para enseñar inglés? ¿Qué saberes o habilidades lingüísticas, pedagógicas y didácticas crees que se requieren para enseñar inglés a personas sordas? ¿Qué opinas respecto a las personas sordas aprendiendo a escribir en inglés?</p> <p><u>Spanish teachers</u> ¿Has tenido estudiantes sordos en tus clases? ¿Cómo describirías una clase de español con estudiantes sordos? ¿Cuáles son las principales dificultades que has tenido para dar una clase de español a estudiantes sordos? ¿Has aprendido LSC? ¿Crees que necesitas saber LSC para enseñar español? ¿Qué opinas respecto a las personas sordas aprendiendo a escribir en inglés? ¿Crees que las personas sordas deberían aprender inglés?</p>	Semi-structured interview	Script of the interview Video of the interview
Month 2	Planning and implementation	To strengthen Deaf students' communicative competence through reading and writing in English at A1 level in order to share their identity, personal and life experiences.	What motivates participants to learn to read and write in English?	Participant observation	Video and written field diary
Month 3			Are Deaf learners communicating in English?		
Month 4	Evaluation	To evaluate to what extent this didactics proposal allows Deaf people who are competent users of the CSL and have studied in a public school in Bucaramanga, to interact with others through reading and writing in English at A1 level.	Are they communicating in English? How the strategies used in this project motivated or demotivated them to read and learn how to write in English	Research workshop	Learning unit. Zoom chat Whatsapp group Introductory video

Note: the previous chart was designed by the researcher.

5.1. Instructional design

The following instructional design was used as an action plan for achieving objective number two (to identify Deaf students' motivations towards learning written English as a Foreign Language) and three (to strengthen Deaf students' communicative competence through reading and writing in English at A1 level in order to share their identity, personal, and life experiences) proposes three modules developed in four weeks and six lessons in order to strengthened the language and communicative competencies proposed by INSOR (2020) and MEN (2006) through the general standards implemented in Colombia.

According to the general standards (MEN, 2006), Colombian EFL students at the A1 level should be able to first, use their mother tongue to demonstrate understanding, second, comprehend the basic vocabulary about family, friends, games, and known places, and third, develop strategies that help them understand words, expressions, and sentences. Even though Guia 22 (MEN, 2006) does not mention a particular characterization for inclusion or Deaf students, the above criteria is congruent with the information proposed by INSOR (2005, 2020)

However, there is another general standard that does not fit the inclusive education for Deaf students. It is the one related to the speaking skill: 'Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia' (MEN, 2006) This criterion was replaced by the communicative interaction ability proposed by INSOR (2020) based on the contents to demonstrate the competence on the language and communicative domain.

Table 11.

Instructional design planning chart.

Time	Module	Lesson	Language competences		Communicative competences		General Standards MEN	
			Linguistic abilities / competences	Skills	Pragmatic competence	Sociolinguistic competence		
Week 1	Module 1: Greetings and farewells	Lesson 1: Formal and informal greetings	Comprehend: reading	Students use formal (Hello, good morning, good afternoon, good evening) and informal Greetings (hi, hey, what's up?)	Students use the classroom language to participate and ask in class.	Students identify differences about formal and informal greetings such eyes face gestures and closeness depending on the context	Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia. Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio.	
			Express: writing	Students practice writing formal and informal Greetings through the use of different applications				Students can use the verb to be in singular – I am
		Interact: chatting	Students use the zoom chat and the WhatsApp group chat to practice and ask questions.	Students write the words correctly				
		Lesson 2: Formal and informal farewells	Comprehend: reading	Students use formal (good bye, good night, have a good day) and informal farewells (bye, see you soon, see you later, bye bye, it was nice seeing you!)	Students farewell someone in formal and informal situations using their body language and physical contact appropriately	Students use formal and informal farewells depending on the context		
Week 2	Module 2: Feelings and emotions	Lesson 3: Expressions about feelings and emotions	Express: writing	Grammar I am	Students answer appropriately to the question, how are you?	Students use expressions to show their feelings and emotions	Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.	
			Interact: chatting	Students write the words correctly				Students identify the meaning of wh-questions
		Lesson 4: Introduce yourself	Comprehend: reading	Students relate wh-questions to meaning	Students match wh-questions to meaning coherently	Students relate wh-questions to the questions in CSL		
		Express: writing	Students write the words correctly	Students answer questions about themselves (WH-question)	Students answer to personal information questions coherently	Students introduce themselves in different contexts using the language accordingly		
Week 3	Module 3: Personal information	Lesson 5: Introduce yourself	Interact: chatting	Students use the first-person verb to be	Students answer to personal information questions coherently	Students introduce themselves in different contexts using the language accordingly		
			Interact: chatting	Students write the words correctly				
Week 4	Module 3: Personal information	Lesson 6: Introduce someone	Comprehend: reading	Students use WH-questions to ask people about them	Students ask some personal information questions to some people	Students chat with different people in English to know more about them		
			Express: writing	Students use the third person verb to be				
			Interact: chatting	Students write the words correctly				

Note: the previous chart was designed by the researcher based on the information provided by the MEN Guidelines for teaching English in Colombia in Guia 22 (2006) and INSOR (2005, 2020)

5.2. Lesson plan

As it was explained in the theoretical framework Experiential Learning, Culturally Relevant Pedagogy, the use of E-portfolios, and the Flipped Learning Approach (FLA), were considered to plan the pedagogical intervention. Thus, the following format from FLA was used

in this proposal considering that the suggestions from INSOR (2005 AND 2020), and the Auckland Parents of Deaf Children (2016) were congruent with it. These actions are undertaken to achieve the learning objectives outlined in the instructional design and the research objectives.

