

Teaching and Learning EFL Competences to Deaf Students In Bachelor's Programs

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Abstract

This research project arises as a need to make visible problems related to teaching English as a foreign language to deaf students. According to DANE, Deafness is one of the most common but least recognized condition in Colombia. Its main objective is to reflect on the curricular aspects that involve pre-service and in service teachers training in teaching EFL to deaf students in Bogotá. For that, there is conducted a documentary revision and analysis of educational policies, syllabi, and study plans of EFL bachelor's degree programs public information. In addition, some interviews and surveys are applied on the perspectives about training of teachers and pre-service teachers and their experiences attending deaf students. According to the findings, there is a necessity to recognize the implementation of strategies of curricular adaptation to guaranty real classroom inclusion of deaf students, besides, it is important to understand EFL teachers training to teach deaf students and its relation to curricular aspects of higher education institutions. Finally, findings show that there are not well recognized, established and implemented guidelines to teach EFL to deaf students in Colombia because teaching EFL is thought from the generality but not from the reality of Colombian students' backgrounds.

Keywords: Deaf, English, Inclusion, Teachers, Teaching.

Resumen

Este proyecto de investigación surge como necesidad de visibilizar problemas relacionados con la enseñanza del inglés como lengua extranjera a estudiantes sordos. Según el DANE, la sordera es una de las condiciones más comunes, pero menos reconocidas en Colombia. El objetivo principal es reflexionar sobre aspectos curriculares que involucran la formación de docentes sobre la enseñanza de inglés como lengua extranjera a estudiantes sordos en Bogotá. Para ello, se realiza una revisión documental sobre información pública, políticas educativas, syllabus, y planes de estudio de licenciaturas en inglés. Además, se aplican entrevistas y encuestas sobre perspectivas de formación de docentes y estudiantes de licenciaturas de inglés y sus experiencias con estudiantes sordos. Según los hallazgos, es necesario reconocer la implementación de estrategias de adaptación curricular para garantizar la inclusión de estudiantes sordos en el aula, además, es importante relacionar la formación de docentes de inglés como lengua extranjera para enseñar a estudiantes sordos con aspectos curriculares de instituciones de educación superior. Finalmente, los hallazgos muestran que no existen lineamientos reconocidos, establecidos e implementados para enseñar inglés a estudiantes sordos en Colombia porque la enseñanza de inglés se piensa desde la generalidad y no desde la realidad de los estudiantes colombianos.

Palabras Clave: Docencia, inglés, Inclusión, Enseñanza, Sordo.

1. Contextualization

This case study was carried out in Colombia, in the capital city, Bogotá. Its participants are EFL in service teachers who will get interventions through semi-structured interviews about their perspectives about their experiences teaching subjects inside EFL bachelor's degree programs. In addition, EFL in service and preservice teachers will take part through a survey in order to evaluate the inclusion of competencies related to teaching English as a foreign language to deaf students inside EFL B. A. programs in Bogotá. Finally, throughout the documental revision and analysis of some mesocurriculum, study plans and syllabus of EFL B.A. programs in Bogotá there will be a reflection about the pertinence of competences related to teaching EFL to deaf students and are compared with Colombian regulations and policies from Ministerio de Educación Nacional [MEN], Secretaria de Educación de Bogotá, and current regulations focused on deaf students' rights.

In relation to the pedagogical framework, it is identified that for both teachers and deaf students there is a need to realize deafness as a particular condition to teach and learn a foreign language according to the contexts in which students perform, besides, it is important to have the necessary skills to carry out English classes with students' different needs or conditions as deafness, above all, in what refers to communication. In that sense, deafness not only means a lack of communication but a lack of opportunities. That is the case of learning a second language such as English that becomes a challenge, but it is also a way of recognizing them as a part of the society where there can be listeners and non-listeners.

At this point, it is necessary not only to recognize deaf students' needs but also for EFL teachers and pre-service teachers' training to teach them accurately. Even though there are some

regulations and policies, it is essential that that higher education institutions, given their Social Responsibility acknowledge these needs in the degree curricula to attend to students' different conditions as deafness.

From the perspective of EFL pre-service teacher, it is relevant to identify the lacks when teaching and it is going to be a way to show the necessities that also should be included later in curricula from universities to recognize that for future teachers should be necessary to understand the diverse population of students, their context and needs.

2. Research Statement

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005) promotes an Education for All, which means “ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programs in which children are both able and enabled to learn” (p. 10).

The recognition of education as a right of every child has a transcendental impact on society and as a consequence improves the quality of life of them and their context. When UNESCO mentioned that every child must have access to high-quality education, it is substantial to inquire if, in effect, that is happening. Due to that, this case study emerges from my own experience as a pre-service teacher of English as a Foreign Language, and as a mother of a deaf child, recognizing at first, the deficiency of knowledge related to the inclusion of this population in the society and in real education contexts, the few training of teachers and community in general to attend the necessities related to communication and access to equal treatment and, in this case, learning English as a foreign language not only as a mandatory subject but also as the right of inclusion. Considering also from my view, the ignorance of essential rights inhibits equality and inclusion to have a better quality of education and growth opportunities. As it was mentioned before in the “Education for All” movement by UNESCO, learning English prepares and provides people for acquiring better competencies for a competitive world (UNESCO, 2005).

For that reason, when the needs of a population are identified the reward will be found in wonderful qualities. In this field, English as a Foreign Language [EFL] teachers and pre-service teachers have an important responsibility to create real inclusion in the classroom by

implementing strategies to promote inclusion in the classroom and in society, but are we sufficiently prepared for those challenges?

According to the National Government, it is necessary to teach English as a foreign language in schools to give more opportunities to everyone as it is mentioned in some agreements as *Programa Nacional de Bilingüismo* and therefore, teachers must be prepared enough for increasing challenges. On the other hand, although there are no exact and updated figures from the deaf children population in Bogotá since the last census that was made in 2005; it is relevant to be aware of this population and their needs (Instituto Nacional para Sordos [INSOR], 2019).

Deafness is one of the most common disability types that affect the Colombian population but also it is one of the less recognized. Deaf people in Colombia have increased according to the projection made by DANE; according to the census made in 2005 there were about 455.718 deaf people, by 2019 there were 554.119 deaf people, and by 2020 the projection of the DANE is that will be about 560.029. showing that the deaf population in Colombia has increased over time and with that the challenges regarding the education gap as learning a second or third language like English. Besides, deaf children in scholar ages between 0 to 14 years are about 63.473 (p. 2).

Therefore, recognizing deafness as a crucial aspect in the development and implementation of EFL bachelor's programs is necessary, because, inside the policies and regulations of our country, we can find, for instance, Ley 115, 1994, art 23 de that, It was recognized the importance to learn a foreign language and also there were defined some mandatory subjects in basic and media education and it was included Humanities, Spanish and

foreign languages (Congreso de la Republica , 1994). Moreover, the National Government of Colombia has argued for some years that learning English gives more opportunities to the Colombian population.

This work must aim at several fronts: guaranteeing pedagogical innovation, strengthening teacher training, generating bilingual and bicultural experiences and interactions, fostering a culture of improvement through formative evaluation processes and with high standards, and generating content and learning tools to develop communication skills (Revista Semana, 2020. p. 1).

Consequently, deaf students should have fair rights and equal education conditions in order that inclusion is real in our country, it includes English as a foreign language. According to Ministerio de Educación Nacional, it should be aimed at encouraging work with the Secretaries of Education in the formulation of local plans for bilingualism and ecosystems for learning foreign languages with specific objectives (Revista Semana, 2020).

Learning a foreign language for deaf students is identified as a necessity by many of them because they can feel totally included in the society where English language learning makes them competitive and give them opportunities, besides, it implies recognizing their innate abilities before mentioning their disabilities (Ávila, 2011).

2.1 Research question

How do EFL B. A. programs in Bogotá include training in competencies related to teaching and learning English as a foreign language to deaf students in their curriculum?

2.2 Research objectives

2.2.1 General objective

To determine how EFL B. A. programs in Bogotá include training in competencies related to teaching and learning English as a foreign language to deaf students.

2.2.2 Specific objectives

1. To identify the competencies pre-service teachers, develop in their major related to how to teach EFL to deaf students.
2. To analyze through the curriculum of EFL B.A. programs in Bogotá, the inclusion of training related to teaching English as a foreign language to deaf students.
3. To establish the influence of the inclusion of training competencies in EFL B. A. programs to the teaching and learning of EFL to deaf students on pre-service teachers.

3. Literature Review

3.1 Constructs

3.1.1 Deaf Population Students in Colombia

According to the Plan Estratégico Nacional, 2019-2022 from INSOR, in Colombia, 5,4% of the population has a hearing impairment. In Bogotá, 16,44% of the population has hearing loss and according to the SIMAT (Sistema Integrado de Matrícula) from MEN's figures, the projection of students enrolled in Public Institutions by 2018 was 6.110 students. It means 2.7% of students enrolled in institutions with access to special education. According to SIMAT, students in scholar age 5 to 16 years old registered in public institutions by 2018 is 8%; besides, students in scholar age 5 to 16 years old not registered in public institutions represent 92.0% (INSOR, 2019).

3.1.2 Deaf Students' Needs for Language Learning - Inclusion in Education

Learning a foreign language for deaf students is identified as a necessity by many of them because they can feel totally included in a society where English language learning makes them competitive and gives them opportunities (Ávila, 2011). For instance, from my perspective as a mother, deafness was an unknown field until it touched my own reality. In my case, I have had firsthand the opportunity to see how some members of society feel kind of rejected when they have to face a deaf child, when integrating my child into Pre-school I could notice that even though there are some teachers who want to contribute to the adequate development of a deaf child's education, there are some others that do not even get a chance to meet them because of the wrong perception of hearing deficiency and not enough knowledge in how to include a deaf student into the scholar field with regular classrooms; as a consequence, it becomes a

disappointing and uncomfortable situation for children, teachers and parents at not recognizing abilities that can be developed with training, awareness of essential rights and equal opportunities.

Besides, as mentioned by (Macurová, 2004 cited by Ávila, 2011), including deaf students implies recognizing their innate abilities before mentioning their disabilities.

Deaf students consider English quite important to feel as equal members of a hearing society that uses English as a tool to grasp the world. They appreciate the opportunity to take an English course, interact directly with the teacher and their peers, and show a positive attitude towards the learning process (p. 144).

Subsequently when a teacher does not recognize or give a chance to a deaf student to be included in a regular class the inequality gap makes bigger and the teacher competence could be called into question. Moreover, the responsibility that a teacher has is not only in the education aspect but also as a change agent in the community.

In relation to the pedagogical frame, it is identified that for both teachers and deaf students there is a need to realize deafness as a different condition to teach and learn a foreign language. For teachers, it is an obvious need to know how to handle an English class with students' different needs or conditions as deafness, above all, in what refers to communication. In that sense, deafness not only means a lack of communication but a lack of opportunities. That is the case of learning a foreign language such as English which is the international language for communication businesses, and access to the world. For deaf people learning English has

become a challenge but it is also a way of recognizing them as a part of the society where there can be listeners and non-listeners.

On the other hand, Inclusion involves effective participation and successful learning for all students. In consequence,

It is not simply about placing students with disabilities in the classroom, with their peers without disability; It is not about specialist teachers responding to the needs of students in an ordinary school. It has to do with how, where, and why, and with what consequences, do we educate everyone the students (Muñoz & Lezcano, 2012, pp. 54 -55).

It means that real inclusion in classrooms should not differentiate students or make them apart from others, inclusion is totally contrary. Teachers and the community, in general, are the ones who in fact should adapt to their necessities.

3.1.3. Pre-service and In-service Teachers Training for Teaching Deaf Students

Teacher's training has been for many times the key to opening new worlds and to accomplishing the requirements of new contexts and societies including changes in schools and new government policies implementation. Teaching is not only the exercise to transmit knowledge, but it also goes beyond and there is where a teacher never ends learning. That is the importance of teacher training where with the increase of students and their different needs of them they should be updated on how to teach better to guarantee access to better education and equality, in that order, teachers' training could be a constant process that must be guaranteed to by all the actors of education like universities, government, schools, etc.

On the other hand, talking about training of EFL teachers and pre-service teachers there is necessary to keep in mind classroom inclusion and the need of teachers to rethink about pedagogical practicums because no matter the contents they have studied in their bachelor's degree programs there are also situations or experiences than can't be explained in curriculum or study plans. Then, it takes importance the role of a proactive teacher who relates the contents to his experience. In that sense, in some cases it makes sense to learn how to adapt curriculum to reach to all types of students. As seen in UNESCO (2009).

An inclusive approach to curriculum policy has built-in flexibility and can be adjusted to different needs so that everyone benefits from a commonly accepted basic level of quality education. This ranges from varying the time that students devote to particular subjects, to giving teachers greater freedom to choose their working methods, and to allowing more time for guided classroom-based work (pp. 18-19).

According to Observatorio de la Universidad Nacional (2020), there was proposed an initiative by a congress representative of the Colombian National Government named Wilmer Leal Pérez in which sought through a bill, Institutions of Higher Education with degrees in pedagogy included chairs on teaching sign language. Recognizing that it is relevant to understand the way of communication of deaf people and the limitations they face to guarantee no discrimination, also showed the importance of teachers' lack of training in this field encouraging to have better communication and understanding of that population.

