Using EFL Internet Resources as a Support on the Development of a Blended English

course designed for Deaf University Students

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Abstract

This report is based on an action research project developed with eleven volunteer deaf students who belong to different academic programs at Universidad Pedagógica Nacional and have not received English instruction as part of their academic curriculum.

The main goal of the project was to identify the effect of using some EFL Internet resources as a support on the development of a blended English course designed for deaf university students. It was also a proposal to involve these students in a spoken-language environment that uses English as a means to cope with a growing deal of information useful for personal and professional purposes.

Two surveys, learning artifacts, logs and a recorded interview were the instruments applied to collect data during eight weeks and know what worked well for deaf students and what barriers could interfere with their English learning process in a blended environment. The study revealed some insights about the English learning process of deaf university students related to their preference for collaborative learning, the effectiveness of vocabulary activities linked to visual media and their interest to get immediate supported feedback for grammar exercises.

Resumen

Este es el reporte de un   proyecto de Investigación Acción que se llevó a cabo con once estudiantes sordos   que pertenecen a diferentes programas académicos en la Universidad Pedagógica Nacional y que no han recibido formación en lengua Inglesa como parte de su currículo académico. El objetivo principal del proyecto fue identificar el efecto del uso de algunos recursos de la Internet como apoyo en el diseño y desarrollo de un curso híbrido (presencial y virtual) para estudiantes sordos en la U.P.N. Este proyecto fue también un intento por vincular estos   estudiantes con un ambiente oral que usa la lengua inglesa como herramienta para acceder a una gran cantidad de información con propósitos personales y profesionales.

Dos encuestas, algunos textos elaborados por los estudiantes, varias notas de campo y una entrevista grabada en video fueron instrumentos útiles para conocer qué funcionaba con los estudiantes sordos y qué obstáculos podían interferir con su aprendizaje del Inglés en un ambiente híbrido. El estudio reveló algunas pautas acerca del proceso de aprendizaje de los estudiantes sordos relacionadas con su preferencia por el trabajo colaborativo, las actividades ligadas al medio visual y su interés por conseguir una retroalimentación inmediata respecto a los ejercicios gramaticales.

Chapter 1: Introduction

In 1996, Colombian sign language was officially recognized as the first language of deaf individuals.Commensurately, formal education of the deaf included standards in rehabilitation and interpretation within academic environments to promote integration and equality for all students. Seven years later, the first group of deaf students was accepted at Universidad Pedagógica Nacional and today, there are fifty three deaf students attending different academic teaching programs in this university. However, these students have faced some academic obstacles set by a hearing society that promotes inclusion and recognition of the difference, but does not really know what the concept of integration involves in terms of academic flexibility and alternative teaching strategies. One specific example is that deaf learners have not received English instruction as part of their educational curriculum, making them feel disadvantaged compared to their hearing peers who have at least three levels of English as a foreign language.

The present report is the result of a research project titled "Effect of using EFL Internet resources as a support on the development of a blended English course designed for deaf university students" which was a reflective study developed with eleven deaf volunteer students who had the opportunity to learn some English concepts for academic purposes by trying strategies and methods designed to improve their performance in a friendly atmosphere of knowledge sharing and equality.

This project responded to an identified need among a group of deaf students who were interested in learning English. The pedagogical motivation of this study focuses on the design and the implementation of a blended English course. A variety of EFL Internet resources was selected to help these students build their English language skills and

knowledge about English which is a professional development and communication tool. In addition, the project was a good opportunity for exploring the relationship between Action Research and teaching in a challenging situation like working with people with hearing disabilities.

The research question addressed in this project was: What is the effect of using EFL Internet resources as a support on the development of an English course designed for deaf university students?

To address this question, the study began by analyzing how learning English through the use of Internet resources would be experienced differently for deaf students who already have Sign language and Spanish as their first and second languages, respectively. The work with eleven volunteer deaf students was a valuable experience from which these two sub-questions emerged:

- What does the use of EFL Internet resources in a blended English course tell us about the language learning process of deaf university students?

- What insights about collaborative learning can be identified in a blended English course for deaf students?

Based on the questions above, the study was developed to accomplish the following research objectives:

- To identify the effect of using EFL Internet resources as a support on the development of a blended English course designed for deaf university students.

- To identify the changes (if any) in the English learning process of deaf university students when they use EFL Internet resources to support their English classes.

- To observe the features of collaborative learning used by deaf university students during their English classes.

This report presents a reflective study valuable for both learners and teachers. Learners will have the opportunity to start their English learning process by trying a blended learning approach including new strategies and resources that technology provides them with and the teachers will be able to build or develop new ideas for integrating deaf students into their regular classes as active participants of the learning process.

The contents of this document include the introductory chapter above which contains the rationale of the study, its research questions and its objectives. The second chapter is a literature review about the constructs that supported the theoretical framework of the project which were language learning and deafness, collaborative work and EFL Internet resources for teaching purposes. The third chapter summarizes the research design by giving details of the type of study, the educational context, the participants, the specific instruments and the action research procedures taken to outline the data collection process. The fourth chapter is a detailed description of the pedagogical intervention that this action research study implied. The fifth chapter presents the data analysis process by using Content Analysis Theory which was the methodology applied in the project. It includes the findings, insights and interpretations set after the pedagogical intervention. The last chapter has information about the practical teaching implications, the constraints found during the research development, the conclusions and some recommendations for a further research study.

Chapter 2: Theoretical Framework

Some theoretical aspects identified as relevant to develop this research study were blended learning, deafness and language learning and collaborative work.

Blended Learning

The term technology covers a wide range of recent resources and also includes "the use of computers as a tool to communicate through means like chat and email," (Sharma & Barrett, 2007, p. 7).   Advancements in technology have influenced our environments in many ways. In the educational field, for instance, the different ways of technology are seen as "the potential to engage disaffected pupils, to allow them to take control of their own learning by enabling interactive, individualized learning at the pace and level appropriate for them," (Lamb, 2004, p. 2).

Technology is not only useful for finding and sharing information, but also effective to help individuals with special learning needs to explore new learning environments where they can learn things through the use of their other senses and abilities. It has become an effective resource to support the teaching and learning process in creative ways. It also offers new alternatives to learn things independently. Teachers, for example, can design courses that combine face-to-face teaching with online sessions to reach the learning outcomes. This is called blended learning (BL), which according to Garrison (2004), implies" rethinking and redesigning the teaching and learning relationship," (p.95). In general terms, blended learning is seen as the combination of face-to-face classes and online instruction. But, according to Graham and Bonk (2006), BL combines the "traditional face-to-face learning environment that has been around for centuries and the

learning environments that have begun to grow and expand in exponential ways as new technologies have expanded the possibilities for distributed communication and interaction," (p. 5).

Internet technologies have become a good support for teaching practice because they enable users (hearing or deaf individuals), to interact and exchange information with other users, fostering authentic communication and a real use of the target language by e-mail or chat. In a blended teaching practice students work on computer-supported activities to complement their direct contact with the teacher and their peers during the face-to-face instruction. Consequently, Internet technologies can play the role of tutor for students because they can access interactive websites that facilitate the practice of different language skills.

At Universidad Nacional in Colombia, there is an English course that applies the blended modality to develop EFL courses with students who belong to different academic programs. In 2008, some teachers developed an action research project to pilot the use of discussion boards as tools in blended EFL learning environment. These are the findings that support the advantages of implementing a blended modality for teaching English.

First, students were motivated to use the tool to interact, had discussions and reinforced the topics studied in the face-to-face sessions. They required the frequent teacher's accompaniment through interventions on the boards for giving them feedback on grammar, and vocabulary.

Second, students commented that the use of this tool supported the development of their autonomous learning. For example, they reported the benefits of any-time and anywhere voluntary participation.

Third, the discussion board was also an effective mediator between teacher-student and student-student because this asynchronous tool allowed them to exchange ideas, participate in debates and learn collaboratively.

The literature and the findings of the pilot study provide support for the development of a blended English language course for deaf learners by taking advantage of the possibilities for English exposure through non- auditory channels that Internet technology provides them. (e. g. colorful images closed captioned texts, interactive games, avatars, etc.)

In the blended English course developed with deaf students, face-to-face tutorials are combined with some autonomous learning activities that include EFL Internet resources. Those activities previously structured and planned by the teacher are known as learning objects (LO) and are defined as "digital files used in educational settings to support instruction", (Sosteric and Hesemeir, 2004, p.17). The learning objects designed for this course included the specific learning outcomes and a sequence of tasks designed to achieve them. They encouraged students' curiosity about English and gaining the confidence necessary to become autonomous language learners. In addition, students had to explore some websites suggested by the teacher and complete some learning activities which were sent to the teacher via e-mail. This facilitated the asynchronous interaction between the teacher and the learners as they had a quick access to English concepts, asked questions, shared information, solved language problems, and received teacher's feedback. "The use of e-mail rather than paper based comments offers potential for more interactivity and may

lead to an ongoing dialogue with students and a sense of connectedness". (MacDonald, 2006, p. 59).

Deafness and Language learning

The World Health Organization defines deafness as "the complete loss of the ability to perceive sounds which can be caused by inherited or acquired factors" (2006). However, there are different explanations and classifications to this concept and most of them are based on the degree of hearing loss in terms of decibels (dB) ranging from mild to profound hearing loss which is about losing 85% of the hearing capacity. According to Stephen, and Peter, in their book Language and Deafness, "a person is considered deaf if the hearing impairment is so great, even with good amplification, that vision becomes the person's main link to the world and main channel of communication." (1984, p. 1)

Given that "all human beings are genetically equipped with abilities that enable them to acquire a language." (Brown, 2000, p. 29), deaf learners also use this innate universal capacity to learn a language and support a lot of their knowledge on social interaction and communication.

Throughout their lives, deaf students foster their innate language learning abilities and develop a particular learning style to get and process information, solve problems and make decisions. They use the language that they have already learned to interact with their teachers and peers and develop personal needs, attitudes and motivations towards learning English. "Ideally, a foreign (written) language should serve the deaf in the same way as it

serves members of the hearing society, and should therefore, fulfill cognitive, interactive, and textual functions" (Macurová, 2004, p. 28)

The proposal for designing an English course for deaf university students required   a review of the literature to support the argument that English can be learned by deaf students who use their visual channel, their sign language and their knowledge of the world to learn a language. Due to this proposal is relatively new in Colombia, two brief descriptions of previous studies developed in the Czech Republic and Brazil are discussed in detail below to support the intention for helping deaf students to overcome the challenges of learning English as a foreign language .

