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DEPARTAMENTO DE INGLÉS

STRATEGIES TO TEACH ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS
WITH MILD TO MODERATE HEARING LOSS WITHIN THE CHILEAN PUBLIC
EDUCATIONAL CONTEXT

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

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Autorización

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Resumen

Este trabajo de memoria de título, busca recopilar y sugerir estrategias que promuevan la enseñanza de inglés como lengua extranjera a estudiantes con pérdida auditiva (media a moderada) inmersos/as en el contexto de la educación pública chilena. Consiguientemente, busca compartir dicha información con profesoras y profesores de inglés para facilitar el proceso de enseñanza a estudiantes con estas características.

Sustentado en la literatura nacional e internacional existente, y a través de encuestas realizadas a educadores diferenciales y profesoras y profesores de Inglés respectivamente, buscamos recolectar experiencias en torno a prácticas pedagógicas enfocadas en atender las necesidades educativas especiales de las y los estudiantes con pérdida auditiva (media a moderada) para, finalmente, crear un conjunto de estrategias con el propósito de enriquecer la enseñanza del inglés a estudiantes con pérdida auditiva media a moderada. Asimismo, para lograr el objetivo mencionado anteriormente, este grupo de investigación ha creado material de apoyo para profesoras y profesores, el cual consta de diez imágenes alusivas a expresiones ocupadas regularmente dentro del aula.

Palabras claves: Estudiantes con Pérdida Auditiva, Enseñanza de Inglés como lengua extranjera (TEFL), Educación Especial, Estrategias.

Abstract

This research aims to collect and suggest strategies that promote the teaching of English as a Foreign Language to Students with mild to moderate hearing loss in Chilean Public Educational context. Furthermore, it is expected that collecting and subsequently, delivering this relevant information, will facilitate the teaching and learning process of English as a Foreign Language.

Based on available national and international literature and through surveys designed for Special Education teachers and English teachers respectively, this research aimed to gather experiences regarding pedagogical practices to meet the Special Education Needs (herein SEN) of students with mild to moderate hearing loss, in order to, subsequently, create a set of strategies to improve the teaching of English to students with mild to moderate hearing loss in the field of TEFL. Additionally, to achieve the mentioned objective, this research team has created support material for teachers, which consists of ten pictures allusive to expressions that are regularly made within the classroom.

Key words: Students with Hearing Loss, TEFL, Special Education, Teaching Strategies.

Introduction

Hearing loss is a condition that occurs when any part of the ear is not working in the usual way. This condition affects people at different levels due to the existence of various degrees of occurrence. One of the disadvantages of people with hearing loss is related to the learning process because teachers do not have special training to address students with this condition. Law 20.422, Article 36, states that “schools must implement curricular adjustments related to infrastructure and the necessary resources to support students with disabilities and assure their permanency and progress in the educational system” (Ministerio de Desarrollo Social de Chile, 2010)¹. This is one of the reasons that encouraged this research team to delve into the aspects of the learning of English as a foreign language for mild to moderate deaf students with the aim of designing a set of strategies that promote the teaching of English as a Foreign Language (herein EFL) to students with mild to moderate hearing loss in the Chilean public educational context.

In order to accomplish this, the research team researched this phenomenon from the general to the most specific elements related to hearing loss. Firstly, the researchers defined the condition itself and, as it was mentioned before, pointed out that there are different degrees of hearing loss. Nonetheless, this research team focused this study on one of the levels only: mild to moderate hearing loss. Moreover, the researchers referred to the social communication and social interaction of students with hearing impairment. Namely, the educational community should be aware of the struggles of students with hearing loss in order to guarantee a successful learning process for them. Additionally, narrowing the approach of this study, the research team focused on teaching English as a Foreign Language to students with mild to moderate hearing loss and included three main topics. The first matter is related to Chilean Public Education. Here, the researchers pointed out that there is a lack of updated data regarding the amount of students with hearing impairment in the country, there is no source to verify the numbers of specialized

¹ Ministry of Social Development of Chile.

educational institutions nor is there any source to find out about the statistics of schools which provide special education to students with stated conditions. The second subject pertains to the COVID19 pandemic context. For instance, as a result of the pandemic situation, the previous struggles that students with hearing impairment had in ground based classes were deepened since online lessons make hearing in general more difficult and, evidently, understanding is more difficult for students with hearing loss.. The third area of study that the team included in this study is related to the pedagogical framework that Universal Design for Learning (herein UDL). UDL provides accessibility to all students in the educational system with suggestions focused on including students with special educational needs.

An important section of the study included the revision of the literature of authors who provided current information related to this phenomenon. Firstly, Law 20.845 of School Inclusion (Ley de Inclusión Escolar in Spanish) is a significant precedent to establish that providing an inclusive education has to be a commitment for all teachers. Secondly, co-working between Special Education teachers and English teachers is fundamental to provide equal learning opportunities for all students. Thirdly, the literature reviewed by this research team establishes the importance of applying strategies and curricular adaptations to meet the needs of students with hearing loss. Finally, the research team found, in the revised literature, that students with hearing loss faced new and more challenges during the COVID19 pandemic context and how greatly these challenges affected them.

The methodology chosen was that of an exploratory and quantitative research study. The researchers applied online surveys as main sources for compiling information considering the COVID-19 pandemic context. The research team selected EFL teachers and Special Educational Teachers to apply online surveys. These surveys were designed by the team, validated by a professor from the English department UMCE and a professor from the Special Educator department UMCE respectively, and finally, sent out using the Google

forms platform for a period of a month and half. Consequently, the research team analyzed the data compiled and then made a cross reference analysis with the reviewed literature; interpreted the compiled data and made an in depth analysis of these results with the considerations related to this issue.

Finally, and considering that one of the main purposes of the research team was to facilitate the teaching of English as a Foreign Language to students with hearing disabilities, this team designed a set of strategies - to help EFL teachers when teaching students with hearing loss - considering the results of the data analysis and the reviewed literature. All of this with the purpose of promoting inclusive learning environments for all the students in the public educational system.

Objectives

General objectives

- To collect and design strategies to teach English as a Foreign Language for Students with mild to moderate hearing loss within the Chilean public educational context.

Specific objectives

- To research the use of strategies applied by English teachers to teach English as a Foreign Language to students with mild to moderate hearing loss.
- To collect specific teaching strategies oriented to students with mild to moderate, utilized, suggested and supported by Special Education teachers with a minor in Hearing Loss and Language.
- To design a set of strategies to apply specifically in the teaching of English as a Foreign Language for students with mild to moderate hearing loss within the Chilean public educational context.

Chapter 1: Hearing loss

1.1 Definition and classifications

Hearing loss

According to Hear-it AISBL (2020), Hearing loss is when people's ability to hear is reduced. A hearing loss makes it more difficult for people with hearing loss to hear speech and other sounds clearly. In other words, the Centers of Disease Control and Prevention (2020) explain that it can happen when any part of the ear is not working in the usual way.

Hearing loss is classified depending on the degrees of the hearing loss. There are some common categories of hearing loss which can range from mild to profound degrees (BIAP: International Bureau for Audiophonologie, 1996). They are Mild, Moderate, Severe, and Profound. Nevertheless, the research team will focus the investigation on Mild and Moderate hearing loss degrees.

Mild Hearing loss Degree

According to BIAP (n.d), speech is perceived if the voice is normal, difficulties arise if the voice is low-pitched or distant from the subject. Most of daily life noises are perceived; the average tone loss is between 21 and 40 dB. To rephrase it, "a person with a mild hearing loss may hear some speech sounds but soft sounds are hard to hear" (Centers of Disease Control and Prevention, 2021).

Moderate Hearing loss Degree

According to BIAP (n.d), speech is perceived if the voice is loud. "The subject understands better what is being said if he can see his/her interlocutor" (BIAP, n.d). For instance, "some daily life noises are still perceived" (BIAP, n.d). BIAP (n.d) stated that "the 1st degree is when the average tone loss is between 41 and 55 dB and the 2nd degree is when the average tone loss is between 56 and 70 dB". To put it another way, a person with a moderate hearing loss may hear almost no speech when another person is talking at a normal level.

1.2 Medical Conceptualization

Simultaneously, hearing loss can be defined using medical conceptualization and their differentiation is based on the location of the ear damage. According to the American Centres of Disease Control and Prevention (herein CDC) there are four main classifications: Conductive, Sensorineural, Mixed Hearing Loss and Auditory Neuropathy Spectrum Disorder (CDC, 2021).

Conductive Hearing Loss

Hearing loss caused by something that prevents sounds from entering the outer or middle ear. This type of hearing loss can often be treated with medication or surgery.

Sensorineural Hearing Loss

Hearing loss that occurs when there is a problem with the functioning of the inner ear or auditory nerve.

Mixed Hearing Loss

Hearing loss that includes both conductive and sensorineural hearing loss.

Auditory Neuropathy Spectrum Disorder

The American National Institute for Deafness and Other Communication Disorders for more information stated that hearing loss occurs when sound enters the ear normally, but due to damage to the inner ear or auditory nerve, the sound is not organized so that the brain can understand it (See the American National Institute for Deafness and Other Communication Disorders for more information).

1.3 Social Communication and Social Interaction

Inclusion is a term that, for the last decade, has been considerably mentioned in the public discourse. However, in terms of inclusion there is a lack of awareness of the needs that people with hearing loss have within the school environment (Archbold et al., 2015, p. 41). It is important that the educational community and society in general are aware of people with mild to moderate hearing loss since "...the adjectives "mild" and "moderate", under any circumstance, are equal to the impact of having that grade of hearing loss in a child's life" (Archbold et al., 2015, p.44). Furthermore, in relation to where they should be educated, Linda J. Byrnes (2011) presents two standpoints. On one hand, it says that in order to be inclusive, children with disabilities should be educated in their local schools due to the fact that they can reinforce their socialization skills as well as develop self-sufficiency. On the other hand, the second standpoint states that students with disabilities, in their local schools, are at risk of suffering rejection, isolation, and they may struggle in terms of social or emotional development. It is important to accept the view that equality of access does not necessarily equate to equality of educational outcomes (Byrnes, 2011, p.50). This is to say, in congregated settings (herein the term congregated settings will be used to denote special classes or schools for students with hearing loss) students with disabilities will have access to multiple benefits, such as, developing stronger friendships, using the same language with all (or most) of the school community, and in consequence, they will cultivate emotional security which can lead to positive communication skills between peers.