The first row in the lesson plan was intended for technical information such as the name of the teacher, level of the lesson, timing of each one, number of students, the topic being developed, and the date of the class. Next, the lesson objectives were to be established based on what the learners were able to do in every class. Then, the classes started by the flipped activity. Meaning, by checking the homework previously assigned or by doing an activity, connected to the current lesson as a way to lead the explanation and assessment. After, the warm up of each lesson was developed to engage the learners in the topic being studied. Later, the main focus was on the individual and pair practice activities giving a strong emphasis on the assessment. Students were receiving feedback while developing each activity. Then, when they uploaded their activities in the e-portfolio Seesaw, learners received final comments. Before assigning the class homework, students were asked at the lesson closure what they learnt, if the lesson was easy or difficult, and which was the easiest part and the most difficult part, so they were aware which topic needed more practice. Finally, students were assigned an activity connected to the next topic or the current one related to self-review. The researcher also filled the field diary.

Table 12.

Flipped Learning Approach format.

Name:	Level:	Time:	Number of students:	Topic:	Date:	
Lesson Objectives:						
	Student Interaction (individual, pairs, group)	Time	Bloom's Taxonomy (remember, understand, apply, analyze, evaluate, create)	Activity description	Assessment	Material / resources
Flipped activities				Students will	Teacher will	
				Students will	Teacher will	
Check-up/Warm-up				Students will	Teacher will	
Practice activities:				Students will	Teacher will	
				Students will	Teacher will	
Wrap-up: (lesson closure)				Students will	Teacher will	
Postclass work:		Students will				
Reflection/comments: What worked well? What could you change?						

Note: FLA format taken from Ramirez (2018)

6. Data analysis and Findings

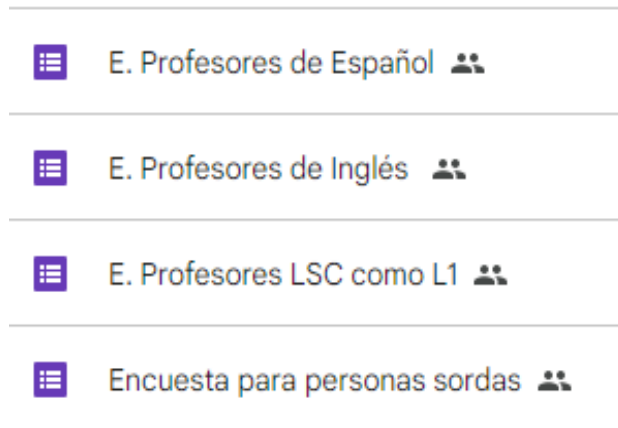
According to Cohen, Manion, and Morrison (2007), the research data analysis involves being coherent, and consistent. Therefore, the study intends to do so through the examination of the instruments previously chosen such as online surveys, the scripts of the Spanish and English teachers interviewed, Deaf people, and the pedagogical intervention in terms of examining the field diaries and the appropriateness of the learning unit, along with the lesson plans.

Also, as “there are frequently multiple interpretations to be made of qualitative data” (Cohen, Manion, and Morrison, 2007. pg.461), the researcher aims to describe key issues such as Bucaramanga’s Deaf students’ educational reality and linguistic background, who are competent users of LSC and have studied at public schools. Additionally, this study aims to describe Deaf students’ motivations towards learning written EFL and the Deaf students’ communicative competence in EFL at A1 level. Everything mentioned above is done through the analysis of the interview transcriptions, the use of the online e-portfolio called Seesaw, the learning diary, the design of the learning unit, and the interaction applications used (Zoom, WhatsApp, video).

The online surveys were designed in Spanish because the vast majority of the survey volunteers are Spanish users and the one designed for Deaf participants also had videos attached in each question using the LSC to interpret the information written on it. Surveys were published on social media (Facebook) in different academic groups in order to find volunteers. In addition, those volunteers who were willing to be part of the interviews left their contact information at the end of the Google Form. However, there were not any LSC teachers who volunteered as research participants.

Figure 12.

Online volunteering surveys.



Note. Formats designed by the researcher using google forms and being published in social media.

Figure 13.

Volunteer invitation on social media.

Estimados estudiantes y colegas
 Soy licenciada en inglés, egresada de la UIS.
 Actualmente estoy realizando mi investigación de
 proyecto de maestría. Por ello solicito su
 colaboración para invitar a docentes de español,
 inglés, Lengua de Señas Colombiana (LSC) como
 primera lengua y personas sordas Colombianas a
 completar los siguientes formularios:
 Docentes de español:
<https://forms.gle/edRGgRW47etHJCn97>
 Docentes de inglés:
<https://forms.gle/3LjMeUifM1qBipop6>
 Docentes de LSC:
<https://forms.gle/s4CtxFQz1BSFeNDE9>
 Personas sordas colombianas:
<https://forms.gle/pgi9VQpwQdHj91ERA>



Note. All the surveys were designed in google forms to post on Social media inviting participants to join the research study.

Figure 14.

LSC teacher participation.



Note. LSC teachers neither participated in the survey nor the interviews because there was no answer on the google form.

Consequently, twelve Spanish teachers completed the survey, but only eight were available for interviews. Ten English teachers answered the survey, but only four volunteered to be interviewed. Sixteen Deaf participants filled up the form, but thirteen agreed on having the interview through Zoom and using an interpreter. Unfortunately, when the volunteers were contacted to set a meeting for the interviews, only two Spanish teachers, five English teachers, and four Deaf people had the commitment to join the online meeting.

Figure 15.

Spanish teachers participation.



Note. The chart was taken from the google form format designed by the researcher.

Figure 16.

English teachers participation.



Note. The chart was taken from the google form format designed by the researcher.

Figure 17.

Deaf people participation.



Note. The chart was taken from the google form format designed by the researcher.

Once the information from the interviews was collected, the learning unit was implemented and the learning diaries were filled up. The first step in qualitative data analysis proposed by Cresswell (2014) states that data needs to be organized and transcribed. Therefore, it was all uploaded to Google Drive, one of the Google applications, and then the interviews were transcribed manually. The Spanish teachers were interviewed in Spanish and the profiles were coded as DE1 and DE2 as docente de español 1 and docente de español 2. The English teachers

were interviewed in English accordingly and the profiles were coded as DI1, DI2, DI3, DI4, and DI5 as docente de inglés 1, docente de inglés 2, and so on. Although Deaf participants' interview was schemed in Spanish, it was developed in LSC with an interpreter because it is their L1. Their profiles were named PS1, PS2, PS3 and PS4 as Persona Sorda 1, and so on.