The seminar titled "Teaching English to deaf and hard-of- hearing students at secondary and tertiary levels" organized by Ph Dr. Daniela Janáková and Dr. Gerald P. Berent in the Czech Republic in 2004 is an example of the interest shown by some European institutions and universities to promote EFL classes led by hearing teachers who work with deaf learners and demonstrate that students who have not learned the language features of spoken language can learn basic English skills by using some alternative strategies ranging from traditional teaching methods and approaches to new high- tech learning environments.

The lecturers who participated in this seminar emphasized the necessity for trying new methods and techniques to find the best ways of teaching English for deaf students. Based on their own experience, experts provided some general aspects to be considered for designing a course for deaf learners. From their lectures, it is possible to grasp and analyze effective didactic and linguistic strategies for teaching / learning English and practical recommendations for working with deaf students.

In general, traditional aspects including heterogeneity, grammar handouts, motivation and collaboration were mentioned by experts who also emphasized the necessity of applying new technologies to complement and facilitate the teaching process. Most of them agreed the Czech organizer who pointed out that "high technology can help the process of learning and teaching a lot. You can also exchange e-mails with your students or ask them to keep their everyday diaries" (Janaková and Berent, 2004, p. 60).

Another example of pedagogical work with deaf communities was developed by Carlos Skliar, in the south of Brazil. This research project supports the importance of the sign language as the principal communication possibility of deaf people to have identity and interact with others. Based on their training and experience working with deaf children, the researcher considers that the education for deaf individuals depends on the collaborative work of deaf and hearing teachers, interpreters and all the stakeholders interested in having a real policy of inclusion and equality for everybody.

Since 1996, the bilingual education for deaf adults has been a priority to transform the situation of a zone called Rio Grande do Soul where there are ten schools of deaf individuals who belong to poor communities and want to become teachers of young deaf generations. There, Skliar studied a bilingual, bicultural model for deaf education which has been applied using Brazilian sign language as a tool to open new doors towards the literacy of deaf communities. In his opinion "school should be considering the qualifications of deaf people to play a role in deaf education." (2005, p. 35).

In Colombia, the political constitution of 1991 recognized the multi-ethnic and pluri-cultural conditions of the Colombian citizens and the right of minority communities to be considered as bilingual speakers who can use their first language co-officially with Spanish. For deaf minorities, sign language was recognized as their first language since 1996, and written Spanish instruction was defined as their second language useful to establish communication with the hearing community. These educational policies enabled deaf communities to receive basic education and participate in a continuous qualification process. Some years later, the number of deaf individuals looking for the possibility to earn a professional diploma increased and this brought about the implementation of professional inclusion programs in different universities.

At Universidad Pedagógica Nacional a research group known as "Manos y Pensamiento" has been leading a project for integrating deaf students into university life since 2006. They have developed an inclusion program which considers pedagogical, social, technological and academic necessities of deaf learners who have become active members of the community since they have the same political and qualification rights as their hearing peers. However, these integration and equality policies have not been enough to support the official opening of a foreign language course for deaf students which will complement their professional qualification as individuals immersed in a globalised society where English is the international language for communication.

Collaborative learning

Human beings are social by nature and that situation creates interdependence among them, but such interdependence does not ensure that acting collaboratively will transform their lives. It is known that collaboration implies not only interaction, but also the personal decision of being responsible for one's own actions, including learning and respect towards the abilities and contributions of the other members of the group and taking advantage of such interdependence to foster common positive results.

Collaborative learning is related to social constructivism, a philosophical theory set by authors like Von Glaserfeld (1991), and Vygotsky (1978). The basic statement of social constructivism is that the culture and the social context is important for learners' cognitive development because learning is a social activity in which individuals do not learn by isolation, but are part of a community where each member is responsible for the others' learning as well as his/ her own learning. In other words, each learner learns from others, reflects on his/her own learning process and makes decisions to improve his/ her personal and autonomous learning process.

For Beck and Kosnik, (2006) social constructivism is an "approach that encourages all members of a learning community to present their ideas strongly, while remaining open to the ideas of others". (p.7). It involves actions like scaffolding, sharing goals, exchanging ideas, negotiating and involving the members' perspectives, talents and learning styles. Thus, the success of one student has the potential to help other students to be successful because the active exchange of ideas increases their interest and promotes meaningful learning.

Social constructivism promotes learning as a social collaborative activity and school is perhaps the best scenario to start pedagogy for developing collaborative habits while promoting collaborative learning. There, students recognize different groups of work and their levels of authority and responsibility of becoming active members of the community. They can translate such knowledge and experience into the learning environment and identifying consensus for building learning strategies and the group members' commitment necessary to reach common goals.

In the educational environment, collaborative learning can be seen as an opportunity in which students share their abilities and talents to reach common academic goals. For Macaro, (1997) "collaborative learning is "when learners are encouraged to achieve common learning goals by working together rather than with the teacher and when they demonstrate that they value and respect each other's language input," (p. 134).

Although collaborative learning has been applied to different levels of education, a study titled "Does Collaborative Learning Improve EFL Students' Reading comprehension? developed by Momtaz and Garner at university of Malayer in 2005,   enabled researchers to emphasize the teacher's and the student's roles within a collaborative classroom. In this study learners showed different levels of performance and worked together to accomplish a common goal: identifying certain processes of collaborative reading including brainstorming, paraphrasing, and summarizing. The interchange of abilities and ideas made students' work engaging and improved their interest towards the learning process. The teacher was a mediator of learning who helped students interact and interchange information.

All participants (teacher and students) had opportunities to learn from each other. By following a collaborative learning approach students' interaction increased and it stimulated their cognitive, linguistic and social abilities because they had more opportunities to share with their peers and more chances to identify grammar and vocabulary mistakes to be corrected by their peers. Researchers Momtaz and Garner agreed with Palloff and Pratt (2007) who state that "by learning together in a learning community, students have the opportunity to extend and deepen their learning experience, test out new ideas by sharing them with a supportive group, and receive critical and constructive feedback," (p.158). Researchers Momtaz and Garner also stressed the fact that the students improved their social interaction in the group discussions and the efficiency of collaborative reading, especially with regard to saving time and energy.

The general findings made by Momtaz and Garner provide arguments to support the analysis of collaborative learning in a blended course designed for deaf students at U. P.N. Here, the role of the hearing teacher goes beyond setting the class contents, designing the learning tasks and leading the process which are common actions in a regular language class. In a collaborative classroom, deaf students have an active role because they usually work in groups by taking the responsibility of their own learning. They use their background knowledge, learning strategies, personal experiences and innate skills as valuable raw materials to help each other and encourage themselves to learn the new language concepts. This collaborative tendency is also evident when deaf learners find useful interactive resources or attractive English grammar web sites and interchange them with their hearing and deaf partners sending them via e-mail or adding announcements and comments to the project's blog. This makes e-learning resources useful and available for

deaf in the same way as it serves members of the hearing society. Garrison and Anderson (2003), state that "at the core of e-learning context is a collaborative constructive transaction. E-learning is exciting from this perspective in that it enhances and enriches both content and context," (p. 4).

In general, the teaching and learning strategies in which English knowledge is built taking into account students' opinions and own experiences to connect the language learning with their real language necessities are now facilitated by on-line technologies which demand reflection about the teacher's role, the social interaction and the learning opportunities promoted by collaborative learning under a social constructivist approach.

Chapter: 3 Research design

This chapter presents the design of the research study, the type of study conducted, the context, a description of the setting, the instruments used to gather the data, and the persons who participated in this research.

The following chart illustrates the steps of the research design process.

Type of study	Action Research
	Burns, A. (2005). Collaborative action research for English language teachers. Cambridge: CUP
Researcher's role	Teacher- Observer. Burns, A. (2005)
Context	Universidad Pedagógica Nacional
Participants	Eleven deaf university students
Data collection instruments	• Initial and final surveys • artifacts and logs • video-recordings
Resources	• Human resources: a sign language interpreter and a filmmaker. • Technological resources: Internet connectivity, blog, learning objects, computers. • Materials: visual aids, handouts, textbooks.

Chart Nº 1   Research design

Type of Study

An action research study enables teachers to conduct a classroom-based study to explore issues of interests or school problems because it is concerned with understanding classroom processes and the teacher's daily work. In the study with deaf university students, action research was chosen because its results might be reflected on the teacher's and students' performance. For Sagor (2000) action research is a "disciplined process of enquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions,"(p.1)

The introduction of an action research perspective in the university and the possibility of exploring the relationship between research and teaching represent a good opportunity to tackle some challenging school situations, particularly, if we are working with people with disabilities.

The goal of this research study was to change the traditional view of educational research towards deaf students and have a better understanding of their language needs, their learning strategies and the teaching practices that may enhance their possibility for learning English as a foreign language.

The objectives of the research study were:

- Identifying the effect of using a variety of EFL Internet resources on the development of an English course designed for deaf university students.
- Identifying the changes (if any) in the learners' English acquisition process when the teacher used some Internet resources to support their classes.

- Observing the features of collaborative learning used by deaf university students during their English classes.

In order to achieve the objectives above, the following research question was set:

- What is the effect of using EFL Internet resources as a support on the development of a blended English course designed for deaf university students?

During the study two sub-questions emerged:

- What does the use of Internet resources in a blended English course tell us about the language learning process of deaf university students?

- What insights about collaborative learning can be identified in a blended English course for deaf students?

Context

The research study was conducted at Universidad Pedagógica Nacional, a public university that prepares individuals to become professional teachers with strong pedagogical and practical backgrounds.

Participants

Although this university has integrated 53 deaf students into different academic curriculums, initially, there were twenty four participants involved in this study. However, at the end, the project was developed with eleven deaf volunteers who belonged to different academic programs and who had not received English instruction as part of their educational curriculum. The participants included five men and six women, ranging in age from 16 to 26 and whose social background was low to middle. They had received no formal English instruction.

The teacher's role

As a researcher and participant, the teacher's role was to design, implement and evaluate the research process. She designed strategies to help her deaf students improve their basic grammar knowledge and she acted as a facilitator setting learning strategies to address students' motivation, literacy level, and personal communication skills.

Data collection instruments

The data collection instruments chosen for carrying out this project are an initial survey, researcher's logs, two video recording, artifacts and a final survey.

