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Experiences of Teaching English to a Deaf University Student

Experiencias de la enseñanza del inglés a un estudiante universitario sordo

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ABSTRACT

The present research reports the perspective of teachers' experiences in teaching a deaf university student. The main objective is to analyze teachers' experiences in teaching English to a deaf student in the Pedagogy of National and Foreign Languages major of the sixth semester at the Technical University of Cotopaxi, Ecuador in the year 2023-2024. This study had a qualitative approach. Three interviews were used to obtain data. The first was the teacher interview adapted from Sultanbeova. The second was the interpreter interview adapted from Mazoue. These two interviews were conducted to triangulate information and corroborate the data provided by teachers. The population was 4 teachers who were teaching in the sixth semester of the Pedagogy of National and Foreign Languages course at the Technical University of Cotopaxi and the Interpreter of sign language. This population was selected by the "Sampling Method. The results showed that teachers had positive experiences but difficulties in the teaching process. Among the positive experiences, it was shown that they used the appropriate methodology, techniques, and strategies to teach a deaf student. On the other hand, the teachers had difficulties because they did not know sign language and had no previous experience with deaf students. Another difficulty was to ensure the teaching process because the deaf college student has a low level of English, which complicated the process.

Keywords: English; Experiences; Challenges; Deaf Student; Teachers.

RESUMEN

El presente trabajo de investigación reporta la perspectiva sobre las experiencias de los docentes al enseñar a una estudiante sorda universitaria. El objetivo principal es analizar las experiencias de los docentes en la enseñanza del inglés a una estudiante sorda de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros del sexto semestre en la Universidad Técnica de Cotopaxi en el año 2023-2024. Este estudio tuvo un enfoque cualitativo. Para la obtención de datos se utilizaron tres entrevistas. La primera fue la entrevista a docentes adaptada de Sultanbeova. La segunda a la intérprete adaptada de Mazoue. Las entrevistas se realizaron para triangular y corroborar la información proporcionada por los docentes. La población fue 4 profesores que se encontraban dictando clases en sexto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi y la intérprete de lengua de seña. La selección fue por el "Método de muestreo". Los resultados mostraron que los docentes tuvieron experiencias positivas y dificultades en el proceso de enseñanza. Entre las experiencias positivas mostró que utilizaron la metodología, técnicas y estrategias adecuadas para enseñar a una estudiante sorda. Por otro lado, los docentes presentaron dificultades debido al desconocimiento de lengua de señas y no tenían experiencia previa con estudiantes sordos. Otra dificultad fue el nivel de inglés de la estudiante lo cual complicó el proceso de aplicación de estrategias en la enseñanza del idioma inglés.

INTRODUCTION

In education, there are benefits and challenges faced by teachers and students in the classroom. Nowadays, teaching a second language to hearing-impaired students in a public university is difficult. However, El-Zraigat and Smadi[1] mention that deaf students can learn a second language focused on writing. Therefore, teachers should have experience in teaching this student body and know the appropriate methodology. For this reason, according to El-Zraigat and Smadi[1], 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 rather than try to experiment with teaching this type of learner.

At the Technical University of Cotopaxi, Ecuador in the sixth semester of the Pedagogy in National and Foreign Languages career, there was a deaf student studying. The problem of this research lies mainly in the lack of interest of some teachers to ensure the teaching of English to students with hearing impairment. This is because the teachers think that since the student has a disability, she cannot learn a second language. In addition, one of the evident causes of teaching a deaf student at the Technical University of Cotopaxi is the lack of experience that teachers must teach students with hearing impairment. This causes education for this type of student to remain stagnant because adequate methods and strategies are not implemented for the student to learn a second language correctly. According to Mazoue[2], teachers must have experience and know certain aspects and characteristics of how a student with hearing impairment learns to implement and guarantee the teaching-learning process.

In addition, this research aims to analyze the teachers' experiences in teaching English to a Deaf university student in the Pedagogy of National and Foreign Languages career in the 6th semester at the Technical University of Cotopaxi in the 2023-2024 term. Therefore, this research aims to answer a research question: What teaching experiences did the teachers have with a deaf student in the Pedagogy of National and Foreign Languages career?