Following the next step, data was read, and coded. First, the topics that were expected were classified according to the research objectives (Creswell, 2014 and Rossman, and Rallis, 2012). Then, codes that were not anticipated were organized. Finally, unusual codes that might not be either useful or interesting for the research and the readers were mentioned (Tesch, 1990 and Creswell, 2014). The following table shows the three coding types implemented which let the main categories arise.

Table 13.

Coding types implemented in the qualitative analysis.

Objectives	A priori categories	Unexpected categories	Unusual categories
Describe Deaf students' educational reality and linguistic background.	-LSC as L1	-Prohibited English	-Mandatory English
	-Written Spanish as L2	-School for Deaf people	-No interpreters
		-Oralization	-Teaching English as an
		-Language therapies	L2
		-Limited interpreters	
	-Higher education		
Identify Deaf students' motivations towards learning EFL	-Intrinsic	-Learning American Sign	
	-Extrinsic	Language (ASL)	
		-LSC communication	
		-Businesses	
	-Integrative motivation		

Objectives	A priori categories	Unexpected categories	Unusual categories
		-Demotivation	
Develop Deaf students' communicative competence through reading and writing in EFL in A1 level	-Reading -Writing -Interacting -Use of LSC -Use of written Spanish -Personal information	-Comparisons between English and Spanish -Taking notes -Emotions	-Setting comparisons between ASL and LSC -Learn ASL -Unforeseen circumstance

Note: the previous table was invented by the researcher considering the categories proposed by Creswell and Rossman (2014), Rallis (2012), and Tesch (1990).

6.1 Educational reality and linguistic background

Although the LSC represents the Colombian Deaf community, it is so varied due to social and historical differences. Therefore, the introduction, literature review, legal framework and information provided in the population and sample of this study, have shown a general overview of the educational reality and linguistic background of Colombian Deaf citizens. Moreover, the information collected from the interviews provided additional data from participants all around the country (see the interview transcriptions in the Interview folder).

The literature provided at the beginning of this proposal showed a priori categories such as LSC as the L1 because the vast majority of Deaf people come from hearing parents, and written Spanish as the L2 due to the evident need to communicate with Colombian hearing citizens. Results from all four Deaf participants of the interviews reasserted that they finished high school being competent users of the LSC, and read and written Spanish as PS2 said 'la profesora sorda

que era de modelo lingüístico, ella me enseñó lengua de señas...una profesora oyente, una oyente profesora especial que también es intérprete enseñaba español'

On the other hand, the script of the interviews made to the Deaf participants and the English teachers provided unexpected categories such as prohibited English, schools for Deaf people, oralization, and language therapies. It was interesting to read that some Deaf people believe that learning English is prohibited according to the law and that is why institutions such as SENA or universities do not teach them this language. For instance, PS1 stated that when he wanted to learn English at SENA while studying his program, they denied because it is illegal 'No, que, prohibido, no allá está prohibido, cero, nada, porque la ley dice que no, que, para el sordo, que por ley no se les permite, nos dice que la primera lengua es la lengua de señas y la segunda es el español escrito.'

Further, PS1 and PS3 have shared that as they come from hearing parents, they were enrolled in a specialized Deaf school, so that they could learn LSC as their L1, while PS2 and PS4 learned LSC from linguistic models at school. PS2 stated 'la profesora sorda que era de modelo lingüístico, ella me enseñó lengua de señas' and PS3 said 'En Bogotá...es un colegio de sordos...ahí es donde me gradué'

In addition, as all four Deaf participants come from hearing parents, they were pushed to take some oralization classes or therapy, with the aim of getting trained on talking to communicate with their relatives. For example, PS3 affirmed that 'mi papa, pues también esto, digamos ee digamos con la segunda esposa me llevaba a terapia de lenguaje porque querían hablar. Yo hago bien las señas pero ellos querían que yo hablara' As far as it is shown here, even though families also had the option of learning LSC to communicate with their children, it was inversely, Deaf people were persuaded into oralization.

Moreover, Deaf participants have also mentioned the lack of interpreters in their education. PS1 said that the Spanish teacher never had an interpreter, that she always made some signs, talked, and showed images. PS2 stated that an English teacher tried to force him to learn English by oralization, so he moved to another school. PS3 also had a Spanish teacher who tried to make some signs, use images, and provide a lot of vocabulary lists, but PS4 learned Spanish by himself in order to communicate with his hearing friends.

Finally, as the statistics previously presented have shown, there is a small percentage of Deaf citizens who go to the university. It was not surprising to discover in the interview that only PS3 studied at university to be a teacher, and that PS1 studied at SENA, while PS2 and PS3 have become LSC interpreters, linguistic models or have decided to assist other Deaf people on the path of learning written Spanish. To illustrate with an example, PS4 asserts ‘porque estoy trabajando acá, en Medellín como docente en modelo lingüístico de apoyo para los niños sordos’

6.2 Motivations towards learning EFL

Before starting the implementation of the interviews mentioned before, a piloting of the interview format was carried out with a Deaf pre-service teacher in Bucaramanga, so this piloting was recorded and transcribed in order to analyze the answers (see Interview Piloting PP1 in the interview folder). The purpose of this figurative and narrative analysis of discourse, was to interpret the motivations of a Deaf person whose mother tongue is the LSC, L2 is Spanish, and has been part of an English class.

First, for PP1 the motivation to learn English is intrinsic because it is driven by the curiosity to know more along with the use of the competences, she has previously developed in the process

of learning Spanish. Even though PP1 did not learn the grammatical knowledge of English because the teacher did not explain, PP1 knows her role as a student because she asks questions, pays attention in class, observes the board and the teacher's actions closely, pays attention when the teacher explains things to hearing classmates, uses the strategies she acquired when learning Spanish, and seeks out her own resources, such as apps, to strengthen her learning process. Those personal learning resources that PP1 discovered, had motivated her even more to continue studying because the hearing classmates did not use such strategies.