Regarding teachers training the lack of knowledge of all kinds of disabilities in Colombia is evident. Furthermore, regarding regulations and policies, it is not clear evidence of how or to what extent teachers must have training in teaching deaf students. According to this seeking of

information, it was considered important to do a revision on some curriculum, meso-curriculum, Study Plan and public information from the universities in Bogotá with EFL or LLEI degrees. According to the SNIES (Sistema Nacional de Información de la Educación superior) there are 8 institutions with active programs in EFL degrees in which Study Plan reflects the components of the study fields that are what are going to be analyzed to get more information beyond recognizing and describe the elements in common.

3.1.4 Pedagogical Competences

Education is a changing field in which it is necessary to be aware of the challenges it brings. For a long time, teaching labor has been relevant to identify competencies or strategies that allow teachers to fulfill better practices to attend to students' needs.

According to Arboleda, (2011) “pedagogical competencies are defined as the set of knowledge, talents, abilities, skills, attitudes, and dispositions required to intervene in an individual's integral training. However, teachers have a unique identity that helps to improve their own competencies depending on the contexts and the students' requirements” (p. 2). In that sense, teachers must know and understand the context of teaching and learning, the possibilities, necessities, and lacks, with that information teachers can develop better pedagogic competencies in order to attend to that population previously identified; likewise, it is important to the interdisciplinarity of those competencies in which teachers are in a continuing reflection around teaching practices in which it is important for institutions to cooperate and support recognizing education as a socio-cultural process which is valuable to understand that teaching goes beyond the classroom and teacher will develop a self-reflection, a critical and permanent assessment of the didactic mediation that will improve better teaching practices.

On the other hand, Perrenoud (2004) affirms that.

the individualism of teachers begins with the impression that each one has a personal and original answer to questions such as: what is teaching? what is learning? But the teaching profession is not immutable, its transformations happen above all by the appearance of new skills (p. 6).

Therefore, Perrenoud proposes ten competencies for the future teacher where he returns to the Geneva reference put into circulation in 1996 and in which the author argued that to cover in a real integral way the competencies of the teacher should he had to rearrange competences into *family competences* There are the tenth pedagogic competencies.

Table 1

Description of the Family competencies

Number	Family Competences
1	Organize and animate learning situations.
2	Manage the progression of learning.
3	Develop and evolve differentiation devices.
4	Involve students in their learning and in the ir work.
5	Work as a team.

6	Participate in the management of the school.
7	Inform and involve parents.
8	Use of new technologies.
9	Facing the duties and ethical dilemmas of the profession.
10	Organize your own continuing education.

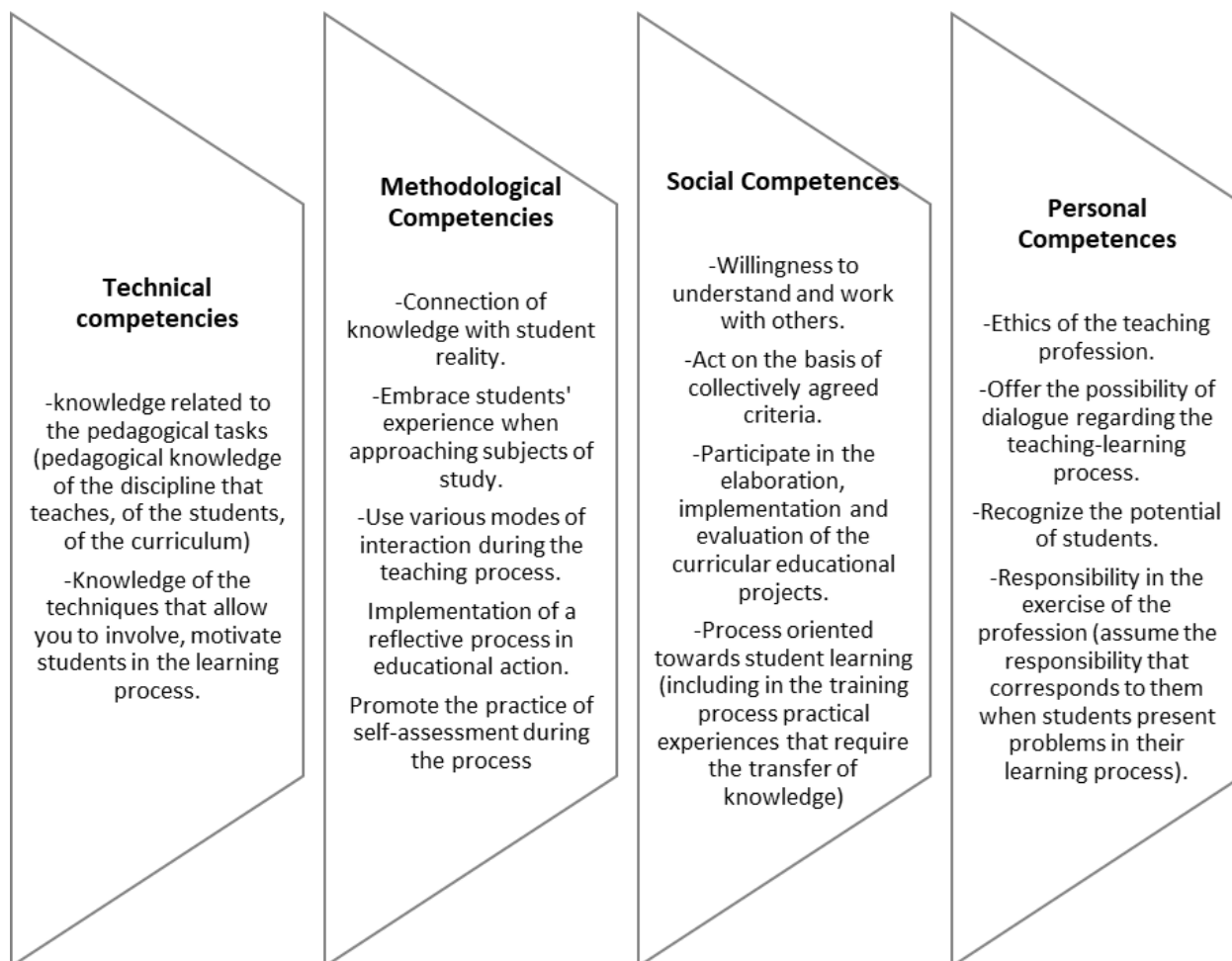
Note: Own elaboration, taken from Ten New Competencies to Teach. Gairin (2011) Formación de Profesores Basados en Competencias Source <https://www.uv.mx/dgdaie/files/2013/09/Philippe-Perrenoud-Diez-nuevas-competencias-para-ensenar.pdf>

Meanwhile, competencies are normally identified with characteristics of the person related to successful performance in their workplace. It is developed from integrative learning experiences in which knowledge of a diverse nature, skills, and attitudes interact in order to give an efficient response to the task being executed. However, basic competencies correspond to preparation for everyday life, and professional competencies with the profession itself. The former's specification must be verified by society itself based on the ideas that govern it, and its implementation cannot thus be only a technical decision. The latter are of a more technical character and will be specified using professional knowledge (Gairín, 2011).

Then, through a graphic representation, the author reflects on teachers' competencies.

Figure 1

Teaching professional competencies



Note: Own elaboration, taken from Competency-Based Teacher Training, necessary pedagogical competencies in teachers. Source <https://dialnet.unirioja.es/descarga/articulo/3601043.pdf>

Meanwhile, the profile of the teacher is in a process of change due to the new educational requirements that are continually emerging where day after day teacher is conceived in a less traditionalist way and more towards the development of skills or competencies not only for teaching or pedagogy but to provide solutions to these paradigms. Galvis (2007). Then,

understanding the teaching labor is a practicum of constant change due to the current classrooms situations and the need to fulfill education backgrounds but considering that it depends on the teacher and the context where can develop some or other capabilities making that teaching becomes a responsibility not only of the teacher but also from other education sectors to enrich teachers' role as educators realizing students' realities.

In that sense, Galvis (2007) shows that it is not a question of defining mechanically, by means of a list, the competencies of the teacher, it is necessary to unravel what cognitive elements, attitudes, values, and skills favor the resolution of educational problems, from all levels of teacher performance, to in this way, it is possible to identify and analyze those required by a skill set particular social context, in a specific context, which would give social relevance to this new profile (p. 49).

Defending that idea, competencies from teachers are not only based on what is expected they teach in a classroom, it means in this scenario many other components take place not only inside the classroom but outside, as mentioned by Galvis (2007) “To be competent, knowing how to do is not enough, it requires knowing how to be” (p. 51).

3.1.5 Pedagogical Competences to Teach Deaf Students

Competences build teacher's identity and there are some competences proper from the teacher, his contexts, his experience, the community in which he is involved and the pedagogy or methodology which implements for both inside and outside classroom practices. Therefore, according to the authors, those are flexible and integrative, and their aim is to engage no matter the context. To sum up, pedagogical competencies are those tools that even though are not

gridded and structured can be modified depending on the field of action, that is, the type of population, the students, the educational institution, and its needs.

For that reason, educational environments with different necessities and characteristics should promote the competencies of teachers that have to be involved with students learning development. That is the case of students with special needs or conditions as the deaf population. A teacher should have enough knowledge, tools, strategies, didactics, resources, and support to be able to handle the learning situations and encouragement of a student's performance.

In fact, the performance of teachers and administrators must run parallel to the modality, purposes, and institutional goals, as well as the characteristics of the environment and the students. Thus, a teacher from an inclusive institution could incorporate the pedagogical potential that inclusion demands into the process of training its minimum competencies.

As it was mentioned in Echeita & Sandoval (2002)

School education is today the main guarantee of everyone's right to learn (Darling-Hamond, 2001) and, therefore, the most important key to the gateway to social inclusion, then for the most vulnerable people (as are a good part of people with disabilities), this has to be the main help that prevents that door from closing before them (p. 43).

In that sense, developing pedagogical competencies could bring a change in the quality of student's life making them part of the community and society, not looking at them as the problem but recognizing them as a visible population to work on when making them visible and empower a forgiven community where in this century of a new technology age there are yet huge gaps of ignorance and inequality.

Many actors in a community like Institutions, coordinators, teachers, and even parents have assumed that deaf people have less intellectual potential than hearing people; but according to some findings of neuroscientific and psychological studies on deaf individuals compared to hearing people the last fifty years, however, reveal that deaf people have the same intellectual level as hearing people (Vernon cited by Salazar (2017). That has been a bad perception in which because socio-cultural beliefs have identified teachers' conceptions and even have made that teachers become afraid or do not know how to act when facing a challenging situation that could bring a deaf student.

As mentioned by Camacho & Pérez, (2014) “the conception of inclusive education requires teachers not only to master the subject they teach but also a series of strategies, methods, techniques or procedures that ensure student learning, whatever their personal condition” (p, 343). We can also call them competencies that a teacher should have when attending to a deaf student.

Then, exposed from UNESCO (2009) “Introducing inclusion as a guiding principle has implications for teachers’ practices and attitudes” (p. 20). In that sense, inclusion depends on the disposition teachers have when teaching, depend on their positive attitude towards students the success on their learning processes and to encourage or not actual classroom interactions empowering students to arrive classrooms where they will be included, and their necessities will be covered as much as teacher and the management of each situation allow.

Therefore, a teacher of a deaf student should have not only specific competencies but also an ethical commitment in which one feels solidarity in the process of learning with a student with a different characteristic what supposes at the end of the day a challenge being able to interact

with the student by means of the communication but also by recognizing student needs and thinking in how to help from his side to improve and encourage an asserted growth in the society.

3.1.6 Policies and Regulations Regarding Deaf Students

According to UNESCO (2009) nations must guarantee the implementation of policies or regulations that be worried about the strengthen of inclusion in education.

Teachers, other educators and non-teaching support staff need to be trained and ready to assist children, youth and adults in their development and learning processes on a daily basis. Flexible teaching-learning methodologies necessitate shifting away from long theoretical, pre-service-based teacher training to continuous in-service development of teachers. It must be noted that all specific knowledge competence cannot be given to the same individual. Several specializations are needed to cooperate with and support ordinary school staff. Moreover, national policies must address the status of teachers, their welfare and professional development (p. 20).

Thus, to reach real inclusion in classrooms it is transcendental that the way in which those rights will assured depend not only on teachers or institutions but also in the highest statutes from governments in order to make visible the situation and to plan how to improve and fulfill the aim of equality education.

In fact, some rules and policies in our country like the (Ley Estatutaria 1618, 2013) were by means of which the provisions guarantee the full exercise of the rights of people with disabilities. literally says in paragraphs h and i:

h) To ensure that the teaching staff is suitable and sufficient for the development of social inclusion processes, as well as promoting their training and permanent training.

i) Adapt their curricula and in general all teaching practices, methodological and pedagogical that they develop to effectively include all people with disabilities. (p. 9)

Regarding these guidelines, it is necessary when talking about teaching, to include all students' populations and needs as disabled students to provide teachers training, besides adapting curricula if necessary.

According to the MEN, inside their policies and regulations, they provide disabled students access to education (Ley Estatutaria 1618, 2013) “Guarantee the teaching staff educational attention to the population with disabilities, within the framework of inclusion, as well as promote their training, permanent training, in accordance with the provisions of the current regulations” (p.8). Even though, there are regulations and policies to provide and guarantee access to education to the deaf student’s population in Colombia, there are not clear aspects such as training for teachers and the capacitation for teaching in different contexts in classrooms with children with any kind of disability such as deafness. Universities that prepare teachers for this topic or that have a specific subject or cathedra regarding disability or different needs in Colombia are few and more centered in other B.A. programs like infant pedagogic or special education needs.

