



**TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ EXTENSION**

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE ENGLISH CARRIER

RESEARCH REPORT

**“TEACHERS AND DEAF UNIVERSITY STUDENT’S
EXPERIENCES”**

Research report before obtaining the bachelor’s degree in English Language
Pedagogy.

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MARCH - 2024

STATEMENT OF AUTHORSHIP

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Furthermore, I certify that the ideas, concepts, procedures, and results expressed in this research work are my sole responsibility.

Pujilí, March 2024



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As Tutor of the Research Project on the title:

"TEACHERS AND DEAF UNIVERSITY STUDENT'S EXPERIENCES", for Proaño León Shirley Vanessa, of the Pedagogy of National and Foreign Languages career, I consider that this research report is worthy of the endorsement of approval by meeting the technical standards, translation, and formats provided, as well as has incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2024




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ENDORSEMENT OF THE DEGREE COURT


As a Court of Readers, approve this Research Report following the regulations issued by the Technical University of Cotopaxi, and by the Extension Pujili, because the applicant Proaño León Shirley Vanessa, with the title of the Research Project "**TEACHERS AND DEAF UNIVERSITY STUDENT'S EXPERIENCES**", has considered the recommendations issued in due course and meets the sufficient merits to be submitted to the act of support of the degree work.

Pujilí, March 2024

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GRATEFULNESS

First, express great gratitude to God who gives us health, life, strength, and our health, life, strength and above all, patience, and wisdom to develop this project. I also express my gratitude to Mg. Mercedes Abata who guided me and shared her knowledge to develop this project to develop this project. Finally, thanks to our prestigious institution "Universidad Técnica de Cotopaxi" and all its distinguished teachers for contributing significantly to my life in knowledge and advice.

Shirley

DEDICATION

With all my heart and soul, I dedicate this project to the most important person in my life, my baby still in my belly. Thank you because you have helped me become stronger and braver this time. I also want to thank my family who have always supported me, especially my mommy who, despite all the difficulties, did not leave me alone at any time. Also, I want to thank my boyfriend Dennis Pinto for giving me his unconditional support every day to be able to fulfill each of my goals. Finally, I want to thank MSc. Fabiola Cando who helped me to know how to overcome every difficulty in life with her advice.

Shirley

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSION PUJILI

TITULO: EXPERIENCIAS DE LOS PROFESORES Y LA ESTUDIANTE UNIVERSITARIA SORDA

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RESUMEN

El presente trabajo de investigación reporta la perspectiva sobre las experiencias de los docentes y la estudiante sorda en una carrera universitaria. El objetivo principal es analizar las experiencias de los docentes y de una estudiante universitaria sorda en el proceso de enseñanza-aprendizaje en la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el sexto semestre de la Universidad Técnica de Cotopaxi en 2023-2024. Este estudio tiene un enfoque cualitativo. Para la obtención de datos se utilizaron tres entrevistas. La primera fue la entrevista a docentes adaptada de Sultanbeova (2019). Además, la segunda fue la entrevista del estudiante sordo y la tercera fue la entrevista de la intérprete adaptadas de Mazoue (2011). La población fueron 4 profesores, 1 estudiante universitaria sorda y 1 intérprete. Ellos se encontraban en el sexto nivel de la carrera de Pedagogía Nacional y Extranjera de la Universidad Técnica de Cotopaxi. Esta fue seleccionada por el "Método de muestreo". Los resultados mostraron que los docentes tienen dificultades porque no conocen la lengua de señas y no tienen experiencia previa con estudiantes sordos. Otra dificultad fue porque el estudiante sordo tiene un bajo nivel de inglés complicando el proceso de enseñanza-aprendizaje. Por otro lado, la estudiante sorda estaba muy motivada para seguir aprendiendo y terminar su carrera porque algunos de los profesores le enseñaban de forma eficaz y la estudiante sorda contaba con la ayuda de un intérprete en todo momento. Esto hizo que se sintiera aceptada por sus profesores y compañeros.

Palabras claves: Alumna sorda, experiencias, inglés, metodología, profesores y retos.

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILI EXTENSION

THEME: TEACHERS AND DEAF UNIVERSITY STUDENT'S EXPERIENCES

Author:

Proaño Leon Shirley Vanessa

ABSTRACT

This research study reports the perspective on the experiences of the teachers and the deaf student in a university career. The main objective is to analyze the experiences of teachers and a deaf university student in the teaching-learning process in the career of Pedagogy of National and Foreign Languages in the sixth semester of the Technical University of Cotopaxi in 2023-2024. This study has a qualitative approach. Three interviews were used to obtain data. The first was the teachers' interview adapted from Sultanbeova (2019). In addition, the second was the deaf student's interview and the third was the interpreter's interview adapted from Mazoue (2011). The population was 4 teachers, 1 deaf university student, and 1 interpreter. They were at the sixth level in the Pedagogy of National and Foreign career at the Technical University of Cotopaxi. This was selected by "Sampling method". The results showed that teachers have challenges because they do not know sign language and have no experience with deaf students. Another difficulty was because the deaf student had a low level of English complicating the teaching-learning process. On the other hand, the deaf student was very motivated to continue learning and finish her career because some of the professors effectively taught her and the deaf student had the help of an interpreter at all times. This made her feel accepted by her teachers and classmates.

Keywords: English, experiences, challenges, deaf student, methodology, and teachers.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: Teachers and deaf university students' experiences.

Starting Date: October 2023

Ending Date: March 2024

Place of Research: Pujilí - Cotopaxi- Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

Linked Research Project: no if applicable

Macro Project of the career: Procesos formativos en la enseñanza y aprendizaje del idioma inglés en las instituciones educativas de la provincia de Cotopaxi

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Research line of the career (if applicable): The English teacher's personal training and professional development.

2. PROBLEM STATEMENT

In education, every day has benefits and challenges faced by teachers and students in the class. Today, teaching a second language to hearing-impaired students in a public university is difficult. However, El-Zraigat and Smadi (2016), mention that deaf students can learn a second language focused on writing like hearing people do. Furthermore, according to San Jose (2016), teaching English to a person with a disability is very beneficial since the person develops in a better way the rest of the skills such as writing and reading. Therefore, teachers must have experience in teaching this student and know the appropriate methodology. For this reason, according to El-Zraigat and Smadi (2016), to teach a second language to deaf learners, teachers need to learn from the experiences and mistakes made by teachers who have already faced difficulties with deaf learners than trying to experiment with teaching this learner.

At the Technical University of Cotopaxi in the 6th semester of the Pedagogy of National and Foreign Languages, there was a deaf student studying this career. The problem of this research lies mainly in the lack of interest of some teachers in ensuring the teaching of English to students with hearing impairment. This makes the teachers think that because the student has a disability, she cannot learn a second language, and this causes frustration in the deaf student. However, Sultanbekova (2019), mentions that hearing-impaired learners can learn a second language in the same way as a hearing person can do with the difference that the deaf learner will do it in written form. Also, El-Zraigat & Smadi (2012), mention that not having good pedagogy causes stress and frustration in hearing-impaired students as students try to do their activities well but feel that sometimes they cannot do it the same way as a hearing person. In addition, one of the evident causes in the Technical University of Cotopaxi in the period August 2023 - February 2024 is the lack of experience that teachers have in teaching hearing-impaired students. This causes education for this type of learner to remain stagnant, and appropriate methods and strategies are not implemented for the learner to learn a second language correctly. According to Mazoue (2011), teachers should have experience and know certain aspects and characteristics of how a student with hearing impairment learns to better implement and ensure the teaching-learning process.

Likewise, it is necessary to mention that this research aims to analyze the experiences of teachers and deaf university students in the teaching-learning process in the Pedagogy of National and Foreign Languages in the 6th semester at the Technical University of Cotopaxi in 2023-2024. Therefore, this research aims to answer 2 research questions:

1. What are the teaching experiences that the teachers had with a deaf student in the Pedagogy of National and Foreign Languages career?
2. What are the experiences that the deaf university student had in learning English in the Pedagogy of National and Foreign Languages career?

3. OBJECTIVES

General objective:

To analyze the experiences of the teachers and the deaf university student in the teaching-learning process in the Pedagogy of National and Foreign Languages career in the 6th semester at the Technical University of Cotopaxi in 2023-2024.

Specific objectives:

1. To examine theoretical literature about deaf students in an EFL classroom.
2. To identify the teachers' teaching experiences and the deaf university student' learning experiences that had in the Pedagogy of National and Foreign Languages career.
3. To describe the teachers' teaching experiences and the deaf university student' learning experiences that had in the Pedagogy of National and Foreign Languages career.

4. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED

Table 1: Objectives proposed.

Specific objective	Activities	Verification Means
To examine theoretical literature about deaf students in an EFL classroom.	Look for information in the papers. Write a draft.	Theoretical Framework

	Read the articles, thesis, papers, etc.	
To identify the teachers' teaching experiences and the deaf university student' learning experiences that had in the Pedagogy of National and Foreign Languages career.	Elaborate the interview. Analyze the interview	Interview Results
To describe the teachers' teaching experiences and the deaf university student' learning experiences that had in the Pedagogy of National and Foreign Languages career.	Elaborate on the interview. Analyze the interview.	Interview Results

5. JUSTIFICATION

In Educator, there is inclusive education with the purpose that students with disabilities develop their skills for participation on equal terms. Therefore, this research based on the experiences of deaf teachers and students in the Pedagogy in National and Foreign Languages program of the Technical University of Cotopaxi in Latacunga-Ecuador is beneficial at the educational level. It is possible to determine the challenges and benefits that the teachers and the deaf university students had in the teaching-learning process. This contributes positively to future teachers of foreign language (English), who face with teaching deaf students. This research also helps to improve the teaching-learning process from the experiences of other teachers and improves the methods and strategies to be used in classes with a deaf student. It will also highlight the need for an interpreter in the classroom, a teacher's knowledge of sign language, and an appropriate environment for the benefit of the deaf student.

In addition, this research is feasible because the information can be analyzed. The Technical University of Cotopaxi formed humanistic and quality professionals, for this reason, it is a real situation since there is a deaf student and teachers who teach different subjects to the student. Therefore, it can be analyzed and reach real conclusions to improve learning in deaf students.