Second, there is also an extrinsic motivation for PP1 to learn English. PP1 felt motivated by the positive attitude and effort of the teacher to help PP1 study the language. It is evident when she says 'en la clase la profesora me motiva mucho y verla tan motivada y que me ha ido bien me gusta'. Also, the classroom resources encourage her to continue attending the classes. For instance, PP1 states 'proyecta la pantalla de su celular en el video beam y entonces esto y entonces muestra con el lector de google, transcribe el audio que ella está reproduciendo, entonces ella habla y transcribe el texto' and 'el sábado pasado la profesora de inglés, trajo unos videos del vocabulario'. Thus, using the resources at hand and making the best out of them to help PP1 understand, is a motivating factor. Finally, PP1 claimed the desire of studying English not only for a couple of hours on Saturdays, but every day, from Monday to Friday as a short-term plan.

Now, considering the participants' interview scripts, additional categories about their motivation towards learning English were analyzed. First, Deaf participants know that studying English is also a right, and they want to access it. PS1 states 'porque yo sí quería, porque dije: eso es mi derecho'. Also, participants have stated the desire of being in contact with people from other countries and their culture. It is called integrative motivation. According to Centro Virtual Cervantes, it is 'deseo de aprender una lengua para relacionarse con su correspondiente comunidad

de habla e incluso integrarse en ella' To illustrate this PS2 said 'quiero irme a estados unidos con mi familia', PS3 stated the need for understanding everything that nowadays is in English even in Spanish-speaking countries like Colombia. PS3 claimed 'en las compras de internet, si?...entonces los datos: name, (...) eso es lo básico, por las compras en línea, o mi esposo cuando compra las camisas y que tiene los letreros a veces en la camisa, así, como que dice, dios y Good, entonces dice God'

In addition, participants have stated that the idea of achieving better job opportunities motivates them to study the language (EFL) even if they do not travel outside Colombia, or they are offered a job to a country where English is not the L1 because English is a universal language, so wherever they go, they could use it. PS1 said 'yo necesito, sobre todo, aprender a escribir, a saber cómo se escribe, (...) porque en la empresa lo exigen o en un colegio o bueno, en diferentes entidades entonces a mi si me sirve aprender esos dos idiomas, el español y el inglés'. Also, PS4 claimed 'yo me quede pensando, a la yo si quiero aprender inglés me parece que es importante, es porque tengo una tecnología y ahí hay diferente vocabulario que está en inglés para comunicarse, para guiarme, si es una persona que viene del extranjero también para poderme comunicar, si hay algún proyecto ahí para desarrollar'. Additionally, DI4 said that her student agreed on the previous statement 'obviamente entendía muy bien que el inglés le habría muchas más puertas en el campo laboral'

Finally, interviewees have stated their interest in learning American Sign Language (ASL) as well, and learning from teachers who communicate by using the LSC. From one perspective, Deaf student consider that when hearing teachers explain with signs and by talking, students feel confused, and teachers do not pay enough attention to them. For instance, PS1 complained that the Spanish teacher did that 'primero yo me acuerdo que, empezaba primero con los oyentes, les decía

todo lo que iba a hacer les dejaba el trabajo y después se dedicaba a los sordos, pero siempre siempre la profesora tenía una mala costumbre y era que hacía señas y hablaba, hacía señas y hablaba al mismo tiempo, entonces me sentía muy incómodo, era muy incómodo, porque era mejor que se dedicara a los oyentes y luego a los sordos solamente en señas’

However, the interview scripts have also proven that Deaf participants have felt demotivated about learning English, so some aspects will be mentioned below. Institutions do not offer the interpretation in LSC, so if students want to learn English, they have to do it by lip reading or other strategies. PS1 shared ‘le dicen, si háganlo en inglés, pero no hay intérprete le toca a usted mismo pagar el servicio, entonces me sale muy costoso entonces por eso es que no, ya dejé de hacerlo’

Also, when educators focus only on learning English vocabulary, demotivated Deaf learners. PS1 said ‘porque yo quiero aprender a integrar frases bien hechas con el inglés, gramaticalmente, porque no, eso es difícil, eso es poco a poco, cuando usted ya se sepa los colores y los animales y los números, ya poco a poco vamos avanzando ah, pero eso me aburre’

Not only imposing the oralization in English, but not providing interpreters, make Deaf learners unwilling to follow the class activities and the courses. PS2 proved it by saying ‘la comunicación no era clara y dije(...)nooo me retiro, porque yo tengo derecho, lengua de señas póngame un intérprete’ and PS3 told the researcher ‘Yo estuve mirando un curso virtual sobre la promoción de de cursos y era muy difícil porque todo era bla bla bla bla y yo jum, sin poder escuchar me perdía, era muy difícil, entonces eso me afectó mucho y ya.’ Also, PS4 talked about the experience in an English class without the interpretation service ‘al primer semestre el profesor llevo y dijo bueno, todo era en inglés, todo lo que estudiaba y yo dije, pero si yo soy sordo, yo le dije, profe espere soy sordo, (...) empezaron las angustias porque, ¿y usted sí puede aprender

inglés? (...) el problema es el intérprete, (...) no sabía cómo explicarme, no sabía cómo integrar la lengua y yo jamás había visto inglés, no lo entendía, no lo escuchaba, por supuesto no lo hablaba y eso afectó la comunicación, (...) entonces fue una barrera muy grande. El profe entonces cambió y me cancelaron el inglés porque era muy difícil el proceso, y también yo como hacía para comunicarme, si fue una barrera muy grande’

6.3 Communicative competence through reading and writing

In order to evaluate to what extent Deaf students in this research proposal have strengthened their communicative competence through the comprehension ability reading and the production ability writing proposed by MEN (2006). The researcher has analyzed the instruments used such as the instructional design, the lesson plans, the field diary, and the e-portfolio (seesaw) where activities were saved. At this point, it is of paramount importance to remember that the abilities mentioned before are also immersed in the development of linguistic, pragmatic, and sociolinguistic competence.