Literature review

Based on Hawkins & Galloway[3], deafness is defined as a hearing impairment so severe that the deaf person has difficulty processing linguistic information through hearing, with or without amplification. Thus, deafness can be considered 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 prevents many deaf people from interacting meaningfully with those who can hear.[3]

Therefore, 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 have varying degrees of hearing loss that often presents difficulty with spoken language. When there is a child with hearing loss or deafness in your classroom, care should be taken not to assume that this student has other intellectual or developmental delays. Typically, many of these students have average or above-average intelligence. According to, Debra, Marschark, Newman & Marder[4], the following are some common characteristics of deaf individuals found in classrooms. They exhibit difficulty following verbal directions, difficulty with oral expression, and some difficulty with social/emotional or interpersonal skills, will often have some degree of language delay, will usually exhibit some difficulty with articulation, and may be easily frustrated if their needs are not met, which may result in some behavioral difficulties.

It is important to mention that learning a second language such as English is important for all hearing-impaired people because it plays a fundamental role in many areas at a professional or personal level. Therefore, English is important for hearing-impaired people because it plays a fundamental role in many areas at a professional or personal level. Although English is a foreign language in Ecuador, its importance is at an international level because nowadays, it is considered a universal language through which users will be able to communicate in written form with any other person in the world someday. On the other hand, according to Berent[5], English helps hearing-impaired people to develop skills in their brain because they first try to think of the words they want to express and then, they try to transmit the information in written form to be able to communicate with hearing people. In this way, hearing-impaired people feel included in society and can have the same social and professional opportunities as a hearing person. For these reasons, it can be said that the teaching of English in Ecuador to the hearing impaired is very important. Therefore, the Ministry of Education has an inclusion program and tries to implement this second language from the first levels of school through high school so that

children and young people with hearing impairments can learn English.

In Ecuador the inclusion of people with hearing impairment in education can be focused on two types of curricular adaptations. The first is Adaptation for students with hearing loss and the second is Adaptation for students with deafness. These curricular adaptations are made depending on the needs of each student. However, El-Zraigat and Smadi[1] comment that to have 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 perform the same written activities as hearing students. To guarantee the teaching-learning process for the hearing impaired, teachers and future teachers must know sign language. On the other hand, Avramidis and Norwich [6], mention that teachers must ensure that every day their students feel motivated so that they can be interested in learning each subject.

Bedoin [7] mentions that teachers are characterized by having the ability to investigate and, they must innovate strategies to ensure the teaching and learning process of their students. Similarly, the experience that a teacher acquires throughout his or her professional life is very important for him or her to know the mistakes that should not be made in the classroom. For this reason, Mazoue[2] mentions that to teach students with hearing impairment it is necessary to use appropriate methodology, didactic resources, and strategies to ensure the teaching-learning process. In the case of students with hearing impairment, it is necessary to use all kinds of visual resources, and most of the information must be written in the language the student is learning. The information should be clear and concrete so that the learner can better learn the second language.

In English language teaching, language skills are divided into four skills, which are called listening, speaking, writing, and reading. According to Malec[8], 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.[9,10] For this reason, the following are different strategies that teachers can use to maximize the development of these skills that deaf students can develop.

Writing Strategies for Deafness Students

According to Brokop & Persall[11], there are some strategies for writing skills.

a) Brainstorm as a Large Group. This 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.

b) 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.

c) Interactive Writing. It is beneficial for writing practice that deaf students and teachers communicate in written English through text messaging, online discussions, and dialogue journals. 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.

Reading Strategies for Deaf Students

Schirmer, & Schaffer[12] mentions some strategies for reading skills:

a) Texts adapted to 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 for 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.

Vocabulary Strategies for Deaf Students

Domagała-Zyśk & Kontra[13] comment on some strategies for teach vocabulary.

a) Build Concept/Vocabulary Webs or Charts. Semantic mapping and feature analysis go beyond matching a word to its definition, 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.

b) Vocabulary Personalization. Vocabulary personalization encourages deaf students to adapt their foreign language vocabulary by focusing on words and expressions that are personally useful to them. 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 deaf foreign language instruction, it is crucial to recognize that deaf learners do not acquire oral languages spontaneously.