Also, this research helps future research to deepen the experiences faced by teachers and deaf students in the classroom to determine the problems and benefits of this situation and thus innovate every day in the education of students with disabilities not only hearing and not in traditional education.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

Some previous international research contributes to this research study. For example, San Jose (2016), researched a study entitled *Teaching in a Silent Classroom: A Case Study*. The purpose was to explore the experiences and key views of English teachers in teaching students with hearing impairment. This thesis uses a qualitative case study method. The participants are two deaf students at Gulf College, so the instrument used is an indicative questionnaire consisting of four main questions. The results show a lot of deficiencies in the infrastructure of the institution since they do not have a laboratory suitable for this type of student. On the other hand, it also showed the lack of knowledge on the part of the teachers when teaching hearing-impaired students.

Sultanbekova (2016), researched a study entitled *Teaching English as a Foreign Language to Deaf and Hard-of-Hearing Students at One School in Kazakhstan*. The objective was to investigate the experiences of English teachers with primary and secondary deaf students in a Kazakh school. It is a qualitative case study, as semi-structured interviews applied to two EFL teachers and a speech therapist in a Kazakh school. The results revealed challenges for EFL teachers in professional development, English curriculum development, teaching methods, classroom design, and equipment.

Mazoue (2011) researched a study entitled *the academic challenges facing deaf students at Durban University of Technology*. The purpose was to identify the main challenges faced by this group of students at DUT faced by this group of students at DUT. This used a qualitative method because it used interviews with deaf students, interpreters, and teachers, and also used

a basic questionnaire to be answered by deaf students at the beginning of the study. Finally, the results exposed that there are several problems such as low literacy levels of deaf students and lack of communication between deaf students and the professor between deaf students and hearing staff on campus, among other problems, causing deaf students to feel marginalized and ignored on campus.

El-Zraigat and Smadi (2016), researched a study entitled Challenges of Deaf and Hard of Hearing Students Education in Jordan. The objective was to analyze the challenges of teachers and students in Jordanian deaf students. Therefore, the study used a qualitative method, as the data sources include interviews, observations, and relevant documents from the Jordanian Deaf Education Program. The results indicate that it was difficult to educate deaf students, as these problems include a lack of educational programs, inadequate teachers, poorly equipped schools, and a lack of teaching tools.

Additionally, previous national-level research mentions that: Alcívar (2023), researched a study entitled the sign language and the teaching of the English language to deaf students in the educational units of the city of Chone. The objective was to determine the use of sign language in the teaching of English to deaf students in educational institutions in the city of Chone. The method used in this research was qualitative, using interviews, surveys, and diagnostic tests directed to authorities, teachers, and deaf students. Finally, the results showed the unfavorable education of deaf students. The teachers did not frequently use sign language and the low level of deaf students because the teachers did not know the methods and techniques to use for teaching these students.

6.2. Theoretical Framework

6.2.1. The history of deaf education

Before the 1880s, deaf people were responsible for their education, they created schools with deaf staff and teachers and taught sign language (Ladd, 2005). However, there are some key

elements in the history of deaf education. When the hearing impaired are ignored by dominant auditory associations (Reagan, 2010). One of the most important decisions was made at the Milan Conference in 1880, teachers of the deaf officially banned SL from being used in schools for the deaf in Europe and North America (Kontra, 2017), these authors emphasize that the deaf do not have voting rights at this meeting, and helplessly testify to the confirmation of this adverse judgment on their language. For instance, after the Milan conference, deaf teachers can no longer teach deaf students (Wilcox et al., 2012).

On the other hand, in the opinion of Hawkins (2011), deaf people were believed to be uneducable and therefore lacking in learning ability. Anyone who deviated from the ideal of perfection existing at the time was considered an "idiot". It was also believed that the "deaf" (an earlier term for all hard of hearing) had no soul. In addition, as believed by Galloway (2011), oratory was highly valued in ancient Greece and Rome. Therefore, a "deaf-mute" has no rights. Furthermore, he cannot buy, sell, inherit, or marry because he is considered a nameless person, the only way to marry is by verbal consent of both parties and the gift of life obtained only through spoken language.

Until recently, people with disabilities were segregated in the field of education. In particular, Vizcaya is a Luhua school for the deaf that teaches only orally. Oral pedagogy in the field of deaf education means failure because it focuses more on oral teaching than on other learning. According to the report of the University of Central Lancashire (2021), currently, education is based on the inclusion of people with disabilities in mainstream schools. While it is true that sign language is not implemented in the classroom, there are other resources for deaf students, such as speech therapists and educational support from elementary education levels and high school sign language interpreters (Edubirdie, 2023).

According to Downs (2021), although deafness was considered a curse, the status of the deaf was not generally educable. Initiatives are often carried out by people with special dedication, and the children involved often come from special backgrounds. Perhaps the most notable development of the 17th century was the one-handed alphabet created by the Frenchman Juan Bonnet, which is still used in a modified form today.

6.2.2. The importance of English for deaf students

English is very important for all people, especially for hearing impaired people because it plays a very important role in many areas of our life for all people. Although English is a foreign language, its importance is at the international level because nowadays it is considered a universal language that will be able to communicate in written form using English with any other person in the world.

On the other hand, according to Mahfut (2013), English helps this type of hearing-impaired people to develop skills in their brain because first they try to think in their brain the words they want to express and then they try to transmit the information in written form to be able to communicate in this way with hearing people. In this way, hearing-impaired people feel included in society and can have the same social, occupational, and professional opportunities that a hearing person has.

For these reasons, it can be mentioned that teaching English in Ecuador to hearing-impaired people is very important. For this reason, the Ministry of Education has a program of inclusion and tries to implement this second language from the first levels of school to high school. So that children and young people with disabilities know this language so that in their secondary education they can deepen their knowledge to ensure a better future not only nationally but also internationally.

6.2.3. What is deafness?

Based on Hawkins (2011), there is no universal, concrete description of deafness that meets the diverse needs of all deaf people, as there are varying degrees of deafness and varying advantages or limitations in terms of the opportunities accessible to the deaf community. Thus, deafness is defined as "a hearing impairment so severe that the person who is deaf has difficulty processing linguistic information through hearing, with or without amplification. Thus, deafness can be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a person with hearing loss can generally respond to auditory

stimuli, including speech. Unlike many other disabilities, deafness poses a unique communication challenge. Deaf people can find themselves isolated from the hearing world, especially if they do not have the assistance of sign language interpreters. This communication barrier many deaf people, cutting them off from meaningful interaction with those who can hear (Hawkins, 2011).

6.2.4. Deaf culture

The deaf community is characterized by strong interpersonal ties that often exceed those of the deaf individual's hearing family (Lane, 1992). Consequently, placing deaf students in mainstream schools may not be the optimal choice, especially for advanced-level deaf students. Although this concept may be challenging for parents of deaf students, it may be more beneficial for a child to master Sign Language and fluent communication within the Deaf community than to possess the ability to lip-read and potentially pronounce a few words with limited vocabulary and literacy skills.

Deaf children who are proficient in their native language often adapt better to their second language. Ram (2010) notes that many deaf people face identity issues: some attempt to assimilate into the hearing world by lip-reading, while others embrace the deaf culture. This choice is not determined by the degree of deafness, but rather by where people feel most comfortable. Some people who initially learned to lip-read and speak may later choose over the years and practice to interact with other Deaf people who use sign language (Ram, 2010).

Marriage within the Deaf community is a preference, as shared culture and language facilitate understanding between different countries with different spoken languages (Lane, 1992). This inclination supports the cultural-linguistic paradigm, which emphasizes the integration of Deaf culture into a community with shared sign language and culture, encompassing Deaf actors, comedy, art, and writing.

Considering that mainstream schools lack trained personnel to teach Sign Language, it would

be more advantageous for Deaf students to attend specialized schools for the Deaf. However, this is dependent on these schools, colleges, and universities having adequately trained and competent sign language personnel, including teachers who are deaf or have extensive sign language skills (Lane, 1992).

6.2.5. The characteristics of deaf students

Deaf people are those who have a hearing impairment and therefore of the vocal cords since these people communicate through sign language. Therefore, according to Sultanbekova (2019), a student or child with deafness or hearing impairment has deficits in speech and language development due to a decreased or lack of auditory response to sound. Students will demonstrate varying degrees of hearing loss that often results in difficulty acquiring spoken language. When you have a child with hearing loss or deafness in your classroom, you must be careful not to assume that this student has other intellectual or developmental delays. Typically, many of these students have average or better-than-average intelligence.

Accordingly, Watson (2013), some of the common characteristics of deaf students are commonly found in classrooms. They present difficulty following verbal instructions, difficulty with oral expression, some difficulty with social/emotional or interpersonal skills, will often have some degree of language delay, will usually show some difficulty with articulation, and may be easily frustrated if their needs are not met, which may result in some behavioral difficulties.

6.2.6. Sign Language

According to Sacks (1990), sign language functions as a visual rather than spoken language, and communication is conveyed through hand movements, facial expressions, and body language. Its origins when the Abbé de l'Epee encountered deaf people in the impoverished Parisian streets. Upon discovering their native sign language, he systematically associated the signs with pictures and written words, laying the foundation for an organized sign language. Hence, sign languages employ visual-manual communication to convey meaning, moving away

from reliance on spoken words. They involve manual articulation coupled with non-manual signs. This has distinctive grammar and vocabulary. Sign languages lack universality and usually lack mutual intelligibility, although there are some similarities between different sign languages (Sacks, 1990). Therefore, sign language is different from country to country and even from one country to another.

According to Lane (1992), in regions with deaf people, sign languages have evolved as valuable modes of communication, serving as foundational elements in the culture of local deaf communities. While utilized by individuals who are deaf, sign language also finds application among hearing individuals. This includes those who face challenges in vocalizing, individuals with speech-related difficulties stemming from disabilities or conditions, and those with deaf family members, including the offspring of deaf adults.

6.2.7. Education policy and inclusive education

Tomic, Csizer, and Piniel (2018) stated that inclusive education is the predominant modern approach in the implementation of educational regulations for people with various learning disabilities. However, its application to deaf education, according to Dotter (2018), is a source of disappointment for authorities in many countries around the world. Numerous deaf people continue to struggle for adequate basic education and greater inclusion in society.