In reference to the views students with hearing loss have, Byrnes (2011), in her study *Listening to the Voices of Students with Disabilities: What do Adolescents with Hearing Loss Think About Different Educational Settings?*, consulted twenty-three students with hearing loss who were in support classes and fifty students with hearing loss who were in local schools. Each group received a specific questionnaire. According to the responses to the question, *where would you like to go to school?* 64% chose their local school, 22% preferred support classes and 14% chose special schools (Byrnes, 2011, p.57). Then they

were asked to answer *where other students with hearing loss should go to school?* If they were more deaf or had a greater level of hearing loss more than 80% responded that they should go to either a special school or support classes. On the contrary, if they had less of a hearing impairment, more than 80% answered that they should go to their local schools (Linda J. Byrnes, 2011, p.59). Apparently, being seen as an outsider is a common preoccupation for these students with hearing loss. They want to receive special education according to each level and type of disability without feeling neglected.

Chapter 2: Teaching English as a Foreign Language (TEFL) to Mild to Moderate Hearing Loss Students

2.1. Chilean Public Education

In the study *The Chilean student conflict and its political impacts* by Penaglia and Mejias (2019) they establish that from 1997 to 2005 there were various national protests led by students whose demands were related to the high cost of education. In addition, in the last fifteen years, there were two major student movements which had tremendous support by not only students from all over the country but also teachers and parents (Penaglia and Mejias, 2019). In essence, Chilean Education has been criticized throughout history. Additionally, narrowing the focus to Special Education in Chile, there is a lack of updated information that is available to determine numbers of students with mild to moderate hearing loss and their challenges in the Chilean educational system. For instance, the second and last ²*National Disability Study* was in 2015. According to this study, there are 229. 904 children and adolescents who have temporary or permanent disabilities (Ministerio de Desarrollo Social de Chile, 2015). However, there is no specific and current information about how many students with hearing loss attend Chilean public schools at the moment.

Additionally, in the whole country, there are 17 private schools and 14 public schools for deaf students (Colegios En Chile, n.d.) Nonetheless, in relation to schools which provide special assistance for students with mild to moderate hearing loss, there is no clear information about the stated subject.

2.2. Context in Pandemic

Since the Covid-19 pandemic started to affect Chilean Education indiscriminately, hearing loss students have been directly affected by this context. Consequently, the curricular adaptations that students with SEN receive during the learning process were interrupted

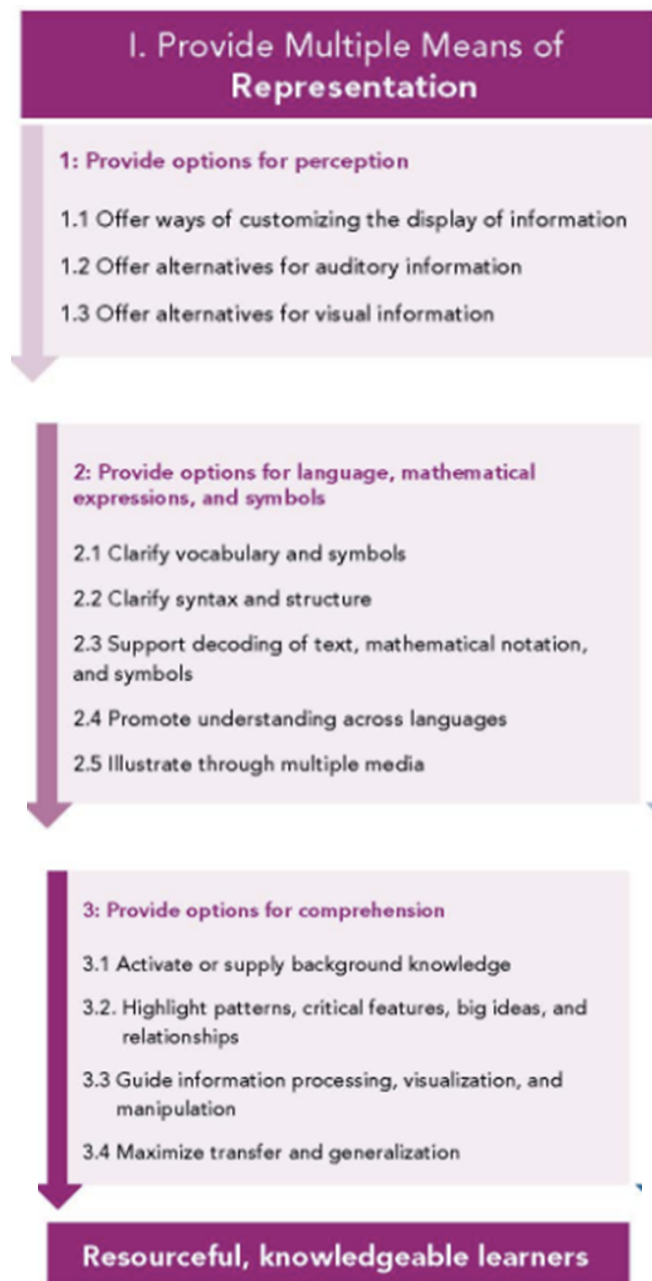
² Loosely translated by the research team.

when the pandemic and virtual classes set in. According to Asha (n.d), students with hearing loss expressed that some barriers they have experienced during virtual classes were that teachers' voices may not always be clearly perceived and that there might be inadequate lighting in the teacher's room which may make visual cues difficult to read. Besides, Amutan I., De Mello, G., Aderina S., Kumar S., Munian S., Ching H., Kandasamy P., Ramalingam S., Baskaran S., Naidu V. (2020) found in a study titled *Challenges Faced by Hearing Impairment Students During COVID-19*, four challenges faced by students with hearing loss in virtual classrooms during the pandemic context. These challenges are: poor hearing devices, disruption around them which led to difficulties comprehending the lesson, non familiarization with the online devices and lastly, that they were emotionally affected during online classes. All of the aforementioned challenges have caused a considerable impact in English learning of students with hearing loss.

2.3. Universal Design for Learning and Strategies for Students with Hearing Loss

Universal Design for Learning (herein UDL) is a framework which provides alternatives to make general education curriculum and core teaching accessible and applicable to students with educational backgrounds, preferences, different learning styles and abilities in a broad-spectrum of learning contexts. Posey stated that "the ultimate goal of UDL is for all learners to become *expert learners*". Likewise, the author explained that "expert learners are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed about learning" (Posey, 2021). Moreover, Posey added that "CAST developed UDL guidelines that are based on three main principles that align with these learning networks" (Posey, 2021). According to the author, there are three UDL principles: engagement, representation, and action and expression. (Posey, 2021).

Regarding the aforementioned article, one of the principles that Posey suggests is related to the use of multiple means of representation and he proposes three guidelines: perception, language and symbols and comprehension. The following chart shows a list of examples for each guideline.



“Universal Design for learning guideline”. Licensed by © 2011 CAST. Retrieved from <https://blog.yorksj.ac.uk/moodle/files/2015/11/Universal-Design-for-Learning-Guidelines-2.jpg>

Chapter 3: State of the Art

In 2015, the Chilean government enacted Law 20.845 of School Inclusion (Ley de Inclusión Escolar in Spanish). It established that the system should foster and respect the diversity of institutional educational processes and projects (Ley de Inclusión Escolar, 2015). Regarding Special Education, Law 20845 states that it is the duty of the State to ensure that all students receive a high-quality inclusive education (Ley de Inclusión Escolar, 2015). Moreover, it is the duty of the State to foster the existence of the necessary conditions to the access and permanence of students with SEN in Special or regular institutions (Ley de Inclusión Escolar, 2015). Nonetheless, according to an article titled *¿Inclusión en Chile? ¡Basta de falsos discursos!*³, by Gina Basso, a Special Education Teacher who publishes regularly in CIPER, in order “to achieve social inclusion it is not enough with speeches and acts which will not end in concrete actions that benefit people with disabilities” (Basso, 2016). Undoubtedly, the State must ascertain that education programs encompass Special Education courses to train all future teachers in said matters. Therefore, English teachers might be able to comprehend that there is not a specific method to teach the wide range of features and or elements of the English language. Namely, as Dr Abdallah (2015) pointed out in his book *TESOL/TEFL for Students With Special Needs for EFL Student Teachers* “Language educators should adjust their teaching in such a way that encompasses and meets all students’ specific needs.(p.16) Otherwise, many students in the mainstream education (i.e. general education) will be left behind.” (p.17) Undoubtedly, teachers should avoid making students feel segregated since “integration can reduce social stigmas and improve academic achievement for many students.” (Abdallah, 2015, p.18).

In consideration of the aims of teaching a language, educators should implement strategies to promote the learning process of students with Special Education Needs; therefore, teachers must know how to make the essential adaptations to achieve a better academic performance from students with SEN. For instance, these accommodations “may include changes in curriculum, supplementary aids or equipment, and the provision of specialised

³ Inclusion in Chile? Enough of lying in speeches.

physical adaptations that allow students to participate in the educational environment to the fullest extent possible.” (Abdallah, 2015, p.26).

Focusing the approach on Chilean Special Education, the researchers Garcia, I., Romero, S. and Ramos, L. (2015, p.153) in their article *Where Do Mexico and Chile Stand on Inclusive Education?* stated that:

Regarding educational integration, Chile faces structural challenges. The first one is to align educational policies with a human rights approach. This is not an easy task; given that the country’s educational system is highly influenced by the market. Therefore, the right of inclusive education is subordinated to educational freedom.

Undoubtedly, this issue is a major obstacle for Students with Special Education Needs in Chile because “special education policies have kept educational integration only as one option and not as a right. Thus, not all students with disabilities have a real opportunity to study in an inclusive setting”. (Garcia, Romero and Ramos, 2015, p.153). Moreover, these authors concluded that “the Chilean educational system presents a perspective oriented by inclusive values; however, there is not a coherent system to support an inclusive approach mainly because the educational system is based on the voucher system which has deepened inequalities.” (García et al., 2015, p.153). Nevertheless, in 2018, the Chilean government enacted Decree 67 which, in Article 5, abrogated the possibility of exempting students from any subject across the curriculum. Despite this, schools have to implement curricular adaptations if required by students. From our perspective, the needs of students with SEN have evolved and are now looked upon as more than needs; they are rights to education and in our setting, the right to learn a language.