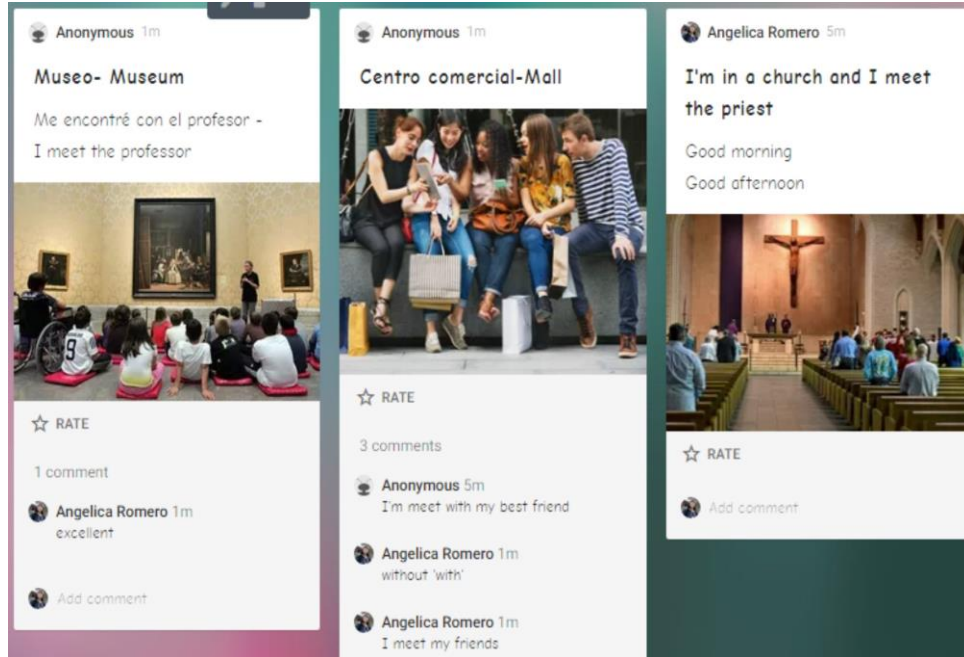
Moreover, the abilities to be strengthened that have been proposed by INSOR such as comprehend, express, and interact were also included in the instructional design, thus, in the lesson plans (INSOR, 2005, and 2020)

At the beginning, it was planned to work on greetings and farewells for the first classes. In order to successfully approach this topic, students had to use them in formal and informal contexts, use their mother tongue to prove the comprehension of examples and situations, and start chatting with the vocabulary presented. Next, the evidence of the development of the competences through

the first topic are the lesson plan that are available in the Pedagogical intervention 2nd class folder, and one of the practice activities uploaded in the e-portfolio.

Figure 18.

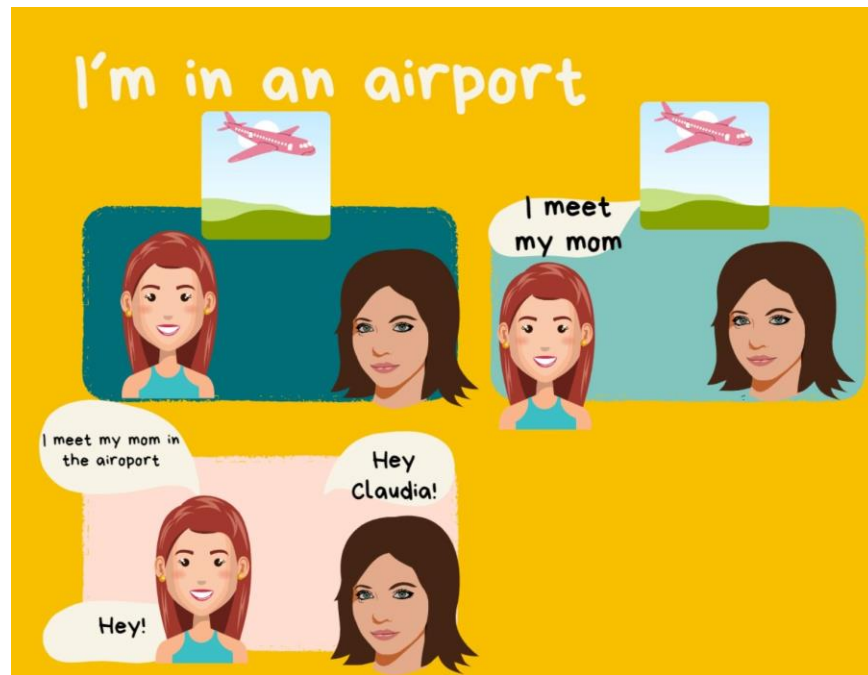
Use of greetings in Deaf student's real context.



Note: the activity was developed in Padlet, and uploaded in Seesaw: class 2.

Figure 19.

Use of greetings in Deaf student's real context.



Note: the activity was developed in Canva, and available in the portfolio.

Second, it was planned to study the feelings and emotions in the second week of the intervention. For the purpose of practicing this topic the module was divided into vocabulary expressions, and using that glossary to introduce themselves, so students talked about themselves. Students learnt to identify wh questions, and understand questions made with them like 'how are you?' Also, learners were using the grammar pattern 'I am', and finally students were interacting by answering those wh questions. The researcher wrote in the field diary, in the student's appropriateness of the language criteria that 'Students are acquiring some general standards stated by the MEN (Guías N°22) such as desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo' Thus, the evidence of the development of the

competences through the second topic are the lesson plan available in the Pedagogical intervention, 5th class folder, and one of the practice activities uploaded in the e-portfolio.

Figure 20.

Students' answer to feelings and emotions.



Note: the activity was done in Seesaw directly. Students were free to choose between uploading a video or taking a photo to express how they were.

Third, activities in week 3 were intended to motivate students into introduction activities. P1 and P2 were answering questions about themselves, students continued using the first person of the verb to be I am, and learners were also careful with the spelling of the words. All this with the purpose of teaching P1 and P2 to interact with people they do not know. The documentation of the development of the competences through the third topic is the lesson plan were the activities were stated, it is available in Pedagogical intervention, 7th class, and one of the practice activities uploaded in the e-portfolio.

Figure 21.

Profile practice as an introductory written activity.

PROFILE

I am a professor at Universidad Industrial de Santander, UDES and UNAB.