Surveys

Sagor (2000) considers surveys popular instruments because they "are efficient and versatile, useful to gather data concerning affective, cognitive or attitudinal issues," (p.104). The first instrument used to gather data was an initial survey applied to identify the deaf students' profile, their motivation for learning English and their use of instructional technology. (See appendix 3)

A final survey was also applied to know students' opinion about the blended methodology used during the pedagogical intervention, the learning strategies applied and their level of satisfaction towards the English course. (See annex 4)

Researcher's logs

Sagor (2000) defines logs as "an even simpler way to collect data on student involvement" (P.103). Based on the direct observation, the researcher kept logs during the project, writing about the classroom interaction and students' behaviors, responses,

attitudes, gestures and other aspects useful to get insights about their reactions towards the English classes and the tasks proposed. These logs enabled the researcher to write a mini-summary of significant findings that occurred in the classroom during the pedagogical implementation of the planned workshops for the project.

Artifacts

Along the course, the written products produced by students known as "artifacts" were descriptive texts assigned as homework; they enabled the teacher to check the students' grammar and vocabulary improvement, the progress in writing simple sentences and the frequent mistakes as well as their personal reactions and motivations towards the course. According to Burns (2005), "collecting samples of texts over a period of time enables teachers to assess the progress which students make as well as diagnose areas for further action in classroom research." (p. 140)

A video recorded formal Interview

The students and the researcher participated in a formal interview with the help of an interpreter in order to know students' opinions about the course and some possible suggestions to improve the methodological strategies applied. This interview gave students the opportunity to freely share those points they felt were valuable and this "allowed the teacher to observe many facets of her teaching quickly", Hopkins (2008, p. 132)

The data collection procedure

Data collection was conducted in three phases during the study:

- In the first phase the initial survey was designed and piloted to know the students' background about English knowledge and their use of EFL virtual resources and technologies.

- In the second phase the lesson plans were applied during the face-to-face sessions and the complementary virtual tasks were done and sent to the teacher via e-mail every week. Those written documents were collected and used as artifacts to be analyzed, too. Along with the pedagogical intervention the teacher took notes and completed logs. One of the last classes was recorded to make a further analysis about the classroom atmosphere and the features of the collaborative work observed by the teacher.

- In the last phase the teacher applied a final survey and lead a formal interview which was recorded to know the students' reactions, opinions and comments after taking the English blended course during eight weeks.

The instruments and actions had the objective of collecting the data in a systematic way. While instruments like logs and interviews helped the researcher to register information about the happenings during the workshops, the surveys and interviews allowed the researcher to verify and control the data given by the participants**.**

In order to validate the information, the researcher triangulated the information collected from different instruments. Sagor defines the term triangulation as "the use of multiple independent data sources to corroborate findings," (2000, p.19).

Chapter 4: Pedagogical Intervention

The project started as a proposal to address the identified interest of a group of deaf students who wanted English instruction as part of their professional qualification process. It required the presence of a sign language interpreter and a filmmaker who voluntarily participated in the process. The interpreter's role was listening to the spoken teacher's instructions and explanations given in Spanish and then, signing the message to the deaf students, so they could understand what was being spoken and reacted to the signed message. The interpreter also acted as a communicate mediator who always accompanied the hearing teacher to interact with deaf students during the face-to-face sessions. The role of the filmmaker was operating a video camera to record the classes and the final interviews which were data collection instruments analyzed during the data analysis process. She also chose the images that better captured the teacher's and learners' reactions and gestures during the process to be uploaded in the project's blog.

Once the proposal was confirmed, it was necessary to set the three stages of the action research project   in order to   follow the reflective parameters given by this cyclic approach. They were pre, while and post stages.

The pre- planning stage

The first contact with the deaf students was a visit to one of their sign language classes. An initial document including the project's proposal was presented to them with the help of a hearing sign language teacher who performed the corresponding interpretation. Most of

the students accepted the first proposal immediately and some questions about the project's purpose, time and methodology emerged. The researcher explained the features of a blended course and the possible impact of the project in order to open an English course for them as an official elective subject. The face-to-face sessions were set according to the students' time availability.

After agreeing on the schedule and content of the blended course, the researcher collected students' e-mail accounts to start the virtual communication with them. As it was necessary to get official permission to start the project, two consent letters were designed for this purpose. The first one was signed by the coordinator of the special education program and the second one by the deaf participants in the project. (See appendixes 1 and 2). Students also completed the initial survey designed to get their insights about the English learning process and their habits for using Internet and e-mail. (See appendix 3)

While stage

Over two months, face-to-face classes took place once a week and they were complemented by virtual EFL activities designed by the researcher by using Internet resources. In the face-to-face session, the presence of a sign language interpreter was necessary and the lessons usually included a short paragraph to start the identification of some words to enrich students' vocabulary. There were also many images to "visualize" the language.

Each class provided the topic and vocabulary to be studied in the following class. The general planned curriculum was fixed according to the students' language needs by following an exploratory approach. Deaf participants expressed their language needs and

doubts and the teacher used them as part of her class. Classes were usually planned taking into account the students' language needs and their progress in the previous lesson. Every week the teacher designed a lesson plan for the class and a learning object for the virtual session (See appendices 5 and 6)

Every lesson had the following pattern:

- Warm up.

   A visual activity or game was used to focus students' attention.

- Presentation of the topic.

   The teacher usually used elicited sentences from students to visualize them on the board and present the topic. Some students spent this time to solve their doubts or difficulties about the virtual task assigned which were usually related to spelling mistakes and the conjugation of the verbs. Spanish was used to interact with the interpreter and to give the explanations to the group. Using the target language was not necessary because it was not a goal of the course.

- Controlled practice.

Students tried to apply the new grammar concept or piece of vocabulary taught in the lesson. They were monitored by the teacher who usually provided them with handouts and material including a high visual support. (See appendix 7). Students required the entire teacher's attention to solve their doubts, suggestions or difficulties towards the leaning process and received feedback.

At this stage some strategies from the Grammar Translation Method like using grammar charts to explain the language structure, doing written exercises for completing the gaps and translating sentences from English into Spanish were useful to reinforce the topic or grammar structure studied. Anderson (1993), states that "When grammar is viewed as functional, when it is explained to the deaf learner as an integral part of meaning, then, the acquisition of rules and forms will seem an essential part of the communicative process," (p.275).

- Free practice

Students were encouraged to integrate the topic, grammar and vocabulary of the class into their language knowledge by connecting the new concepts to their own lives. These activities were usually organized by groups in which students could share their own knowledge, solve their doubts and learn from their peers by doing activities like creating posters, translating texts, writing love and friendship messages, describing famous people, etc.

Complementary virtual task

For the teaching process, a variety of handouts and printed materials produced with word processing software were designed by the teacher. They included grammar explanations and practical exercises linked to visual complements which enabled deaf learners to read and complete the reading and writing tasks easily. Students usually developed a weekly learning object designed by the teacher to reinforce some basic concepts or enrich the vocabulary seen in the face-to-face session. At this stage, students received a learning guide to explore some EFL Internet learning resources including high

visual input and interactive activities like grammar test and crosswords. They complemented or reinforced the themes studied in the face -to-face sessions.

This autonomous activity was useful to stimulate students' interest on learning English, identify their language progress and language needs and make decisions to support their professional growth. Nunan (1996) proposes awareness as "the starting point to empower students' role in their learning process and finding a new way of interaction with their peers and teachers to be more autonomous," (p. 298).

After implementing the pedagogical strategy for eight weeks, these were some general reflections:

- During most of the face–to-face sessions, this group of teachers in training showed a high social and academic interaction and spontaneously helped each other in different ways, from looking up the meaning of a word in the dictionary to sharing a grammar explanation. Their participation usually encouraged a high collaborative   learning environment.

- In the virtual activities of the blended English course, deaf students applied their own language, cultural customs and work strategies to promote a collaborative learning environment They also exchanged information via e-mail to develop the virtual tasks assigned each week which implied using some EFL resources and software tools that gave them a range of opportunities to enrich their knowledge, identify new ways of language learning and apply their skills to transform the teaching and learning processes.

- The researcher realized that the general teaching proposal useful for a hearing person was not functional with a deaf learner. Knowing the signs to transmit the message was not enough to fit their interests and rhythms of learning which were different. They also had a different level of English and different preferences about the topics to cover. Aspects like students' learning rhythm and the amount of vocabulary and grammar given during each class, the use of Spanish as a supporting written language and even the physical location of the teacher were important aspects to take into account during the whole process.

The next chapter   describes how the research was conducted, its results and the generalizations grasped from the analysis of data.

Chapter 5: Data analysis and findings

The aims of this project were focused on the process of designing and implementing an English course for deaf students using EFL Internet resources to identify their effect on their learning process. To analyze such information, the Content Analysis Method was chosen because it sets out reliable and useful quantitative procedures to guide the research project. It enabled the researcher to make some inferences about the language learning process of deaf university students by examining the information trends and patterns obtained in several classroom observations, two written surveys, students' artifacts and a final recorded interview.

According to Burns (2005) "Content analysis is commonly used with written forms of data to uncover incidences of certain words, phrases or key themes. However, it also has been used in observations to focus on such things as gestures, touching, dominating behavior, and so on."(p. 156).

These are some of the reasons that support the choice of Content Analysis:

- It makes the data analysis easier because the researcher can reduce the amount of data to more manageable units by identifying the outstanding content and performing actions like generating and deleting categories or checking and linking themes.
- The researcher can reconstruct the data into units of meaning and finally, he/she can infer some generalizations supported on his/ her descriptive study.

- It uses different types of texts produced by participants and examines trends and patterns in them to give answers to the research questions. The texts obtained in a recorded interview and students' artifacts are useful to do this examination

- Content Analysis theory enables the researcher to make some inferences about the language acquisition process of deaf university students. In addition, the data obtained can be read in several levels to analyze the natural occurrence of language and the human interactions.

- Content Analysis places emphasis on meaning rather than on quantification and it is possible to analyze gestures and non verbal communication in the context where the texts are produced. The context is important because it is the conceptual environment of the analyzed texts and their relationship with the research questions.

The content analysis of data was a qualitative method useful to systematically analyze and describe the language improvement effects of applying a particular didactics (Internet resources) with a particular population (deaf students).