Similarly, inclusion is a top priority in Ecuador's educational reforms, as highlighted by Rollan and Somerton (2019). This commitment is reflected in state documents such as the 2011-2020 program for educational development, promoting "education for all" and the "improvement of the inclusive education system in school." However, the program lacks a specific plan to improve inclusion in schools.

6.2.8. Bilingual education for the deaf

Bilingual education for the deaf is an instructional approach designed for teaching students with hearing impairments by incorporating sign and spoken languages. Originating in the 1980s, this

approach was first introduced in the USA, the UK, and Scandinavia (Ladd, 2005). According to Strong (1988), bilingual education for deaf children has not been officially implemented. The failure, as indicated by the example of American Sign Language (ASL), can be attributed to several factors.

First, skepticism about ASL as a language system and the lack of statistical information about children acquiring it at home were cited as reasons for the failure of its implementation. In addition, the shortage of educators trained to teach ASL to deaf students was a major obstacle. Another obstacle was the absence of a written system in ASL, which differentiated it from other sign languages.

However, Mayer and Wells (1996) point out that deaf children have hearing parents, which limits access to their natural language (sign language). Furthermore, the difference between sign language as a visual-spatial language and spoken language with an auditory-oral structure contradicts Cummins' hypothesis. The absence of a developed and commonly shared writing system in Sign Language further complicates the issue. Mayer and Wells conclude that deaf learners cannot maintain literacy skills in their first language that could be transferred to the written form of a second spoken language.

Despite these barriers, Falkowska (2016) comments that deaf people are often bilingual, although many are not proficient in either the national language or sign language. Successful acquisition of any foreign language, which constitutes the third language in a deaf person's repertoire, is largely dependent on mastery of their first language. Scholars and educators report that deaf and hard-of-hearing school graduates have low literacy skills due to incomplete first language acquisition in their early years.

6.2.9. Curricular adaptations for deaf students in Ecuador

According to the Ministry of Education of Ecuador (2019), hearing impairment (deafness) is

within a classification called auditory disabilities. Therefore, there are two curricular adaptations for this type of student: (p.24-27).

Table 2: Adaptation for students with hearing loss

For students with hearing loss			
<i>Access to the curriculum</i>	<i>Methodological</i>	<i>Evaluative</i>	<i>Objectives and skills with performance criteria</i>
Whether the student has mild, moderate, or severe hearing loss, he/she must use hearing aids.	The student with mild or moderate hearing loss does not require significant changes in methodology.	Mediation of tests or exams is necessary.	It is not necessary to make a curricular adaptation to the objectives and skills with performance criteria defined in the national curriculum, students with hearing impairment have a lower degree of hearing, so they attend the hearing, so they attend regular education institutions and develop the same skills as their hearing peers.
In the case of mild and moderate hearing loss, although the student has language, he/she needs speech therapy to correct articulation errors.	The teacher should, in any case, speak in front of the student, in a loud voice, and articulate adequately.		

Table 3: Adaptation for students with deafness

For students with deafness			
<i>For access to the curriculum</i>	<i>Methodological</i>	<i>Evaluative</i>	<i>Objectives and skills with performance criteria</i>
The bell indicates	Oral communication	Favoring small	If the student handles

<p>the change of time, recess, or the end of the day, the institution must have lights in several places during the day.</p>	<p>for hearing-impaired individuals focuses on teaching specific techniques such as voice production, language structuring, and accessing written language. The approach involves lip reading and Orthophonic techniques, including understanding articulation points of phonemes based on factors like tongue placement, air output, and vocal cord vibration. An example is given with the phoneme /m/, described as bilabial, sonorous, and nasal. Students are encouraged to observe and feel the vibration of phonemes, particularly on the cheek. These oralization techniques are usually implemented in specialized oralist schools or by trained professionals.</p>	<p>group work in which the hearing-impaired student feels confident; alternating with individual work so that he/she can develop autonomy.</p>	<p>oral or signed language, determine his or her level of curricular competence and decide whether or not he or she requires adaptations in this aspect.</p>
<p>The didactic material (pictures and texts) should go from the most concrete to the most abstract.</p>	<p>Total communication. Both oral language and sign language use sign language.</p>	<p>Give preference to objective tests (matching, completing, true or false, drawing, pasting, drawing,</p>	

		pasting); making collages and dramatizations. In all cases, teacher mediation is required.	
In any degree of hearing loss, request the use of hearing aids according to the specialist's suggestion.	Sign language.	Instructions should be segmented, short, and clear.	
Provide the hearing student with knowledge about hearing impairment and communication strategies to enable interaction with non-hearing students.	Manual gestures are used for communication.		
Use all kinds of language, the important thing is to communicate with the hearing-impaired student.	Auditory-oral. Emphasis is placed on oral language without lip-reading or tactile supports, so that maximum use is made of auditory remains and tactile supports, to make the best use of the auditory remains.		
Teacher training is a priority for hearing-impaired students in the classroom.	The choice of a communication method for a student depends on their developmental stage and parental preference. For hearing impairment, options include total communication,		

	<p>Cued Speech, bimodal, and various pure oralist methods like Verb tonal and MAR. Learning oral language is generally easier for younger students.</p>		
<p>If the hearing-impaired student does not have oral language, it is recommended that, in the educational center, the entire community learn sign language to communicate with him/her.</p>	<p>Information for students with hearing impairments should be presented in a progression from the most concrete (representation of reality) to the more abstract (symbols). For example, when teaching a word, the process involves presenting the real object, a representative object (toy), a photograph, a line drawing, a painted representation, a painted commercial sheet, a black and white commercial sheet, pictograms, and finally, words written on cards. Each phase should include the corresponding sign, written word, and spoken word, depending on the applied method.</p>		
<p>Provide the student with clear outlines</p>	<p>Arrange work into small groups where</p>		

of the content of the subject as he/she progresses.	hearing-impaired students can share their ideas with peers. In this setting, sign language should be employed. If a student uses oral language, support can be provided through techniques like word complements or supportive gestures.		
These are graphic organizers, such as concept maps, synoptic charts, and mind maps.	Work specifically on reading comprehension; start with simple texts with many illustrations, until reaching simple texts with many illustrations, until reaching long and complex texts. This process can take years.		

6.2.10. The characteristics of EFL teachers of deaf students

The teacher is recognized as a change agent who applies effective techniques and strategies in the classroom to create environments conducive to student learning. However, teachers often question their competencies, particularly when it comes to instructing children with disabilities, experiencing feelings of insecurity, dissatisfaction, or frustration with their teaching performance (Tsuladze, 2015).

Therefore, Bedoin (2011) shows some of the main characteristics that an English teacher dedicated to teaching deaf students should have: he/she should be patient, be empathetic, be responsible, have excellent communication skills with students, have a flexible attitude, be

passionate about the job, be versatile, know English sign language and native language, be able to guarantee knowledge to his/her student and have compassion for the students.

6.2.11. Approaches and methods for teaching English to deaf students

There is no accepted methodology for teaching foreign languages to hearing-impaired learners. Teachers use general teaching strategies adapted to the learning characteristics of hard-of-hearing learners. The choice of strategies depends on the peculiarities of the learners, the teacher's preferences, or the prevailing teaching method in the school. According to Domagała-Zyśk & Kontra (2016), these are some methods of teaching English to deaf learners. (p.40-45).

The grammar-translation method. In the case of deaf people, this method is used by translating each word and displaying it in sign language. Therefore, this emphasized and later shifted its emphasis to vocabulary. However, in the context of deaf education, teaching vocabulary presents challenges due to the difficulty of students with D/HH in understanding the meaning of words and their limited lexical repertoire in their native language. The recommended approach to teaching vocabulary to D/HH learners is to provide written forms of the words, although oral forms should not be restricted (Domagała-Zyśk & Kontra, 2016).

Bilingual Bicultural. In this approach, sign language is the only method used in the classroom with students who are deaf to a low degree. In the case of teaching traditional English to deaf students, teachers employ this method by teaching through exposure to words printed on paper and then expressing them through sign language.

Auditory/oral. This approach uses speech by vocalizing the words clearly so that the deaf students can lip-read and understand the information.

Total communication. This method combines auditory and visual communication for instruction. The classroom environment itself can also determine the success of a deaf student's

learning skills. Since the teacher must have pictograms in the classroom to visually display the words, the classroom environment can also determine the success of a deaf student's learning abilities and some options for deaf education.

The natural method. Emphasizes the application of teaching strategies based on the belief that acquiring English is of acquiring one's native language. In this approach, educators have the flexibility to impart new vocabulary through gestures or illustrations, allowing students to deduce grammatical rules rather than relying on analytical learning methods.

The communicative approach. Advocates for an instructional model in which the deaf student is equipped for genuine written interaction with other users of the target language. Typically, the teaching foundation relies on the utilization of texts, recordings, and authentic materials, which teachers prepare beforehand and provide to the students. Furthermore, activities are implemented to encourage students to communicate in conditions that closely mirror real-life situations beyond the classroom.

6.2.12. Skills and sub-skills in learning English for deaf students

In English language teaching, language skills are divided into four skills, which are called listening, speaking, writing, and reading. According to Gutiérrez (1997), these skills are indispensable in the teaching of the English language to a hearing person since they facilitate communication with other people in written and oral form.

On the other hand, hearing-impaired people, because of their hearing impairment, cannot develop the four language skills. For this reason, they can only develop two of them which are writing and reading comprehension. In addition, they can learn vocabulary and grammar in written form. For this reason, the following are different strategies that teachers can use to maximize the development of these skills that deaf students can develop.

6.2.13. Writing strategies for deaf students

According to Brokop & Persall (2009), the following strategies for writing skills. (p.20-28).

Brainstorm as a large group. Typically, collective brainstorming consists of documenting all the ideas generated by the group on a whiteboard or flip chart. Engaging in brainstorming with a large group can be productive because of the synergy created by the uninhibited exchange of ideas. One deaf person's input often triggers connections and contributions from others. In addition, group brainstorming is expected to expose learners to a more diverse vocabulary than they could generate individually. deaf learners express their ideas through sign language or in written form.