My favorite dish is ice cream

My favorite color is dark blue

My email address is [redacted]@gmail.com

My phone number is [redacted]

I am fom Bucaramanaga

I live in Floridablanca

I am 43 years old

My birthday is on september 25th

PROFILE

I am teacher at school and tutorships

My favorite dish the are pizza and crazy potatoes

My favorite colour is purple

My email address is [redacted]@gmail.com

My phone number is [redacted]

I am from Bucaramanga

I live in Floridablanca

I am 23 years old

My birthday is on November 6th

Note: this evidence was made by the P1 and P2 in Canva. It is also available in Seesaw.

Since both participants informed in the seventh class that they could not continue with the last two classes, due to the vacation timing because it was December, the last lessons about introducing someone else stated in the pedagogical intervention, was not developed. On the other hand, students presented an introduction video interpreted in LSC and subtitled in English, so they can start a personal conversation with someone through social media or technology resources.

6.4 Accuracy of the didactics proposal

In order to evaluate to what extent this didactics proposal allows Deaf people who are competent users of the LSC and have studied in a public school in Bucaramanga, to interact with others through reading and writing in English at A1 level, the researcher analyzed the data from

the instruments used such as Zoom chat interactions, the WhatsApp interactions, the profile, and the video to introduce themselves created at the end of the pedagogical intervention.

As far as the Zoom chat interactions show, P1 and P2 started to interact in class number two by using the greetings in English through the chat (See the following fragment) Later, students continued using the Zoom chat by writing in English faster, but with spelling mistakes (see fourth class Zoom chat)

Figure 22.

Second class chat.

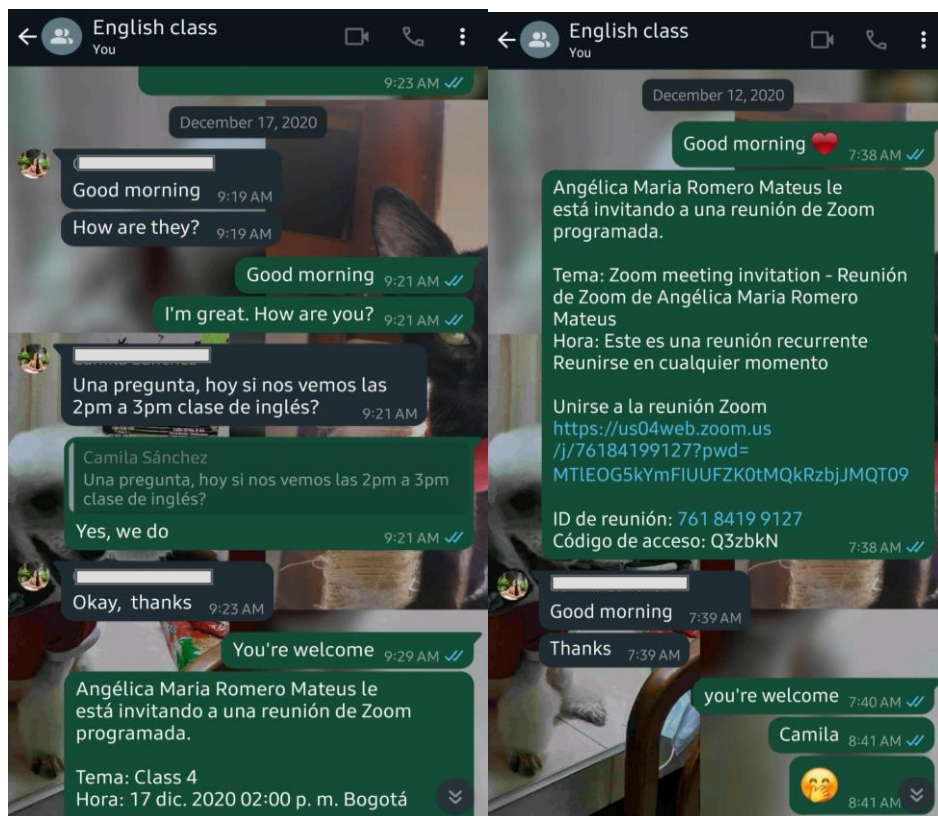
01:11:59.564,01:12:02.564
[REDACTED]: Hello
01:12:00.888,01:12:03.888
[REDACTED]: Hello
01:12:09.283,01:12:12.283
[REDACTED]: mentrias no, is hey
01:12:15.913,01:12:18.913
ANGELICA MARIA ROMERO MATEUS: hello is formal
01:12:16.154,01:12:19.154
[REDACTED]: Hi
01:12:23.307,01:12:26.307
ANGELICA MARIA ROMERO MATEUS: very good
01:12:25.468,01:12:28.468
ANGELICA MARIA ROMERO MATEUS: hi

Note: this information was copied from the Zoom chat class.

As P1 and P2 proposed the English teacher, who was also the researcher, to create a WhatsApp group to interact among them, ask questions, and have a fast means of communication, English was used by the students in some conversations. Thus, some evidence of chatting interaction stayed there.

Figure 23.

Chatting interaction through WhatsApp.



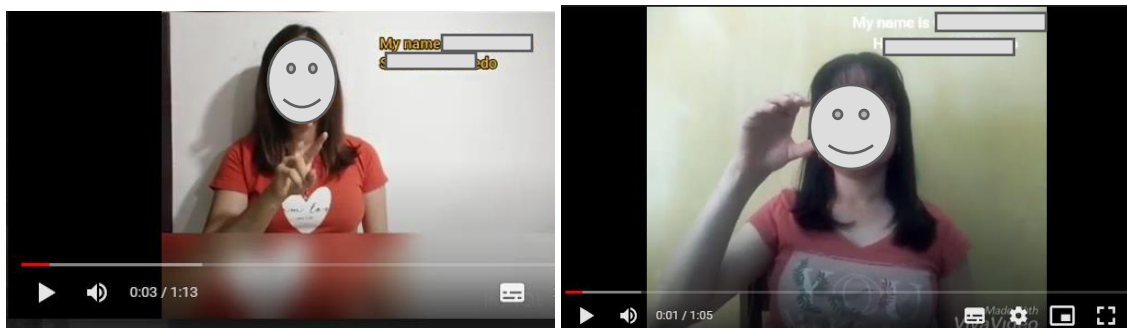
Note: all this information can be found in the Pedagogical intervention folder, in the evidence file.