Once the data analysis approach was defined, it was necessary to assemble the data collected and a triangulation process was developed to increase their validity. Sagor (2000) defines the term triangulation as "the use of multiple independent data sources to corroborate findings," (p.19). To do this triangulation process the researcher collected different data collected using different instruments. She also compared and contrasted the data to identify relevant aspects immersed in the project's development.

The researcher started the triangulation process by using her logs including the data collected from her class observations. These logs were applied every week to record the teacher's insights about the students' performance during the face-to-face sessions. Learners' reactions towards the physical and virtual written resources, their difficulties and even their questions, comments and recommendations were included in each log. In addition, two surveys, a recorded interview, two students' artifacts and a video-recorded class were also useful instruments to collect data about the students' performance and ensure a reliable triangulation. Then, the researcher read and analyzed the data again to see if they were useful to answer the initial research questions. This detailed process enabled her to identify the following broad patterns:

- The amount and quality of students' interaction with other students and the teacher

- The type and frequency of virtual and face-to-face sessions

- The use of Internet resources as didactic strategy

- The level of satisfaction with the blended course

- The role of grammar in the English learning process of deaf individuals

- The learning style of deaf students

- The level of motivations of students towards the didactic strategy

- The English language improvement

- Collaborative work as an effective strategy

- The use of visual aids to enrich vocabulary

- The use of a sign language as a support in the course development

- The features of non-verbal communication in an English class

In order to reduce the large amount of data collected and focus the analysis, the researcher set an open coding strategy which is a "process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types," Burns (2005, p. 166). The coding strategy used was color coding which consists of assigning a different color to each group of patterns that make a category directly related to the Research sub-questions. Yellow color was used to identify the information about using EFL Internet resources in a blended course (sub-question n°1); and green color coded all the patterns that gave information about collaborative work (sub-question N° 2)

After exploring the data gathered and applying the coding strategy to reduce the quantity of information collected with the instruments, three categories and two sub categories related with the research questions emerged.

The following chart shows the categories mentioned above along with their appropriate subcategories which respond to the main question: What is the effect of using EFL Internet resources to support a blended course designed for deaf university students?

Categories	Subcategories
An effective didactic strategy	Language improvement
	Autonomy enhancement
	Motivation
A tool that responds to visual and written necessities	
A tool to enhance collaborative work.	

Chart N° 2 Categories and sub-categories

The first main category refers to the use of EFL Internet resources as an effective didactic strategy to support a blended English course designed for deaf students. The subcategories deduced from this category refer to students' language improvement and motivation as a result of the effectiveness of the didactic strategy. The second main category pinpoints the pedagogical strategy and Internet tools linked to the visual and written necessities of deaf students during the development of the course. The last main category characterizes the work performed by deaf participants during the face-to-face sessions.

Category 1: An effective didactic strategy

Data taken from the recorded interview supported the fact that most students used EFL Internet resources to complete the complementary virtual activities assigned by the teacher and it was an effective didactic strategy to improve their language level and keep their motivation along the English learning process. These two last categories are explained in the text below.

1.1 Language Improvement

Since the application of the initial survey, deaf students manifested their necessity to learn the target language to cope with a growing deal of English written information and to communicate by means of messages and written texts.

The following extracts show how after the project's implementation, students agreed on the effectiveness of the Internet in a blended learning environment to reinforce the language concepts and develop independent work with a fast, free and useful tool.

The transcript of some questions and the answers given by deaf students are written in Spanish which is their second language and the first language of the Sign Language Interpreter.

Excerpt Nº 1 Video interview N º 1 Students 1, and 7

"T: ¿Ha usado   la Internet para aprender Inglés? ¿Por qué?

S1:   Los correos con las diferentes actividades me han ayudado mucho porque

        siento que es un proceso que me está corrigiendo; me está guiando en la   oración

        que yo hago. Me ayuda muchísimo; me permite revisar vocabulario, hacer

        correspondencia con imágenes, etc. todo eso me alimenta mucho, es un

        aprendizaje y me permite prepararme para la clase presencial.

S7:   "Yo practiqué las actividades virtuales y me pareció muy importante esa

        práctica de Inglés; me da herramientas para poder desarrollar y mostrar resultados.

        Eso me ha servido mucho".

1.2. Autonomy enhancement

    Smith (2000) defines autonomy as "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others". (p.90). Deaf students, as hearing learners can develop those abilities to reach professional academic purposes but, it is necessary to show them the variety of available strategies useful for exploring and expanding their own skills to find out what they really need to support their professional growth and encourage them to be autonomous.

Excerpt Nº 1 Video interview N º 1 Students 9 and 11

T: ¿Ha usado   la Internet para aprender inglés? ¿Por qué?

S9:   "Si, apoya completamente el aprendizaje porque por Internet yo puedo   practicar,

puedo aprender, puedo   reforzar para no estar solamente   dependiente de la clase

y de lo que aquí enseñen y de lo que me quieran dar sino que yo puedo manejar

otras estrategias por fuera".

S11:   "Me parece igual de importante lo que dice S9 al fin y   al cabo uno

puede aprender sólo."

The extracts above provide evidence detailing students' opinions about the use of the

Internet as a tool that promotes their autonomous learning of the target language. These

teachers in training express their self-confidence and autonomy to monitor themselves and

to analyze their own learning processes by using the didactic strategy which also supports

their language learning.

In the following excerpt, students expressed their main interest in learning grammar and

developing their vocabulary of an English written text. Particularly, they manifested their

interest in enriching their vocabulary and understanding verbs as fundamental aspects of the

language learning that are facilitated by Internet tools like e-mail and on-line dictionaries.

Excerpt Nº 2 Video interview N º 1 Students 6, 7 and 10

S7:   "En el Internet puedo encontrar verbos; yo busco los verbos y busco

imágenes; entonces me permite corroborar lo que estoy pensando o corregir si es

que estoy errada".

S6: "Igual pasa con español, puedo buscar verbos en Inglés   y el computador me
apoya en ese proceso con el diccionario.

S9: "En Internet yo busco con los buscadores por ejemplo Google y aprendo palabras

       eso me permite usar diferentes términos en Inglés, practicarlo."

S10: "Yo uso diccionarios en Internet. Me gusta mucho   porque   puedo buscar

       rápidamente".

   The extracts above also evidenced two aspects of the learning style of deaf students

related to the use of images to check vocabulary meaning and the support given by written

Spanish which is their second language.

   The final survey was another instrument that provided data to support the use of the

Internet as an effective didactic strategy. From its results, the researcher identified that 91%

of students found the blended course (two face-to face hours and a weekly virtual session)

effective and that the use of the Internet had supported their language process significantly.

In addition, 64% of students confirmed that they had completed the virtual activities and

42% of participants said that their English level had improved a lot after taking the course.

However, only 10% explored other virtual sources different from those suggested by the

teacher which can indicate that deaf students need to know other virtual tools available on

the web useful for exploring and expanding their own abilities in order to find out

information useful to support their English language learning. Tapscott & Williams (2009)

states, "they need to expand their knowledge beyond the doors of their local community to

become responsible and contributing global citizens in the increasingly complex world

economy." (p. 119).

       As it can be seen and accounted for through the explanations and examples above,

the   English language level of deaf students who voluntarily participated in the project

increased as a result of the use of Internet as a didactic strategy, the first category set in this study.

1.3.   Motivation

As deaf students decided themselves to participate in a project which pursued the study of English as a foreign language to meet a goal that was self-imposed, the researcher noticed that they were motivated towards learning the target language. The following data support their motivation as the third subcategory framed from the use of the Internet as a didactic strategy. The log written by the teacher shows the students' motivation towards the course in general, and the effectiveness of the blended strategy supported by Internet resources in particular.

October 27th, 2009

"The university classrooms have been blocked. There are no regular academic classes. I have been in contact with my deaf students by e-mail. They have explored some EFL Internet resources to reinforce basic concepts like colors and adjectives. Seven students wrote me back   giving a positive opinion about the assigned tasks. They even want more links to practice by themselves. They are also worried about the face-to-face classes".

Log Nº 1

The fact that students kept in contact with the teacher, did the assigned virtual tasks and asked for extra sources during a period when the university was closed evidenced their high intrinsic motivation towards learning English by using the Internet resources suggested. According to Deci and Ryan "an internal desire and want to be engaged in an activity for the pleasure and satisfaction it produces," (1985, p.116).

The final survey also provided insights to support the students' motivation after taking the English course in a blended modality. The results showed that 83% of students were being highly motivated towards the language learning. In addition, 73% of the participants graded their level of satisfaction after the course as very satisfactory.

Finally, the personalized interview enabled the researcher to confirm the effectiveness of the Internet as a didactic strategy that fostered participants' motivation. The following excerpt is an example of this.

Excerpt Nº 3 Video interview N º 1 Students 6, and 8.

T: ¿Qué papel juega el internet en su aprendizaje del inglés? ¿Cómo lo usa para apoyar su aprendizaje del inglés?

S6:   "Yo siento que al ser mi primera vez, en todo estoy débil y también en todo me estoy fortaleciendo, en todo. El trabajo con Internet, las imágenes y el uso de guías virtuales aunque ha sido sorpresivo, me han estado fortaleciendo. Mi actitud hacia el inglés ha ido cambiando. Ahora me parece interesante."

S8:   "A mí me gusta curiosear en Internet, no sé como proyectos, cosas que hay para la enseñanza del Inglés de los niños; todo lo que aparece con la palabra "junior"; eso me parece interesante porque hay cosas que puedo aprender. Hay cosas que a mí se me olvidan del proceso de enseñanza de los niños y ahí las encuentro"

The answers above support students' tendency for using the Internet as an effective and attractive strategy to complement to the face-to-face sessions which are necessary to follow the course path.

Category 2   Internet, a tool that responds to visual and written necessities

The second main category emphasizes the Internet as a useful tool linked to the visual and written necessities of deaf students during the development of a blended English course. For deaf students learning a language that is auditory-based can be an extremely difficult task. Consequently, they require a high quantity of visual input to help them to improve their writing, particularly, grammar and vocabulary which are the basics to communicate their ideas and thoughts.

Writing is the most important ability to be developed in an English course for deaf students. And in this research study students frequently asked questions or demanded explanations about the specific grammar or vocabulary during the face to face sessions. According to Anderson (1993),"When grammar is viewed as functional, when it is explained to the deaf learner as an integral part of meaning, then the acquisition of rules and forms will seem an essential part of the communicative process."(p. 150).