Brainwriting or electronic brainstorming. This approach allows deaf students to communicate ideas within a group through written exchanges on paper or through a computer network. Brainwriting or electronic brainstorming is used to circumvent certain social interaction dynamics that might prevent the uninhibited exchange of ideas in large group brainstorming. In this method, one group member writes an idea, another reads it, provides comments, and contributes his or her idea, continuing the cycle. In computer labs, students can actively participate in online group discussions through threaded discussions.

They are grouping students in pairs to brainstorm. Hearing students collaborate with deaf students in a group setting. The hearing student transcribes the ideas expressed by the deaf learner through the assistance of an interpreter. Conversely, the deaf learner records the thoughts of their hearing partner.

Group composition – modeling. Whether in a class setting, or working individually with a deaf learner, demonstrate all facets of the writing process to craft a well-rounded essay. Beginners should focus on personally meaningful topics, progressing to more analytical and abstract subjects as they become more adept at expressing themselves in writing.

They are dictating or composing in second language acquisition. In deaf education, the instructors videotape a student expressing his or her initial draft composition in sign language before transcribing it into written text. This allows deaf students to use their native language to convey their initial ideas. Subsequently, students can review the video and translate their composition into English. For students at more basic levels, with the help of an interpreter.

Mnemonics, graphics, and graphic organizers to guide composition. The following strategy helps deaf students organize their thoughts as they write. Consider creating poster displays that serve as reminders of key considerations during the writing process.

Interactive writing. In which deaf students and teachers communicate in written English through text messaging, online discussions, and dialogue journals, is beneficial for writing practice. Regular email communication is also an effective method. These interactive writings, including dialogue journals, not only encourage meaningful language application but also serve as a platform for building rapport with learners.

6.2.14. Reading strategies for deaf students

Coronado (2023), mentions some strategies to develop reading skills: a) Texts adapted to your English level. The texts that deaf people are going to start reading should be according to their English level since they can read normally as a hearing person does. These texts are intended for the deaf student to understand everything he/she is reading in this second language. b) Various readings. This is a strategy that should be used frequently by teachers since deaf students tend to get bored with what is common and are curious to read new things. This will help students increase their vocabulary and improve their reading comprehension. c) Read aloud. This strategy is very helpful to deaf students, especially those who can lip-read. This strategy helps the deaf student to know the pronunciation of words and to try to pronounce them correctly in his or her mind when reading a text. (p. 42-46)

6.2.15. Vocabulary strategies for deaf students

Domagała-Zyśk & Kontra (2016), mention some strategies to learn vocabulary. (p.10-14).

Build concept/vocabulary webs or charts. Semantic mapping and feature analysis go beyond matching a word to its definition, as many traditional vocabulary-building activities (e.g., worksheets, bingo, bingo, etc.) do as do many traditional vocabulary-building activities (e.g., worksheets, bingo, crossword puzzles). Mapping or graphing activities require deaf learners to make cognitive connections or networks of relationships between the target vocabulary and its definition in written form.

Vocabulary Personalization. The initial focus is on vocabulary personalization, in which deaf students are encouraged to adapt their foreign language vocabulary by focusing on words and expressions that they find personally useful. Students create dictionaries containing words related to their interests, such as sports, temporary job requirements, recent vacation experiences, and local events in Deaf culture. In the field of teaching foreign languages to deaf people, it is crucial to recognize that these learners do not acquire oral languages spontaneously. In addition, the importance of vocabulary personalization extends to the selection of words relevant to the learner's everyday experiences, hobbies, and interests. Vocabulary is categorized into essential, frequently used, and less common words. Periodic review and use in a variety of contexts are essential, especially considering that deaf students may face challenges in both acquiring and retaining new words.

Vocabulary Emotionalization. According to linguists, words are best retained when presented with an emotional element, and the more emotionally charged the learning situation, the more effectively the vocabulary will be memorized (Kaczmarek, 2001, p.20). A safe environment encourages deaf learners to show their full potential. Deaf students often face emotional challenges, such as frustration in communication and the need to assert their rights, which can impact their ability to learn. For this reason, when learners feel emotionally secure, they are motivated to use language, which leads to more dynamic progress. In the dialogue below, a

student reverses roles and, overcoming shyness, expresses his curiosity in learning new words which causes the deaf student to learn a new vocabulary.

Word Semantic Analysis. Another effective strategy is Semantic Word Analysis. Vocabulary acquisition in a foreign language can be challenging for deaf people, as it is often difficult to grasp the precise meaning of a new word or expression. These learners often have difficulty expanding or reducing the meaning of words (Krakowiak, 1995). Learning a new language exposes individuals to historical, social, political, and natural phenomena. Deaf individuals may lack knowledge of some of these phenomena, leading to gaps not only in their foreign language vocabulary but also in their first language vocabulary. To address this, deaf students should be provided with more teacher-organized opportunities to practice and review vocabulary. Communication and information technologies play a crucial role in this regard. The availability of the Internet and online databases has greatly facilitated the search for visual contexts for new words, such as pictures of objects. The use of various exercises, quizzes, and online courses facilitates effective vocabulary practice.

Word Morphological Analysis. Is of particular importance in English since it is estimated that more than 40% of new English words are formed by the addition of suffixes or prefixes (Algeo and Pyles, 1982). Mastery of morphological word analysis enables deaf students to improve their understanding of a language by allowing them to infer the meaning of new words based on their morphological structure. Deaf learners are often astute language users with a history of attending speech therapy classes, where they acquire knowledge about language structure. In their quest for literacy, they focus on acquiring an overview of word formation, paraphrasing, and pronunciation rules.

6.2.16. Grammar strategies for deaf students

Jaramillo (2023) below mentions some of the strategies to teach grammar to deaf students in a simple and fun way. (p.4-9).

Multi-sensory teaching. Utilizing a multisensory approach proves to be a method for

instructing English grammar to deaf children. This approach involves incorporating various senses to facilitate the comprehension and retention of grammar rules. For instance, tangible objects can represent components of a sentence, like using a toy to signify the subject and a ball for the verb. Additionally, body movements, such as lifting the arms for the subject and jumping for the verb, can be employed to symbolize various sentence parts. The effectiveness of multisensory teaching lies in its ability to enable children to process information through diverse channels, enhancing their comprehension and retention of grammar rules. Furthermore, this approach adds an element of enjoyment and engagement to the learning process, fostering increased motivation and participation among children.

Use of images and videos. Visual aids serve as valuable tools to enhance the comprehension of grammar rules for deaf students, enabling them to apply these rules in real-life situations. For instance, illustrations can effectively convey various verb tenses, while videos featuring sign language translations can demonstrate the language's usage in diverse contexts. Moreover, the integration of pictures and videos not only facilitates a more enjoyable and engaging learning experience for deaf students but also contributes to heightened motivation and participation in the educational process. Interactive online games incorporating images and videos offer a dynamic and entertaining approach to teaching grammar.

Teaching through Games. Utilizing games can offer deaf students an enjoyable method for learning and reinforcing grammar rules. These games can be tailored to varying levels of proficiency and are versatile in instructing different facets of grammar, encompassing verbs, adjectives, and nouns. Various game formats, such as board games, card games, role-playing games, and online games, provide diverse options. Leveraging games proves to be an effective and enjoyable approach to instructing English grammar, particularly for children with learning disabilities.

They are teaching through Practical Experience. This approach posits that deaf children acquire knowledge most effectively when they can directly experience and implement what they are learning in genuine scenarios. For instance, when studying past tense verbs, deaf

children might be tasked with composing a written or sign language narrative about an experience. By doing so, they apply their acquired knowledge in a context that holds genuine and personal significance. Implementing experience-based teaching proves to be an effective and enjoyable method for helping deaf children grasp and practically utilize grammar rules.

Teaching through Repetition. Utilizing repetition proves to be an exceptionally effective method in aiding deaf children to retain and correctly apply grammar rules. There are various ways to incorporate repetition, including reiterating key phrases and words multiple times during class or having deaf children recapitulate grammar rules in written form following an explanation. Additionally, games and activities involving repetition, such as memory games or songs with repetitive lyrics, can be employed. Repetition serves as a potent tool for enhancing the comprehension and application of English grammar rules, particularly beneficial for children with learning disabilities.

6.2.17. Tips for teaching English to deaf students

Downs (2013), mentions some tips that teachers should have when teaching English to deaf students in the classroom. They should use sign language when introducing new materials containing technical terminology that is not commonly used and provide the student and the interpreter with a prior list of these words or terms. Interpreting unfamiliar words poses challenges, avoid addressing the class while simultaneously reading something, when reading aloud keep a pace that allows the deaf/hard of hearing student and the interpreter to keep up with you and the rest of the class, recognize that deaf/hard of hearing students rely on visual cues such as body language and expressions for information, get the student's attention before speaking by using effective visual cues such as a tap on the shoulder or a hand gesture, inform the hearing-impaired in advance about the topic of discussion, especially in the case of deaf students who rely on oral communication, speak clearly and at a moderate pace, avoiding shouting pronunciations that may make lip-reading difficult, maintain direct eye contact with the student, refraining from obstructing visibility with objects in the mouth or standing in front of bright light sources, during interruptions like phone calls or knocking on the door, informing the student before addressing such interruptions, ensure good lighting for the interpreter.

6.2.18. Classroom arrangement and technical equipment

The success of deaf or hard-of-hearing learners in learning a foreign language is highly dependent on the classroom environment and technical equipment. In general, the learning environment is expected to be welcoming and supportive to foster high linguistic achievement. On the other hand, learning is also greatly influenced by the environment that the teacher creates in the classroom (Domagała-Zyśk, 2013).

According to El-Zraigat and Smadi (2012), most of the school buildings in which deaf students' study were not built to meet the needs of these students. Since the classrooms lacked design considerations to minimize noise and did not allow for the proper arrangement of students' desks Therefore, it is recommended that the optimal arrangement of desks in a classroom should be in the shape of a horseshoe, as this allows hearing impaired students to have a clear line of sight to each other. In addition, it is recommended to have projectors, computers, and visual teaching aids on the walls so that deaf students can learn in this way.