4. Research Design

According to Atkins and Wallace (2012) cited by Griffe (2012) a case study has the factor of flexibility, which means that it can be used to explore a variety of contexts and situations, from the experiences of individuals to the workings of large institutions such as universities, and from single cases of people, classes, or organizations to multiple cases. Moreover, articulated with the subproject of the LLEI research field 2 The study of the English language and its contexts, at the same time in the microproject 2 understanding and characterizing EFL in the LLEI: experiences and phenomena in the pre-service teachers' educational contexts and the Research subproject 3: understanding English teaching and learning contexts in EFL education. Taking into consideration that a case study is a meaningful approach in foreign language research to understand research as a process where there are a variety of procedures to improve knowledge of the context. A case study could be useful as much in quantitative and quantitative research. Besides, For According to Yin (2000) cited by Griffe, (2012) a case study must have three aspects, which can serve as a definition: it must have data from multiple sources, examine something in a real-life context, and use theory to generalize results.

According to Nunan (1992) cited by Griffe, (2012) “a case study is more limited and focused [...] investigate narrowly defined the topic areas such as classroom problems or language development” (p. 96). Therefore, inquiring about the pertinence of 8 programs of EFL B.A. in Bogotá to understand the requirements of learning EFL to deaf students could probably be an accurate and focused study design.

According to Brown & Rogers (2002) cited by Griffe, (2012) describe that in language education research, a case study includes language skills performance for both individual or small groups of individuals allowing the performance of research in which a small and not well-known group of student's population of deaf students can feel incorporated and related to the awareness of their needs.

As argued by Yin (2003) cited by Griffe (2012) even though a case study design could work well either quantitative or qualitative, in this research the main purpose will be to get a qualitative research design by collecting data related to the limited and focused context of classroom language development. "Interviews, participant observation, tests, textbooks, field logs, as well as documents such as class syllabuses, handouts, and homework assignments" (p. 98). In this case, some of those instruments of data collection will engage the triangulation of the data and consequently the validation and reliability of them. Cohen, Manion, and Morrison (2000) cited by Griffe (2012) claimed that a case study could evidence reliability and validity. To sum up Interviews about teachers and pre-service teachers' perceptions related to teaching training regarding deaf students' population, curriculum, meso-curriculum, and syllabus revision as a source of comparison and categorization of the study fields of 10 EFL B.A. universities in Bogotá.

In that sense, the objective of the research matches with the case study design because of the context to be studied in which it will be necessary to generate a reflection about the training of teachers and pre-service teachers of EFL B.A. programs in Bogotá to recognize the inclusion of EFL deaf student's needs recognizing deafness as a different condition to teach a foreign language.

The steps to carry out the research design case study are:

- Planning: To have clear the objective of the research.
- Designing: To understand how the research is going to be carried out.
- Preparing: To identify how the research is going to be carried out in order to be successful.
- Collecting: To adapt some instruments, like surveys and semi-structured interviews to identify the perception of EFL teachers and pre-service teachers in Bogotá about their training to teach EFL to deaf students.
- Analyzing: Analyze and categorize the data to identify if there are enough EFL teachers and pre-service teachers training for teaching EFL to deaf students.
- Sharing (or disseminating): To recognize deaf students' needs to learn EFL and to identify EFL teachers' and pre-service teachers' training.

To take into consideration that this research will have a diversity of participants and a wide range because of its nature it is necessary to describe how data collection will be collected. On the one hand, though, it is important to ask permission for analyzing the Syllabus chosen previously through some informed consent to coordinators of EFL bachelor's degrees of different universities in Bogotá, which will be included in the (Appendix A). Besides, signed informed consent from the participants of the semi-structured interviews will be presented (See Appendix B). To highlight the protection of their information and the survey implementation will

be totally anonymous. It is important to mention that as early research a piloting semi-structured interview was implemented to take in consideration the possible participants of the research. In that sense two pre-service teacher and an in-service teacher participated from it showing their perception towards English as a Foreign Language teaching and training, besides, it was evidenced teacher experience teaching English. In this case there were a piloting of two semi-structured interviews. The first one for pre-service teachers and the second one focused on in service teacher. (See Appendix C). The findings on that piloting were to identify the participants perceptions being useful to characterize the future participants of the research and the instruments focus. Results of the piloting are related also in appendix C.

4.1 Techniques and Instruments of Collection

4.1.1 EFL B.A. Programs Syllabi

To recognize the Syllabuses that were the most accurate for the research on the first stage as a previous finding, it was an online search of bachelors' degree programs in Bogotá to identify the ones which fit better with the requirements of the investigation. In this case Universities that were focused on preparing students for becoming English as a foreign language teachers. As first finding there were identified 8 Universities with current programs, then it was necessary to revise on the official web pages of those universities the study plans in order to recognize the study fields, subjects and electives to identify the ones in which pre-service teachers could get training for teaching students with disabilities. Syllabus from different EFL bachelor's degree programs of public and private Universities in Bogotá. It was necessary to analyze some syllabi from public and private Universities in Bogotá which focused on preparing students for teaching English as a foreign language, even though, the response of universities do not reflects the

generality of all syllabuses and there were taken 8 programs as preliminary study instruments. It

was done in that way to categorize the syllabus and look for aspects in common from the

different EFL B. A. programs in Bogotá and the possible differences between them.

The Universities and programs are related through this table and there will be numbered to protect the identity of the programs and the universities:

Table 2

Universities focused on EFL bachelor's degree programs in Bogotá.

EFL Bachelor's Degree	Modality		Character		Name of the Subject
	Presential	Distance	Public	Private	
1	X			X	Educación Inclusiva
2		X	X		Educación para la transformación Social; Escenarios educativos inclusivos.
3	X			X	Necesidades educativas diversas/ Special education needs
4	X		X		Perspectivas educativas contemporáneas en Colombia
5	X		X		New trends in English teaching; Contextos escolares; Cultura solidaria
6	X		X		Contextos escolares, cultura y poblaciones
7	X			X	Educación y perspectivas pedagógicas
8	X			X	Educación inclusiva y diversidad

Note: Table of own elaboration that shows subjects related to inclusion in EFL B.A. in Bogotá.

4.1.2 *Semi-structured Interview*

Semi-structured interview of own authorship which was made in Spanish for a better and easy scope of the participants due to it was necessary to get information of EFL in service teachers who are teaching or have had the opportunity to teach any subject inside a EFL bachelor's degree program. The interview was semi-structured for having a fluently conversation between interviewee and interviewer to obtain the most complete and meaningful answers about participants perceptions. The interview had 9 opened questions in which the aim was to get information from the participants. (See Appendix F) It has a question related to their experience as teachers and about their career and studies. Besides, there were questions related to the importance of the curriculum, study plan and subjects that as teachers of EFL bachelor's degrees and instructors have and their relationship with teaching EFL to deaf students.

On the other hand, there were questions related to the pedagogical competencies EFL B.A. programs students should have when become teachers to teach English as a foreign language to deaf students. It is necessary to mention that this instrument was exclusively created for teachers of EFL bachelor's degree programs and even though there are questions related with training of pre-service teachers the aim is to get teachers perceptions around the pertinence of the mesocurriculum, study plan and syllabus of B.A. programs. To keep the participants identity there will be necessary to assign a code to each participant instead of mentioning names. The participants will be called Teacher 1, teacher 2, teacher 3, teacher 4, teacher 5 and teacher 6. Informed consents signed by the participants previous the interview is presented on the (Appendix B) likewise participants agreed on record the Semi-Structured interviews.

4.1.3 Survey

Instrument of own authorship which has in total 20 questions, as the same time those questions were divided into; 8 multiple choice questions and 9 liker scale questions with 5 options of answer, being 1 (totally disagree) and 5 (totally agree), finally it has 2 opened questions, the first one to name the program of the bachelor degree the participants study or studies and the other one to attend any requirement or suggestion from the participants. From those questions, 3 of them were sociodemographic, 5 of them were related to the participants academic studies inside bachelor programs and their experience as teachers or pre-service teachers, finally 9 of them Likert scale were more related to the curriculum, study plan and experience of participants inside the bachelor degree, also inside those questions there are an approximation to the recognition of pedagogical competences for teaching English as a foreign language to deaf population and the inclusion of them inside the programs from bachelor degree of EFL in Bogotá . The survey was done through a Google form to allow the participants short time to answer the questions, easy access to it and easy spreading. (See appendix D). The survey was implemented in Spanish in order to reach to the most population as possible.

After that, there were defined three data collection instruments presented on the following table:

Table 3
Data collection instruments

Techniques	Purpose and Participants	Instruments for Data collection
Semi-structured interviews	English teachers of bachelor's degree programs who teach any subject inside the Study Plan of EFL B.A. in Bogotá.	Online meetings carried out by Meet platform to identify information and perception from the participant(s) for recognizing teacher's training for teaching EFL to deaf students.
Curriculum and meso curriculum EFL B.A. programs in Bogotá	Public information related to Syllabi and Study Plan from EFL B.A. programs in Bogotá. Syllabus related to specific subjects related to teaching EFL to a diverse population.	Revise public information about EFL B.A. programs in Bogotá to describe and compare the training in competencies of teachers and preservice teachers have related to teaching EFL to deaf students and comparing with the guidelines established from the government and higher Education Institutions.
Survey	Teachers and pre-service teachers from EFL bachelor's degree in Bogotá.	Online survey carried out by Google Forms platform to identify information and perception from the participant(s) for recognizing teacher's and preservice teachers' training for teaching EFL to deaf students.

Note: Table of own elaboration that shows the Instruments of data collection used in this study.

4.2 Population and sample

To recognize the importance of the inclusion of special needs of deaf students from the EFL B.A. Programs Syllabi it was necessary to reflect first on Study Plan from programs of EFL in Bogotá, Colombia. The search first was carried out by looking at the online public web pages of some Universities in Bogotá whose programs were related to English as a foreign language. The findings were that, in Bogotá there are about 15 programs which were related to teaching EFL but there are some institutions that are more related to business and internationalization of the programs, it means translation, English for specific purposes, or entrepreneurship.

Therefore, this case study was focused only on 8 programs that are related to teaching English as a foreign language. It means programs that prepare students to be EFL teachers. It was necessary to do a revision of Study Plan and then, there were identified the subjects that could have inside their syllabus, competencies for training teachers and pre-service teachers in how to teach EFL to students with special needs as is related in the Table 3. Even though it was not possible to get the syllabuses from the 8 programs which study plans were revised this study will count with 4 syllabi from 3 different EFL B.A. programs.

On the other hand, for this research project, the population of the Semi-Structured Interview is in service teachers of EFL in Bogotá Colombia who teach any subject on EFL B.A. programs in Bogotá. On the other hand, as sample of this study, the interview was done to 6 EFL teachers from Bogotá who teach different subjects to students inside EFL B.A. programs of different universities in Bogotá. The participants were chosen because they have a close relation with students and EFL degree by teaching subjects related to different study fields as pedagogic, linguistic, investigative. Besides, it was necessary that participants knew firsthand the B.A.

programs offered in different Universities or institutions in Bogotá that are focused on teaching EFL and to prepare future EFL teachers. The interview was answered by 6 teachers in Bogotá but only 5 of them have a bachelor's degree in English as a foreign language and one of them has a bachelor's degree in infant pedagogy but teaches subjects to students of EFL programs from two Universities in Bogota. The participants have wide experience as teachers and are graduated for both public and private Universities in Colombia, moreover some of them have had experience working in higher education and some of them have also experience working elementary and high school in middle and basic education. Moreover, all the teachers who participated of the semi-structured interview have higher education such as specialization or master's degree.

Finally, as population of the survey, there will be in service teachers and pre- service EFL teachers in Bogotá graduated and not graduated from Public or private Universities in Bogotá focused on EFL B.A. programs. In this case, as sample of this study the non-probabilistic for convenience sampling was the most accurate to choose the participants. EFL Pre-service and in service teachers from Bogotá. On the one hand, not graduated participants were candidates because in the survey it was necessary to find if there were any information about students' training and their perspectives about it and the program which they belong. Besides it was necessary that pre- service teachers participated from the survey to obtain recent information about bachelor's degrees and EFL programs in Bogotá. It was not relevant to know the semester of the students, but the importance was that they were currently studying. On the other hand, regarding in service or graduated teachers it was necessary to identify their experience as EFL teachers in Bogotá. 80 people in total answered the survey represented by 75% who were women and 25% men.

5. Data Analysis and Discussion

5.1 Codification and Categorization of Data

The implementation of the instruments was carried out in different stages. On first place, there was necessary to start reading syllabus to find out any similarity between them; The provisional or initial codes are compared and grouped in detail one by one finding similarities and differences giving as result less but more reliable codes (Charmaz & Thornberg, 2021). After that, there were implemented the semi-structured interviews according to the participants availability, then there were transcribed (See Appendix G), read and re read and finally there was implemented the survey and answers were collected. To start data analysis there was necessary to give a look from all the angles trying to catch as many aspects as possible. To do so the order of the implementation of the instruments was considered to maintain a process. In all the instruments there was relevant to give codes to the data in favor of construct then categories and as initial coding to identify main factors and participants perceptions, as mentioned by Thornberg et al. “constructed codes that fit the data by engaging in initial coding, in which they compared data with data, data with codes, and codes with codes, and stayed close to and remained open to exploring what they interpreted was happening in the data” (2013, p. 318). After codification of each one of the instruments some categories started to emerge to finally reduce those categories and add subcategories through a data triangulation.