Grammar Strategies for Deaf Students

Cannon & Kirby[12] refer to some of the strategies to teach grammar.

a) Multi-Sensory Teaching. This approach consists of incorporating various senses to facilitate understanding and retention of grammatical rules. For example, tangible objects can represent the components of a sentence, such as a toy for the subject and a ball for the verb. In addition, body movements, such as raising the arms for the subject and jumping for the verb, can be used to symbolize the different parts of the sentence.

b) Use of Images and Videos. Visual aids are tools to enhance deaf learners' understanding of grammatical rules, enabling them to apply them in real-life situations. For example, illustrations can effectively convey different verb tenses, while videos with sign language translations can demonstrate the use of the language in various contexts. In addition, the integration of images and videos not only facilitates a more enjoyable and engaging learning experience for deaf learners but also contributes to increased motivation and participation in the educational process.

c) 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.

d) Teaching Through Practical Experience. This approach posits that deaf children acquire knowledge most effectively when they can directly experience and put into practice what they are learning in real situations. For example, when studying past tense verbs, deaf children can be asked to compose a written or sign language narrative about an experience.

METHOD

This research was qualitative. It contributed to collecting relevant information about the experiences that teachers have in the process of teaching a deaf student in the Pedagogy in National and Foreign Languages major. The method was a case study. It served to gather information about the experiences of teaching English to a deaf student from the four teachers and the interpreter in the Pedagogy of National and Foreign Languages career.

Research Context

This study was carried out in the Pedagogy in National and Foreign Languages career at the Technical University of Cotopaxi, Pujilí campus in the sixth semester during the academic period 2023-202. The university is in the urban area of Canton Pujilí in the city of Latacunga in the Cotopaxi Province in Ecuador. The participants were 4 teachers who taught different subjects in English, the deaf student, and the interpreter.

Data Collection Procedure

In this study, the interview was used as the data collection instrument. This consisted of 17 open-ended questions to collect the necessary information. Also, the deaf student's instrument consisted of 20 open-ended questions. Moreover, the interpreter's instrument consisted of 14 open-ended questions to collect the necessary information for the researchers. Therefore, the second and third instruments were adapted from Mazoue[2] and made to triangulate and corroborate the information said by teachers.

Data Analysis

In this study, thematic analysis was used. First, the interviews were transcribed as reported by interviewees. Next, the categories about the methodology, teaching English, classroom management, and teaching English of the interview with the teachers were identified. Next, the main ideas mentioned by each participant were analyzed to determine the subcategories such as techniques, strategies, didactic resources, curricular adaptation, assessment, professional training, interpreter collaboration, education rights, functional environment, intrinsic

motivation, teacher experience, student´s level of English, sign language and professional training of the interview. Finally, a table was made for the triangulation of the information since the information provided by the teachers was contrasted and compared with the information provided by the interpreter and the deaf university student. In this way, it was verified whether the information provided by all participants was true and accurate.

RESULTS AND DISCUSSION

To answer the research question about the experiences that the teachers had teaching a deaf student in the Pedagogy of the Foreign National Languages career, the researchers analyzed the data from interviews with the teachers and corroborated the information with the deaf student and the interpreter interview. In this part, the results were divided into categories and subcategories to better analyze the relevant information given by the respondents.

Table 1. Teachers and interpreter interviews' categories and subcategories	
	Subcategory
Category A (Benefit)	
Methodology	• Techniques • Strategies • Didactic resources • Curricular adaptation • Assessment
Teaching English	• Professional training • Interpreter collaboration • Education rights
Classroom management	• Functional environment • Intrinsic motivation
Category B (Challenges)	
Teaching English	• Teacher experience • Student´s level of English • Sign language • Professional training

EXCERPTS FROM THE TEACHERS AND THE INTERPRETER ABOUT EXPERIENCES OF TEACHING ENGLISH
Category A.1. Benefits
Subcategory A.1.1. Methodology
Technique

Las técnicas utilizadas son lecturas y artículos científicos que ella debe leer, entender y plasmar el conocimiento de la temática que se enseña en la asignatura. [The techniques used are readings and scientific articles that she must read, understand, and capture knowledge of the topic taught in the subject]. (TPM)

Le explico escritos los conceptos en su cuaderno o en la pizarra y le doy ejemplos para que use. [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)

Strategies

En la universidad tenemos una compañera traductora, entonces ella 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)