As mentioned in previous chapters, the support of special education teachers in regular classrooms has been required in order to provide accessible information for students with hearing loss (Lissi et al., 2016, p.15). Considering the study, *Deaf and hard of hearing*

students' opportunities for learning in a regular secondary school in Chile: teacher practices and beliefs, English teachers believe that the support of special education teachers facilitates the integration of students with hearing impairment in regular classrooms. (Lissi M et al., 2016, p.15). Likewise, the study established that teacher's practices are affected by the lack of support of special education teachers and it is detrimental when striving for effective and efficient communication between teacher and students. Therefore, collaborative work between special educators and teachers is fundamental to provide learning opportunities, academic performance and social development in students with hearing loss. "...for D/HH students, classes are radically different depending on the presence or absence of education for the deaf (herein DE) teacher in the classroom." (Lissi M et al., 2016, p.15).

Additionally, in the study *English teaching as a foreign language to deaf and hard of hearing children included in regular education in San Juan, Argentina*. (La enseñanza del Inglés como lengua extranjera a niños sordos e hipoacúsicos incluídos en educación común en la ciudad de San Juan, Argentina in Spanish), carried out by Patricia Muñoz, an Argentinian English teacher (2015) it is stated that having students with hearing loss can produce a high level when writing in English and this depends on the teachers' role (as facilitator for students) and student's behaviour (their disposition to learn). For that reason, Muñoz suggested strategies to improve learning of a new language which include an amount of areas to be developed which in turn support each other. The strategies are related to cognitive development, affective and socio-cultural categories. In this respect, the author expressed the following statement: "...how metacognitive strategies help to manage cognitive strategies; meta-affective, affective strategies; and the 219 interactive-meta-sociocultural strategies. It must be recognized that all the strategies support each other." (Muñoz, P., 2015, p. 218-224)

In the study *Challenges Faced by hearing impairment students during Covid-19*, Amutan I., De Mello, G., Aderina S., Kumar S., Munian S., Ching H., Kandasamy P., Ramalingam

S., Baskaran S., Naidu V., (2020) pointed out certain obstacles that students with hearing loss faced during the COVID19 pandemic. To begin with, the first challenge was related to hearing devices. For instance, a student interviewed by the research team stated that “hearing devices are unable to pick up speech or sounds completely and accurately during online lessons”. (Amutan et al., 2020, p.110). And they added that “I always strive to comprehend the topic if there are no closed captions or subtitles during video conferencing.” (Amutan et al., 2020, p.110). The aforementioned matter is the principal cause that leads to the second challenge presented in the study. Namely, students with hearing loss struggle with comprehending online lessons as they declared that “we favour face-to-face learning because it is more appealing and we are able to intermingle with other students and lecturers.” (Amutan et al., 2020, p.110). The third challenge is about not being familiar with online devices. A student mentioned that “it is not just an affordability matter but the fact that most of us require help in technology usage...” (Amutan et al., 2020, p.111). Subsequently, the last mentioned challenge is a consequence of the previous ones. In this case, the students mentioned that online lessons had affected them emotionally. A student specified that “This really ruined us very much...” (Amutan et al., 2020, p.111).

Chapter 4: Methodology

The present work has an exploratory and quantitative approach. Firstly, it is exploratory due to the fact that our research questions state a problem that has not been studied in-depth in our country and; therefore, it is an attempt to discover something new and interesting (Swedberg, 2020). Moreover, this work is quantitative because “it consists of systematic observation and description of the characteristics or properties of objects or events to discover relationships between an independent (predictor) variable and a dependent (outcome) variable within a population” [Best, 1981 as cited in Mohajan, H. K. (2020). p.51]

The instruments applied were online surveys as principal sources of information because of the COVID-19 pandemic context.

For the purposes of this research, the quantitative method is the most reasonable way to obtain information about the experiences of English teachers, students with mild to moderate hearing loss and Special Education teachers. The questions aimed to identify EFL educators’ pedagogical practices to deal with students with mild to moderate hearing loss, the existing strategies they apply in those situations, the overview of Special Education teachers about said matter, and the experiences of students with hearing loss throughout their learning process.

Participants

The team focused the research on three specific groups to survey. Firstly, it includes EFL teachers from all over Chile (to obtain as many answers as possible) with or without experience working with students with hearing loss in Chilean Public Schools. Secondly, it includes Special Education Teachers specialized in language and hearing problems and thirdly, students with mild to moderate hearing loss. The participants had to answer online surveys designed in the Google Forms platform. (see Appendixes K, L and M).

Instruments: Online Surveys

As it was stated before, for this research and because of the current COVID19 pandemic, the most suitable method to collect information was Online Surveys. A significant sample of survey respondents is easier to access with an online questionnaire of no more than ten questions, it is fast to conduct and tabulate (Roopa, S., & Rani, M., 2012). This research team decided to carry out three semi-structured online surveys; that is to say, all the respondents had to answer different questions in an online survey designed in a Google Form depending on their profile. The surveys were designed and validated by teachers from the English Department at UMCE. (See the validation letters in :Appendixes E, F and G) The EFL Teachers Survey had three sections.

Furthermore, the first section corresponded to a compilation of general information data. The second section was an assortment of information related to their undergraduate studies in this matter, and the third section gathered information about their professional experience with hearing loss students. Moreover, the Special Education Teachers Survey had two sections. The first section collected the general information of the teacher and the second one collected information about the professional experience related to English Teaching as a Foreign Language that the teachers had. Subsequently, the Students with Hearing Loss Survey had two sections. The first section collected the general information of the students and the second section collected information about their learning process of English as a foreign language.

Procedure

Surveying participants using Google Forms platform allowed this research team to collect efficient and prompt answers from participants of some regions of Chile.

Therefore, the team expected to obtain an overview about Chilean Education related to the learning of English as a Foreign language of students with mild to moderate hearing loss. Moreover,

social networks, such as Facebook, Instagram, Whatsapp, and Gmail functioned as an instant channel to collect data from people of various ages, places, social and educational conditions.

The survey was published and shared from August 2nd to September 17th, 2021. The survey was sent with a message containing an invitation to answer the survey; a brief explanation of the research; and a disclaimer stating that all collected data would be kept confidential, while its use would be solely for academic purposes of the research team (a copy of this text can be found in Appendix N). Both the link of the survey and the message were mainly spread throughout different Chilean Facebook pages and groups related to TEFL and Education. However, there were people who fit into the criteria and they were contacted personally through the following social networks: Instagram, WhatsApp and Gmail. The final number of participants was:

English teachers' Survey: a total of twenty-six High School English teachers.

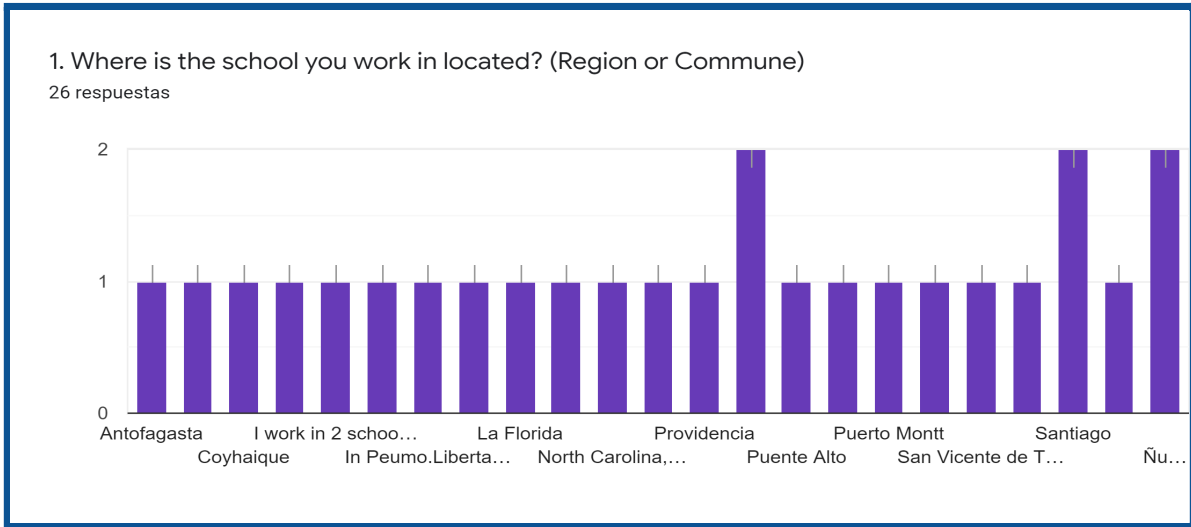
Special Education teachers' Survey: a total of eleven Special Education teachers.

Disclaimer

This research project was initiated by 3 participants: Tamara Mesquida, Rocío Osorio, and Tamara Robles. Nonetheless, Mesquida contributed to this work until this part of the entire process. From this point, this research was developed by Rocío Osorio and Tamara Robles.