Even though in the initial stage of the research the aim was to obtain information about syllabus Units from different spaces of 8 Universities focused on EFL Bachelors’ degrees in Bogotá to get as much information as possible, the information collection of the programs didn’t have the reach posed for this study. Moreover, there were meaningful information and data that could be collected. There were in total 4 syllabus from three different Universities in Bogota,

two private Universities and one public University which has two syllabus. For that, it was useful to create an analysis matrix (See table 4) in order to categorize and organize the information and also in order to find out about similarities and differences between universities and programs taking into account aspects in common as name of the subject, field of study, graduated profile, description of the subject, objectives of the syllabus, thematic contents, methodology and assessment.

Table 2

Analysis Matrix of Syllabi used for analyzing EFL B.A. programs in Bogotá.

University	Syllabus 1	Syllabus 2	Syllabus 3	Syllabus 4
Subject	Educación Inclusiva	Special education needs	Escenarios educativos inclusivos	Educación para la transformación social
Field of Study	Theoretical - Practical	Pedagogical	Disciplinary	Methodological
Description	Need of inclusive schools and types of populations and their needs, recognizing them as an additional effort that requires particular educational attention, proposing the answer to the question about the role of the professional in Pedagogy within the framework of the inclusive education.	Inclusion seen as a philosophy by recognizing students with different abilities, giving the possibility of taking into account students with disabilities and the way of guiding them, making them part of the educational community.	The importance of training professionals capable of intervening in multiple educational contexts around the solidarity, inclusion and interculturality, developing concepts, skills, attitudes and values that allow it to take action in various scenarios.	Fundamental elements of the training of graduates around social and human development and social critical thinking, supported by actions for a transformative leadership from the teaching praxis.

Objectives	Discuss inclusive education processes, approaches and models developed from the programs, socializing the challenges faced by teachers teaching to design, evaluate and monitor from the framework of diversity, sensitizing students to problems faced by excluded populations.	Identify and implement methodologies that allow to put into practice with the population with different capacities and to contribute to the elimination of barriers and avoid the risk of marginalization.	Contribute to the professional qualification of the graduate as a research teacher and transformative leader of educational scenarios through participatory research.	Contribute to the training of teachers with theoretical and practical tools that allow analysis and social change, respecting universal values and showing positive transformation in the local and social sphere.
Thematic contents	Inclusive education and disability concept of disorder, deficit and difficulty of learning	Inclusion and physical and cognitive learning difficulties	Frameworks, approaches and scenarios of inclusive education	Teaching function in diverse, social and cultural contexts based on human development in educational community and design of social projects.

Note: Table of own elaboration that describes the generalities of syllabi used as instruments of data collection.

After implementing the Semi-Structured interview to the participants, it was necessary to transcribe one by one the Interviews maintaining answers and comments of the participants as they were said on it, for that, the participants anonymous was guaranteed by giving the participants a code, (teacher 1, teacher 2, teacher 3, teacher 4, teacher 5, teacher 6). To do an accurate analysis of the instruments, it was necessary to use the method of opened codification.

According to Corbin and Strauss in which mentioned that to reach to a category there are some procedures that occur previously to find a category, first it is crucial to assign a name and define a concept, the smallest initial code. In that sense, uncovering the text to understand all which that contains by interpreting each idea on it being meticulous noticing any important aspects that could appear. That could be called a step that has a transcendental importance to continue with all the process until arriving to biggest and main categories. Then, to open codes it is necessary to identify relevant parts of the data and examine it from all the perspectives looking for connections or variations and common aspects to finally fit them into categories. (Corbin & Strauss, 1990)

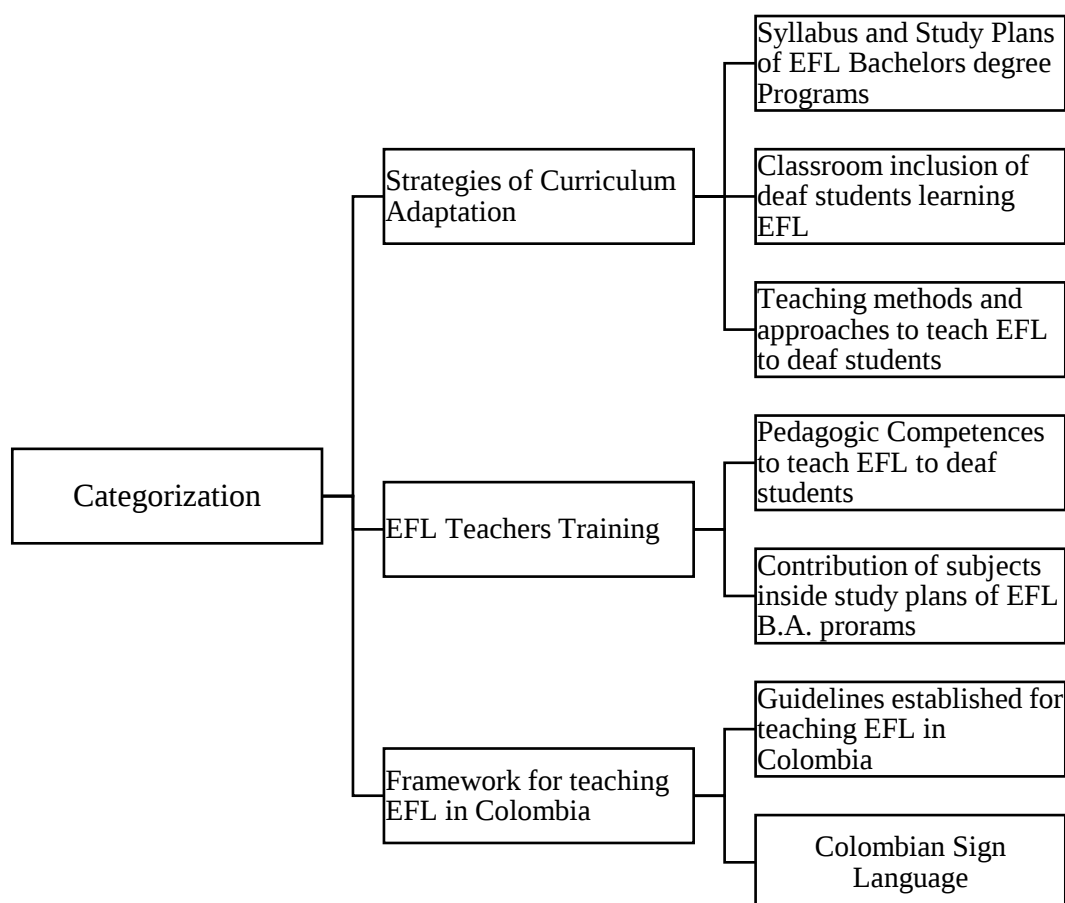
Subsequently, there was a triangulation process in which all the instruments were analyzed at the same time to a first approximation of emergent codes to find similarities and differences between them for later join those codes to create preliminary categories that later became the main categories of this study. From semi-structured interviews all the answers from the participants were transcendental to have a wide view from their perspectives and opinions as main actors of the training of EFL preservice teachers comparing similitudes but also giving a look to their experiences and contrasts regarding inclusion of deaf students when learning English as a foreign language trying to highlight all the aspects as possible. At the first sight it emerged some codes or words that emerge from all the instruments and then repeated on them. Then, the number was reduced, and the opened categorization process was more precise according to Corbin & Strauss (1990) “Over time, the analyst realizes that certain concepts can be grouped under a higher abstract order” (p. 124). Categorization was done through a table of own authorship in which the category was denominated with a name and the instruments showed the density of them on it. (See Appendix E). As the same time, survey answers were analyzed on

detail to find preliminary categories and concepts presented in the other instruments but also some others that were not mentioned before on the other instruments. Meanwhile, from the syllabi it was relevant to read on them aspects and variables in detail to get more information of them and relate with emergent categories.

In the first approach to categorization, fifteen codes emerged, of which they were regrouped, categorized, and subcategorized revealing data more explicitly, as mentioned by Corbin & Strauss (1990). Subcategories are more specific and allow to limitate the preliminary categories identifying relevant and repetitive information to finally become axial codification closing breaches between categories, it was necessary to start reducing repetitive categories to relate ones with other as opportunity to classify some on them into subcategories to get more value and represent the data collected as well. Therefore, in total, three large categories were considered and as the same time among 2 to 3 subcategories were related for each one.

Figure 2

Categories and subcategories of Data Analysis



Note: Figure of own elaboration that show the categories and subcategories found in the triangulation of instruments of data collection.

5.2 Findings of Categories of Data Analysis

Concerning carrying out a better understanding of data collection instruments there will be a code given to the excerpts mentioned during the analysis: Teacher 1: (T1), Teacher 2 (T2), Teacher 3 (T3), Teacher 4 (T4), Teacher 5 (T5), Teacher 6 (T6). Besides, according to Syllabus they will be coded like: Syllabus 1 (S1), Syllabus 2 (S2), Syllabus 3 (S3), Syllabus 4 (S4) and

finally, as the survey was totally anonymous the code for all participants will be Survey participant (SP).

5.2.1 Strategies of Curricular Adaptation

For the first category named curriculum adaptation some subcategories emerged such as syllabus and study plan of EFL bachelor's degree, classroom inclusion of deaf students and teaching methods and approaches.

5.2.1.1 Syllabus and Study Plans of EFL bachelor's Degrees.

When revising the data related to the Syllabus studied and taken as instruments of collection inside the literary review there can be seen the following findings. S2 describes the course and the implications related to the training of EFL pre-service teachers and the aim of that course giving as an important aspect the significance of learning about disabilities due to the social implication, S2 highlighted.

[El Syllabus tiene como objetivo primordial [...] el desempeño de los futuros docentes ante la posibilidad de tener en sus aulas estudiantes con capacidades diferentes y su forma de orientarlos, hacerlos parte de la comunidad educativa, fortalecer sus discapacidades y también igualar el nivel de exigencia para no rotularlos ni subestimarlos (S2).

Also, it is evident in S1: “Basados en la misión de la institución frente a la formación de profesionales de la educación, capaces de intervenir en multicontextos educativos en torno a la solidaridad, la inclusión y la interculturalidad, este curso se orienta al desarrollo de conceptos, habilidades, actitudes y valores que le permitan al estudiante dinamizar en diversos escenarios

(formales, no formales e informales), acciones educativo- culturales participativas en torno a la construcción de oportunidades educativas en donde se cultive la diversidad humana”.

It means, education as a right and as an opportunity to have equal opportunities regardless of the condition of the students.

In relation to the incidence of the Syllabus inside the Study Plans of the EFL bachelor's degree programs and as findings in the semi-structured interviews it is clear that all teachers state that there is not any specific subject which programs have established to teach in specific English to deaf students neither in general to know about population with disabilities and their contexts, some of them also argue that it would be necessary to include any training inside the programs, as is mentioned by T4: “La generalidad en todos los planes de estudios siempre fue la enseñanza del inglés, pero pensada siempre para oyentes [...] pero digamos nunca tuve una asignatura que fuera específica para estudiantes con algún tipo de inclusion” and T1 argues: “Una catedra no, en este momento las licenciaturas falecen de esto” in which T3 agrees

Lo que si te puedo decir es que no hay ni un programa en Colombia que dicte o que imparta formación a futuros licenciados en lenguas extranjeras en el marco de la diversidad No existe porque ya lo hemos investigado en la universidad. (T3)

Thus, teachers state that teaching English in our country is though for listener and that there is not yet any course though for not-listeners. T4:” toda la enseñanza siempre es aplicada a oyentes, pero no hacen ninguna especificidad”

On the other hand, some other participants mention that teaching a subject inside the Study Plan of the syllabus from the bachelor's degree programs would be highly necessary but

from the programs there is not a worrying about the inclusion of that kind of training, T1:

“cualquier programa de licenciatura debería incluir a los docentes en formación un curso donde precisamente puedan tener una práctica docente incluyente que les de esas herramientas para enseñarle a un estudiante con cierta discapacidad sea sordo, sea ciego, etcétera”. And mentioned by T6: “sería necesario abrir espacios adicionales no solamente espacios dentro de lo que se considera una electiva sino también espacios dentro del currículo general o dentro del currículo obligatorio”. Moreover, two participants argue that it is more common to find subjects or cathedras related to classroom inclusion, but not in EFL bachelor’s degree but in other kind of programs as infant pedagogy, besides there are some Universities that have an elective subject offered for all students but is not part of the mandatory component inside EFL bachelor programs mentioned by T3.

Los programas que existen allá si tienen una licenciatura en educación infantil con énfasis en diversidad e inclusión, [...] casi que estas electivas que tomaban los estudiantes de la licenciatura en bilingüismo con los estudiantes de la licenciatura en pedagogía infantil veían estos temas de inclusión, pero en el marco del currículo propio de la licenciatura en bilingüismo no hay asignaturas que sean dirigidas hacia la inclusión y la diversidad. (T3)

Even arguing that should not have a differentiation in the degrees but that in general all the degrees focused on teaching should implement any subject to know more about different conditions and disabilities that exist in our country and that as teachers could face in any moment of the teaching practice.