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. [There is a student who can communicate with her. So, the strategy is to be able to reach through the student with specific aspects of knowledge to the student with a special disability.] (TMA)

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 whiteboard where the material is explained with the structure, and she must analyze what is on the whiteboard.] (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 through and the evaluation of her group coordinator.] (TFC)

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. [Delegating to her is a strategy called peer teaching since she is the person who will monitor her, and I have explained to her what the objective is to make her do, even if it is wrong, but to make her do it.] (TFC)

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 material like printed activities, for her to work on in class, and they also use the projector a lot.] (DSMC)

Didactic Resources

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

Las diapositivas con cosas visuales y escritas, tanto en la diapositiva como en la pizarra y materiales que a veces los mismos estudiantes utilizan para dar las clases. [The slides with visual and written things, both on the slide and on the whiteboard 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)

Tenemos la plataforma de Cambridge, ahí ella completa los ejercicios gramaticales y lecturas. [W 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)

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

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

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 whiteboard a lot. These should have written content so that I can observe and, thus, understand the class.] (DSMC)

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 ella no se puede aplicar la parte de listening sino solo la parte gramatical. [Planning itself with curricular adaptations if used. As I mentioned for, she, the listening part is not applicable but only the grammatical part.] (TSC)

No tengo mucha perspectiva de la asignatura y para mí es imposible enseñar. [I don't have much perspective on the subject and for me, it is impossible to 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. [She 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 her 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. [She has been evaluated in the form of a test, portfolio submission, homework, presentations, class participation, and questions in class.] (IYS)

Mis evaluaciones y mis trabajos se enfocan en trabajos grupales y trabajos individuales. [My evaluations and assignments focus on group work and individual work for both teaching and evaluation. (TFC)

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

Based on the results, 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 intention 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 like Mazoue[2] 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 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 [1] comment that there 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
Professional Training

Yo tengo la experiencia de trabajar en proyectos de investigación de estudiantes con discapacidad por ejemplo disgrafía, trastorno de comportamiento y discapacidad auditiva. Lo que me ha permitido aprender de las discapacidades, no es un curso, pero si es un escenario para aprender. [I have the experience of working on research projects about, such as dysgraphia, behavioral disorder, and hearing impairment. This has allowed me to learn about disabilities, which is not a course, but a learning scenario.] (TFC)

Los docentes por estar con ella desde el primer nivel les han capacitado en práctica junto con ella. Por ende, la mejor práctica fue el estar con ella y compartir con personas con discapacidad auditiva. Entonces les van conociendo y ellos van analizando qué estrategias utilizar. [The teachers, because they have been with her since the first level, have trained them in practice together with her. Therefore, the best practice was to be with her and share with people with hearing disabilities. So, they are getting to know them, and they are analyzing what strategies to use.] (IYS)

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 ella 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 she through the signs what the teacher is teaching.] (IYS)

Si no se hace un acompañamiento con la estudiante, ella no aprende. [If I do not accompany the student, she does not learn.] (IYS)

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

Education Rights

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)

Bueno, el beneficio es muy grande ya que ella es la primera estudiante sorda que estudia inglés. Entonces esto le ayuda a ser como un ejemplo para más chicos que solo estudian educación básica u otras materias que son prácticas. Con ella tenemos el ejemplo de que si se puede tener un estudio más allá de las materias que ya le mencioné. [Well, the benefit is very big because she is the first deaf student to study English at the university. So, this helps her to be an example for more children who only study basic education or other practical subjects. With her, we have the example that it is possible to have a study beyond the subjects I already mentioned.] (IYS)

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 are 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. In addition, she enjoys learning English very much.] (DSMC)

According to the results, teachers experiment 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 professor 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 the teachers and the student, thus ensuring the understanding of the information given in class. These results can be compared with what Bedoin[7] 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.