Finally, at the end of the pedagogical intervention, students designed a profile in Canva with personal information in written English, and a video about themselves talking about their personal information in LSC with subtitles in English, so they had their introducing myself video

to get to know other people who are English users. The profile is available in the e-portfolio, and the videos have been uploaded in the evidence folder in the pedagogical intervention.

Figure 24.

Video evidence of interaction in EFL.



Note: These videos were made by the students P1 and P2.

7. Discussion

The previous analysis is crucial because the figurative and narrative analysis suggests that teachers are not competent in the skills required to teach English to Deaf individuals such as communicating using the Deaf students' mother tongue, the LSC, and that the education system is still not inclusive due to the limited access to English that Deaf participants (the interviewees) have been exposed to due to the communication breakdown, the lack of interpreters, and the lack of inclusive planning, and materials.

On the other hand, it was interesting to see in the interview unexpected categories such as the Deaf students interest on learning not only written English, but also ASL, and the claim that some institutions around Colombia are not offering English classes based on the argument that the law prohibits it, instead of having competent teachers in LSC or hiring LSC interpreters. This might be because Deaf people from Colombia are interested in communicating with Deaf people from the United States. Therefore, they could open up to education and professional opportunities. And learning ASL could facilitate cultural exchange between these communities.

Finally, all the previous formulations provide a clear and formal way of indicating that the hypothesis was upheld by the findings. The interview transcriptions quoted in the analysis section were straightforward evidence that students have experienced better communication, thus, explanation about the topics, when the educators or interpreters explain using the LSC. Also, learning written English not only opens the door to other cultures, but other professional opportunities. Likewise, most English Colombian teachers are not qualified on LSC or approaches that promote the appropriate teaching-learning languages process of Deaf people.

8. Conclusions

This qualitative study aimed to design a didactic proposal for Deaf people to strengthen their communicative competence through reading and writing in English as a Foreign Language in A1 level so that they interact with others. Therefore, data was collected, the implementation carried out, and the findings analyzed. The following conclusions will provide a brief overview of the main results connected to the specific objectives presented at the beginning.

In terms of educational reality and linguistic background, this study offers a detailed examination highlighting the complexity and variability within the Colombian Deaf community through an analysis of literature, legal framework, and interview data. Also, the research underscores the diversity within the Colombian Deaf community, influenced by varying social and historical contexts. Colombian Sign Language (LSC) serves as the primary language for Deaf individuals, with written Spanish as a secondary language essential for interaction with the hearing population. The study confirms that Deaf participants typically complete their education proficient in LSC and Spanish, reflecting the educational practices within specialized Deaf schools and those with linguistic models.

Moreover, a significant finding is the misconception that learning English is legally prohibited for Deaf students. This belief has led to a lack of English language instruction at institutions such as SENA and universities, limiting opportunities for Deaf individuals to acquire this valuable skill. The interviews reveal that Deaf individuals face challenges related to oralization practices, which prioritize speech over sign language, and a scarcity of interpreters, which affects their ability to learn and communicate effectively. Additionally, the lack of interpreters in classrooms for both Spanish and English further exacerbates the difficulties faced by Deaf learners.

These barriers contribute to the lower percentage of Deaf individuals who pursue higher education, with only a few reaching advanced levels of academic and professional achievement.

Concerning the students' motivations, this research provides a comprehensive understanding of the motivations and challenges faced by Deaf individuals in learning English as a Foreign Language (EFL). The findings highlight both intrinsic and extrinsic factors driving Deaf learners' interest in English, alongside significant barriers encountered in the learning process. Additionally, the interviews underscore the importance of recognizing English as a right for Deaf individuals, with many participants expressing a clear desire to connect with broader communities and access better job opportunities. This integrative motivation reflects a broader aspiration to engage with global cultures and enhance professional prospects through English proficiency.

However, the study also identifies several challenges that impede the learning process. A notable barrier is the lack of access to interpretation services in LSC, which significantly affects the ability of Deaf students to engage with English instruction effectively. The absence of qualified interpreters and the focus on oralization rather than accessible language learning strategies contribute to feelings of frustration and disengagement among Deaf learners.

With regard to the communicative competence, it reveals significant insights into their development and the effectiveness of the instructional strategies employed. The research focused on strengthening the students' abilities in comprehension and production, as outlined by the MEN (2006) and INSOR (2005, 2020) frameworks. The instructional design, lesson plans, field diary, and e-portfolio documentation illustrate a structured approach to enhancing linguistic, pragmatic, and sociolinguistic competences. Initially, the focus on greetings and farewells allowed students to practice using these in both formal and informal contexts, thereby laying a foundation for

effective communication. Evidence from the lesson plans and e-portfolio demonstrates progress in comprehension and usage of basic vocabulary and situational phrases.

In subsequent lessons, the emphasis shifted to understanding and expressing feelings and emotions. This stage involved learning vocabulary related to emotions, using grammar patterns, and engaging in interactive activities to answer "wh" questions. The field diary notes the students' growing proficiency in these areas, highlighting their use of strategies to understand and produce written and spoken English.

The third phase of the intervention aimed at introducing oneself and interacting with others, with a focus on correct spelling and the use of the verb "to be" in self-introduction. Although the planned activities were partially affected by vacation schedules, the students successfully completed tasks that demonstrated their ability to introduce themselves and use basic English structures.

Overall, the instructional activities provided substantial evidence of progress in the students' communicative competence. The use of a structured curriculum, ongoing assessment, and adaptive strategies contributed to enhancing their reading and writing skills. Despite some interruptions, the students' engagement with technology and the creation of an introduction video further reflects their growing ability to communicate in English.

Finally, in respect of evaluating this proposal, it demonstrates several key findings regarding its effectiveness and impact. The analysis of various data sources, including Zoom chat interactions, WhatsApp communications, and the creation of digital profiles and videos, provides a comprehensive view of the proposal's success in achieving its objectives.