The following log describes the teacher's reflection about the necessity of grammar explanation during the classes:

September 29th, 2009

"Today, I asked my deaf students to write a short descriptive text and I found that some strategies from the Grammar Translation Method were useful for them. For example, it was necessary to give them the grammar structure of a sentence: Subject + verb + complement to guide them in the writing of some simple sentences. I noticed that they asked for qualitative adjectives to be used in their text (next class I will work on adjectives). Students also found difficult using adjectives to describe attitudes or behaviors. In addition, spelling mistakes were common and the conjugation of verbs in third person needs to be explained once again".   Log nº2

Besides the difficulties mentioned in the excerpt above, students also pointed this topic in the final interview. The following excerpt shows some vocabulary and grammar difficulties about the writing process:

Excerpt Nº 4 Video Interview Nº 1 students 1, 2, and 3

T: "¿Qué dificultades han encontrado en el proceso de aprendizaje del Inglés?"

S1: "Definitivamente para mí el vocabulario, me da angustia no sentirme segura con algún vocabulario. Al momento de escribir, yo tengo claro lo de la estructura, yo sé donde va cada palabra pero me confundo en el vocabulario".

S2: "Lo que a mí me ha generado dificultad es que lo que yo he entendido en español es siempre largo: escribir los párrafos sale muy largo y yo veo que en Inglés todo se comprime, todo es resumido. ¡Eso me confunde!".

S3: "Lo mismo que mis compañeros, los verbos, el vocabulario; como organizar oraciones; hay palabras que no sé donde ubicarlas. Me confundo en el orden".

The extracts above show two features of the language are difficult for any language learner: syntax and right word choice. They also manifested the use of Spanish as a comparative structure to support their language writing process.

Another aspect that is remarkable in students' samples is that because of their limited vocabulary and the lack of descriptors in their written expression, deaf students require a high quantity of visual input to help them to improve their writing. The following samples exemplify their preference for using visual support when writing their short texts.

✓
✓ Diana j is love.
✓ She is skinng.
✓ She have golden hair.
✓ She is student.
✓ She have andres´s married

Artifact n° 1 sent by e-mail student n° 2 october 6 th, 2009

He is strange

He is sad.

He is tall

He is help the task with the friend

Artifact n° 2   sent by e-mail student n° 1 october 6 th, 2009

From the samples above, the teacher analyzed some common vocabulary and grammar errors which can become clues to identifying the particular stage of a student in the learning process. The Internet tools help teachers and students identify their errors easily and to correct them increasing the learners' understanding of language aspects. In Nunan's words, (1996) "making mistakes is a healthy part of the learning process, and mistakes and subsequent correction can provide the learner with valuable information on the target language." (p. 68).

It is known that visual materials are important for the communication and learning of deaf students. However, it is necessary to use them properly considering that deaf learners

have a learning rhythm different from their hearing peers. "Deaf individuals need to be able to read the material and then to shift the attention back to the presenter or the interpreter," (Marschark, 2001, p. 71)

The following chart based on the final survey shows deaf students' opinions about the most effective teaching strategy during the course. They made emphasis on the use of visual aids for vocabulary although Internet resources and F2F sessions were also mentioned.
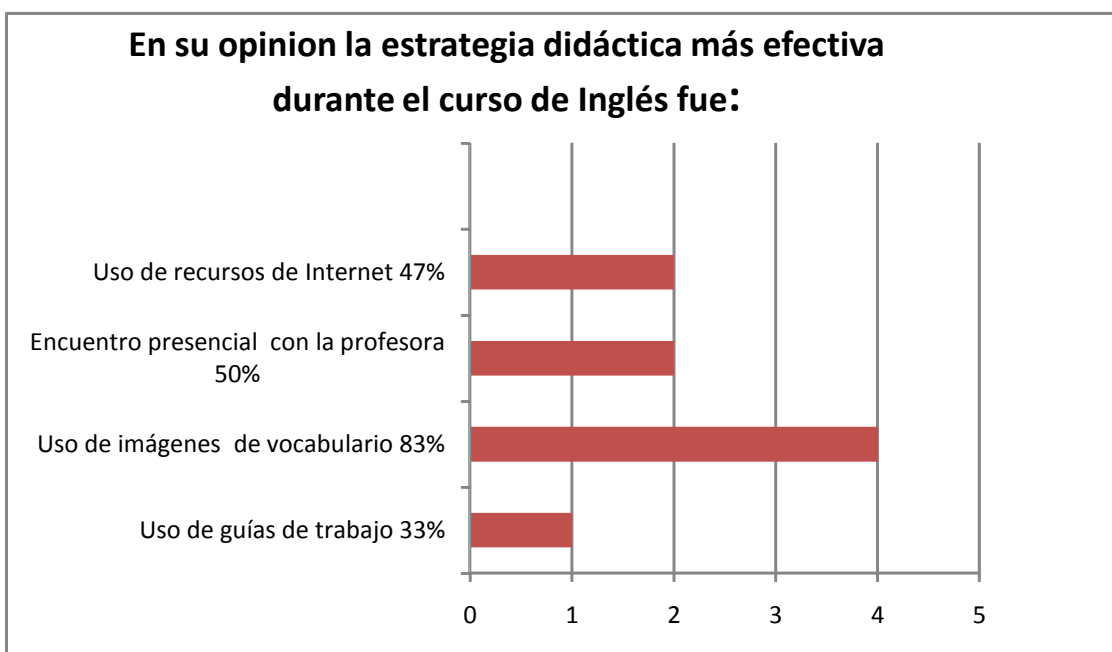
En su opinion la estrategia didáctica más efectiva durante el curso de Inglés fue:

- Uso de recursos de Internet 47%
- Encuentro presencial con la profesora 50%
- Uso de imágenes de vocabulario 83%
- Uso de guías de trabajo 33%

0 1 2 3 4 5

Chart 3 Students' opinion about the most effective teaching strategy

The chart above reinforced the fact that deaf students do not "hear" the linguistic information and they need to "see the language" expressed by gestures, body movements and sign language. Images are important to receive and give visual information and the websites and Internet tools suggested in the virtual tasks facilitated the visual reinforcement of the concepts taught in class. The following excerpt also confirms this fact:

Excerpt Nº 4 Video interview N º 1 Students 1, 3 and 5

T: "¿Considera usted que ha aprendido algo? ¿Qué tanto ha aprendido en el
curso?"

  S1:   **"**Pues la clase me ha parecido buena; el proceso, el vocabulario que
hemos utilizado; que se aclare el género; los dibujos que utiliza de apoyo
de ese vocabulario que permiten relacionar imágenes con palabras; el
preguntar si   está o no está de acuerdo; eso me permite a mí aprender
más rápido porque es un componente visual para que pueda desarrollar y
potencializar mi tercera lengua."

  S3:   **"**A mí me encantan los dibujos; por ejemplo, a mi gusta los
conceptos respecto a la mujer, que está muy bonita; ese tipo de cosas me
permiten   tener un concepto claro."

  S5:   "Yo estoy de acuerdo, las imágenes en las guía de trabajo; me dan
claridad y me permiten tener habilidad."

The samples above show how future teachers recognized their visual learning style
and written necessities to learn English for personal and professional purposes. The use
of Internet is a strategy that responds to those needs.

Category 3 Blended strategy: a tool that enhances collaborative work

Humans support knowledge through social interaction and communication and the
group of deaf participants showed some strategies for spontaneous collaborative work to

help them to develop self- confidence and effectiveness in their personal and group English process.

During the face –to-face sessions of the course, they demonstrated excellent group work skills and a positive learning environment. This fact facilitated that the voluntary course became a "meeting place" to some of them who belonged to different academic programs at the university and did not have frequent contact with their deaf peers. In addition, some of these teachers in training showed their teaching abilities to provide grammar and vocabulary explanations to each other by using their first language. According to Brown (2000), "collaborative learning aims at having students work with those students who have more knowledge to get guidance or orientation."(p. 122).

The following excerpt is taken from the recorded interview and supports the deaf students' preference for collaborative work in a face-to-face class.

Excerpt Nº 5 Video interview N º 1 Students 1, 4 and 8

> **T**: "¿Cómo le gusta trabajar en el curso: ¿sólo? ¿En equipo? ¿Le es
>
> indiferente?"
>
> **S1:** "A mí me parece mejor trabajar en grupo porque eso me permite
>
> compartir, alimentarme de la experiencia de los demás. Hay otros
>
> compañeros que saben más y yo me alimento de eso. Si yo me quedo
>
> sólo, me voy a quedar ahí, me voy a quedar sin avanzar en el proceso;
>
> eso me permite que yo aprenda de la convivencia."
>
> **S2**: "En diferentes materias trabajamos de diferentes formas pero aquí como
>
> todos somos sordos nos gusta trabajar en equipo."

S4: **"**Yo creo que para el caso puntual de Inglés es más fácil trabajar en equipo cuando todos somos sordos porque si tuviéramos con una persona oyente obviamente que captaría información más rápido porque le llega por audición y me sentiría en desventaja; es muy diferente a las otras clases."

S8: "Es fácil trabajar entre sordos porque para trabajar entre oyentes yo necesito ponerme de acuerdo, necesito un servicio de interpretación, en cambio cuando yo estoy con compañeros sordos no lo necesito, fluye mucho más rápido, ahorro tiempo."