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 han ido aprendiendo y ellos le ayudan. [If the interpreter is not there, there are the students who have been learning and they help you.] (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)

En el aula hay dos estudiantes que han aprendido el lenguaje de señas y ellos me ayudan en clase para trabajar con ella. [In the classroom there are two students who have learned sign language, and they help me in class 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 must 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. [Yes, and tries to present her homework as requested.] (TMA]

Si está motivada, porque si no hubiese estado motivada la estudiante no hubiese continuado con la carrera y hubiese desertado desde primero. [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 muy motivada porque se le ve que se integra, que siempre está pendiente en clase, siempre atenta, por ejemplo, cuando yo estoy dando instrucciones en los grupos que hacen los proyectos, voy monitoreando, 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 very motivated because you can see that she is integrated, that she is always attentive in class, always attentive, for example, when I am giving instructions in the groups that are doing the projects, I am monitoring, explaining. Then there is her and the interpreter who is interpreting for her, 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 yes, she is motivated; she is already at a sixth level.] (IYS)

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 really like the English language because I learn a new language, and it is easier than Spanish. I was inspired by my schoolteacher, how she taught.] (DSMC)

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 students so that they 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. Also, Avramidis and Norwich [6], mention that 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
Teachers´ 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 con estudiantes con discapacidad especial. [I have not had previous experience with 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 ella no. [Before she no]. (TFC)

Student´s Level of English
Pueda entender y pueda aplicar. [She can understand and can apply.] (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, but I also consider all subjects.]. (TMA)

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 her research skills 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 se podría hacer más cosas, pero ella tiene un nivel bien bajo. [If she had a good reading and writing level of A2, 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, 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 English level, therefore, she does not have a 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)

Pero el nivel de ella no es un nivel avanzado, es un nivel básico o medio donde ella se puede desenvolver. [But her level is not an advanced level; it is a basic or intermediate level where she can manage.] (TSC)

La materia que ella más presenta dificultad es la materia que se basa en redactar proyectos por su nivel de inglés. [The subject that she has the most difficulty with is the one that is based on writing projects because of her level of English.] (DSMC)

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 ella mismo me ha enseñado que son dos o tres palabritas de ahí nada más. [I don't know sign language well, something that she herself has taught me, which is just two or three little words.] (TSC)

Por lo tanto, el lenguaje de señas requiere tiempo, persistencia y muchas cosas para aprender y, sobre todo, la práctica. Entonces la verdad no sé nada, ni decir hola ni nada. [Therefore, sign language requires time, persistence and many things to learn and, above all, practice. So, the truth is I don't know anything, not even how to say hello or anything.] (TFC)

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 conocemos el lenguaje de señas, la lengua de señas, y no me puedo comunicar directamente con ella. [The difficulty I see is that we don't know sign language and I an't communicate directly with her.] (TPM)

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 porque no conozco el lenguaje de señas. [I do not consider myself qualified because I do not know sign language.] (TSC)

Professional Training

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 on 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 para poder tener conocimientos básicos. [T At the beginning when I arrived, we had a training led by myself. They were trained to 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 do not know sign language, causing many difficulties in teaching because the teachers cannot communicate directly with the deaf student and always must 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 like El-Zraigat and Smadi [1] 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

These results are similar to previous studies since teachers are using methods, strategies, techniques, and didactic material in written form. They do not use curricular adaptations since the hearing-impaired student can work at the same level as a hearing student. On the other hand, the teachers use an interpreter because they are completely unaware of sign language since they did not expect to teach a person with a disability. However, the teachers try day by day to gain experience and learn little by little how to ensure the teaching-learning process to students with hearing impairment.

CONCLUSION

The results showed that the teachers had positive experiences and challenges when teaching different subjects to a hearing-impaired student. Among the benefits, is obtained that they used the right methodology, techniques, and strategies to prepare the student. Therefore, they used written resources for the deaf student

to have a better understanding. Also, the evaluation method was done in written form such as portfolios and assignments. Also, the teachers of the course faced many challenges since for the first time in their years of work experience, they were faced with the case of teaching a deaf university student, so they were inexperienced and did not know sign language. This affected the teaching and learning process since they could not communicate directly with the student and needed the help of an interpreter all the time so that the student could understand and comprehend what the professors were teaching during class hours. In addition, the university does not offer professional development courses or seminars on the subject for teachers to be more prepared. In addition, the professors had difficulty teaching their respective subjects because the deaf student has a low level of English and cannot easily understand what the professors were explaining, which makes the teaching-learning process considerably more difficult.

Therefore, it is recommended that teachers be trained in sign language since they do not know at what point in their professional life they will have to teach students with disabilities. Furthermore, they should be trained 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.

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