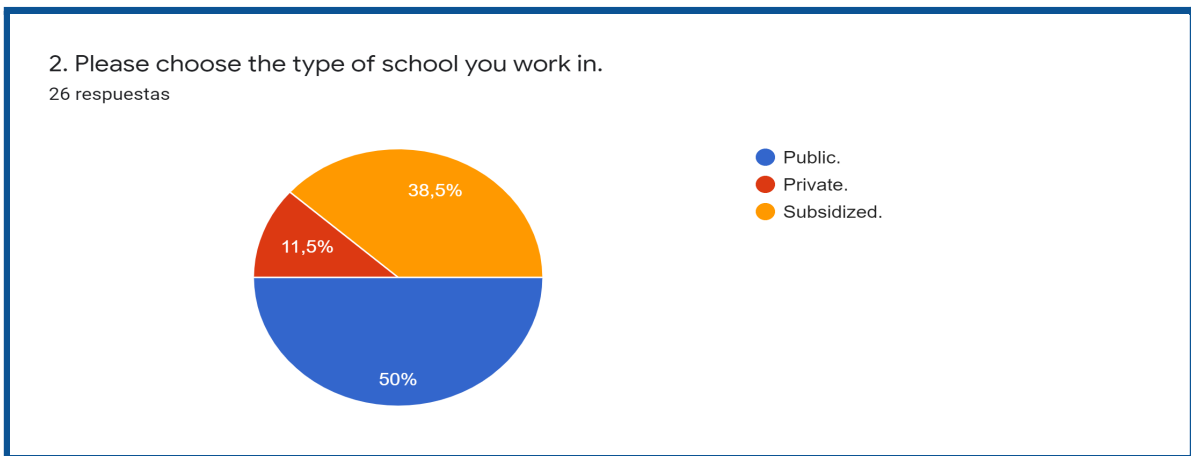
Chapter 5: Data Analysis

5.1 English Teachers' Survey



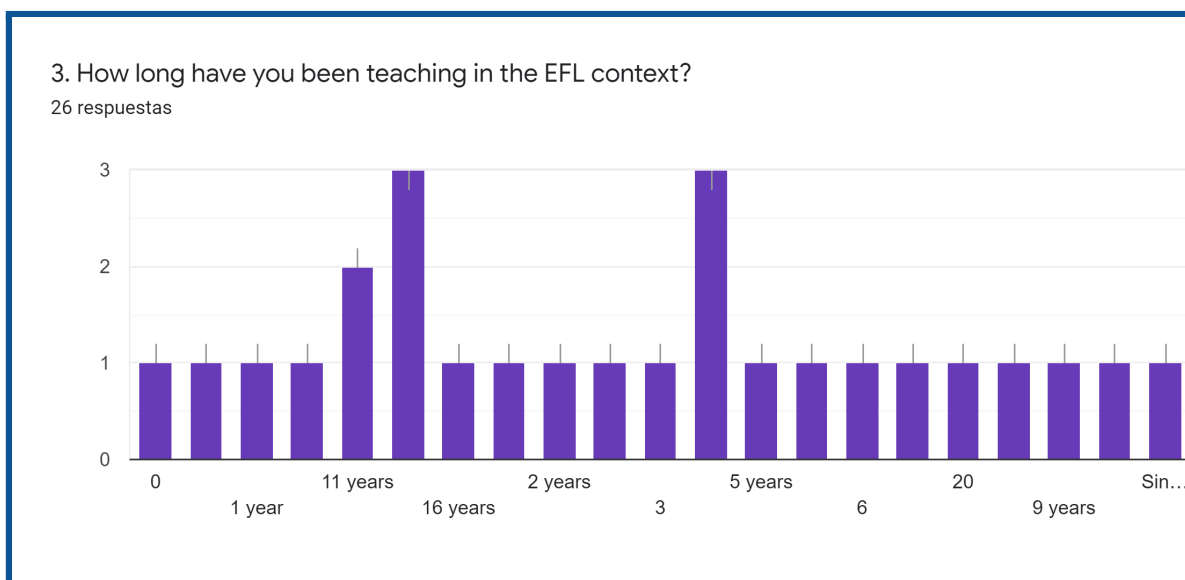
Question 1: Where is the school you work in located?

From the total (26) of surveyed English Teachers, 61.5% (16) answered that they were working in communes of the Metropolitan Region. A percentage of 34.6% (9) claimed to be working in other Regions of the country. Finally, (1) person stated percent said that they were working internationally at the moment(3.8%).



Question 2: Please choose the type of school you work in.

In this chart, we can see that 13 of the surveyed teachers, the highest percentage (50%) are currently working in the Public sector. However, 10 are working in the Subsidized system which corresponds to 38.5 % of the total. Lastly, there are 3 teachers working in the Private sector, 11.5% of the total.



Question 3: How long have you been teaching in the EFL context?

In this question, although it was difficult to group such particular variations, it was possible to identify the time intervals between which some of the surveyed teachers' responses (26) fluctuated. Thus, there is a greater concentration of teachers who have 0-4 years of work experience with a percentage of 34.6 % . In turn, in this percentage there is the same number of respondents with 0 (3) and with 4 (3) years of experience respectively. This equates to 33.3% in each case and there is 11.1% with 1,2 and up to 3 years (one for each). After this, we have the interval of 5-10 years of work experience that corresponds to 30.7% of the surveyed population and that at the same time has a greater number of professionals in the range between 5-6 years of working experience which equals 50% of the

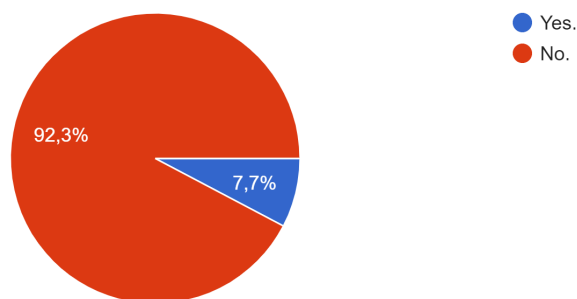
aforementioned interval. and with the remaining 50% being divided into unique cases of 7,8,9 and 10 years consecutively, which leaves us a 12.5% (for each one). At a much lower point, is the interval between 11-14 years of experience in teaching, which has cases of 11 years and of 14 years. The foregoing implies that, out of a final total an amount of five teachers have been practicing teaching between 11-14 years or a 19.2% and of those 5 as a total per interval, the percentages will be 40% of the same with 11 years and 60% when it comes to the ones with 14 years. Finally, there is the interval of 16 or more years which contains a series of isolated cases of teachers with 16, 17, 20 y 24 years being part of the Educational System in Chile or better said a 15.38% of the total surveyed teachers but as this last cases are part of single responses they are equivalent to 25% of the interval of individualized cases.



76,9% of the teachers surveyed expressed they do not know how to sign in Chilean Spanish, in regards to sign language management. Afterwards, 11,5% which is a small minority of teachers indicated that they know how to sign in Chilean Spanish, and 7,7% of the teachers responded they do not know how to sign in English. The rest of the participants, which corresponds to 3,8% answered that they know how to sign in English (any type of community).

5. During your undergraduate studies, did you receive lectures/theory related to strategies focused on teaching students with hearing loss?

26 respuestas

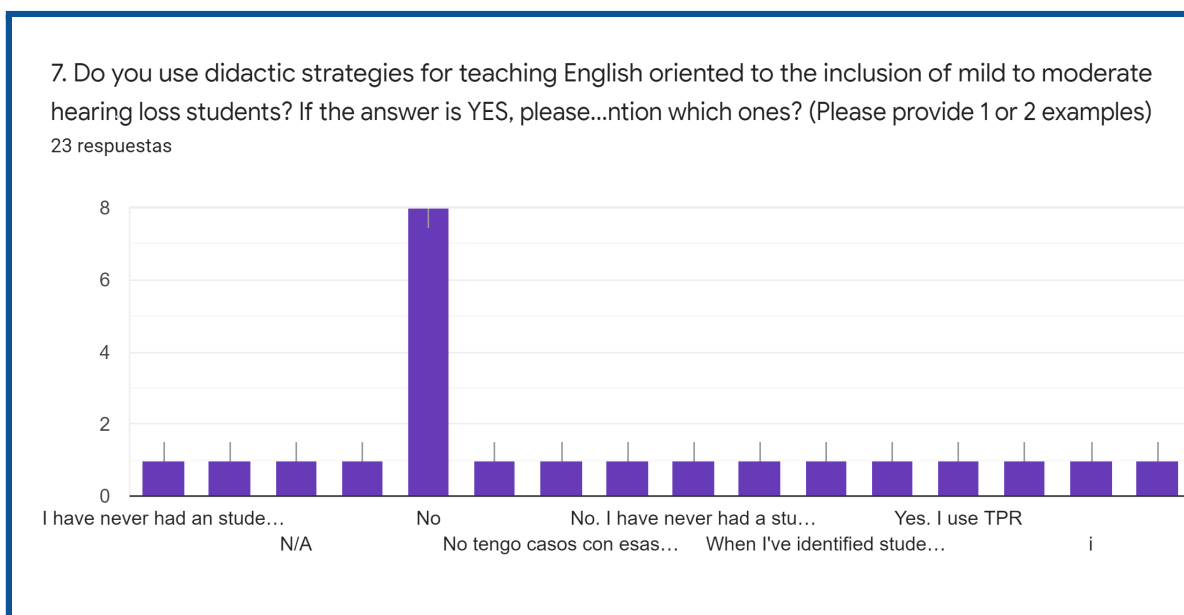


The majority of the participants, which corresponds to 92,3% of the total , explained that they had not received lectures or theory related to strategies focused on teaching students with hearing loss. 7,7% of them answered they did.

This research team believes that in order to foster an inclusive education, it is imperative that institutions which provide education programs include courses for pre-service teachers on how to approach the learning process of students with disabilities. Undoubtedly, teachers should be able to not only identify the needs of students with disabilities but to address them in a proper way. However, concerning the English teachers' responses "one can argue that most teacher education programmes – unintentionally – are preparing teachers for exclusion rather than inclusion." (Sharma, 2015, p.62). This because most teachers answered that they did not receive lectures related to strategies to address the learning of English as a foreign language of students with hearing loss. Hence, this research team concludes that Chilean Education programs have to make the necessary adjustments to form teachers that can be able to "differentiate instruction and provide necessary modifications for students with disabilities." (Sharma, 2015, p.64).

1.- (6). If the answer to question 5 was YES: What type of didactic strategies did you come into contact with/ or were taught during this process?

Categories	Answers
Strategies	<ul style="list-style-type: none"> • Sign Language (2) • Audiovisual resources



42,3% of the participants answered that they do not use didactic strategies for teaching English oriented to the inclusion of hearing loss students. A considerable percentage of the respondents explained that they have never had students with hearing loss and the same percentage of the participants which is 19,2% did not answer the question. A minority of the respondents mentioned the strategies they use to include hearing loss students in English classes with 3,8% each: it was revealed that they use adaptations rather than didactic strategies, they repeat stuff, enunciate well and use many visual aids. The surveyed teachers use sense-based activities such as textures, sounds, and physical responses in

order to acquire vocabulary, they use Total Physical Response (TPR), and they try to slow down their speech and enunciate avertedly.