The samples above support the design and development of an English course only for deaf learners who have enhanced their identity as a particular group of people who do not use a spoken language to communicate to each other. They also preferred collaborative work as it is shown in the following chart that represents the data gathered in the final survey in which 83 % of participants considered that the group collaborative work affects their personal English learning positively.
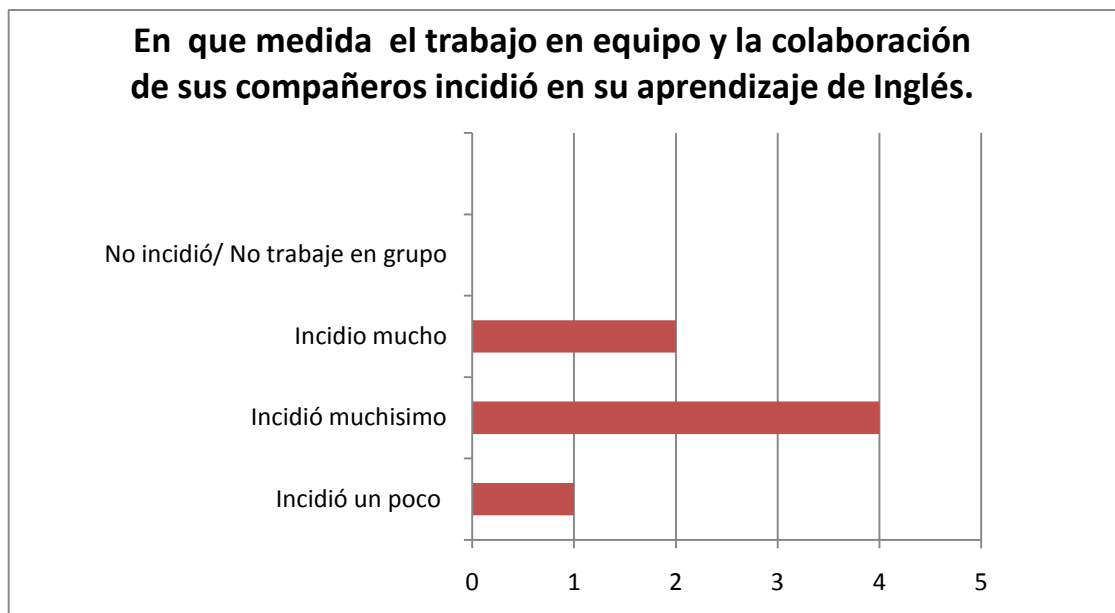
En que medida el trabajo en equipo y la colaboración de sus compañeros incidió en su aprendizaje de Inglés.

No incidió/ No trabaje en grupo

Incidio mucho

Incidió muchisimo

Incidió un poco

0   1   2   3   4   5

Chart Nº 4   Students opinion about collaborative work.

The greatest benefit of this collaborative work was also reflected on the friendly class environment and the willingness to work that most of the students showed. This was perceived by the teacher and expressed in the following log:

October 18, 2009

"The familiarity and casual atmosphere fostered students' participation making them feel included, valued, and respected. Students enjoyed the activities and they showed a high collaborative work. They helped each other by explaining or giving examples of new concepts. I noticed that each student is explicitly conscious of self and others and all have a common objective: learning English."

Log Nº 3

In the text above, the teacher made emphasis on the collaborative work fostering a better understanding of the target language in a collaborative environment where students felt comfortable while learning from their peers.

In summary, the combination of the technological resources available on the Internet with the traditional educational strategies to teach EFL as part of a blended learning proposal for deaf students contributed to enhance their autonomy, improve their command of the language; to fulfill their visual and written needs   and to foster collaborative work. Deaf learners showed that they preferred a learning environment, flexible enough to learn English as a foreign language under parameters of inclusion and equality rights.

The conclusions and pedagogical implications of this study, as well as the recommendations for a further research are analyzed in the next chapter.

Chapter 6: Conclusions, pedagogical implications, limitations and further research

Conclusions

Considering the first research question of this study: What is the effect of using Internet resources as a support on the development of a blended English course designed for deaf university students? It is possible to conclude that the effect of using EFL Internet resources in a blended course designed for deaf students is that they are part of an effective didactic strategy to improve motivation, autonomy and language learning because they respond to the students' visual and written needs and potentiate their collaborative work.

The general conclusion above is supported by the following facts:

Teaching and learning processes involve many different aspects which make every class and every group of students unique. Deaf students arrive at the university with a wide range of experiences, expectations and skills and teaching them implies much more than designing a lesson plan and implementing an "effective" strategy. Although deaf participants consider English important to feel like equal members of a hearing society that uses this language as a tool to grasp the world, they face more challenges because they voluntarily attend an English course in a non-English-speaking country. Compounding the challenges facing deaf students is a teacher who does not know Colombian sign language and requires an interpreter. Fortunately, the deaf participants of this study appreciated the opportunity to receive a blended English course which includes using some EFL Internet resources to support direct interaction with the teacher and their peers in the face-to-face sessions; they always showed a positive attitude towards the learning process.

Given that deaf students voluntarily attended this course, the combination of face-to-face sessions and online tasks are effective for volunteers in terms of flexibility, time management and autonomy. Students experienced the flexible modality to attend their classes once a week and develop some blended learning tasks to complement the face-to-face sessions They also set their own times and rhythms to complete the written assigned tasks and they did them at their own pace, without the interpreter's help and having the possibility of reviewing them several times to identify and correct the possible mistakes

Exploring and using some EFL Internet resources to support the face to face sessions is also an effective way of making the English teaching process more practical and dynamic for deaf students who take advantage of their expertise surfing on the web and invest their spare time to use a variety of tools and techniques effective to reinforce their learning process. Deaf learners can think, process, organize, and prioritize new information to learn a language by using the Internet tools that fulfill their learning needs of getting a high visual component and develop written communication.

In a blended course, the direct contact with the teacher during the face to face sessions and the frequent contact via e-mail or chat enhance communication and foster voluntary interaction, motivation, and discipline of deaf participants to become really responsible of their autonomous learning process. Dubin and Olshtain (1986) state that "the humanistic curriculum puts high value on people accepting responsibility for their own learning, making decisions for themselves, choosing and initiating activities, expressing feelings and opinions about needs, abilities, and preferences."(p. 75).

It is known that deaf students require a visual support for better understanding of grammar and vocabulary explanations, but they also require a different rhythm in the class to "capture" all the information given by the teacher and translated by interpreter. In addition, like their hearing peers, deaf learners focus their language learning on aspects like grammar and vocabulary and find it difficult to conjugate verbs and write sentences syntactically correct. Fortunately, Internet resources used in a blended environment designed for deaf learners provide teachers with effective strategies to deal with the visual and written necessities implied in their English learning process.

Since deaf students have very different personal, communication and educational backgrounds, they feel comfortable sharing their experiences and learning from their peers. When they work together, they enjoy peer review and immediate feedback and they are receptive to make self-correction based on the comments or suggestions given by the teacher or another student. They say that they learn better when they are actively involved in the process and they prefer to interact and perform collaborative work by using only sign language to express their ideas and comments in a class that demands from them a similar rhythm and level of participation.

Finally, the overall high ratings and positive comments given by the participants of the course, enable the researcher to confirm that the combination of some technological resources available in the virtual learning environments with the traditional educational resources contributes to improve deaf students' motivation, autonomy   and   language learning   making them feel immersed in an updated   teaching-learning process that

recognizes their needs, promotes collaborative work and provides them with alternative learning resources and strategies under an educational policy of inclusion and equality.

Pedagogical Implications

The project of using EFL Internet resources as a support on the development of a blended English course designed for deaf university students was a reflective and interesting work which is also valuable for teachers who want to try the multiple tools found in the Internet as resources to design a methodological proposal to integrate deaf students to their traditional academic curriculums fostering a friendly atmosphere of knowledge and integration.

The following aspects should be taken into account by a teacher for the development of a language course for deaf university students:

The Internet is a very popular tool for sharing information and enhancing communication and it offers multiple tools that can change the teacher's work and the educational opportunities of deaf learners. According to Lamb (2004), in the educational context the different applications of technology are seen as "the potential to engage disaffected pupils, to allow them to take control of their own learning by enabling interactive, individualized learning at the pace and level appropriate for them, and to give pupils and teachers new ways of being creative". (p.2). Teachers should explore those new alternative tools given by emerging technologies and adapt them to their teaching contexts to update and improve their professional teaching practice with regular or disabled students. It is necessary to adopt and adapt new teaching strategies to help disabled students to experience success and joy while learning.

Deaf learners usually communicate with their hearing and deaf peers by using Internet resources as an asynchronous communication strategy but, in the face-to-face sessions, they prefer working only with deaf people because they use sign language to express their ideas, to make and receive immediate feedback and to make peer and self correction which are positive aspects to contribute to the reflection and learning of the group. Teachers should adopt some virtual tools in their English courses since they are attractive and effective for both teachers and learners in terms of time flexibility, collaboration and autonomy. They should select EFL Internet resources including a high visual support with written pieces of information that enable deaf learners to identify and follow instructions easily and encourage them to manage their language learning process independently.

Writing is the most important ability to be developed in an English course for deaf learners and in this research proposal students frequently asked questions, literal translation of terms or particular grammar explanations about the topics seen during the face to face sessions. Thus, the Grammar translation Method is a language teaching approach useful to support some of the teaching actions focused on explaining the English grammar and its application in translation passages from English into Spanish which is students' second language. However, it is the teacher's responsibility to identify the students' grammar needs and decide what specific language structures must be taught in a lesson, what the most suitable strategy to teach them is and what difficulties can appear during the process in order to ensure students' learning and accuracy in their written texts.

"A skillful teacher is one who is knowledgeable in the subject matter as well as skillful in getting the subject across to students. The teacher of English to deaf and hard-of-hearing students has to be well-versed in all language components and has to determine which of

the components of language are available to which students". (Eilers –Crandall, 2004, p. 91).It is known that visual aids are the deaf student's primary means of receiving information. Drawings, flashcards, photographs or a simple list of words and commands on the board are necessary to enable them to process a lot of information visually. But, all these resources can be useless if the teacher does not use them appropriately. When teaching a group of deaf learners, teachers should start by ensuring a well lighted place with basic acoustics to have good communication with the interpreter and establishing some classroom commands by using signs or images to control the classroom discussion and involving all the students' participation. In addition, the use of exaggerated face expressions and the management of basic signs to give commands or reward students' work are useful tips for ensuring accessible classroom communication and effective management of the learning environment.

Finally, teachers should remember that deaf students have a different class rhythm compared with their hearing peers, which implies for the teachers patience and self-control to allow pause time when using the visual resources, giving the grammar explanations or getting the interpreter's support that usually makes the interpretation of some words lag behind what is being said.

In summary, designing and teaching an English course for deaf students implies being ready to deal with all the possible aspects and challenges that make every class unique. It can be a very challenging, but enriching experience for both teachers and learners who become main characters in a new teaching – learning scenario. The former can make some interesting discoveries about their students' language learning process supported by

their pedagogical applications and the latter can improve their attitudes about learning English.

Limitations of the study

The following are some limitations related to the development of this action research project.

First of all, the lack of enough time was a personal constraint of the teacher- researcher because developing this research study involved many working hours which were not considered in the planned schedule. For the researcher doing a research study with a voluntary group of learners was a real challenge because sometimes, the volunteers did not attend the face-to-face sessions and it was necessary to "repeat" the explanations several times.