7. METHODOLOGY

Research approach:

According to Brandari (2020), qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather detailed information about a problem or generate new ideas for research. Therefore, this method helped in this research to be able to collect relevant information about the experiences that teachers and deaf students have in the Pedagogy of National and Foreign Languages degree program. Therefore, an interview was used to obtain the mentioned data.

Research Method or Level:

The case study method was used in this study. A case study is a research tool or method that focuses on a specific case of a single person or group, which is unique and particular to that

person or group. According to Cherry (2022), the purpose of a case study is to learn as much as possible about an individual or group so that the information can be generalized to many others. Therefore, in this research, this method helped to collect information about the experiences of the four teachers, the interpreter, and the deaf student in the National and Foreign Languages Pedagogy program.

Research context:

This study was carried out in the Pedagogy course in National and Foreign Languages at the Technical University of Cotopaxi, Pujilí Extension in the year 2023-2024 in the sixth semester. The university is located in the urban area of Canton Pujilí in the city of Latacunga, province of Cotopaxi in Ecuador.

The participants were 4 teachers who taught different subjects in English, 1 deaf student in her sixth semester of studies, approximately 21 years old, and 1 interpreter, approximately 25 to 30 years old. All of them belonged to the Pedagogy in National and Foreign Languages career of the Technical University of Cotopaxi.

Likewise, the sampling method was used to select the participants, since it is a technique in which the researcher selects the samples based on a subjective judgment and not by making a random selection (Eliotte, 2020). Therefore, the strategy used in this study is convenience sampling, as this strategy is used to create samples according to the ease of access and availability of individuals to be part of the sample. Specifically, affiliates are usually accessible to be part of the sample.

On the other hand, informed consent was used, since this document authorizes an individual to participate in a study and allows the information collected during the study to be used by the project researcher in the analysis and communication of the results obtained when interviewing

an individual. It should also be noted that the personal information obtained will not be disclosed, since codes were used to determine each participant. (See annex 1)

Table 4: Codes of each participant

Code	Context
TPM	Teacher of contextualized grammar
TMA	Teacher of language curriculum
TSC	Teacher of pre-intermediate English B1.2
TFC	Teacher of project design
YES	Interpreter
DSMC	Deaf student

Data collection procedure:

In this study, the interview was used as a data collection instrument. A research interview is a non-coercive approach that uses open-ended questions to enhance the flow of communication and information (Schollum, 2005).

Therefore, three instruments were used, the first one is the teacher interview, this instrument was taken and adapted from Sultanbeova (2019). This interview consists of 17 open-ended questions to collect the necessary information. The second instrument is the deaf learner interview, this instrument was taken and adapted from Mazoue (2011). This instrument consists of 20 open-ended questions to collect the necessary information for this research. Finally, the third instrument is the interpreter interview. It was also taken and adapted from Mazoue (2011). This interview consists of 14 open-ended questions to collect the information needed by the researcher. (See Annex 2).

Data analysis:

In this study, thematic analysis was used as a data analysis strategy, as it is a research technique to identify, analyze, and report patterns, i.e., themes within the empirically collected data. In addition, it minimally organizes and describes the data set in detail, and interprets aspects of the theme (Villegas, 2020).

Therefore, to conduct the data analysis of this research, the interview was first transcribed as related by the interviewees. Then, the categories for each of the interviews were identified. Next, the main ideas mentioned by each of the participants were listed to determine the subcategories for each of the interviews (see Appendix 3).

On the other hand, it is worth mentioning that information triangulation was used, since the information provided by the teachers was contrasted and compared with the information provided by the interpreter. In this way, it was verified whether the information said by all participants was true.

8. ANALYSIS AND DISCUSSION OF RESULTS

First research question:

To answer the first research question about the experiences that the teachers had teaching a deaf student in the Pedagogy of the Foreign National Languages career, the researcher analyzed the data from interviews with the teachers and the interpreter. In this part, the results were divided into categories, and better analyzed the relevant information that the interviewees had. These categories are based on each of the questions used in the instrument to collect the information.

Table 5: Teachers and interpreter interviews' categories and subcategories

Category A (Benefits)	Subcategory
Methodology	<ul style="list-style-type: none"> ● Techniques. ● Strategies.

	<ul style="list-style-type: none"> ● Didactic resources. ● Curricular adaptation. ● Assessment.
Teaching English	<ul style="list-style-type: none"> ● Teaching focused on deaf students. ● Professional training. ● Interpreter collaboration.
Classroom management	<ul style="list-style-type: none"> ● Functional environment. ● Intrinsic motivation.
Category B (Challenges)	
Teaching English	<ul style="list-style-type: none"> ● Teach experience. ● Teaching focused on deaf students. ● Lack of knowledge of sign language. ● Professional training.

Excerpts from the teachers and the interpreter experiences of teaching English

Category A.1. Benefits

Subcategory A.1.1. Methodology

Technique

El proceso es a través de readings y de papers que ella tiene que leer, entender y plasmar el conocimiento de la temática que se está enseñando en la asignatura. [The process is through readings and papers that she has to read, understand, and capture the knowledge of the subject that is being taught in the course]. (TPM).

Yo le explico en su cuaderno o en la pizarra de forma escrita los conceptos y sobre todo le doy ejemplos para que ella utilice. [I explain in her notebook or on the blackboard in written form the concepts and above all I give her examples so that she can use them]. (TMA).

Hoy estoy trabajando de forma grupal. [Today I am working as a group.] (TFC).

Ella trabaja y hace lo mismo que los demás. [She works and does the same as the others.] (TFC).

Strategies

En la universidad tenemos en sí una compañera traductora, entonces ella es la que nos ayuda con todo lo que es el lenguaje de señas. [At the university we have a translator colleague, so she is the one who helps us with sign language.] (TSC).

Yo trabajaba con ella de forma personalizada para que ella se enfoque en planificar actividades de enseñanza y evaluación para estudiantes con discapacidad auditiva. [I worked with her one-on-one so that she could focus on planning teaching and assessment activities for hearing impaired students.] (TFC).

Con videos que esté con la escritura en inglés abajo y a través de lecturas.[With videos that are with the English writing below and through readings.] (TPM).

La estrategia es la escritura. [The strategy is writing.] (TMA).

Se empleó es que hay una estudiante que puede comunicarse con ella. Entonces la estrategia es poder a través de la estudiante poder llegar con aspectos específicos de conocimiento a la estudiante con discapacidad especial. [Was used is that there is a student who can communicate with her. So, the strategy is to be able to reach the student with specific aspects of knowledge to the student with a special disability through the student.] (TMA).

Se utilizan lecturas y se aplica ejercicios gramaticales, ejercicios de completar. [The reading is used and applied grammatical exercises and completion exercises.] (TSC).

Las estrategias son los recursos físicos, ya que a ella le dan material físico para que ella pueda leer, pueda estudiar y pueda sacar su vocabulario aparte. [The strategies are physical resources,

since they give her physical material so that she can read, study, and draw out her vocabulary on the side.] (IYS).

También usan bastante la parte visual como el proyector. [They also make extensive use of visual aids such as the projector.] (IYS).

Usan bastante del pizarrón, donde se le explica la materia con la estructura y ella tiene que analizar lo que hay en el pizarrón. [They use the blackboard, where the material is explained with the structure, and she has to analyze what is on the blackboard.] (IYS).

Trabajo en grupo, ella debe integrarse a su grupo, colaborar en el grupo. Yo se dé su desenvolvimiento a través de prueba escrita conforme al contenido que estamos avanzando y la evaluación de su coordinador. [Group work, she must integrate herself into her group, collaborate in the group. I know about her performance through a written test according to the content that we are advancing and the evaluation of her group coordinator.] (TFC).

Solo hay 3 cosas que yo voy a hacer: que ella trabaje en su grupo y que ella vaya haciendo todas las actividades en su grupo, segundo es que se le toma la evaluación escrita como a todos los demás, entonces ella obviamente sabe escribir y la última es que el grupo le evalúe. [There are only 3 things that I am going to do: that she works in her group and that she does all the activities in her, second is that she takes the written evaluation like everyone else, so she obviously knows how to write, and the last one is that the group evaluates her.] (TFC).

Entonces al delegarle a ella es una estrategia que se llama peer teaching ya que ella es la persona que le va a monitorear y yo le he explicado cual es el objetivo de que le haga hacer, aunque sea mal pero que le haga hacer. [So, delegating to her is a strategy called peer teaching since she is the person who will monitor him and I have explained to her what the objective is to make him do, even if it is wrong, but to make him do it.] (TFC).

Didactic resources

Ella aprende y al utilizar las diapositivas, los papers, videos ella también entiende y hace que tenga un amplio conocimiento, porque realmente Meiby es muy inteligente. [She learns and by using the slides, papers, videos she also understands and makes her have a wide knowledge, because Maybe is really very intelligent.] (TPM).

Los recursos son las diapositivas con cosas visuales y sobre todo escritas, tanto en la diapositiva como en la pizarra y materiales que a veces los mismos estudiantes utilizan para dar las clases. [The resources are the slides with visual things and above all written, both on the slide and on the blackboard and materials that sometimes the students themselves use to give the classes.] (TMA).

En la parte del inglés contamos con la parte del libro, entonces eso es lo que utilizamos. [In the English part we have the book part, so that's what you use.] (TSC).

Aparte de eso tenemos la plataforma de Cambridge, ahí ella completa los ejercicios gramaticales y lecturas. [Apart from that we have the Cambridge platform, there she completes the grammar exercises and readings.] (TSC).

Material didáctico en parte física que le entregan, documentos digitales y el proyector que resalta mucho la parte visual. [Didactic material in the physical part, digital documents and the projector that emphasizes the visual part.] (IYS).

Bueno la comunicación con ella es a través de WhatsApp, yo tengo un grupo con ella. [Well communication with her is through WhatsApp, I have a group with her.] (TFC).

Entonces sería todo material escrito donde ella pueda escribir. [Then it would be all written material where she can write.] (TFC).

Curricular adaptation

En base a la asignatura yo si le doy lo mismo solo que a ella le bajó la intensidad. [Based on the subject matter, I do give her the same, but I lower the intensity.] (TPM).