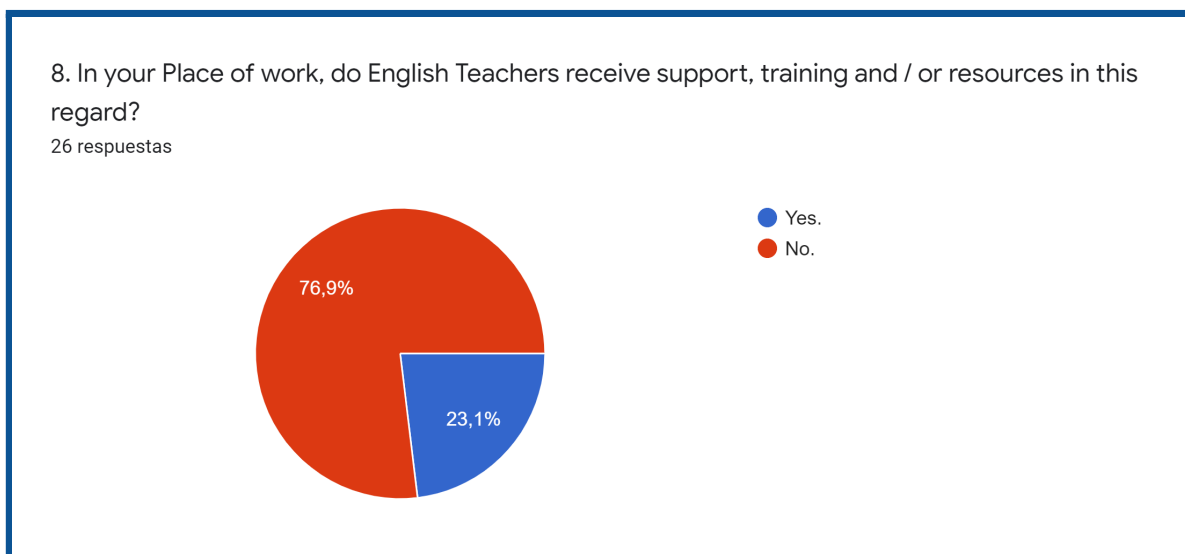
The research team studied the strategies that are applied by teachers to teach English to students with hearing loss. After analyzing the surveys related to this research it was found that the majority of the survey respondents do not use didactic strategies for teaching English aimed at including students with hearing loss. Moreover, reviewing the available literature about this phenomenon, Lissi M., Iturriaga C., Sebastián C., Vergara M., Henríquez C. & Hofmann S. p.15, (2016), explained that classroom teachers' beliefs, knowledge, and emotions have effects on the way they organize their practice with regard to specific groups of students in inclusive settings. For that reason, this research team considers that teachers need to know more about the didactic strategies they might apply to teach English to students with hearing loss and to have an inclusive setting for all of the students.

Consequently, the research team considers that the importance of a teacher's commitment to teach students with hearing loss is the most relevant step to have positive results when there are students with hearing loss in a classroom. It is one of the main and complex challenges teachers have to confront because they have to know about oralistic and bilingual areas related to deaf education (Muñoz, 2015, p.72). At the same time, Muñoz suggested that students with hearing loss become main characters inside a classroom, applying the strategies and generalizing the education to all students without exclusion.

Additionally, the respondents mentioned that gestures are part of the strategies they apply when teaching English to students with hearing loss. They mentioned that they try to slow down their speech and exaggerate their articulation. According to that, Muñoz (2015, p.32) revealed that there was an educator, Thomas Hopkins Gallaudet, who created the American School for the Deaf, and he researched the importance of gestures when teaching students with a hearing disability to provide solutions to the deaf education of deaf people.

Furthermore, some participants mentioned that: they “repeat stuff (sic), enunciate and apply lots of visual aids, use sense-based activities such as textures, sounds”, among others. Considering this, we would like to include the suggestions provided by Asha (2021) who exposed some tips to help students with hearing loss which include: “...making sure you have students’ attention before speaking; facing students directly while talking; speaking slowly and slightly louder (but not shouting); using your hands and body language; and providing extra written and visual resources to back up verbal instruction.”

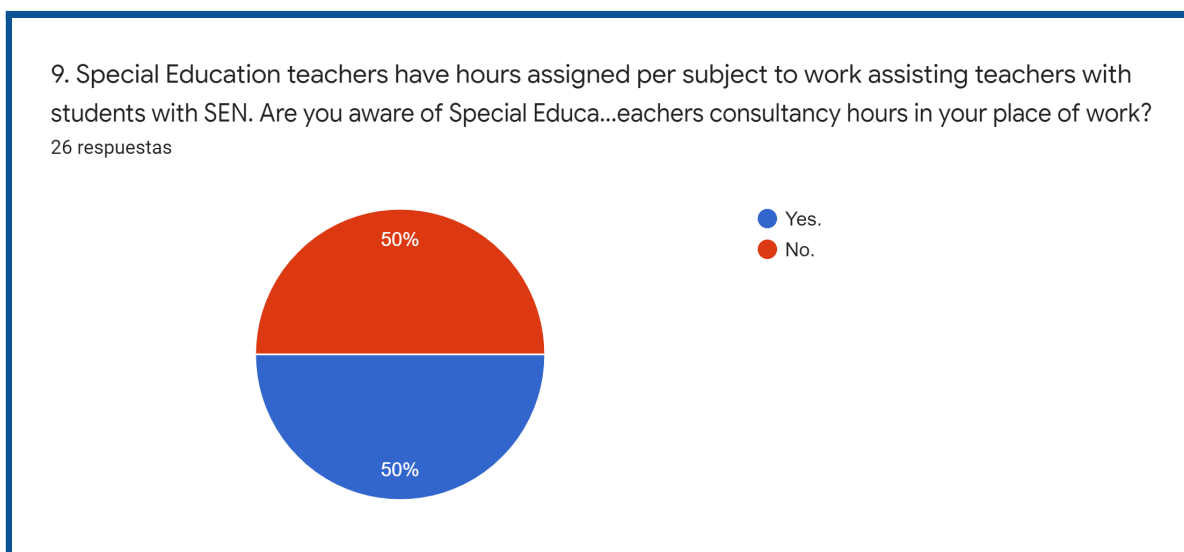
Finally, we agree with Lissi et al. who state that successful inclusion of students with hearing loss and the effectiveness of teaching English will depend on the teacher’s commitment, knowledge and the needed strategies students with hearing disability require to learn (Lissi M. et al., 2016, p.5)



Concerning whether English teachers had received or not received support or training in such matters in their place of work, 76,9% answered negatively and 23,1% answered that they had, indeed, received training to help them teach with students with hearing loss.

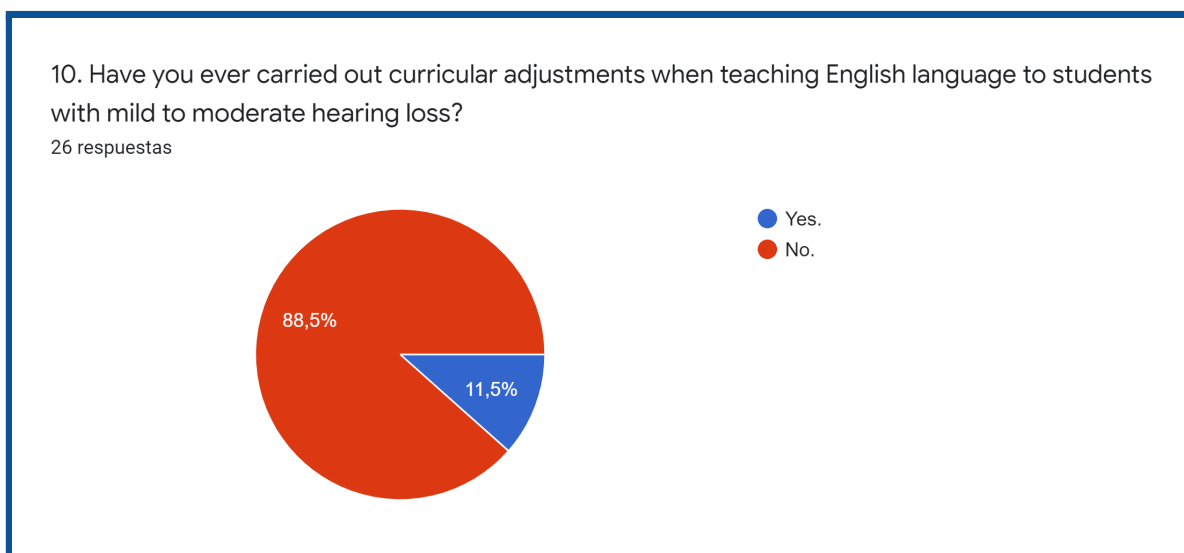
As was stated in the results of Question 5, Chilean pre-service teachers have not been

educated to address students with hearing loss. Under that premise, this research team considers that; therefore, Chilean schools should train English teachers in matters of strategies to facilitate the learning process of students with hearing impairment. This, in the understanding that, as Dr Abdallah pointed out in his book *TEFL for students with Special Needs*, “Every one’s specific needs should be taken into consideration; the primary focus of special education is to meet the individual learning and developmental needs of the young child and student” (2015, pp. 21-22). Nonetheless, analysing the results of the present question, most English teachers responded they have not received support from their schools. Consequently, this research team concludes that authorities (in general) who are in charge of policies related to Special Education need to restructure organizations, divisions, departments, etc. , in terms of developing and applying curricular adjustments to guarantee that all educational processes of students with disabilities are as inclusive and successful as possible.



Regarding the question about English teachers being aware of Special Education teachers consultancy hours in their place of work, half of the respondents answered they were aware of the stated matter and the other half of the surveyed English teachers responded they were not aware of this matter.

Concerning the previous information, half of the respondents were not aware of Special Education Teachers assistance in their place of work. This fact revealed the lack of support and information English Teachers have to teach students with disabilities and how important it is to have a successful inclusion of students with hearing loss in the regular educational system. According to Lissi M. et al. "...a key issue for successful inclusion is that regular classroom teachers and special educators can work together to modify their classroom practices in order to promote social and academic inclusion for D/HH students." (Lissi M. et al., 2016, p.6). (D stands for Deaf and HH stands for Hard of Hearing).



In relation to whether English teachers have ever carried out curricular adjustments when teaching English to students with mild to moderate hearing loss or not, 88,5% answered they had not carried out curricular adjustments whatsoever, and the remaining 11,5% answered they did make curricular adjustments.