Another constraint was that from twenty four deaf students who began the process, only eleven finished it. This made the data collection difficult because it was a challenge to administer different instruments to the same cohort of participants. One possible cause of this situation may be that the university was closed for three weeks and it was necessary to locate a school close to the university to hold the scheduled face-to-face sessions. However, some deaf participants did not go to the new meeting place during this time. When the regular classes started again, it was necessary to repeat the concepts seen in the last three sessions.

The schedule agreed with deaf students to have the face- to- face sessions was in the evening, from 6:30 to 8:00 p.m. But, all the audio-visual resources and the computers rooms were available until 5:00 p.m. at the university. This made it impossible to give students a pre-training workshop about how to use or optimize the use of Internet resources.

The last limitation is related to the poor performance of four participants who did not do the virtual activities suggested by the teacher. Among the reasons cited to support this fact, they mentioned their lack of time or Internet connectivity at home, difficulties to open the institutional e-mail account and problems to understand the guides because they did not attend the previous input session about using the proposed technology applications. In general, these students need to be more responsible with their personal literacy process and develop their own strategies and discipline to participate in a voluntary course and take advantage of the multiple knowledge sources that the Internet provides them.

Further research

Throughout this research study it was possible to change the teacher's conceptions about teaching deaf individuals identifying their learning styles and trying some learning strategies supported on the desire of using the   difference of these learners as a learning opportunity of professional enrichments and qualification.

Given that an action research project usually begins with an idea which can be continually checked from different perspectives, the possibility of doing a further research study related to teaching deaf students has become a necessity in order to overcome the difficulties found in the first cycle and to refine the data collection instruments to get extra and accurate data. The second cycle of this action research study will be a strong argument to support the opening of an official course designed only for deaf students to fulfill their English learning needs. Thus, the research question of the second cycle of this action research study will be: What is the effect of using Twitter and e-mail to support the development of a blended English course for deaf university students?

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APPENDICES

Appendix   1: Consent letter addressed to the coordinator of the Program.

Appendix 2: Consent letter addressed to the voluntary deaf participants

Appendix 3: Initial survey.

Appendix 4: Sample of lesson plan

Appendix 5: Sample of complementary guide

Appendix 6: Sample of handout

Appendix 7: Sample of complementary virtual guide.

Appendix 8:   Final Survey

Appendix   1 Letter addressed to the coordinator of the program.

Bogotá, Agosto , 24 de 2009

Profesora

Sofía Julieta Torres
Coordinadora Programa de Educación Especial
Universidad Pedagógica Nacional
Bogotá

Respetada señora:

Cordial saludo.

Actualmente estoy adelantando estudios de Maestría en Didáctica de Inglés en Ambientes de Aprendizaje Autónomo en la Universidad de la Sabana y la propuesta de investigación de dicha maestría está relacionada con el uso de recursos del Internet en la implementación de un curso de inglés para sordos.

Dado lo anterior, comedidamente solicito su consentimiento para realizar el proyecto de Investigación mencionado con la participación de algunos estudiantes sordos pertenecientes al proyecto de Educación Especial que usted coordina.

Esta propuesta de investigación implica la recolección y el análisis de resultados obtenidos luego de la implementación de algunos talleres y la aplicación de instrumentos de recolección de datos para conocer y analizar los resultados obtenidos después de su implementación.

Es de anotar que los participantes mantendrán su identidad en el anonimato y habrá estricta confidencialidad con la información que se recolecte. Así mismo, el proyecto de investigación no tendrá incidencia alguna en las valoraciones del curso.

Agradezco su colaboración y en espera de su respuesta.

 Atentamente,

Olga Lucía Ávila C.
Docente de Lengua Extranjera
Programa de Educación Especial.

Appendix 2   Letter addressed to deaf participants.

Bogotá, Septiembre 23, 2009

Señor(a)

_____

Estudiante Universidad Pedagógica Nacional.
Programa de Educación Especial.
Bogotá

Apreciado(a) Estudiante:

Actualmente estoy adelantando estudios de Maestría en Didáctica de Inglés en Ambientes de Aprendizaje Autónomo en la Universidad de la Sabana y la propuesta de investigación de dicha maestría está relacionada con el uso de recursos de Internet en la implementación de un curso de inglés para sordos.

Esta propuesta de investigación implica la recolección y el análisis de resultados obtenidos luego de la implementación de una propuesta metodológica para el aprendizaje del Inglés y la aplicación de instrumentos de recolección de datos para conocer y analizar los resultados obtenidos después de su implementación.

Es por lo anterior que comedidamente solicito su consentimiento y colaboración como participante del proyecto de investigación, que se realizará durante el segundo semestre académico del presente año. Es de anotar que usted como participante mantendrá su identidad en el anonimato y habrá estricta confidencialidad con la información que usted suministre. Así mismo, el proyecto de investigación no tendrá incidencia alguna en las valoraciones de los cursos que usted adelanta actualmente.

Agradezco su colaboración y en espera de su pronta respuesta

Atentamente,

Olga Lucía Ávila C.
Docente de Lengua Extranjera
Programa de Educación Especial.

Acepto participar   SI____   NO____

Nombre   _____   Firma _____

Código_____ Programa _____

Appendix 3 Initial survey

Encuesta inicial para estudiantes sordos

Con esta encuesta pretendemos conocer un poco más sobre sus necesidades e intereses respecto al aprendizaje del idioma Inglés en la U.P.N.

Por favor responda con sinceridad.

Nombre del Estudiante: _____

Fecha de Ingreso a la universidad _____

Carrera _____   Semestre _____

Género_____ Edad _____ e-mail_____ _____

1. ¿Qué idioma usa para comunicarse con sus compañeros y profesores?
   ____ Español

   ____ Lengua de señas.

   ____ Español y lengua de señas

   ____ Otro ¿Cuál?_____

2. En su opinión el idioma Inglés es:
   ____ Útil

   ____ Interesante

   ____ Importante

   ____ Difícil

   ____ Aburrido

   ____ No sabe, no responde.

3. Ha recibido algún curso de Inglés a lo largo de su vida escolar?
                 _____ Si   _____ No

   3A. Si su respuesta fue positiva indique ¿Cuánto tiempo?

   _____ Menos de un año

   _____ Un año

   _____ Entre 2 y 4 años

   _____ Más de 4 años.

4. Su nivel de lectura y comprensión de textos en Inglés es:

       ____ Excelente

       ____ Bueno.

       ____ Regular

       ____ Deficiente

       ____ No tengo idea

5. ¿Cuál es su propósito de aprender inglés?

       ____ Conocer otras culturas

       ____ Facilitar la comunicación con personas que hablan inglés.

       ____ Leer distintas fuentes bibliográficas que están escritas en inglés.

       ____ Escribir mensajes y textos en inglés.

       ____ Usar el inglés en el campo laboral.

       ____ Otro ¿Cuál? _____

       ____ No sabe / no responde.

6. Si pudiera escoger entre estudiar inglés u otro idioma (Italiano, francés, alemán, etc.) ¿Cuál sería su decisión? _____

7. ¿Que tan importante seria para usted el apoyo de un intérprete de lengua de señas para su proceso de aprendizaje del inglés?

       ____ Extremadamente Importante

       ____ Muy Importante

       ____ Importante

       ____ Un poco Importante

       ____ No es Importante

8. Señale la(s) estrategia(s) metodológica(s) que le gustaría trabajar en la clase de inglés.

       ____ Uso de un libro texto de Inglés.

       ____ Uso de juegos de vocabulario

       ____ Uso de guías de trabajo.

       ____ Uso del Internet y guías de auto-aprendizaje.

       ____ Tutoría personalizada

____ ¿otra? ¿Cuál? _____

9. Señale la temática que le gustaría trabajar en clase de Inglés.

____ Vocabulario y expresiones de socialización (saludos , presentaciones, despedidas)

____ Descripción de persona, lugares y objetos.

____ Expresiones para dar y seguir instrucciones.

____ Dar y pedir información.

____ ¿otra? ¿Cuál? _____

10.¿Cuál de los siguientes recursos tecnológicos utiliza con frecuencia?

____ Navegación en internet.

____ Correo electrónico

____ Chat.

____ Blog

____ Word, Power Point y Excel

____ ¿otro? ¿Cuál? _____

11.   En la U.P.N. existe Moodle que es una plataforma virtual interactiva, que
      se usa como complemento o apoyo de los cursos presenciales.
      Usted conoce el funcionamiento de la plataforma Moodle ?

Si_____   No _____

12.Si su respuesta anterior fue afirmativa ¿Usted tiene clave de acceso y   sabe cómo usar la plataforma Moodle?

.   Si_____   No _____

Gracias por su colaboración.

Appendix 4 Lesson plan class Nº 3

Title of the lesson: Me and the others

Previous lesson

In the previous face to face class, students read the first part of a short letter and identified the general topic of the text and some basic grammar concepts like greetings, ordinal numbers, cardinal numbers and the use of the verb " to be" in first person of singular.

Assumed knowledge:

Deaf and hearing students use Spanish to support their English learning process

Students identify the meaning of the verb" to be" in a written context.

Students write simple sentences to describe themselves.

Objectives of this lesson

To identify some personal pronouns, and their correct use with the verb" to be"

 To read a text and identify new vocabulary considering its context, meaning and usage

To introduce and describe people by using the verb "to be"

To use the verb "to be" for expressing age in English.

Anticipated problems

Problem	Planned solution
• Students' lack of attention • Misunderstanding of Instructions • Grammar errors. • Difficulty to do vocabulary exercises • Video bean and computer might be not available	• Sign language teacher can help to get students' attention. • Writing instructions on the board and giving examples of the tasks. • Immediate correction and further explanation of grammar mistakes. • Use of images and examples to support the vocabulary activity. • Use of an overhead projector and photocopies.