No se realiza una planificación con adaptación curricular porque ella puede seguir el ritmo, los objetivos y aprender los contenidos. Lo único que se adecua es los materiales, las estrategias metodológicas para que ella pueda entender. [There is no planning with curricular adaptation because she can follow the pace, the objectives and learn the contents. The only thing that is adapted is the materials, the methodological strategies so that she can understand the contents of the curriculum.] (TMA).

Planificaciones en sí con adaptaciones curriculares si se utiliza. Como le mencioné, para Meiby no se puede aplicar la parte de listening sino solo la parte gramatical. [Planning itself with curricular adaptations if used. As I mentioned for Meiby, the listening part is not applicable but only the grammatical part.] (TSC).

No, lo que yo le mencioné anteriormente no tengo mucha perspectiva de la asignatura y por eso realmente para mí es imposible enseñar. [No, what I mentioned to you earlier I don't have much perspective on the subject and that's why I can't teach.] (TFC).

Assessment

No le puedo evaluar el speaking, a ella se le evalúa solo el writing pero se hace lo posible por seguir la estructura del idioma. [Cannot be tested on speaking; she is tested only on writing but we do our best to follow the structure of the language.] (TPM).

De manera escrita, con actividades que ella pueda demostrar su aprendizaje. [In written form, with activities that she can demonstrate her learning.] (TMA).

Lo que yo he evaluado en si es la gramática, el punto gramatical que veamos. [What I evaluate you on is the grammar, the grammatical point that we see.] (TSC).

Le han evaluado en forma de una prueba, entrega de portafolios, entrega de trabajos, deberes, exposiciones, participación en clases y preguntas en clases. [He has been evaluated in the form of a test, portfolio submission, homework, homework, presentations, class participation and questions in class.] (IYS).

Mis evaluaciones y mis trabajos siempre se enfocan en trabajos grupales y trabajos individuales tanto para la enseñanza como para la evaluación. Lo que es individual se le toma la evaluación escrita en la primera parte, en el primer parcial digamos así, tiene deficiencia en la escritura, pero en la comunicación y las actividades con ella es de forma escrita. Ahora también he considerado evaluar la evaluación que hace el jefe de grupo al igual que los demás compañeros a ella también porque ella está trabajando en grupo porque un monitoreo personal no estoy siguiendo. [My evaluations and my work always focus on group work and individual work for both teaching and evaluation. What is individual is the written evaluation in the first part, in the first partial let's say so, she has a deficiency in writing but in communication and activities with her is in written form. Now I have also considered evaluating the evaluation made by the group leader as well as the other classmates because she is working in a group because I am not following a personal monitoring.] (TFC).

Based on the results it can be said that the teachers are making adequate use of strategies, techniques, and didactic resources since they are using visual material for the learning of the deaf student. It is also mentioned that teachers do not use curricular adaptations since they consider that the student can follow the same objectives of each class, the only thing they modify is the activities that she performs reducing her intentionality and doing only written

work. Therefore, the assessment is based on portfolios, written tests, homework, class participation, and individual and group work. These results are similar to Mazoue (2011) since he mentions that it is necessary to use the appropriate methodology, didactic resources, and strategies to ensure the teaching-learning process. For students with hearing impairment, it is necessary to use all kinds of visual resources and that most of the information is written in the language that the student is learning, therefore the information must be clear and concrete so that the student can learn the second language in a better way. On the other hand, El-Zraigat and Smadi (2016) comment that be educational inclusion, no curricular adaptation should be made to the planning because if it is done, it is being interpreted as discrimination since deaf students can do the same written activities as other hearing people.

Subcategory A.1.2. Teaching English

Teaching focused on deaf students

Son experiencias nuevas, a la vez se descubren nuevas estrategias. [These are new experiences, and at the same time new strategies are discovered.] (TPM).

Poder enseñarle es un beneficio para la carrera y para todos los docentes por la situación de saber cómo llegar a ella utilizando estrategias innovadoras. [Being able to teach her is a benefit for the teachers who are with her because of the situation of knowing how to reach her using innovative strategies.] (TPM).

Un beneficio es que ella sepa inglés y que aprenda a enseñar y evaluar. [One benefit is that she knows English and learns how to teach and evaluate.] (TFC).

Todos estamos capacitados porque tenemos el conocimiento del idioma, estrategias y la metodología para poder. [All are qualified because we have the knowledge of the language, strategies, and methodology to be able to apply.] (TPM)

Los docentes por el mismo hecho de estar con ella desde el primer nivel les ha capacitado en práctica juntamente con ella. [The teachers, by the very fact of being with her since the first level, have been trained in practice together with her.] (IYS).

Yo pensé que iba hacer más difícil, pero han utilizado una técnica que se llama practica error, donde ella va aprendiendo a través de sus errores. Si habido un progreso comparado a cuando yo inicie. Ha habido bastante un cambio, un crecimiento en cuanto a la parte académica de ella. [I thought it was going to be more difficult, but they have used a technique called practice error, where she learns through her mistakes. There has been progress compared to when I started. There has been quite a change, a growth in terms of her academics.] (IYS).

Los profesores están dispuestos a revisar los trabajos antes de hora para que ella pueda analizar su error y ver cuáles son los deberes que está bien. Por ende, si habido un proceso bastante aceptable hacia los chicos con discapacidad auditiva. [The teachers are willing to check the homework before the hour so that she can analyze her mistakes and see which homework is right. So, if there has been a fairly acceptable process towards hearing impaired children, then it is quite acceptable.] (IYS).

Professional training

Yo tengo la experiencia de trabajar en proyectos de investigación de estudiantes con discapacidad por ejemplo disgrafía, trastorno de comportamiento, discapacidad visual. No he trabajado, pero hemos hecho investigación y ahora la auditiva que se ha hecho la investigación con Meiby. Eso es lo que me ha permitido aprender de las discapacidades que no es un curso, pero si es un escenario para aprender. [I have the experience of working on research projects for students with disabilities for example dysgraphia, behavioral disorder, visual impairment. I have not worked but we have done research and now the auditory research with Meiby. This is what has allowed me to learn about disabilities, which is not a course but a scenario for learning.] (TFC).

Interpreter collaboration

Bueno mi función es principal ya que es enviar el mensaje que el profesor está dando en clases. Entonces el profesor entra a clases, da su clase y yo interpreto a Meiby a través de las señas lo que el profesor está enseñando. [Well, my main function is to send the message that the teacher is giving in class. So, the teacher comes into class, gives his class and I interpret to Meiby through the signs what the teacher is teaching.] (IYS).

Beneficios hay bastantes, ya que, si no se hace un acompañamiento con la estudiante, ella no aprende y hay que estar al pendiente. [There are many benefits, because if you do not accompany the student, she does not learn, and you have to be attentive.] (IYS).

Habido muchos beneficios al ayudarla ya que ella me dice que necesita ayuda y yo puedo intervenir y decirle al profesor si le puede dar una tutoría, dar una clase o si le puede revisar. [There have many benefits to helping her because she tells me that she needs help and I can intervene and tell the teacher if can tutor her, give her a class or if she can review her.] (IYS).

Based on the results it can be said that the teachers are innovating since they are experimenting every day with new strategies to teach deaf students. This is evidenced by the fact that the student has had academic growth compared to when she started her university career. In the career, there is a teacher who has some experience in the subject of teaching students with disabilities since she has been part of research work that has helped her to know everything about the subject. In addition, it is mentioned that to ensure the teaching-learning process of the deaf student there is the collaboration of an interpreter who has been the effective means of communication between teachers and the student, thus ensuring the understanding of the information given in class. These results can be compared with what Mazoue (2011) says, since he states that teachers are characterized by having the ability to investigate and therefore must always innovate strategies to ensure the teaching and learning process of their students. Similarly, the experience that a teacher acquires throughout his or her life is very important for him or her to know the mistakes that should not be made in the classroom. She also comments that it is necessary to have an interpreter in a place where the people around the deaf student do

not know sign language to ensure that the deaf person can feel adapted and better understand all the information.

Subcategory A.1.3. Classroom management

Functional environment

Lo fundamental es la interpretación. La intérprete tiene que conocer el idioma inglés. [Foremost is the interpreter. The interpreter must know English.] (TPM).

Si es que no estuviera la intérprete, están las estudiantes que bien o mal han ido aprendiendo y ellas le ayudan. [If the interpreter is not there, there are the students who have been learning well or badly, and they help her.] (TPM).

Con la integración, yo integro a la estudiante en todas las actividades, inclusive en la participación en clase. [With integration, I integrate the student in all activities, including class participation.] (TMA).

Dentro del aula hay dos estudiantes que sí han aprendido el lenguaje de señas y ellos son quienes también me ayudan en la hora de clase para trabajar con ella. [Within the classroom there are two students who have learned sign language, and they are the ones who also help me during class time to work with her.] (TSC).

Peer teaching entonces esta es una manera de propiciar aparte de la persona que hace la interpretación. [Peer teaching, so this is a way of facilitating apart from the person doing the interpreting.] (TFC).

Intrinsic motivation

Ella está muy motivada y eso es algo que nosotros debemos tener como ejemplo desde el primer ciclo que ella ingresó y se buscaba la intérprete, había interés por ella. [She is very motivated and that is something that we have to have as an example since the first cycle when she entered and the interpreter was sought after, there was that interest in her.] (TPM).

Si está muy motivada porque le gusta, presta atención, hace un esfuerzo por presentar sus tareas como se les pide. [If she is highly motivated, because she likes it, pays attention, makes an effort to present her homework as requested.] (TMA).

Yo creo que sí está motivada, porque si no hubiese estado motivada la estudiante no hubiese continuado con la carrera y hubiese desertado desde primero. [I believe that if she is motivated, because if she had not been motivated, the student would not have continued with her studies and would have dropped out in the first semester.] (TSC).