Regarding Syllabus and Study Plans of EFL bachelor degrees as findings on the survey, it can be evidenced that according to participants 'perceptions inside the study plan or the syllabus

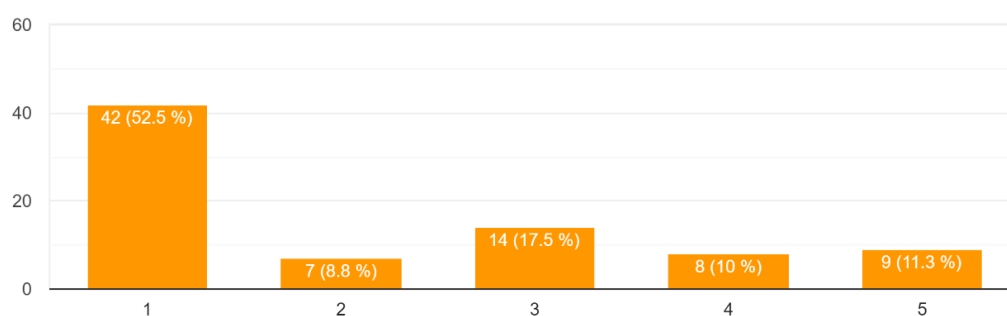
from the Program of the University they currently study or are graduated there is not evidenced a subject or an academic space in which pre service teachers can learn or at least take in consideration how to teach English as a foreign language to deaf students. It can be seen from this question like part of the survey: ¿El plan de estudios de la Licenciatura que estudio o estudié incluye o incluyó información útil para enseñar inglés a población con deficiencia auditiva? Giving as result that 52.5% of the participants represented in 42 people are totally disagree, 8.8% represented in 7 people disagree, 17.5% represented in 14 people neither disagree nor agree, 10% represented in 8 people agree and 11.3% represented in 9 people are totally agree.

As previously mentioned in the description of the instruments, the results of each of the questions expressed as a percentage for each response option are shown below, being 1 Totally disagree, 2 Disagree, 3 Neither agree nor disagree, 4 agree and 5 totally agree.

Figure 3

Answer to the question 10 of the survey.

¿El plan de estudios de la Licenciatura que estudio o estudié incluye o incluyó información útil para enseñar Inglés a población con deficiencia auditiva?
80 respuestas



Note: Perception survey of teachers and teachers in training on the training received for teaching

English to deaf students Besides, regarding the opened question one of the participants of the survey mentioned.

Ya estoy terminando el Plan de Estudios de la universidad, y me hubiese gustado haber aprendido braille o lenguaje de señas, es importante como docentes tener ese plus hoy en día. [...] si la universidad incluye la enseñanza a poblaciones en "inclusión" los egresados tendrían más posibilidad. (SP)

Then, even though in some of the study plans and Syllabus from different programs of EFL in Bogotá there are subjects aimed at knowing about inclusion and diversity, there is evident that there are not any Study Plan focused on teaching EFL thinking towards the needs of students with disabilities, neither in general nor to an specific disability because there is not a tendency due to programs are not required to implement in their study plans that. There is evident that there are a differentiation of the Bachelor degree's programs, For instance, in the case of Special education needs and Infant pedagogy degrees, which programs are worried about a specific group of students with different conditions; but according to the data collected there would be necessary to get a implementation and a better understanding of disabilities because as teachers there is a social responsibility both inside and outside classrooms.

5.2.1.2 Classroom Inclusion of Deaf Students.

To understand the real classroom inclusion inside the vision of the different Syllabus studied, there is evident in some sections of them as in the description of the course the need of inclusive education, it can be seen in S1.

La educación inclusiva como modelo educativo ha sido definida como aquella que recibe a todo tipo de niños y que percibe la diversidad como un valor y no como una causa de exclusión, igualmente se ha reconocido «[...] como la modalidad más adecuada para que los Estados garanticen la universalidad y la no discriminación en el derecho a la educación. (S1)

Then, it is presented in S3: “La paz y el desarrollo sostenible requieren de una educación inclusiva que garantice condiciones para el desarrollo humano.” In those cases, from the Syllabus of the bachelor’s degree there are an awareness and recognition of a gap related to teaching and learning EFL for inclusive scenarios even though not specific but there is an understanding that through the recognition of some sectors education can close that gap and as a consequence there won’t be discrimination of the students. Besides, Syllabus curriculum adaptation is evidenced when it is mentioned that even though there are not specific contents to establish how to include it inside the practicum, there is a need to observe students’ contexts and an awareness to include different population students to classrooms. It is represented in S1 when it is mentioned inside the pedagogic strategies of the S1.

Esta asignatura busca el logro de diversos aprendizajes en la conceptualización de los temas propuestos, mediante la revisión de fundamentos teóricos y la puesta en práctica de los mismos. Dicho proceso, exige el análisis crítico de las lecturas base y de la realidad de los contextos educativos, junto a la investigación autónoma. Lo anterior conlleva a la configuración de propuestas didácticas acordes a las características y necesidades de los niños y niñas. (S1)

Taking into account the teacher has a guidance but is free to adapt the contents to the necessities of pre-service teachers training and their future students. In this part, in the Syllabus 1 it is proposed a thematic and a process to follow but there is evidenced too that students from their practicum and based on the theory can look around the contexts and pose didactics strategies according to those context previously observed.

Relating the data collected through the semi-structured interviews there is also evident the conception that teachers have regarding classroom inclusion of students being conscious about their responsibility as characters of education and recognizing that are situations that can happen in real classroom interactions, That is mentioned by T2: Es crear como esa consciencia de que en algún momento me voy a encontrar un caso porque no es decir hay no yo no trabajo en este colegio donde la mayoría de niños tienen discapacidad” and also mentioned by T6:

Considero importante que los docentes sean lo suficientemente capaces para poder diseñar no solamente materiales sino también que puedan diseñar experiencias educativas que permitan a aquellos estudiantes que cuentan con alguna limitación que puedan aprovechar los procesos de aprendizaje de una forma mucho más integral. (T6)

On the other hand, participants argue that in most of the cases creating classroom inclusion could be also evidenced from the curriculum adaptation and the opportunities that from teaching practice a teacher decide to give to his or her students. Mentioned by T4:

Cuando a mí las personas me dicen “no es que la inclusión es super difícil, es que no se puede” yo les digo yo tenía 25 estudiantes en el aula y de esos 25, 20 tenían discapacidad y 5 eran niños regulares, entonces la inclusión sí se puede hacer [...] sí implica esfuerzos

para ti como maestro, si implica que tu pienses diferente, pero es un asunto que se puede, pero pues las personas le tenemos miedo al cambio, a las personas les tenemos miedo cómo hacer las cosas de otra manera. (T4)

and T3:

lo que uno hace es desde la pedagogía y desde la ejemplificación de las situaciones anteriores, tomar esas situaciones y [...] aterrizarlas a la didáctica. [...] si usted en alguna persona [...] que tiene una habilidad diferente [...] usted puede hacer esto, [...] no realmente tener que acomodar al estudiante al ambiente sino por el contrario [...] ustedes y como futuros maestros y nosotros como formadores de formadores pues deberíamos exigir que estos modelos deberían ser adecuados desde el ambiente al estudiante con una habilidad diversa y no viceversa. (T3)

In this case, participants recognize that in some cases the only way to offer better and quality opportunities to students requires effort and adequacy of certain teaching models. Indeed, regarding semi structured interviews, participants argue that in most of the cases inside EFL bachelor's degree curriculum there is not anything evident like a subject about teaching to diverse students or students with specific needs as deaf students, some of them also recognize that through the exemplification or even the hidden curriculum there are exposed some situations that pre-service teachers could have in a classroom such as teaching EFL to deaf students but some of them also agree that a curriculum is well-established by higher education institutions and in most of the cases is not as easy to make some changes in those. Besides, higher education programs are not obliged to implement differentiation inside the curriculums. That is mentioned by some of the participants, for instance, T1 mentions:

Dentro del currículo no están estableciendo este tipo de necesidades, entonces es importante me parece a mí, que desde el currículo mismo se pueda evidenciar ello y dentro de ese currículo debe haber una parte de inclusión y de revisión del contexto sí, ¿por qué? Porque el contexto es vital para poder desarrollar las habilidades comunicativas de los estudiantes en su momento. (T1)

And T3 mentioned:

Yo he tenido la oportunidad de ser docente de diferentes áreas [...] de la parte formación de formadores [...] y lo que uno hace básicamente es recomendarle al estudiante o al futuro docente pues que lo que tiene que hacer es una adecuación de ese currículo que esta intrínseco en la formación, pero realmente los programas no se piensan en una inclusión verdadera [...] casi que el marco de las asignaturas impartidas pues nunca tuve porque parar porque el mismo currículo no me lo permitía, [...] un currículo viene definido, un syllabus, un plan de estudios, pues si la materia no tiene nada de habilidades diversas no tiene nada de inclusión y diversidad yo como docente simplemente lo que hago es traer a colación ejemplos, pero las herramientas casi que se dan desde la didáctica. (T3)

In that sense, curriculum is already established inside the syllabus from EFL bachelor's degree programs but is the teacher who finally decides what can change or adapt to his or her students taking into account that it requires an additional endeavor and that the reality of the contexts is limited and in many cases when a teacher wants to take actions many variables as institutions, community and even students can be a barrier but it depends on the teacher to do the

change and to take the risk and adapt his or her teaching practices to the students and their contexts and needs.

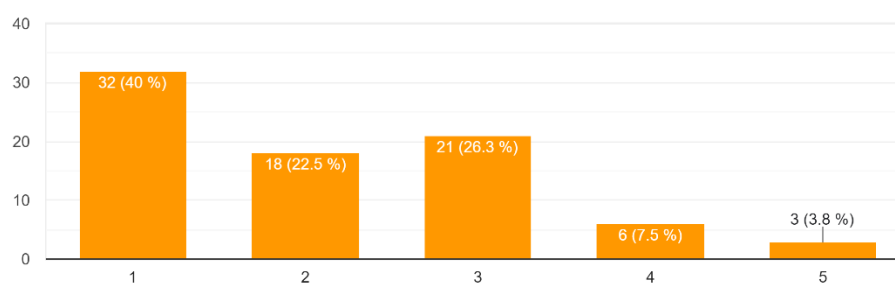
Then, Looking towards the survey inside the Likert scale questions, there was a one that asked about the curriculum of the bachelor degree and it relation with the inclusion of deaf students teaching: “¿Considero que el currículo de la Licenciatura que estudie o estoy estudiando incluye aspectos de inclusión y enseñanza a estudiantes con deficiencia auditiva?” in which 40 % of the participants represented in 32 people were totally disagree, 22.5% represented in 18 people disagree, 26.3% represented in 21 people neither disagree not agree, 7.5% and 3.8% totally agree.

Figure 4

Answer to the question 17 of the survey.

¿Considero que el currículo de la Licenciatura que estudie o estoy estudiando incluye aspectos de inclusión y enseñanza a estudiantes con deficiencia auditiva?

80 respuestas



Note: Perception survey of teachers and teachers in training on the training received for teaching English to deaf students Besides, regarding the opened question one of the participants of the survey mentioned.

It means that majority of the participants argue that inside the curriculum there is not evidenced deaf student's classroom inclusion, that can be seen inside the same survey in the opened question in which as participants comments some of them argue that SP: "Falta más implementación de currículo en el plan de estudios el tema de la inclusión, donde en las prácticas se ve escasamente esta temática". From this perspective, it is notable the consciousness about classroom inclusion and its relation to curriculum adaptation, but it is also notable the ignorance about how to implement it and how to create inclusive classrooms.

5.2.1.3 Teaching Methods and Approaches.

When talking about teaching methods and approaches and from the 4 Syllabus revised previously, it was identified that there are no excerpts which give specific information about teaching methods and approaches. On them we can find some references and resources, thematic contents and strategies of implementation and evaluation of the thematic, but in the majority of the studied Syllabus the information is not clear or enough about what specific methods or techniques will be implemented during the course in order to visualize disabilities or any condition of students in classroom when teaching English as a foreign language. But there is some information related to the way in which the course will be organized, for instance, in S3 there is mentioned as a learning strategy the incidence of Project based learning as chance to learn by doing or in other words giving examples of hypothetic situations and practical tasks that allow the students to understand from their mistakes and turn into new learning possibilities (S3). Then, it is also evidenced in S2 in which it is mentioned that the course is developed following theories and authors in which disabilities are exposed but it is an autonomous job from pre-service teachers to create spaces of observation and participation in order to understand and create strategies to develop when become teachers (S2).

It is therefore that in the courses are some methodologies implemented by the programs to make visible the different disabilities of their future students but there is not a step by step or a specific approach which relate how to handle a specific disability like deafness. There are mentioned diverse scenarios, but disabilities are mentioned in general and there are included other types of special education needs like ADHD Attention-Deficit/Hyperactivity Disorder or intellectual disability.