Stage	Aim	Teacher and student activity	Time	Tutor's comments
Lead-in / **T-S**	Introducing the general topic	Group work T will present a chart including the pictures of three characters of the movie "Shrek" Students will choose some pieces of paper including words to write descriptive sentences about the characters. Example [I] [fat] [am] Example: I am fat. T will explain the unknown vocabulary if it is necessary.	7'	
Presentation T-S	Presenting the topic	T will present the topic making emphasis on personal pronouns: I, you, she, he, it and they Students will receive a photocopy including some examples of personal pronouns T will ask them to deduce the grammar explanation T will ask students to deduce the age of Angelina Jolie and Brad Pitt. She will introduce the question How old…?.	8'	
Controlled Practice: Writing T-S	Practicing the verb " to be" with different personal pronouns	Individual work Students will complete some exercises to express age by using the verb "to be". T will check their answers.	10' 5'	
Lead- in 2º practice T-S	Increasing confidence to write simple sentences.	T will show some pictures of people. Volunteers will write one sentence about each picture. T will check the accuracy of sentences and will provide students with unknown vocabulary.	5'	

2º controlled practice Reading Writing S-S	Identifying the grammar aspect in a short descriptive text. Reviewing the concept of sentence	T will ask students to read the second part of the letter worked last class and to match the sentences that form the text to some images presented by her. Students will explain the reason of their choice. T will be ready to solve any vocabulary doubt. E.g. funny, serious, nice, bored, etc. T will make emphasis on using the verb "to be" for expressing age. (She is 45 years old.)	10' 3'
	Writing short sentences about a topic given.	Once the given sentences are classified according to each image, T will ask students to add more sentences to complement the description of characters. Volunteers will write some sentences and T will check them by eliciting possible grammar corrections.	5'
Free practice Drawing Writing S-S	Connecting the topic of the class with their real lives. Recycling concepts.	Group work Students will choose one of their teachers. They will draw a cartoon and will write five sentences to describe him/ her by using the verb "to be". T will present all the descriptions and will check them by eliciting possible grammar corrections.	15'
	Reflecting about the personal learning in this class S-S		10'
Closing S-S		T will elicit students participation to summarize the concepts learned in the class Students will receive a sticker to mark on a board how useful and interesting was the class for them The teacher will use that information to "fix" her plan for the following class.	5' 2'

Appendix 5 handout sample.

SOME PERSONAL PRONOUNS

Hello! **I** am Shrek.

I' m a famous character.

You are in English class.

She is Angelina Jolie

He is Brad Pitt

It is a cat

Appendix 6 sample of handout class Nª 4

Famous people and things

Complete the following sentences using the correct pronoun and the correct form of the verb " to be" (am, is, are)

Completar las siguientes oraciones usando el pronombre correcto y la forma adecuada del verbo "to be "(am, is, are)

_He is_ Johnny Deep

___ ____ a famous actor

___ ____   forty six years old

1963

1974

_____ _____ Penelope Cruz

_____ _____ from Spain

_____ ____ beautiful

_____ ____ thirty five years old

_It   is_ the Eiffel tower

____   ___ 120 years old

___ ____ in Paris, France

1889

Appendix 7 Sample of guide for a complementary virtual activity Nº 4

Learning object nº 1   Topic: colors.

Objectives

- To review vocabulary about colors (Repasar vocabulario sobre colores)

- To make predictions about an image. (Hacer predicciones a partir de una imagen)

- To read and understand a short story.(Leer y entender un cuento corto)

- To reinforce the grammar and vocabulary by means of a multimedia website of interactive games.

  (Reforzar la gramática y vocabulario por medio de una página de actividades interactivas.)

Hola!

La primera actividad es para que repases el vocabulario visto en clase.

Activity Nº 1 **Colors**

1. "Click" http://englishflashgames.blogspot.com/2008/05/colours-game.html

2. "Click" en " beginner" que significa principiante.

3. Con el ratón   o   "mouse" arrastra el color hasta ubicarlo sobre el nombre correspondiente.

4. Cuando termines revisa sus aciertos.

5. Puedes intentarlo en nivel intermedio (intermediate) o avanzado (advanced)

Activity Nº 2   **Look at the picture and describe the characters. Invent a mission for them**

Mira la imagen y describe sus personajes. Invéntales una misión.

I   am   Billy and this is my dog Splodge.   We have an important mission.

Complete the sentences. Invent information if it is necassary.
Completa las oraciones. Inventa información si es necessario.

Billy is <u>a boy.</u>   Splodge is a _____

He is _____   It is _____

He has _____   It has _____

Their mission is _____

Activity Nº 3

You are going to read a story titled: "Our colorful world". Complete the chart with some English words that in your opinion can be related to the title.

Vas a leer una historia titulada "Nuestro colorido mundo". Completa el cuadro con algunas palabras en inglés que en tu opinión se relacionen con el título.

Our colorful world

| Write a word | Write aword | Write a word | Write a word | Write a Word |

Activity Nº 4
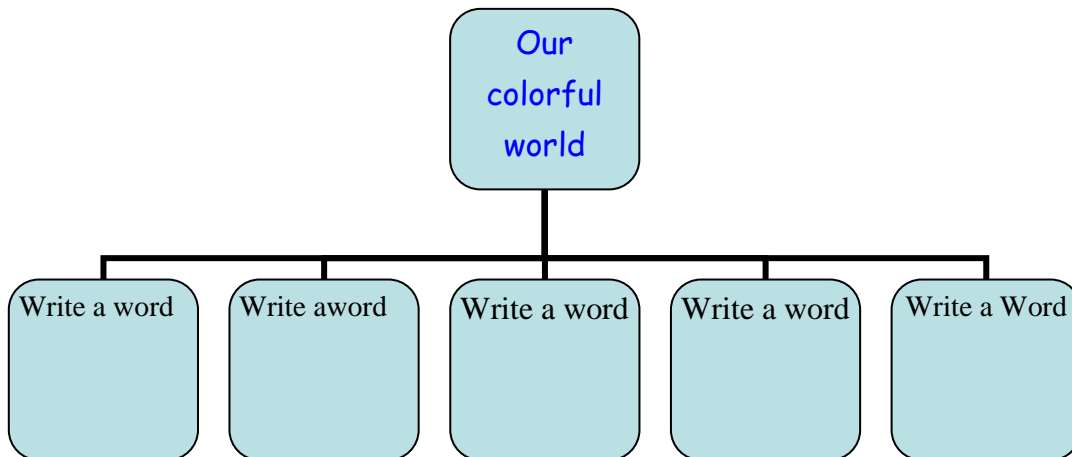
Go to http://www.britishcouncil.org/kids-stories-colourful-world.htm and match the color
with the image by drawing a line.
Ve a la página mencionada   y une el color con la imagen dibujando una línea.

Then, click on "start" and read the story. Answer the questions about colors that appear in the
screen.
Después, has click en "comenzar" y lee la historia. Responde las preguntas sobre colores que
aparecen en la pantalla

 Remember to click on "next"   to continue or   back" to return back.
 Recuerda oprimir "siguiente" para continuar o "atrás" para devolverse.

If you want to read the story again just click on " play the story again"
Si quieres leer la historia otra vez, tan solo haz click en " repetir la historia"

Final activity: SAVE THE MONKEY!

Go to http://www.britishcouncil.org/kids-games-hangman-colours.htm and have fun

trying to save the monkey. Ve al link y diviértete tratando de salvar al mono.

In the game you'll see some spaces. Each space is one letter. There is a clue to help you.

Click on some letters, if they are in the word they will go into the spaces. If they're not,

the monkey will be in danger! Guess the word and save it!

En el juego tú ves algunos espacios. Cada espacio es una letra. Hay una clave para ayudarte.haz

"click" sobre algunas letras, si están en la palabra, irán a los espacios. Si no, el mono estará en

peligro! Adivina la palabra y sálvalo.

Appendix 8 Final Survey

Encuesta final para estudiantes sordos

Con esta encuesta queremos conocer su opinión respecto al curso de Inglés para estudiantes sordos y su grado de satisfacción respecto al aprendizaje del idioma con el propósito de realizar los ajustes académicos y didácticos necesarios para implementar un plan de mejoramiento del mismo. Por favor responda con sinceridad.

Nombre del Estudiante: _____

Carrera _____   Semestre _____

Género_____ Edad _____   Estrato socio-económico _____

1. En su opinión el curso de Inglés le sirvió para:
          _____ Recordar algunos conceptos del Inglés aprendidos durante su vida escolar?

          _____ Iniciar su proceso de aprendizaje del Inglés como tercera lengua.

          _____ Divertirse

          _____ No le sirvió para nada

2.   Elija la estrategia didáctica que le pareció más efectiva durante el curso.
          _____ Uso de guías de trabajo.

          _____ Uso de imágenes de vocabulario

          _____ Encuentro presencial con la profesora

          _____ Uso de recursos de Internet.

          _____ Otra estrategia. ¿Cuál?_____

3. La modalidad 2 horas presenciales y 2 horas virtuales le pareció:
          _____ Muy efectiva

          _____ Efectiva

          _____ Un poco efectiva

          _____ Nada efectiva

4., Al culminar el curso, su nivel de Inglés :

    _____ Mejoró mucho.

    _____ Mejoró un poco.

    ____ Sigue igual que al comienzo del curso.

    _____ Empeoró

5.Al culminar el curso , su actitud y motivación hacia el aprendizaje del Inglés :

    _____ Es muy alta.

    _____ Es alta.

    _____ Sigue igual que al comienzo del curso.

    _____ No mejoró.

6. ¿En qué medida el trabajo en equipo y la colaboración de sus compañeros incidió en su aprendizaje del Inglés?

    _____ Incidió muchísimo.

    _____ Incidió mucho

    _____ Incidió un poco

    _____ No incidió

    _____ No trabajé en equipo

7. ¿Qué tan necesario le pareció el apoyo de un intérprete de lengua de señas durante las clases de inglés?

    _____ Extremadamente necesario.

    _____ Muy necesario

    _____ Necesario

    _____ Poco necesario

    _____ No fue necesario

8. Señale en qué medida el uso de Internet y las guías de aprendizaje virtual apoyaron su proceso de aprendizaje del Inglés.

    ____ Muchísimo.

    ____ Mucho

    ____ Un poco

    ____ No los complementaron.

    ____ No sabe / no responde.

9. Su nivel de satisfacción frente al curso que acaba de terminar es:

    ____ Muy satisfactorio.

    ____ Satisfactorio.

    ____ Poco satisfactorio.

    ____ Nada satisfactorio.

    ____ No sabe / no responde

10. Le recomendaría a sus compañeros de otros semestres y carreras, tomar el curso de Inglés?

Si_____   No_____

10B ¿Por qué? _____

11.   Por favor escriba algún comentario respecto al curso de inglés para estudiantes sordos.

_____

Gracias por su colaboración.