As Esquivel (2015) stated in her paper *Analysis of the Educational Aims of Language Teaching in Chile* "Curriculum transformations are believed to have repercussions on the

way individuals approach the world, construct reality, and establish relationships with one another” (p. 576). Therefore, this research team believes that teachers cannot consider themselves as inclusive educators if they do not carry out curricular adjustments while teaching students with disabilities. Furthermore, most English teachers responded they had not carried out curricular adjustments whatsoever. As a consequence, this research team can conclude, considering the answers to questions 5, 8 and 10, that the surveyed English teachers do not have the necessary tools to teach students with Special Needs due to the lack of training and experience in such matters.

11. If the answer to question 10 was YES, please mention an example of said adjustments.

Categories	Answers
Adjustments	<ul style="list-style-type: none"> ● Eliminate listening activities
Expert help	<ul style="list-style-type: none"> ● Sign Language expert to interpret listening activities instructions. ● Special Education Teacher makes the adjustments according to the lesson plan.

5.2 Special Education Teachers' Survey

Considering that the Special Education Teachers' survey was written in Spanish, the research team translated the answers in order to include them in this dissertation.

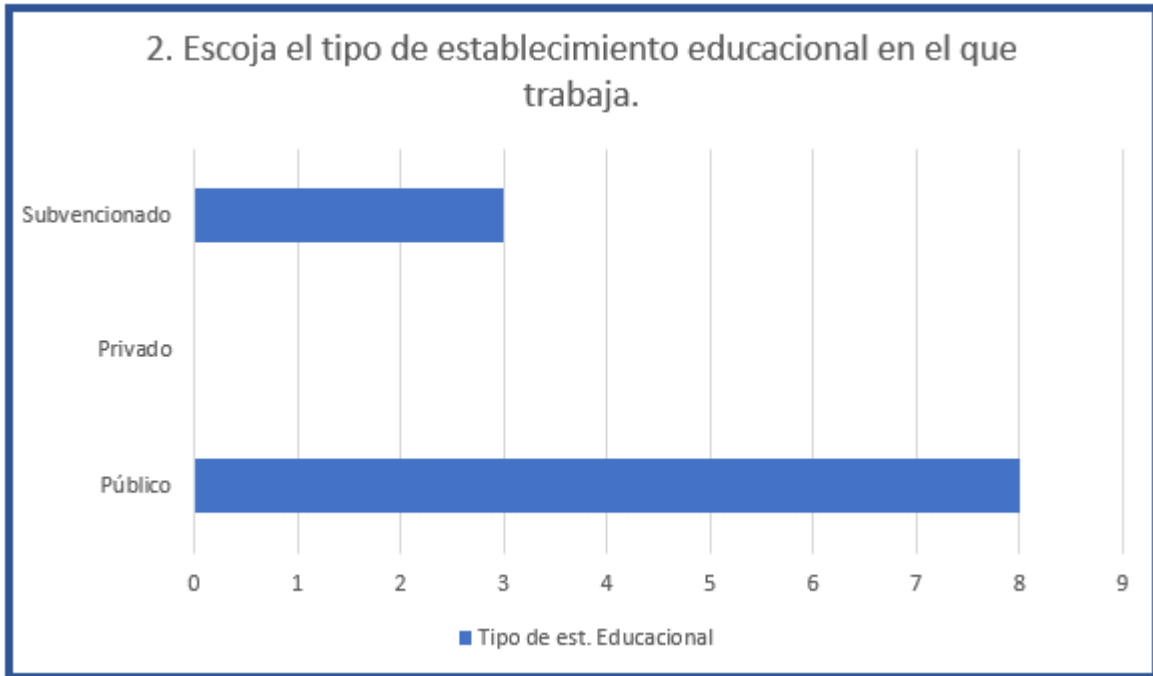
Sección 1: Información personal

Section 1: Personal information.

1. ¿Dónde está ubicado el establecimiento educacional en el que trabaja? (Región, comuna)

1. Where is the school you work in located?

REGION	COMMUNE
Metropolitan region	Quinta Normal, El Bosque, Conchalí, Puente Alto,
Región del Libertador General Bernardo O'Higgins	Graneros
Región del Maule	San Javier
Región del Bío-Bío	Coronel
Región de Los Lagos	Puerto Montt
Región de Los Ríos	Not specified



2. Please choose the type of school you work in.

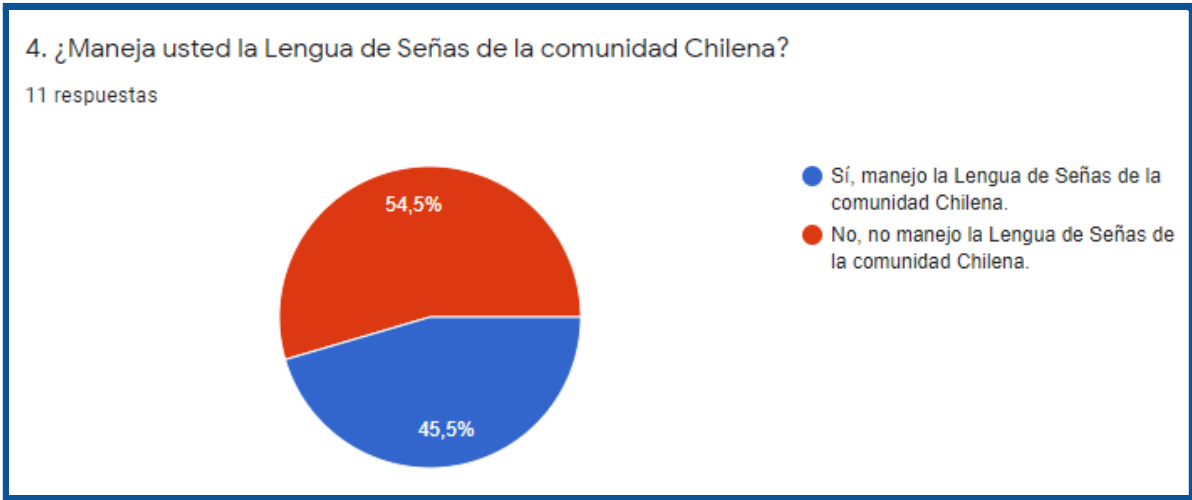
The surveyed participants were asked to answer what type of school they work in. Almost 73% of the respondents answered they currently work in a Public school. 27% responded that they work in State-subsidized schools. There were no participants working in private schools.

3.- ¿Cuánto tiempo lleva trabajando como profesor/a de Educación Especial?

3.- How long have you been working as a Special Education Teacher?

Number of years	Answers
0 to 5 years	3
5 to 10 years	4
10 to 20 years	3

30 or more	2
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4. Do you manage the use of Chilean Sign Language?

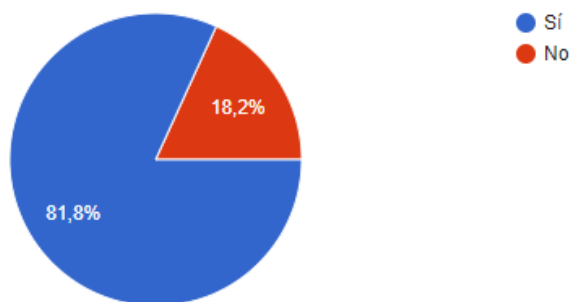
From the total responses of the Special Education Teachers surveyed, we can infer that 54.5% use the Sign Language of the Chilean community (herein LSCh) and 45.5% do not. It is possible to highlight that, although the highest percentage of Special Education Teachers are LSCh users, it is 4.5 percentage points higher than the average. As for the Special Education Teachers who do not handle the LSCh, they are similarly close to the average.

According to Lead with Languages, a website resource that supports the learning of new languages showing educators profiles, philosophers’ theories, and everything related to language education, it is really important for teachers to know Sign Language because; “...it allows you to communicate with a wide range of hearing, hard of hearing, and deaf individuals...” Lead with Languages (n.d). Furthermore, this research team shares this philosophy because it could be an advantage for teachers to promote inclusive environments in EFL teaching-learning processes.

Sección 2: Experiencia Profesional

1. ¿Considera que es relevante que un estudiante con pérdida auditiva media o moderada pueda acceder al aprendizaje del inglés como lengua extranjera?

11 respuestas



Section 2: Professional Experience

1.- Do you consider that it is relevant for a student with mild/moderate hearing loss to have access to English learning as a foreign language?

The majority of the participants, which corresponds to 81,8%, state that they believe that it is relevant for students with mild/moderate hearing loss to learn English as a foreign language. However, 18,2% of them do not believe the same.

Considering the result of the survey in which teachers are asked how relevant it is for students with hearing loss to learn English, the research team agrees with the findings of Tara Benwell, an author who explains that trying to learn a new language is exhausting for those who suffer from hearing impairment (Benwell T, n.d). For that reason, we consider that adaptations for designing strategies and teaching practices that teachers must apply to teach English to students with hearing disabilities are essential to the effectiveness of

learning. Nevertheless, whether it will be possible to teach students with hearing loss will depend on the teacher's beliefs (Lissi M et al., 2016).

2. ¿Cuáles son los desafíos que visualiza en el aprendizaje de Inglés como lengua extranjera de parte de estudiantes con pérdida auditiva media o moderada?

2. What are the challenges that you identify in the learning process of English as a foreign language for students with mild to moderate hearing loss?

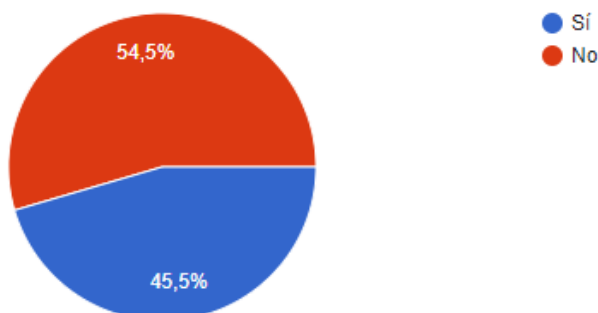
Criteria	Answers
English language skills	<ul style="list-style-type: none"> -Pronunciation -Reading and writing -Comprehension of grammatical structures.
Knowledge of the curriculum	<ul style="list-style-type: none"> -Limited hours to learn the language. -Students with hearing loss do not start to learn English at the same time as hearing students. -Having the same opportunities as their peers. -Students are able to access and make progress with the subject as well as with the others.
Students Motivation	<ul style="list-style-type: none"> -The biggest challenge is that they find the learning of a foreign language appealing.
Others	<ul style="list-style-type: none"> -Learning American Sign Language.