Ella es una persona muy motivada porque se le ve que se integra, que siempre está pendiente en clase, que siempre está atenta, por ejemplo, cuando yo estoy dando instrucciones en los grupos que están haciendo los proyectos, voy monitoreando, voy explicando. Entonces está ella y está la intérprete que le está interpretando, entonces ella está siempre atenta, trata de hacer bien o mal, pero trata de hacer. [She is a very motivated person because you can see that she is integrated, that she is always attentive in class, that she is always attentive, for example when I am giving instructions to the groups that are doing the projects, I am monitoring, I am explaining. Then there is her and the interpreter who is interpreting, so she is always attentive, she tries to do well or badly, but she tries to do it.] (TFC).

Yo creo que sí está motivada por el simple hecho de que ella ya está en un sexto nivel. [I believe that if she is motivated, she is already at a sixth level.] (IYS).

Based on the results, it is mentioned that the teachers use an interpreter and a student who collaborate directly with the teachers by translating or helping the deaf student in the classes to have an effective environment that helps to ensure the teaching-learning process. In addition, to have good classroom management the teacher must provoke motivation towards his student so that he can learn in a better way. In this case, it is seen that the deaf student is very motivated since she always pays attention in class, does all the work, and is integrated into all the activities. These results are similar to Sultanbekova (2016) as he mentions that teachers have to promote an effective environment to ensure the teaching-learning process this environment is produced by the acceptance, attention, and interest that the deaf student feels to have in class hours by all hearing people. Also, teachers should make sure that every day they are motivating their students so that they can be interested in learning each subject.

Category B.1. Challenge

Subcategory B.1.1 Teaching English

Teacher experience

No, es la primera ocasión que tenemos esta experiencia aquí en nuestra carrera. [No, this is the first time we have had this experience here in our career.] (TPM).

No he tenido una experiencia previa enseñando a estudiantes con discapacidad especial. [I have not had previous experience teaching students with special needs.] (TMA).

No, no he tenido la experiencia enseñando a estudiantes con discapacidad auditiva. [No, I have not had experience teaching hearing impaired students.] (TSC).

Antes de Meiby no. [Before Meiby no] (TFC).

Teaching focused on deaf students

Pueda entender y pueda aplicar. [She can understand and can apply.] (TPM).

El desafío de que me pueda entender la lectura de labios o que me pueda entender solo mirándome. [The challenge that I can be understood by lip reading or that I can be understood just by looking at me.] (TMA).

Como docentes no tenemos un conocimiento previo de lenguaje de señas. [As teachers we have no prior knowledge of sign language.] (TSC).

La dificultad que veo es que no todos los estudiantes desde la profesora no conocemos el lenguaje de señas, la lengua de señas, y no me puedo comunicar directamente con ella. [The difficulty I see is that not all students, from the teacher on down, do not know sign language, and I cannot communicate directly with her.] (TPM).

Su nivel de inglés es muy limitante para aprender, no solo mi asignatura, considero que todas las asignaturas. [Her level of English is very limiting to learn, not only my subject, I consider all subjects.] (TMA)

Ella no puede escuchar y a la vez como no escucha no puede producir entonces eso es una gran dificultad. [She cannot hear and at the same time, since she cannot hear, she cannot produce, so this is a great difficulty.] (TSC).

Yo soy consciente como profesora que no puedo hacer mucho para desarrollar en ella habilidades de investigación. Porque su nivel de inglés es muy bajo, es de A1 y un poco más. [I am aware as a teacher that I can't do much to develop research skills in her. Because her English level is very low, it is A1 and a little bit more.] (TFC).

Su nivel de inglés, si ella tuviera una buena lectura y escritura a nivel de un A2 o más se podría hacer más cosas, pero ella tiene un nivel bien bajo. [If she had a good reading and writing level of A2 or higher, she could do more things, but she has a very low level.] (TFC).

Yo creo que ella debería tener un currículum diferente y no me refiero a una adaptación curricular de clase sino una adaptación curricular de la carrera con asignaturas que realmente a ella le sirvan porque por ejemplo para mi ella pierde tiempo y energía en project design. Ella podría haber recibido 4 horas más de inglés por ejemplo en la escritura, en el vocabulario para poder mejorar su inglés y se formará profesionalmente de mejor manera. [I think she should have a different curriculum and I don't mean a curricular adaptation of the class but a curricular adaptation of the career with subjects that really help her because for example for me she wastes time and energy in project design. She could have received 4 more hours of English for example in writing, in vocabulary in order to improve her English and she will be professionally trained in a better way.] (TFC).

Como le dije su nivel de inglés, por lo tanto, ella no tiene una comprensión lectora e incluso en el español porque recordemos que su lengua materna es la lengua de señas. [As I told her her English level, therefore she has no reading comprehension and even in Spanish because let's remember that her mother tongue is sign language.] (TFC).

Al inicio fue un poco complicado ya que no tenía muchos conocimientos de inglés. Pero a través del esfuerzo de ella y sobre todo la constancia de querer seguir estudiando se pudo nivelar. [At the beginning it was a little complicated since she did not have much knowledge of English. But through her effort and above all her perseverance in wanting to continue studying, she was able to catch up.] (IYS).

En el lenguaje de señas no hay artículos, sin embargo, ella formula oraciones en inglés. Por lo cual ella comete faltas y se le corrige. Pero como vuelvo a mencionar el nivel de ella no es un nivel avanzado, es un nivel básico o medio donde ella se puede desenvolver. [In the sign language there are no articles, however, she formulates sentences in English. So, she makes mistakes and is corrected. But as I mentioned again, her level is not an advanced level, it is a basic or intermediate level where she can manage.] (TSC).

Totalmente capacitado no. Creo que una de las debilidades que se podría decir que tenemos los docentes es el desconocimiento de la lengua de señas, ese es un limitante muy fuerte. [Not fully trained. I think that one of the weaknesses that we teachers have is the lack of knowledge of sign language, that is a very strong limitation.] (TMA).

No considero que esté capacitada por el simple hecho de que no tengo conocimiento en el lenguaje de señas. [I do not consider myself qualified for the simple fact that I have no knowledge of sign language.] (TSC).

No me considero que estoy totalmente capacitada por la asignatura que estoy dando en este semestre ya que es imposible enseñarle. [I do not consider myself to be fully qualified for the subject I am teaching in this semester since it is impossible to teach you.] (TFC).

Lack of knowledge of sign language

No, solamente he aprendido a saludar ya que ella misma me ha enseñado. [No, I have only learned how to say hello since she has taught me herself.] (TPM).

No, no conozco la lengua de señas. [No, I do not know sign language.] (TMA).

No conozco la lengua de señas, bueno algo que Meiby mismo me ha enseñado que son dos o tres palabritas de ahí nada más. [I don't know sign language, well, something that Meiby himself has taught me, which is just two or three little words.] (TSC).

Yo no conozco y tampoco lo utilizo. [I don't know it and I don't use it either.] (TFC).

El lenguaje de señas es como un lenguaje cualquiera por lo tanto requiere tiempo, persistencia y muchas cosas para poder aprender y sobre todo la práctica. Entonces la verdad no sé nada, ni decir hola ni nada. [Sign language is like any other language, so it requires time, persistence, and many things to learn and above all practice. So, the truth is I don't know anything, I don't know how to say hello or anything else.] (TFC).

A esta edad no aprendería mucho de lenguaje de señas, pero pienso que los nuevos docentes deberían aprender algo de lenguaje de señas porque ellos son más jóvenes, con más tiempo, con más práctica y ahí sí se puede aprender. [At this age I would not learn much sign language, but I think that the new teachers should learn some sign language because they are younger, with more time, with more practice and there you can learn.] (TFC).

Professional development

Lamentablemente no, como carrera hemos tratado de tener charlas con profesionales que conocen del lenguaje de señas. Pero considero que se requiere de una formación de unos 6 o 7 meses y la universidad no ofrece charlas para esta discapacidad auditiva. [Unfortunately, not, as a career we have tried to have talks with professionals who know sign language. But I think that it requires a training of about 6 or 7 months and the university does not offer lectures for this hearing impairment.] (TPM).

No, no tenemos capacitación sobre eso. Se realizó una charla, pero para darnos características específicas, pero en realidad no algo muy puntual como estrategias, o técnicas para poder llegar a la estudiante. [No, we don't have training on that. There was a talk but to give us specific characteristics, but not really something very specific like strategies or techniques to be able to reach the student.] (TMA).

No, hasta el momento no hemos tenido capacitaciones en ese sentido. [No, so far, we have not had any training in this regard.] (TSC).

Al inicio cuando yo llegue, tuvimos una capacitación dirigida por mi persona. Se les hizo una capacitación en general para que puedan tener conocimientos básicos. That was at the beginning when I arrived, we had a training directed by ourselves. They were trained in general so that they could have basic knowledge.] (IYS).

Talleres o cursos no, lo que recibimos es una charla de una señora que era coordinadora de estudiantes con esta discapacidad y era solo una charla informativa. [No workshops or courses, what we received was a talk from a lady who was the coordinator of students with this disability, and it was just an informative talk.] (TFC).

Based on the results it is mentioned that the teachers do not have previous experience teaching deaf students and also do not know sign language, causing many difficulties in teaching because the teachers cannot communicate directly with the deaf student and always have to do it through the interpreter. Similarly, it is mentioned that the professors have problems when teaching the subject because the hearing-impaired student has a very low level of English, so she cannot understand and develop all the skills of a second language. In addition, the university does not offer training courses for teachers to clarify their doubts about teaching deaf students, which makes it difficult for them to improve day by day and they are simply stuck without knowing what to do about it. These results are similar to El-Zraigat and Smadi (2016), as they mention that the English level of a deaf student does not compare with the level of a hearing person because the student with a disability cannot develop all the competitive skills to be able to learn a second language. At the same time, he comments that teachers who teach deaf students should know sign language so that they can communicate directly with the student and the information is clear and accurate and not distorted. Also, teachers must train or research on their own or through the university to be able to evolve day by day and improve their skills as teachers to always ensure that their student learns.

Second research question:

To answer the second research question about the experiences that deaf university students had learning English in the Pedagogy of the Foreign National Languages Career, the researcher analyzed data from the deaf students' interviews. In this part, the results were divided into themes to categorize and better analyze the relevant information that the interviewees had. These categories and subcategories are based on each question used in the instrument to collect the information.