On the other hand, according to the semi structured interviews Related to methods and approaches of teaching, some teachers argue that there are not clear or specific methodologies or approaches to teach English to students with different disabilities much less English as a foreign language to deaf students, even they do not know, or they have not had the opportunity to teach them. Mentioned by T2: “Yo siento que desde mi punto de vista está la conciencia, está la idea de que uno debe mas no está el recurso”, and T6:” Bueno considero que había espacios, no eran espacios diferenciados o que tuvieran este enfoque en particular, no”. In addition, some other teachers know about teaching approaches like UDL Universal Design of learning or the multiple intelligences theory which they consider pre-service teacher should learn and know and Institutions of higher education could consider, as is mentioned by T2: “

Se debe tener muy en cuenta el diseño universal de aprendizaje, el DUA, que tiene tres pilares [...] el primero es la motivación y el compromiso [...] donde uno debe incentivar a los estudiantes a promover ese interés por el aprendizaje y nosotros somos como docentes somos los principales en visionar eso, en motivarlos [...] no porque tengo el niño sordo o con baja visión o con dificultades cognitivas entonces el no interesa que este motivado pero el resto si [...] El segundo es la representación que es donde el docente

debe tener en cuenta todos los estilos de aprendizaje [...] para explorar los temas el docente debe incluir todos los estilos de aprendizaje para que [...] los estudiantes que no cuentan con todas las capacidades[...] Y a ultima es la acción y la expresión, es el último pilar y ahí es donde independientemente de las capacidades que tengan de acuerdo a su estilo de aprendizaje demuestran el conocimiento adquirido [...] Y eso sería muy importante tener conocimiento sobre el diseño universal de aprendizaje. (T2)

Then, mentioned by T6:

Considero que serían dos enfoques teóricos que me parecen fundamentales. Por un lado, este enfoque la teoría de los aprendizajes múltiples, de la que hablamos hace un momento, allí se permite caracterizar a cada uno de los aprendices para que puedan potencializar su aprendizaje y otra teoría es la del diseño universal del aprendizaje o DUA. (T6)

It is also mentioned that it is necessary to understand about methodologies according to different contexts and not only focused on teaching English methods, mentioned by T6:

Además del marco normativo me parece importante que los docentes conozcan realmente una serie de metodología que les permita abordar diferentes contextos. Que los docentes no solo conozcan unas metodologías que estén diseñadas para enseñar la lengua extranjera sino también conozcan metodologías que permitan como tal abordar una serie más amplia de poblaciones, entre ellas poblaciones que tengan algún tipo de dificultad o algún tipo de limitación, entonces mirar luchas activas, metodologías inclusivas. (T6)

Even though, some English teachers understand the importance of knowing about other methods or approaches like the UDL or multiple intelligences that is not a generality and many teacher even don't know about those approaches and as mentioned before for T6 in some cases EFL teachers are only focused on methodologies designed to teach the foreign language. In addition, compared with the Study Plans from different Universities the generality is to prepare English teachers to be excellent in that field of study, but programs are not having that social commitment inside them, to carry out inclusive teaching processes.

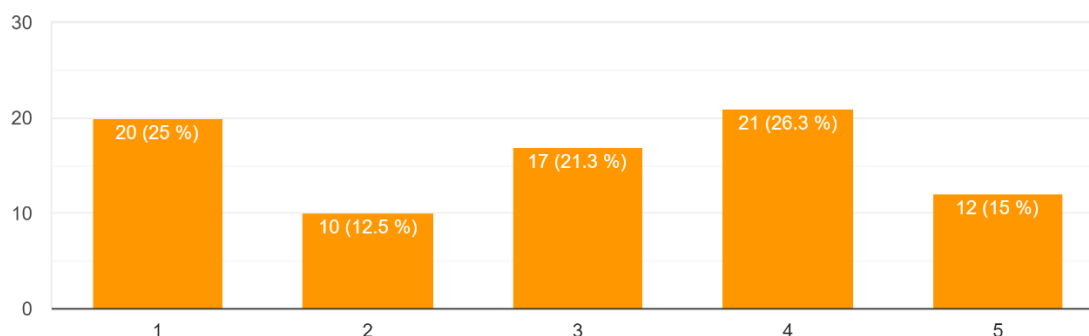
Thus, related to the survey, it can be observed that participants have different opinions when are asked about pedagogic and didactic aspects to promote classroom inclusion, 25% of the participants represented in 20 people are totally disagree, 12.5% of the participants represented in 10 people disagree, 21.3% of the participants represented in 17 people neither disagree nor agree, 26.3% represented in 21 people agree and finally 15% of the participants represented in 12 people are totally agree.

Figure 5

Answer to the question 12 of the survey.

¿El plan de estudios de la Licenciatura que estudio o estudié incluye o incluía bases pedagógicas y didácticas para fomentar la inclusión en el aula?

80 respuestas



Note: Perception survey of teachers and teachers in training on the training received for teaching English to deaf students Besides, regarding the opened question one of the participants of the survey mentioned.

In that sense, even though opinions vary in the opened question some participants argue that SP: “En todas coloque en desacuerdo, debido a que estoy en V semestre y hasta el momento no he visto ni he tratado estrategias pedagógicas para enseñar el inglés a estudiantes con deficiencia auditiva.” and SP “Con relación a la respuesta donde referí que había tenido formación académica o experiencia para estudiantes de inclusión me refiero a niños con Síndrome de Down o estudiantes con bajo rendimiento académico.” For that reason, findings are debatable due to in the question about pedagogic bases for classroom inclusion was in general and some participants could have considered other type of students’ special needs and not only disabilities.

5.2.2 EFL Teachers Training

5.2.2.1 Pedagogic Competences to Teach EFL to Deaf Students.

In the process of revision of syllabus from the different Universities which have bachelor degrees to teach English as a foreign language, as findings in the syllabus there are described some competences which pre-service teachers acquire along the course following a line in their learning process, that is the case of S3 in which the pedagogic competences of pre-service teachers are related not only with the fact of teaching English but also attending the needs of different students population regarding the contribution from the same programs and its social responsibility (S3).

Contribuir a la cualificación del perfil profesional del licenciado como docente investigador y líder transformador de escenarios educativos mediante la apropiación de fundamentos conceptuales, normativos y axiológicos de la educación inclusiva [...]

Fortalecer sus competencias en cuanto a conocer las situaciones que se dan en sus propios territorios, mediante los procesos de investigación generando propuestas inclusivas y pertinentes en los diferentes escenarios institucionales, sociales, comunitarios y familiares haciendo uso de la investigación acción participativa. (S3).

Also, there are described some competences from S2.

Asume la práctica pedagógica y su trabajo de aula como escenarios de aprendizaje que promueven la interacción social y humana, mediada por diferentes lenguajes y necesidades diversas en la educación, en pro de la consolidación de estrategias innovadoras para la transformación de diferentes realidades del entorno educativo. (S2).

In this sense, those syllabi represent the commitment that higher education institutions acquire when designing a program and a syllabus due to the fact that in them there is an appreciation of students and their contexts and the need to train teachers who attend all type of conditions of their future students giving an extra value to the teaching practice.

On the other hand, related to specific competences that pre-service teacher will cover, from the courses there can be seen in S2 the importance to know about the diversity of student's conditions.

Conoce los términos contemporáneos correspondientes a inclusión y capacidades diferentes Necesidades Educativas Especiales (NEE), Discapacidad Motora (Dmo), Transtorno por déficit de atención e hiperactividad (TDAH), y los pone en práctica a partir de sustentos teóricos y análisis de situaciones [...] Relaciona su vida profesional con el contexto educativo y plantea soluciones que permitan el desarrollo de la clase sin discriminación de la población NEE, Dmo, TDHA, entre otros. (S2).

it also can be pointed from S1.

Por tanto, es imperativo señalar que cada uno de los estudiantes que llegan al aula tienen diferentes estilos de aprendizaje y han establecido rutas de acción para la consolidación de sus conocimientos. Así pues, los profesores deben trabajar en el reconocimiento de las necesidades de sus estudiantes y en dichos estilos, para así ajustar las estrategias y mediaciones pedagógicas que hacen parte de su praxis pedagógica. (S1)

In this regard, there are also established some pedagogic competences in benefit of specific students and the significance of knowing them and their requirements by recognizing and

categorizing their needs to understand education as a step forward against classroom exclusion and a contribution to education equality.

Talking about the semi-structured interviews it can be seen that when participants are asked about the pedagogic competences they consider should have a teacher to teach English as a foreign language to deaf students, the majority of them agree in the standpoint that pedagogic competences that pre-service and in service EFL teachers acquired throughout their training are competences related to teach the foreign language in regular contexts and also according to the approach the higher institution has, It is observable when T1 argues.

Bueno los estudiantes desarrollan competencias pedagógicas que ayudan a sus futuros estudiantes, pero no es como que desde el programa se piense en distintos sectores sino es más bien en general. Obviamente los estudiantes se preparan para asumir la enseñanza, pero es muy difícil que se tenga en cuenta una discapacidad u otra. (T1)

and T2: “Considero que no se pueden dar como tal o decir mire esta competencia pedagógica es específica para enseñar a un estudiante sordo. Es muy difícil la verdad.”. On the other hand, participants recognize the importance of knowing about the methodology and its application in relation to the contexts observing as fundamental what type of pedagogic competences future teachers should have. In this case there are some excerpts from the participants, for instance; T6.

En cuanto a competencias pedagógicas considero que [...] el espacio de English Didactics, promueve el desarrollo de una serie de competencias metodológicas y didácticas que permite a los estudiantes reconocer el tipo de aprendizaje con el cual están

interactuando, [...] al cual le van a dirigir estos procesos entonces en ese sentido poder diseñar la experiencia de aprendizaje de acuerdo a esas características, [...] que los estudiantes conozcan teorías como la de los diferentes estilos de aprendizaje [...] en primer lugar debe tener competencias metodológicas [...] conocer las metodologías, su aplicación [...] y tener en cuenta que elementos de una metodología pueden de alguna forma aplicar para una situación en particular. Por otro lado, competencias didácticas, [...] como experto disciplinar, como una persona que conoce un contexto particular, como podría diseñar y abordar elementos pedagógicos con el uso de diferentes estrategias didácticas que permitan a los estudiantes alcanzar diferentes métodos de aprendizaje. (T6).

Then, T5 states

Lo primero que debería saber un profe es comunicación aumentativa y alternativa, [...] cuando tú trabajas con población con pérdida auditiva, tu debes estar abierto a comprender que existen otras formas de comunicación, [...] no es solamente la oralidad, [...] una lengua de señas, sino que es tu corporalidad, es tu contexto, es lo que tienes alrededor, entonces, digamos que más que competencias pedagógicas desde que sea una persona recursiva, creativa, responsable, comprometida [...] es comprender que efectivamente yo me puedo comunicar desde otras esferas.. (T5).

In addition, T4: ¿competencias pedagógicas? no sé, bueno, obviamente toda la parte creo que es importante como toda la parte de actualización didáctica, pedagógica vuelvo y digo toda esta parte política también es importante que el docente tenga conocimiento sobre ello para poder posteriormente aplicar y generar estrategias en el aula. (T4)

In fact, the competences mentioned are related to the ones that are not established in a syllabus or study plan but that participants consider teachers can develop through their teaching training and practice denoting the importance of them to carry out better teaching processes in terms of populations with hearing disabilities.

Furthermore, some participants state the importance of competences not only pedagogical but also humanistic and social to develop those that are probably not taught in a bachelor's degree program but that are necessary to identify as a guaranty of good teaching practices, as mentioned by T4:

Yo pienso que la fundamental es la motivación de uno como docente para sacar ese proceso de aprendizaje adelante. Si tú no tienes motivación para ayudarle a ese estudiante a que aprenda obviamente no va a ser al mismo nivel el resto de los estudiantes, pero si uno no tiene la motivación y le da más bien entre comillas que flojera que fastidio me toco este estudiante con esta condición ese proceso se ve estancado de inmediato [...]la motivación independientemente de sus condiciones. (T4).

and T6:

Es fundamental, competencias socio- afectivas [...] como docentes debemos desarrollar una visión bastante amplia de los contextos a los cuales estamos apoyando o haciendo parte de, desarrollando una visión muy empática y humana hacia las personas que realmente hacen parte de necesidades de aprendizaje y que tiene todo el derecho como cualquier aprendiz de participar en los escenarios de formación y que esto se convierta en algo excluyente sino más bien en una generalidad [...] inicial y básico que conozcan una

normativa local respecto a las regulaciones y a toda esta parte institucional que da algunas directrices bastante claras acerca de cuál es el propósito en términos tanto de país, ciudad, institución, en cuanto a los objetivos de inclusión y a los objetivos de aprendizaje y enseñanza de una lengua extranjera. (T6)

According to those conceptions, those kind of competences mentioned by participants are considered transcendental to face a need that students have but also as a synonym of social sense and responsibility that EFL teachers should have as response towards inclusion in our contexts.

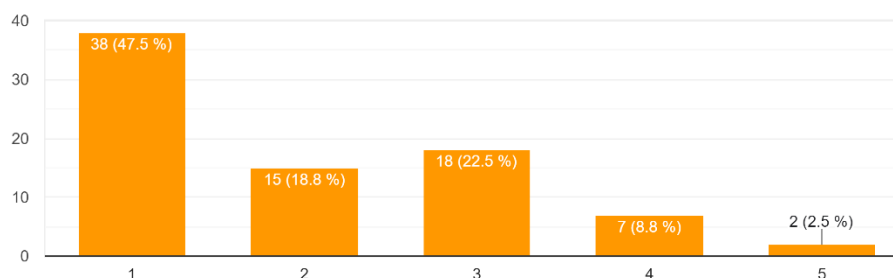
In addition, in relation to the Survey it is evident that most of the participants are totally disagree when they are asked about the development of pedagogic competences, they currently learn in their bachelor's degree programs. It can be seen in their answers. 47.5% of the participants represented in 38 people are totally disagree, 18.8% represented in 15 people disagree, 22.5% represented in 18 people neither disagree nor agree, 8.8% agree and only 2.5% represented in 2 people are totally agree.