Non-specific answers	-Many
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This research team believes that it is imperative that English Teachers be aware of the learning struggles of students with disabilities. Namely, as Dr Abdallah pointed out in his book *TEFL for students with Special Needs*, a language teacher “should be able to recognise a student’s special educational needs and know which approaches work with this student and how.” (2015, p.40) Under this premise and concerning the answers of the surveyed English teachers, this research team can conclude that students with mild to moderate hearing impairment face different types of challenges. For instance, according to English teachers, students struggle with their English language skills, that is to say, the pronunciation, reading, writing and comprehension of grammatical structures. Apart from this, another challenge that students with hearing impairment face when learning English is that it is not prioritized in the curriculum. Therefore, they are exposed much less to the English Language than hearing students. Finally, another challenge that students with hearing impairment face is the motivation to learn this new language. Having stated this, this research team believes that the motivation to learn English can be directly related to the amount of exposure to the language itself. Hence, teachers should have that in mind when making curricular adjustments due to the fact that no student with special needs should be deprived of learning; it is their right as much as every other students’ rights.

3. Dentro de su Jornada de Trabajo, ¿Tiene usted horas asignadas para trabajar con las/los docentes de Inglés y ayudar a las y los estudiantes con NEE en esta asignatura.

11 respuestas



3.- In your place of work, do you have assigned hours to work with English Teachers and to help students with SEN in this subject?

The majority of the participants, which corresponds to 45,5%, revealed that they have hours to work with English teachers in order to help students with SEN in English classes. Yet, 54,5% of them do not have hours assigned to carry out stated work.

According to Lissi M et al., (2016), an inclusive classroom in regular education requires other professionals working together with the regular education teacher to support instructions. The research team agrees that both teachers and students can work together to facilitate the language learning of students and to have an inclusive setting to teach and learn. Otherwise, as some participants explained that they do not have hours to work with English teachers, the research team believes that it limits the implementation of adjustments and the support of special education teachers in the students' learning process.

4. En relación a la pregunta anterior, si la respuesta es Sí, ¿Cuántas horas?

4. In relation to the previous question, if the answer was Yes, how many hours?

Amount of hours	Answers
1 - 2 hours per week	-1 hour. -1 hour and 30 minutes. (3 answers) -2 hours.
3 - 5 hours per week	-3 hours. (1 answer)
5 - 10 hours per week	-10 hours. -2 hours (per day) (2 answers)

5.- ¿Qué estrategias de planificación diversificada sugiere usted para incentivar la participación de estudiantes que tienen pérdida auditiva media o moderada en la asignatura de Inglés como lengua extranjera?

5.- What kind of strategies do you suggest to stimulate the participation of mild to moderate hearing loss students in the subject of English as a foreign language?

Categories	Examples
Resources	<ul style="list-style-type: none"> • Audiovisual resources • Songs translation
Strategies	<ul style="list-style-type: none"> • Repetition of words
Suggested by the Ministry of Education	<ul style="list-style-type: none"> • Curriculum adaptations
Sign Language	<ul style="list-style-type: none"> • Learning American Sign Language

The research team has selected the strategies that special education teachers mentioned in the surveys as resources; didactic strategies; and curriculum adaptations, among others. Regarding the previous information, American Speech- Language-Hearing Association (ASHA, 2021) suggested some strategies to improve participation and effective learning of students with hearing loss: “...making sure you have students’ attention before speaking; facing students directly while talking; speaking slowly and slightly louder (but not shouting); using your hands and body language; and providing extra written and visual resources to back up verbal instruction.”. Moreover, special education teachers suggested the American Sign Language to improve participation of students with hearing loss in a classroom setting.

6. ¿Qué adecuaciones curriculares sugiere usted para enseñar Inglés como lengua extranjera?

6. What curricular adjustments do you suggest to teach English as a foreign language?

Category	Example
Sign Language	<ul style="list-style-type: none"> ● Sign language ● Interpreters ● American Sign Language
Ministry of Education	<ul style="list-style-type: none"> ● Curricular prioritization
Face	<ul style="list-style-type: none"> ● Gestures visibility
Resources	<ul style="list-style-type: none"> ● Audiovisual Resources
Activities	<ul style="list-style-type: none"> ● Games ● Songs

Setting	<ul style="list-style-type: none"> • Positive environment
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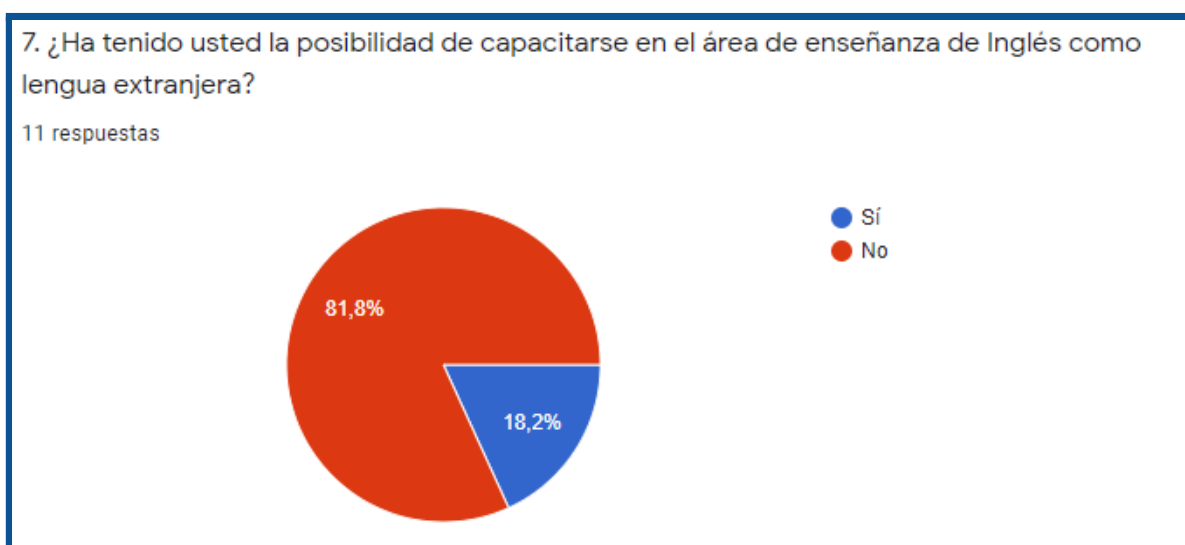
Most of the curricular adjustments that Special Education Teachers suggested to teach English as a foreign language are similar to the ones the team mentioned in the previous analysis. As shown in question number 5, some of the adjustments Asha (2021) suggested are related to “provide extra written and visual resources to back up verbal instruction”. Furthermore, the research team agrees with the stated author and the surveyed Special Education Teachers in that teachers have to implement adaptations for students with hearing loss in order to facilitate the learning of English as a foreign language to provide equal opportunities for all students in the public educational system. Moreover, as it was mentioned in question number 4, section 1 that teachers learn sign language enables teachers to communicate with a wide range of hearing, hard of hearing, and deaf individuals (Lead with Languages, n.d). Nevertheless, the team believes that it is not necessary to learn everything about sign language but it could be useful to learn signs related to concepts, specific vocabulary and some language expressions such as; Thank you; Can you repeat? Can I go to the toilet, please?; I do not understand, and so on and so forth.

Subsequently, some participants suggested facial visibility as a significant adjustment to teach English to students with hearing loss. According to that, the educator Thomas Hopkins Gallaudet, analyzed the importance of gestures and facial expressions when teaching students with a hearing disability to give solutions to the education of deaf people (Muñoz, 2015, p.32). This research team considers that one of the most important and effective strategies when teaching English to students with hearing loss is applying gestures and facial expressions to support the learning process of students with hearing loss.

Additionally, as was mentioned in the analysis for Question 3, an inclusive classroom in regular education requires other professionals working together with the regular education teacher to support instructions (Lissi M et al., 2016, p.5). The authors of this dissertation

believe that one of the advantages of having professional support inside a classroom, provides a positive and beneficial environment in the classroom and facilitates the teaching-learning process for teachers and students.

Apart from this, the learning of Sign Language is beneficial for teachers because it fosters the opportunity of having an inclusive setting, and as it was mentioned in the analysis for Question 4 it allows teachers to communicate with hearing and hard of hearing students. Nevertheless, the research team believes that as it could be an advantage for teachers, it is not really necessary for students with mild to moderate hearing loss.



7. Have you had the opportunity to continue your studies in the area of teaching English as a Foreign Language?

The majority of the respondents have not had the opportunity to train in English as a foreign language. 18,2% of them expressed that they have.

Since most Special Education teachers answered they have not had the opportunity to learn how to teach English as a Foreign Language, and considering the answers of the surveyed English teachers, this research team can conclude that English, as a subject, and Special Education coexist in parallel. That is to say, English teachers and Special Education

Teachers do not work together in order to facilitate the teaching-learning process of the English language when teaching students with mild to moderate hearing impairment. In our opinion, undoubtedly, the language barrier and the lack of training in curricular adjustments for students with disabilities, as in the case of Special Education Teachers and English teachers respectively, are two main flaws of the Chilean Public Education System.

8. ¿Podría usted mencionar dos o tres estrategias didácticas que considere efectivas para el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera?

8. Can you mention two or three teaching strategies that you consider effective for the process of teaching and learning English as a foreign language?

Category	Answers
Social Learning	<ul style="list-style-type: none"> -Working in pairs or in groups. -Collaborative learning. -Self and co-monitoring. -Set up dialogues
Use of appealing material	<ul style="list-style-type: none"> -Exposure to a topic of interest. -Games -Songs (translations) -Illustrations. -Dances -Preparation of graphic material (always associating word or phrase with meaningful images), include songs, series or fragments of films known by the students.

	-Games and activities of everyday life
Ambiguous	-Two or three
Do not know/have strategies	-No. -No comment -Do not have -I have not had to implement strategies in the context you propose.