Initially, Zoom chat interactions revealed that students, P1 and P2, began to use English greetings effectively in class discussions and continued to improve their use of English over time.

While initial interactions were marked by slower typing and spelling errors, students demonstrated progress in their ability to communicate more swiftly and accurately in subsequent classes.

The use of the WhatsApp group was successful. This platform facilitated ongoing interactions in English, allowing students to practice their language skills in a more informal and immediate setting. The evidence of their conversations highlights the proposal's success in providing students with practical opportunities to engage in written English, but not as many as expected.

Therefore, in the pedagogical intervention, the students showcased their learning outcomes through the creation of personal profiles in Canva and an introduction video. The profiles, featuring personal information in English, and the videos, combining LSC with English subtitles, provided tangible evidence of their ability to present themselves in English. These artifacts, stored in the e-portfolio and evidence folder, reflect the students' progress and their readiness to engage with English-speaking audiences.

Overall, the didactics proposal effectively supported Deaf students in developing their English reading and writing skills at the A1 level. The use of interactive tools, such as Zoom and WhatsApp, along with the creation of digital content, facilitated meaningful practice and demonstrated the students' growing proficiency. The proposal's approach not only enhanced students' communicative competence but also equipped them with practical skills for engaging with others in English.

In conclusion, the proposal's integration of interactive and practical activities proved successful in advancing the students' ability to use English in both formal and informal contexts. Future iterations of the proposal could benefit from addressing any lingering spelling issues and

continuing to refine the interactive components to further support the students' language development.

9. Impact

The results and conclusions of this action research project are expected to influence the academic community, Deaf community and hearing citizens. The insight presented could be useful for other teachers who educate Deaf people, teachers who have not had Deaf learners in their classrooms, institutions curriculum, teachers' methodologies and other researchers as well as promote teaching EFL to Deaf people in Bucaramanga and around Colombia to offer a trilingual education.

It could also motivate teachers and teacher educators to qualify themselves by learning LSC and learning about the Deaf community's culture to improve their teaching practices. Thus, compare the English, Spanish, and LSC linguistic systems in order to build a metalinguistics consciousness that could be discussed and shown throughout the classes with Deaf learners to improve communication. In addition, the fact that participants in this research were two Deaf women along with the findings could motivate Deaf people to study foreign languages.

Last but not least, it expects to impact hearing people's beliefs about Deaf community. This research might promote greater awareness about the needs and challenges faced by Deaf individuals. This can lead to more inclusive attitudes and practices among hearing people, fostering a more inclusive society overall. Also, understanding how to teach English to Deaf individuals can lead to better communication strategies and tools, which can benefit both Deaf and hearing people. For example, it might encourage the development of more effective bilingual education programs or assistive technologies. In addition, research in this area can drive innovations in teaching methodologies and educational resources. These advancements might be adopted in broader educational contexts.

10. Publishing strategies

After the results of this project are obtained and analyzed, the researcher will share them to the academic community by means of a presentation as well as an article publication. The practitioner expects to participate in the national annual ASOCOPI conference and international events with the translation of a LSC interpreter to share the research findings and conclusions with Spanish teachers, English teachers, education institutions, and other participants interested in Deaf people's education. Furthermore, the researcher strongly believes that these outcomes could change misconceptions about learning LSC, teaching Deaf learners, and education institutions curriculum.

11. Recommendations

Based on the findings of this research aimed to design a didactic proposal for Deaf people to strengthen their communicative competence through reading and writing in English as a Foreign Language in A1 level so that they interact with others, some recommendations are proposed. These are directed towards educators, curriculum developers, and educational policymakers. They focus on the gaps of this research proposal, and the challenges faced.

To begin with, the gaps of this research proposal are mainly three: interaction, LSC competence, and piloting. First, during the implementation, Deaf participants P1 and P2, were constantly motivated to chat in English in both the Zoom meeting and the WhatsApp groups, but the interaction was not as constant as it was expected. It might have been due to the lack of vocabulary students had at the moment. Also, this interaction was almost always done between the teacher and the learners, so the recommendation for future research is to have a learning community so that the Deaf students can also interact with.

Second, even though the teacher researcher had studied around four levels of LSC in order to be competent when talking to the Deaf students, it was unsatisfactory. One of the predominant factors that the researcher has made emphasis on is the need and importance of being competent in the use of LSC as a means of instruction. However, as it could be analyzed in the field diaries and the video class recordings, there were many situations, especially at the beginning of the intervention, in which the teacher had to cope with communication problems, so P1 and P2 helped in the process. For this reason, the practitioner decided to continue studying LSC during the pedagogical intervention in order to improve the language use for explanations and communication

in general. Because of this, it is strongly recommended for future teacher researchers to study many LSC levels and have a community for practicing before teaching.

Finally, some of the class materials used during the implementation, and the format for the Deaf people interview around Colombia had been piloted a couple of months before starting with the instrument's implementation due to the complexity of language, but it would have been useful to pilot all the materials designed. Therefore, it is greatly suggested for future teachers to pilot all the materials to be used in class, specially the videos, and make adjustments as the classes move on as it was proposed in the research model.

On the other hand, the teacher researcher also faced linguistic, pedagogy, and didactic challenges with this proposal. First, the linguistic challenge was being competent in LSC to communicate and explain the class content for the students as well as being sensitive to and knowledgeable about Deaf culture to create an inclusive learning environment. Deaf culture is distinct and includes its own set of norms and values. Second, from the pedagogy perspective, it was challenging to differentiate the materials, instructions, the class environment, and the technology integration. Third, the didactic challenges that had to be solved were making all the content accessible for students, so the portfolio was used, designing all the materials in order to promote coherence between the modules, the sample, and the language of instruction, and making sure the feedback provided was cleared and considered for future lessons.

Last but not least, it is of significant importance that educators, policymakers, and curriculum developers consider this research proposal and the previous recommendations to continue exploring innovative approaches to support Deaf learners. Further research could focus on evaluating the long-term impact of these strategies on language proficiency and academic achievement.

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