Figure 6

Answer to the question 19 of the survey.

¿ Considero que gracias a mi formación como licenciado he desarrollado las competencias pedagógicas necesarias para enseñar a estudiantes con deficiencia auditiva?

80 respuestas



Note: Perception survey of teachers and teachers in training on the training received for teaching English to deaf students Besides, regarding the opened question one of the participants of the survey mentioned.

Hence, it is considerable to recognize that talking about specific competences to teach English to deaf students is challenging due to there are few information about it and also when talking about competences for teaching EFL there is always a generality in which programs of higher education are worried to prepare qualified teachers in teaching a foreign language but in some cases there is not evidenced the social commitment to encourage teachers to gain competences for better practices of teaching no matter the kind of population of students they actually have on their classrooms.

5.2.2.2 Contribution of Subjects of EFL Bachelors' Degree Study Plans.

Related to the contribution of the subjects inside study plans of EFL Bachelors' degree and as results revised from the Syllabus, there is included the way in which inclusion is

conceived by higher institutions S3: “Precisar las implicaciones políticas, pedagógicas y éticas dadas de la educación inclusiva en el marco del desarrollo humano y sostenible”. Then, in S2 it is described. “Identificar e implementar metodologías que permitan ser puestas en práctica con la población con capacidades diferentes, y así contribuir a la eliminación de barreras y evitar el riesgo de marginación” and S1: “Enseñar a diseñar, evaluar y hacer seguimiento a modelos de educación inclusiva, en el marco de la diversidad, destinados a generar oportunidades de aprendizaje para diferentes colectivos (grupos étnicos, situaciones de vulnerabilidad, condiciones de discapacidad, etc.)”. Higher education institutions take into consideration the importance of knowing about diverse education scenarios and contexts and with that to assume an inclusive stance giving opportunities of all type of students regardless of their conditions.

Then, since the perspectives of the participants in which they were asked the incidence of the subjects they teach inside the bachelor's degree they talk from their perspectives on the subjects they have had the opportunity to teach during their experience. For instance, T1 refers that,

Desde la práctica docente debería haber una línea, si, de un proceso en donde empieza en el currículo a mirar diferentes tipos de situaciones y lo puedan entonces enlazar en la práctica para que pueda ser ya como un acto pedagógico frente a diferentes procesos que se presentan en las instituciones educativas y en los diferentes estudiantes. (T1)

In addition, T2 argue that from curriculum because it gives the EFL bachelor's degree programs students the opportunity to reach other contexts.

Curriculum, es en el que se puede trabajar más esta parte porque es en donde los estudiantes hacen su propuesta de un currículum, de un syllabus para un curso entonces se tendría en cuenta todo lo que es un referente a ser inclusivo y a todos los tipos de aprendizaje, las estrategias pedagógicas [...] Ellos proponen un syllabus, entonces el curso que esta antes de la práctica, ellos hacen un reconocimiento a todos esos elementos o factores que tienen que tener en cuenta cuando pasen a la práctica y en la práctica ahí es donde ellos si toman acciones porque en el del currículo es una práctica de observación. Entonces, tienen teoría y esa teoría la van a observar y ya cuando pasan a las dos practicas ellos son los principales autores en desarrollo del rol docente. (T2)

Considering that, those participants consider from their own experience teaching subjects as curriculum and pedagogical practicum EFL pre-service teachers can get a better perspective about their future students' contexts and specific situations to take into consideration those demands and to ensure the recognition of them and to develop methodologies to adapt strategies to include them into regular contexts.

On the other hand, two of the participants argue that there is not a specific subject that contributes to the training of EFL pre-service teachers to teach deaf students even students with different types or disabilities, as mentioned by T4: “hay muchas personas que no tienen la oportunidad de seguir fortaleciendo porque los pocos cursos que existen son muy básicos, entonces igual no se está dando como el derecho que debería” and T5 mentioned “mi respuesta es no. Porque depende del profesor, depende el profesor si el quiere relacionar su experiencia con eso que están enseñando o si se dedica estrictamente a lo que dice el syllabus” Then, there are also aspects in which all participants agree, for instance that although there are no specific

subjects designed for preparing pre-service teachers to teach EFL to an specific group of population as deaf students there are neither subjects designed for recognizing any type of disability or special condition students have. It must be said that it is not possible to generalize all higher institutions and their programs about it but the lack of knowledge around disabilities in Colombia is enormous and as T4 said there is not opportunity to continue strengthen and there is a right that is not seen evidenced at all. Also, there is an inclination of teachers to relate their experience with the knowledge they decide if implement or no into their practices in order to open the possibilities to implement awareness processes towards classroom inclusion.

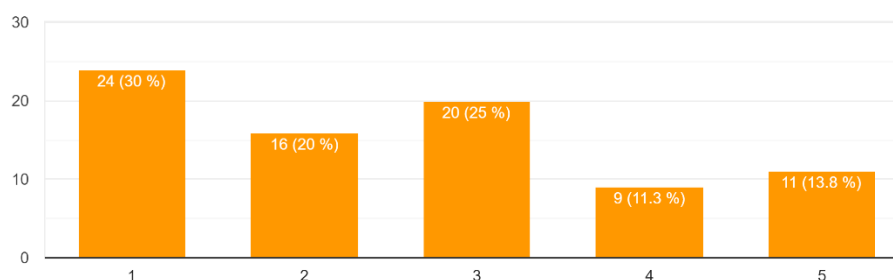
Related to the Survey it can be evidenced that in relation to the question about the study plan of Bachelor degree programs and it inclusion of subjects that foment classroom inclusion, 30% of participants represented in 24 people are totally disagree, 20% of participants represented in 16 people disagree, 25% of participants represented in 20 people neither disagree not agree, 11.3% of participants represented in 9 people agree and 13.8% of participants represented in 11 people are totally agree.

Figure 7

Answer to the question 13 of the survey.

¿El plan de estudios de la Licenciatura que estudio o estudié incluye o incluía materias obligatorias que trataban temas de inclusión en el aula?

80 respuestas



Note: Perception survey of teachers and teachers in training on the training received for teaching English to deaf students Besides, regarding the opened question one of the participants of the survey mentioned.

Looking at those numbers it can be observed that there is a variety of opinions from the participants because for some is evident there is not any subject included in the study plan from the bachelor's degree they study or studied but some of them to consider that the subjects actually exist but, in this case, it is not possible to be specific regarding what is that subject and at what field of study belong. For instance, a SP mentioned “Con relación a la respuesta donde referí que había tenido formación académica o experiencia para estudiantes de inclusión me refiero a niños con Síndrome de Down o estudiantes con bajo rendimiento académico”. Then, it is difficult to suppose if in fact there are any subject that promote classroom inclusion or if as mentioned before there are some curricular adaptations teachers from the bachelor's degree do in order to precisely foment that awareness.

5.2.3 Framework for teaching EFL in Colombia

5.2.3.1 Guidelines Established to Teach EFL to Deaf Students in Colombia.

According to the guidelines or politics established in Colombia for teaching EFL to deaf students, in this case some participants argue that probably there are some established regulations or statutes, but that there is an ignorance about the implementation of them, as T1 argues: “Si, de acuerdo con el Ministerio de educación nacional existen los lineamientos para políticas de la equidad y la formación, estos son unos lineamientos recientes en los cuales se propone la inclusión de los estudiantes de una forma integral” then T2 states: “creo que es la circular 21 de septiembre de 2022 donde hablan un poco más de educación superior” then, it makes think that not all teachers have a broad spectrum regarding those public politics or that probably they have

heard about them but have not had the opportunity to implement them or to consider them on their contexts. It also can be observable when T5 is asked about the knowledge respecting the guidelines established to teach English to deaf students mentioning.

Sí, pero no. Resulta que no hay, [...] los registros calificados de la creación de programas y la obtención de registros calificados para las carreras no te dicen que temáticas tienes que enseñar [...] las competencias no son lo suficientemente específicas para decirte a ti que les tienes que enseñar y que no les tienes que enseñar. Efectivamente hay unos mínimos [...] más general incluir todo este tema de la inclusión, pero no es un tema específico [...] no es una es una obligación, no es algo que te dice a ti el Ministerio. (T5).

In relation to this, it could be argued that if it is not observed an obligation from the entities in charge to establish certain guidelines or teaching parameters, then it is not considered from higher education programs and institutions, then, as consequence it becomes a difficult task for teachers. Moreover, T6 states.

Existen marcos legales, institucionales que hablan de la importancia de este tipo de inclusión. Creo que, si uno investiga y mira en grandes rasgos tanto los marcos de política nacional, local, de las instituciones, uno va a encontrar apartados en donde se mencionan estos elementos, sin embargo, en mi experiencia creo que falta mucho para que la articulación de estos lineamientos con el currículo [...] Creo que aun todo queda un poco en el papel por decirlo de alguna manera. (T6)

With that, T6 recognizes the existence of institutional guidelines but the lack of articulation of them inside the bachelor' degrees programs and the lack of as he calls "inclusion

culture”. In contrast, some other participants mention that for them, there is not any regulation evidenced because the ones that exist are overly general inside the education frame. In fact, T3 argue,

No, no los hay [...] desde que el ministerio de educación no exija que el currículo, que el plan de estudios incluya asignaturas que tengan que ver. No se están pensando a menos de que tengan un énfasis en diversidad e inclusión, adecuación al currículo o a los planes de estudio. (T3)

Besides, T4 states:

No, no hay unos lineamientos establecidos o llamémoslo obligatorios que permitan esa actualización no. No, no realmente no, lo que te digo hay desconocimiento tanto de las políticas, de toda esta parte de inclusión como de lo que te digo, cómo podríamos fortalecer esa línea dentro de la enseñanza para licenciados. (T4)

Due to that, there is obvious the confusion when the implementation of the guidelines established because if there are some are general for all programs or specific for programs focused only on inclusion and special education needs, therefore, the gap of classroom inclusion grows larger.

5.2.3.2 Colombian Sign Language.

To follow with the guidelines established for EFL bachelor's degree programs, there are not evidenced established parameters for capacitation or training of EFL teachers respecting Colombian sign language, That, was a tendency that participants of the data collected mentioned

continuously, because as this research project is focused in deaf people visibility in learning English as a foreign language it was considered an important aspect to reach appropriate strategies or competences for teaching. As matter of fact, most of the participants agree in the sense that it could be important and transcendental for teachers to recognize not only deaf students' rights but also to get better communication and guaranty students accurate learning. Some of them recognize that the majority of EFL teachers don't have those tools.

Indeed, T1 argues

Los docentes en formación deben recibir ese tipo de herramientas pedagógicas porque si no estamos fallando en ese sentido. ¿Porque cómo vamos a enseñarle a un niño sordo o a un niño con discapacidad visual en inglés si ni siquiera nosotros tenemos esas herramientas?, y por ejemplo con los niños sordos, pues el lenguaje de señas y que la lengua de señas no es cualquier tipo de lengua sino tiene sus símbolos especiales inclusive en el mismo español inclusive en la misma Colombia, entonces es importante tener ese tipo de cosas en cuenta. (T1)

In addition, that learning Colombian Sign Language should be included as a cathedra or elective inside pre-service teachers' study plans as stated by T1: “Como lo mencione anteriormente considero que sí. Por lo menos como una electiva [...] me parece que es necesario incluir un tipo de cathedra en donde capaciten al docente en formación en este tipo de lenguaje”. Then, T2: “Si, también estoy de acuerdo con que exista un tipo de electiva o cathedra en donde se imparta algo del conocimiento sobre el lenguaje de señas” In contrast, some other participants argue that learning Colombian Sign Language shouldn't be seen as something that pre-service

teachers want or don't want to learn but should be regulated and stipulated from the same higher education programs and Nacional entities. Mentioned by T1

Es una discusión que se debe dar dentro de los mismos programas de licenciatura y que haya por ejemplo electivas donde quien quiera un docente que quiera aprender lengua de señas lo haga, para que su objetivo sea ayudar a un estudiante en condición de discapacidad de audición o que aprenda [...] para ayudar a este tipo de estudiantes pero que si haya de alguna forma una reglamentación donde tenga que el docente en formación capacitarse frente a esto sino entonces nos quedamos en que usted si quiere o no quiere. (T1)

Besides, T3:

Yo considero que los programas de licenciatura del futuro y ya deberían estar funcionando pero el ministerio de educación al momento debería exigirle a las universidades que estos temas son obligatorios si, lengua de señas, braille, diversidad de orientación de género, de orientación sexual, diversidad de familia que le permita a los futuros formadores, a los futuros licenciados el tener herramientas para poder enfrentarse a un salón diverso a que yo llegue y hayan personas con habilidades diferentes, cognitivas, físicas de desarrollo que puede ser muy chocante para el formador, para el docente, para el futuro licenciado pero que no tiene las herramientas para poder enfrentarse a eso. (T3)

And argued by T5,

Claro que sí, obvio sí se necesita y no debería ser una electiva [...] no puede ser un electivo, es decir no puede ser una cosa que tú elijas si lo hago no lo hago aprender lengua de señas, ¿porque es obligatorio el inglés y no aprender lengua de señas? cuando la lengua de señas es una oportunidad de comunicación con una persona que me puedo encontrar el cualquier lado. (T5)

Finally, T6 mentions

Si, si estoy totalmente de acuerdo, [...] así de la misma forma como consideramos la necesidad o la importancia y justificamos la importancia de aprender una lengua extranjera con unos propósitos del desarrollo del país o del desarrollo de unas competencias[...] así mismo es importante comprender que el lenguaje de señas es realmente una forma también de acercarnos a una población que históricamente se ha visto muy desamparada por el estado, por diferentes instituciones, [...] entonces si lo veo fundamental no solamente como electiva sino también como un eje transversal dentro del trabajo de un programa, de una facultad, y de una institución [...] entonces que haya una articulación mucho más evidente con las instituciones a nivel local que han estado encargadas de estos procesos. (T6)

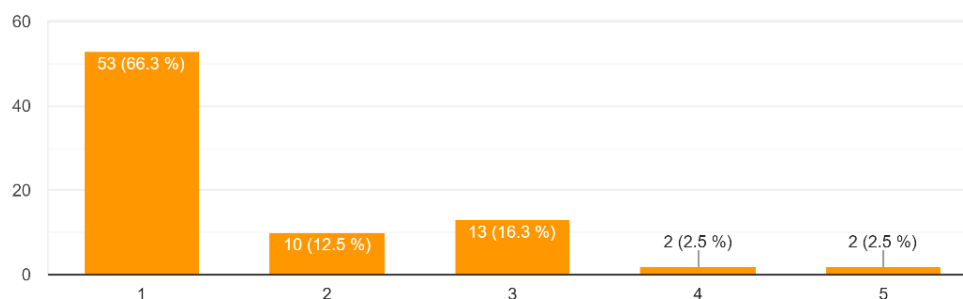
Looking toward the survey, when participants were asked about the opportunity they have to learn Colombian Sign Language inside the Study Plans from their bachelor degree they studied or are currently studying the findings are obvious; 66.3% of participants represented in 53 people are totally disagree, 12.5% of participants represented in 10 people disagree, 16.3% of participants represented in 13 people neither disagree nor agree, 2.5% represented in 2 people agree and 2.5% of participants represented in 2 people are totally agree.