Table 6: Deaf student interview's categories and subcategories

Category A (Benefits)	Subcategory
Teacher's methodology	<ul style="list-style-type: none"> ● Strategies. ● Didactic resources. ● Assessment.
Learning English	<ul style="list-style-type: none"> ● Learning strategies. ● Teach deaf students.
Classroom management	<ul style="list-style-type: none"> ● Teacher focus. ● Inclusive environment. ● Intrinsic motivation.
Category B (Challenges)	
Learning English	<ul style="list-style-type: none"> ● Difficulties learning English and Spanish subjects. ● Difficulties in methodology. ● Academic stress.

Excerpts from the deaf student about their experiences of learning English

Category A.1.Benefits

Subcategory A.1.1. Teacher's methodology

Strategies

Los docentes utilizan estrategias visuales, tales como material didáctico como actividades impresas para que ella pueda trabajar en clases y además usan mucho el proyector. [Teachers

use visual strategies, such as didactic materials such as printed activities for her to work on in class, and they also use the projector a lot.] (DSMC).

Didactic resources

Como recursos didácticos los docentes utilizan mucho el proyector y la pizarra. Estos deben tener contenido escrito para que pueda observar y de esa manera entender la clase [As didactic resources, teachers use the projector and the blackboard a lot. These should have written content so that they can observe and thus understand the class.] (DSMC).

Assessment

Pruebas, portafolios, trabajos en grupo, trabajos individuales y exposiciones. [Tests, portfolios, group work, individual work and exhibitions.] (DSMC).

Based on the results it can be mentioned that the strategy used by the teachers to teach the deaf student is the visual material so that she can understand the information, such as the projector, the blackboard, and the printed activities. This strategy goes hand in hand with the visual and written didactic material they use with her so that she can read and understand the information with the help of the interpreter. Also, the teachers evaluate the students through exams, portfolios, group work, individual work, and presentations. All this is done in written form since the student's condition does not allow her to be evaluated verbally. These results are compared to those of Mazoue (2011) since he mentions that it is necessary to use the methodology, didactic resources, and appropriate strategies to ensure the teaching-learning process. Therefore, for students with hearing impairment, it is necessary to use all kinds of visual resources and that most of the information is written in the language the student is learning, in addition, the information should be clear and concrete so that the student can learn the second language in a better way.

Subcategory A.1.2. Learning English

Learning strategies

Las materias de inglés y español ella aprende de mejor manera mediante la práctica. [The subjects of English and Spanish she learns best through practice.] (DSMC).

Ella aprende mediante la práctica ya que si en alguna actividad que ella tiene que realizar comete algún error y se lo detecta ella lo corrige una hasta 3 veces hasta hacerlo bien. De esta manera ella sabe que está mal y no lo vuelve a cometer y así perfeccionó su conocimiento. [She learns by doing, because if she makes a mistake in any activity that she has to do and she detects it, she corrects it one to three times until she gets it right. In this way she knows what is wrong and does not make it again, thus perfecting her knowledge.] (DSMC).

Teach deaf students

El beneficio que ella encuentra en esta carrera es que puede aprender y a la vez puede transmitir sus conocimientos a otras personas y eso lo está experimentando en prácticas de servicio a la comunidad. Además, que a ella le gusta mucho aprender el inglés. [The benefit she finds in this career is that she can learn and at the same time she can transmit her knowledge to other people, and she is experiencing this in community service practices. She also enjoys learning English very much.] (DSMC).

Una ventaja muy grande es que ella puede enseñar inglés a otros estudiantes con su misma discapacidad. [A great advantage is that she can teach English to other students with the same disability.] (TMA).

According to the results, the student learns the subjects of English and Spanish through daily practice and by making mistakes, since she repeats her homework as many times as necessary until it is well done. In addition, the deaf student likes learning English because for her it is

necessary to transmit all her knowledge to other people, especially in community service or with people with the same disability. These results are similar to those of San José (2016) since he mentions that a person with hearing impairment learns in a better way when he or she practices the language daily, in this case in written form. Since a person with a disability does not develop a sense in this case speech and the other senses are developed twice as much, thus managing to grasp the information almost in the same way as a hearing person does.

Subcategory A.1.3. Classroom management

Teacher focus

Algunos docentes se enfocan en mi enseñanza al momento de dictar una clase. [Some teachers focus on my teaching when teaching a class.] (DSMC).

Si realizo las mismas actividades encomendadas por el docente que el resto de mis compañeros. [If I perform the same activities assigned by the teacher as the rest of my classmates.] (DSMC).

Inclusive environment

Mis compañeros de clase si me incluyen en sus actividades académicas y sociales. [My classmates do include me in their academic and social activities.] (DSMC).

Si me siento aceptada por todas las personas oyentes de la universidad. [Yes, I feel accepted by all the hearing people at the university.] (DSMC).

Intrinsic motivation

Me gusta mucho el idioma inglés porque aprendo un nuevo idioma y es más fácil que el español. Me inspiró mi profesora del colegio, como enseñaba ella. [I like the English language because

I learn a new language and it is easier than Spanish. I was inspired by my teacher at school, and the way she taught.] (DSMC).

According to the results, it can be mentioned that some teachers focus on her during class hours in the same way as they do with the rest of the hearing students. Therefore, the deaf student always does the same activities as the rest of her classmates. For this reason, she feels accepted by her classmates and the hearing people in the university. In addition, it is necessary that the student feels motivated to learn, in this case, the deaf student feels motivated because she likes English and because her inspiration was her schoolteacher. These results coincide with those of Sultanbekova (2016) since he mentions that to ensure the teaching-learning process it is necessary for the teacher to provoke motivation on the part of the student to learn a second language because if she is not motivated, she will not have interest and desire to learn. In the same way, for the deaf student to feel good there must always be a good environment and that is achieved when the student feels accepted and valued by their peers and teachers.

Category B.1. Challenge

Subcategory B.1.1. Learning English

Difficulties learning English and Spanish subjects

El principal desafío es cuando ella no entiende y toca volver a explicarle hasta que pueda entender para poder continuar. [The main challenge is when she doesn't understand, and you have to explain again until she can understand to continue.] (IYS).

También cuando hay que escribir tal vez es un poquito complicado ya que ella primero escribe, luego hay que explicarle y una vez que se le explica podemos continuar. [Also, when it comes to writing it is perhaps a bit complicated because she writes first, then we have to explain it to her and once we have explained it to her, we can continue.] (IYS).

La materia que ella más presenta dificultad es la materia que se basa en redactar proyectos. Además, ella presenta dificultad en la materia de language curriculum ya que para ella es muy difícil reconocer los métodos y estrategias que se puede utilizar para enseñar inglés. [The subject that she has the most difficulty with is the subject that is based on writing projects. She also has difficulty in the language curriculum because it is complicated for her to recognize the methods and strategies that can be used to teach English.] (DSMC).

Academic stress

Ella se encuentra un poco débil ya que hay momentos que ella tiene que hacer demasiadas tareas y por el mismo hecho de que ella trata de perfeccionar sus trabajos ella se desvela y no duerme por hacer bien sus tareas. [She is a little weak because there are times when she has to do too much homework and because she is trying to perfect her work, she gets up at night and does not sleep to do her homework well.] (DSMC).

Based on the comments provided, it can be said that the deaf student has difficulties learning the subjects in both English and Spanish because she considers that the subjects and activities are complicated and confusing at the beginning because there are several things she has to learn and memorize simultaneously. Therefore, she considers that there are 2 difficult subjects, project design because it is difficult for her to write well-structured paragraphs due to her low level of English and language curriculum. After all, it is difficult for her to recognize and differentiate the methods and strategies that can be used to teach English. It is also mentioned that the teachers and the interpreter have to have a little patience because the deaf student takes a long time to grasp the information and it is necessary to explain to her several times so that she understands, otherwise it is not possible to continue. These difficulties cause her academic stress because she feels very tired and sometimes, she does not sleep because she tries over and over again to do her homework and assignments well. These results are similar with El-Zraigat & Smadi (2012), as they comment that hearing-impaired students who are learning a second language will always have difficulties in retaining information and memorizing new vocabulary because it is very difficult for them to remember and relate the two languages at the same time when expressing their ideas. Therefore, this causes them stress and frustration at the same time

as they try to do their activities well but feel that at times, they cannot do it in the same way as a hearing person.

9. RESEARCH IMPACTS

To improve the teaching of deaf students is necessary to know the lived experiences of teachers and deaf students in an educational context. It is beneficial to understand the benefits and challenges in the teaching-learning process, so future teachers can learn from it and avoid making mistakes to improve and ensure the teaching-learning process of deaf students. For this reason, this research has an educational impact because the real version of how a hearing-impaired student learns was obtained for the teacher to observe the results and gain experience through this type of research. In addition, future teachers of a foreign language can be motivated to investigate and innovate methods and strategies to ensure the teaching-learning process with deaf students. Therefore, through this research, teachers can know the real experience and perspective of a deaf student learning a foreign language. This study can be useful in further research related to teaching English to deaf students.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusions

The teachers presented difficulties because they had no previous experience teaching deaf students and were not familiar with sign language. Another difficulty was teaching the subjects in English because the deaf student had a low level of English and could not easily understand the theory. However, the teachers had the benefit of knowing what methodology, techniques, and strategies were appropriate for teaching a deaf student.

On the other hand, one of the advantages that the hearing-impaired student had is that she has developed her method of learning Spanish and English. Another benefit is that she feels accepted by all her peers and especially by her teachers since they applied appropriate

methodologies, techniques, and strategies for deaf student to learn in written form. In addition, she feels very motivated to continue studying and finish her degree. However, the deaf student sometimes faced difficulties because she needed more time than other students to finish the activities causing her academic stress.

10.2. Recommendations

Future teachers should know sign language since they do not know at what point in their professional lives, they will have to teach students with disabilities. They should capacitate with the help of the university in the methodology, techniques, and strategies to be able to ensure the teaching-learning process to students with different disabilities not only with hearing impairment since nowadays we have an inclusive education and at any time teachers will have to face this situation.

On the other hand, it is recommended that teachers consider giving a little more time for the delivery of activities since it takes more time for hearing-impaired students to learn and apply what they have learned in the same activities as their hearing peers.

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