Figure 8

Answer to the question 18 of the survey.

¿Dentro del plan de estudios de mi Licenciatura tuve o tengo la oportunidad de aprender la lengua de señas Colombiana?

80 respuestas



Note: Perception survey of teachers and teachers in training on the training received for teaching English to deaf students Besides, regarding the opened question one of the participants of the survey mentioned.

Besides some of the participants consider SP: “Me parecería maravilloso que implementaran la lengua de señas como materia primordial en todas las licenciaturas” and SP states,

La implementación de una segunda lengua extranjera como parte del Plan de estudios aparte de centrar la mirada solo en inglés, las TICS para estar mejor posicionados y la preparación en el lenguaje de señas, son un valor agregado en la formación de los futuros maestros. (SP)

6. Conclusions

Based on the results of this study, which main objective was to generate a reflection about the importance of considering the necessity for learning English of deaf students inside the training of EFL B. A. programs in Bogotá, it is possible to get some conclusions in relation to the findings related to strategies of curricular adaptation, English as a foreign language teachers training and the framework for teaching English as a foreign language in Colombia. Besides, there will be presented some contributions of the research, limitations, suggestions and personal conclusion.

First, when talking about curriculum adaptation it is necessary to talk about classroom inclusion. According to what is mentioned by the author Muñoz and Lezcano (2012). Inclusion is not only place a student with any disability in a classroom with students with no disabilities, but to attend real necessities by figuring out the commitment and responsibility that a teacher has with students. In relation with findings, it is evident that from the Syllabi revision that there is also a conception of what inclusion means considering that, as a relevant element in today's students backgrounds and the accurate guaranty of all student's rights.

Then, regarding participants in this study they argue that although there is an awareness as teachers about the situations of disability of many students it is also considered as an extra effort that many of them do not know how to handle because of many factors, lack of training, knowledge about disabilities, resources, experiences, etc. and also because the curriculum does not include those type of thematic on the formative field of bachelor's degree programs. The ones who effectively know about any or other disability are because of their teaching experience along the work in different institutions but not because inside the study plan from the bachelor's

degree there were specific contents regarding those situations. In addition, from the survey 40% of participants considered that inside the study plan of the B.A. program they studied there were no evidence of aspects of classroom inclusion to teach EFL to deaf students neither students with other type of disabilities, because there is not a distinction of how to teach to students with different conditions and EFL higher education programs are though for regular students.

Even though, by mentioned before in Ley Estatutoria 1618 de 2013 curricular adaptation in pedagogical practices evidences the inclusion of people with disabilities and to ensure suitable and sufficient training of teachers for the development of social inclusion processes, what the study results show is that regarding the question from the survey about the implementation and development of useful information or subjects inside study plans of EFL B.A. programs for teaching English to deaf students findings are visibly determinants. 52% of surveyed are totally disagree in the sense that the feeling of enough preparation on thematic as disabilities is not clear.

In addition, findings reveal is that the generality in all the study plans of EFL B.A. programs is that teaching of English is designed for listeners not for specific students with specific conditions as deafness. But the importance of thinking in Study plans from higher education institutions which prepare EFL teachers and design contents that can be addressed and implemented in different scenarios and inclusive communities is also something in which most of the participants reflect on considering it could improve not only students learning but their own pedagogical practicums.

Second, when talking about EFL teachers' training there is relevant to reflect on pedagogic competences that teachers develop through the study and practice of their labor. Even

though, there are certain competences a teacher acquires along his practicum, there is no evidence of knowledge of specific ones that attend EFL teaching to deaf students. As Galvis (2007) argues teachers' competences are continuously changing depending also on the changes that new trends in education brings and the requirements of the contexts, for that, it is crucial to develop competences that strengthen teaching practice and students learning. As the author mention, those should be competences that address not only classrooms but have impact on other scenarios. Mentioned also by Galvis (2007) when says that teachers' pedagogical competences are not definitive or certain but have to do more with the teacher style and the contribution of his labor to students learning.

Then, findings show that in relation to most of the participants perceptions, the development of specific skills to teach EFL to deaf students is not clear because there are not specific competences that teachers should know to teach EFL to deaf students, even though, from the syllabi analysis the findings regarding specific pedagogical competences to teach deaf students are considered as the contribution of the professional in education in transform educational scenarios through the appropriation of conceptual, normative and axiological foundations of inclusive education (S3). However, there could be a conflict between what it established in some syllabi from study plans of bachelor's degree programs and the reality of participants perceptions and what happens in real classrooms interactions because there are many aspects posed on paper, but which have not coherence in relation to the contexts, because, these initiatives come from teachers who are working in the classroom but who at the same time do not receive institutional support or receive little institutional or governmental support so that the training of deaf students be actually included.

Finally, findings show that most of the participants agree that EFL pre-service teachers recognize competences related to teaching but that are general for all B.A. programs and are not thought for a specific group of students like deaf, but that could be important to consider develop strategies to include different teaching methods like the UDL Universal Design of learning or the multiple intelligences theory in which different learning styles of students are recognized to reach to all type of students and include them to regular classrooms. In addition, participants mention that there are also some other competences that are not methodological but that could be included to create awareness about disabled population like communicative, socio-affective and cooperative which are more about common sense that an educator should develop.

Third, from the framework to teach EFL in Colombia and related to the guidelines established to teach deaf students, findings show that, according to Observatorio de la Universidad Observatorio de la Universidad Nacional (Revista Semana, 2020. p. 1) there have been initiatives to regulate institutions of higher education with degrees in pedagogy included chairs on teaching sign language as a way of recognition of deaf students' population needs of communication to make part of the society and to get equal learning rights and opportunities. However, the perspectives of the participants of this study consider that even though there are some guidelines established are not clear for them, in some cases, teachers know the normative or have heard about them but do not know how to take action of them. It is also mentioned by the majority of the participants that higher education programs have some established parameters, even from their institutions, that are part of the identity of some of them mentioning the inclusion of all members of the society, but there is a deficiency of understanding about how to implement them with preservice teachers and its relation with the study plan of bachelor's degree programs.

Although there are some guidelines that are supposed to be established, it is not a requirement of the Ministry of Education and therefore it is not implemented by higher education institutions either or included in the study plans. For this reason, this assumes that in our country there is a culture of compulsory. So, if I'm not forced to, I do not have to do it. This shows how serious it is that in our country there are laws but that there is not a correct dissemination of them and therefore a poor implementation.

It is necessary to ask oneself, if then a higher education institution is not forced to comply with certain parameters, then the need to generate change, to innovate, to make truly beneficial contributions to society does not arise from the institution itself. On the other hand, the results show that there is no obligation for teachers to learn Colombian sign language to have an assertive communication with deaf students. Although, it is observed in UNESCO (2009), that teachers must incur training and updates, the fact that in the classrooms there are students with a diversity of conditions, such as deaf students, in this case, not recognizing their mother tongue makes them create a gap in communication. Moreover, the majority of participants of this study argue that learning Colombian sign language shouldn't be something a person could select or not it must be more about a mandatory requirement for teachers. Besides, some other participants mention that if learning English as a foreign language is mandatory learning Colombian sign language should be too to recognize deaf students' way of communication and close the barrier they have.

The contribution of this research is to reflect on the pedagogical practicum and training of EFL teachers regarding the inclusion of deaf students and to the debate of the relevance and scope of certain thematic contents that should be considered within teacher training to answer at

the emergent challenges that scholar journey brings. In addition, with this research project the intention is to encourage higher education institutions like Santo Tomás University to be pioneer in the field of preparing the best EFL teachers for our country on response of today's society showing the interest towards all students with no distinction.

As limitations of this research there were various, On the one hand, the study was carried out focus only on deaf students because of two variants; the closeness to this phenomena and also as pre-service teacher of an EFL B.A. program, but, in data findings it is also evident that there are students with much more and diverse conditions or disabilities that should be considered for further research in order to identify that for many actors of the society there are immense barriers when talking about inclusion and education and much more when it is about learning English as a foreign language to guarantee equal rights and better opportunities and life quality. On the other hand, data, and previous research about training of EFL teachers to teach deaf students is limited and the references regarding this topic are very few, for that, obtaining the information from local authors or from local realities is not reflected at all. To add, most of the programs and institutions from bachelor's degree did not have the availability to show openly information that could compromise them, therefore, it was necessary to go to the public information from their webpages and only few institutions attended at the request of information. Finally, there is a process in which higher institutions and programs have established previously and to get specific and reliable information from them as syllabi or study plan is not public and should be treated carefully.

Taking into consideration the information collected along the research project it is necessary to mention some suggestions to improve future research about the training of

competences related to teaching EFL to deaf students. First, it is necessary to take into consideration the revision of a wide range of syllabi to obtain biggest spectrum of information about what the EFL bachelor degrees are promoting, and higher education institutions are thinking about education and how from those perspectives EFL preservice teachers are learning and then putting into practice their knowledge with their students, besides, it also could be interesting to see the situation not only of higher institutions in Bogotá but also in other Colombian regions to identify and compare the educational models that are being implemented in our country.

As final conclusion and as personal perspective, I consider that there is yet a long way to reach real classroom inclusion, but it is also notorious that creating awareness about disabilities could come from ones of the main mentors in students' education. In our country children spend the majority of their time on classrooms and teachers are an important part of their adequate development of their character and personality beyond academic knowledge. Because of that, teachers should understand the different backgrounds that exist in our country and from their side try to enrich learning in the community and society. Nevertheless, even teachers have the courage to face challenges of education in our country it is necessary to create an awareness about the necessity of recognizing less populations requirements. It should be a teamwork in which all stakeholders of education like the National Ministry of Education, Education Secretary's, Nacional government, higher education institutions, bachelor's degree programs, coordinators, etc. do what they have to do in pro of a better education of Colombian children and recognition of disabilities not as a problem but as an opportunity to help bright diamonds.

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8. Appendices

All appendices are placed in a Drive document and requires asking for permission, that to guaranty the identity of all the participants of this study.

Appendix A

Asking for Syllabi and informed consents

https://drive.google.com/drive/folders/1UPK19ZHR8bAU9KpkRavPdimxrfPjny6?usp=drive_link

Appendix B

Participants of Semi-Structured Interviews Informed Consents

https://drive.google.com/drive/folders/1sLyP3qaEygF9oo3wofntVoCtosUynvoX?usp=drive_link

Appendix C

Piloting of semi-structured Interview

https://drive.google.com/drive/folders/1vFkNpKuPQy6Kwe8mRavPK3a76wIvxMpd?usp=drive_link

Appendix D

Survey Instrument

https://drive.google.com/drive/folders/1KN20I1hGLperYTrRerOQzaWOeAnhbDrZ?usp=drive_link

Appendix E

Preliminary Categorization Table

https://drive.google.com/drive/folders/1p4TukzgIemEdLmhGHeEPLqd1HLDCWeFx?usp=drive_link

Appendix F

Questions for Semi-Structured Interview

[https://drive.google.com/drive/folders/103NzKlRYF2KpHdtcMD3riegZw8pVYfaQ?usp=drive_l
ink](https://drive.google.com/drive/folders/103NzKlRYF2KpHdtcMD3riegZw8pVYfaQ?usp=drive_l
ink)

Appendix G

Semi-Structured Interview Transcriptions

[https://drive.google.com/drive/folders/15quX75MiP77Z51kqVwASrgp-
3zqpFunl?usp=drive_link](https://drive.google.com/drive/folders/15quX75MiP77Z51kqVwASrgp-
3zqpFunl?usp=drive_link)