Considering what has been stated so far, this research team believes that teachers should manage some strategies to facilitate the learning process of their students. Specifically, teachers should know how to address students with special needs and those strategies should be oriented to adapting and improving every aspect of a lesson. Namely, as Kutnick & Blatchford (2014) indicated in their book *Effective Group Work in Primary School Classrooms*, “An effective pedagogy within classrooms must involve teachers, pupils and a supportive classroom setting (p, 3)”. For instance, collaborative work is a strategy that the surveyed Special Education teachers suggest to work with students with hearing loss, and this is supported by Dr Abdallah (2015) as well. In his book, *TEFL for Students with Special Needs for EFL Student Teachers*, he argued that “Classroom organisation that allows for a balance between small groups and the whole class is the most effective model for meeting special needs” (Abdallah, 2015, p.52) In particular, this research team upholds the importance of working in pairs or groups when learning. The researcher Razieh Tadayon (2011) analysed Bandura’s Social Learning Theory and she pointed out that “He demonstrated that children learn and imitate behaviors which they have observed in other people.” (p.8) Consequently, students can learn from not only their teachers but also from their peers.

Another strategy that the surveyed teachers mentioned was related to appealing and or motivating material. Particularly, the use of fixed dialogues; translation of songs; parts of movies; or graphic material that students find engaging could be helpful strategies to increase the interest of our students to learn English and; therefore, having motivated students can lead to a more successful teaching-learning process.

9. A continuación, si usted así lo desea, puede hacer preguntas o comentarios relacionados a esta temática que usted considera no fueron abordados en las preguntas anteriores.

Hereunder, if you wish to, you can ask questions and make comments related to matters that were not addressed in the previous questions.

Categories	Answers
Nule connection between English and Special Education	-Did you know that in Special Education Schools, the English language is not taught?
Limited information	-Focusing on primary school, there is limited information related to learning English. Moreover, there are few studies about support for children and young students with hearing impairment in any educational area.
Implementation of strategies	Every strategy, adjustment and method should be implemented only after having a diagnosis and analysis of the interests, abilities and competence of each student.

Suggestions	-I find your proposal quite interesting, it should be included in the Special Education Curriculum in the learning of English Language through Sign Language.
Irrelevant/ Nothing to add	-No, thanks. -No observations. -No comments.



All of the surveyed teachers gave their consent to share the information to be used for academic purposes only.

Chapter 6: EFL Strategies for teachers with students with Mild to Moderate Hearing Loss

The framework for good teaching practices⁴ (herein MBE) is a pedagogical framework which offers suggestions for educators to take into account when teachers want to create an inclusive learning environment for all students. It specifies teachers' knowledge and performance, addressing their responsibilities not only inside the classroom, but also towards the educational community in general.

In this guide, it is stated that a teacher must establish a respectful, inclusive and organized environment to facilitate the learning process of their students (MBE, 2021, p.17). Ideally, teachers should plan experiences of effective, comprehensive and culturally pertinent learning to the achievement of learning aims (MBE, 2021, p.17). All of this is carried out by “Implementing teaching strategies based on clear and accurate communication to assist individual differences and foster high expectations, participation and collaboration of students in inclusive challenging activities focused on the achievement of in-depth learning.”(MBE, 2021, p.17). Under these premises, this research team collected and gathered the following strategies:

1.- Sign Language

Among the suggestions made by the special education teachers, one of the most repeated ones in terms of strategies to teach English as a foreign language to students with hearing loss is to learn Sign Language. This is because it allows teachers to communicate and create an inclusive setting for students with hearing loss. Nevertheless, this research team considers that as it is an advantage for English teachers to learn sign language, it is not necessary for students with mild to moderate hearing loss because students who have mild and moderate degrees of hearing loss still perceive speech if the person speaks loudly. (BIAP n.d). In order to support the previous statement, a member of the team, who is a

⁴ Marco para la Buena Enseñanza. Loosely translated by this research team.

person with hearing loss, expressed that she does not know sign language and it was not necessary for her to learn sign language. Nonetheless, she learnt English without support in school but at the end of her studies, she had help with some adjustments during her years at university. Finally, as a research team we promote the learning of all the necessary tools to provide learning opportunities for students with hearing loss but in this case, we classified Sign Language as an optional resource for teachers.

2.- Universal Gestures and signs

There are many signs and gestures around the world and many of them are really different in concept depending on the culture or country. However, there are many signs which are universal due to the fact that they have the same meaning in all the countries on our planet. For that reason, the research team suggests the use of universal signs and gestures to improve the process of learning English for students with hearing loss. Considering that, the team strongly recommends that at the beginning of an academic year, teachers must include a list of signs and gestures as key concepts that will be used throughout the year. Consequently, students with and without hearing loss will have that visual resource to support communication with the teacher and classmates. For example, the concept of requesting silence is shown by placing the index finger over closed lips. If the teacher indicates that the class has to be silent, the use of that gesture will help students with hearing loss to better understand the message. See examples in pictures 1 and 2.



“Silence, gesture and beauty concept - close up of young woman holding finger on lips”
extracted from the page Shutterstock. Retrieved from
<https://www.shutterstock.com/es/image-photo/silence-gesture-beauty-concept-close-young-341561117>. “Hearing gesture-young person putting a hand behind the ear”. © 2021 Anderson

Audiology. All right reserved. Retrieved from <https://andersonaudiology.com/active-listening-strategies-for-people-with-hearing-loss/>.

3. Collaborative work

In the book *Mind in Society: The Development of Higher Psychological Processes* Vygotsky (1978) argued that “Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers.” (p.90) Undoubtedly, Vygotsky is renowned in the world of pre-service and in-service teachers for his beliefs related to acknowledging the importance of collaborative work as a strategy to facilitate the learning process of students. Nonetheless, narrowing the approach to the development of the learning process of students with SEN in regular schools, this research team believes that students with SEN should be encouraged to participate actively within the classroom dynamics. Firstly, teachers should ascertain that, in the classroom, there is a permanent interaction between students with SEN and their peers without SEN. This is supported by Avramidis, Avgery & Strogilos (2018). Specifically, in their study *Social participation and friendship quality of students with special educational needs in regular Greek primary schools*. The authors concluded that “students with SEN were found to be less socially accepted and had fewer friendships than their typically developing peers.” (p.8) Moreover, they argued that “this lack of interaction between students with SEN and their peers was not only due to significantly fewer attempts from the students with SEN but also from their peers” (Avramidis, Avgery & Strogilos 2018, p.11). Under that premise, the researchers consider that, ideally, teachers should foster that students without SEN are empathetic towards students with SEN to promote a good relationship between all of the students in a class. Secondly, teachers should avoid over-protecting students with SEN due to the fact that such practices might have inadvertently deprived students with SEN from opportunities to socially interact with peers (Avramidis, Avgery & Strogilos 2018, p.11). Without a doubt, overprotecting students with SEN is counterproductive when it comes to aiming for lessons based on collaborative work.

4. Use of Appealing material

The use of appealing material, such as songs, extracts of films or series, was widely suggested by the surveyed teachers. And, even though this is not a strategy that helps teachers to meet only the needs of students with SEN, this research team believes it is relevant that students develop an interest and enjoyment for learning (Augustyniak, Ables, Guilford, Lujan, Cortright & DiCarlo., 2016, p.465). Considering that students are motivated mainly from within by interests and curiosity (Augustyniak, et al. 2016, p.466), teachers should take their students' likings into consideration when planning the lessons. Without a doubt, this research team believes that engaging students with the choice of certain topics in the lessons will lead to a fruitful teaching-learning experience.

5. Teachers' Body Language

This suggestion is based on the experience of one of the researchers. And despite the fact that this research team considers that positive body language in a classroom setting has the ability to motivate, inspire and engage (Khandamova, 2020, p.3); for students with SEN, body language plays a major role when wanting to achieve a clear and accurate communication between the teacher and students with mild to moderate hearing impairment. For instance, the use of surgical masks impedes students with hearing loss from reading lips, which is a support tool to comprehend in a better way what the teacher is explaining; therefore, this research team suggests the use of transparent masks. Additionally, it is worth noting that the visual interaction is relevant as well, that is to say, teachers should avoid speaking when having their backs turned towards students with hearing loss. Furthermore, enunciating and a proper voice volume are crucial when teaching students with mild to moderate hearing impairment. Finally, as stated before, the use of common gestures will help students with hearing loss to improve their understanding of the lessons.




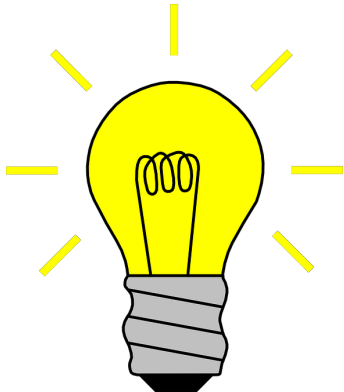
6.- Over ear Headphones for Listening Activities and Evaluations





In order to provide accessibility for students with hearing loss when carrying out listening activities, the research team suggests the use of physical and technological devices to be worn behind the ears and not over them to facilitate understanding. Over ear headphones are the best option to be considered, because if they are compatible with the hearing aid that the person with hearing loss wears, the hearing aid will pick up the internal sounds to hear what is coming from the headphone only (Healthy Hearing, 2021). Nonetheless, we are aware of the possibilities of each situation and we believe that teachers should need to have a “Plan B” in case they need more support. Considering this and in order to support listening activities, we propose the use of pictures and scripts as visual resources to facilitate the access to all of the information of students with hearing loss. For example, if the listening activity includes the word computer, the teacher has to show a picture of a computer to the student(s) with hearing loss. Besides, the teacher can give the student a script of the audio to facilitate access to the information.



7.- Material support for teachers:

Considering the needs of students with mild to moderate hearing loss and guaranteeing the fluency and dynamics of the lessons, this research team has created the following material support titled “Super Key Expressions”. This design includes a list of classroom expressions represented by images. The purpose of this design is that teachers find visual support to ascertain that students with mild to moderate hearing loss receive the right message. For instance, the teacher wants to know if the students have questions or doubts regarding the reviewed content, here the teacher should point at the question mark symbol; therefore, this research team recommends that the “Super Key Expressions” should be on the bulletin board or at least in front of the class depending on the distribution of the classroom. In appendix O you will find a link to download a document with the “Super Key Expressions... ready to press and use in the classroom.

Super Key Expressions

<p>1.- Question or doubts</p>	
<p>2.- Did you finish?</p>	
<p>3.- Do you remember?</p>	
<p>4.- Important information</p>	

<p>5.- Remaining time</p>	 An illustration of a wooden hourglass with yellow sand, symbolizing time.
<p>6.- More explanations</p>	 A black silhouette of a person pointing at a screen displaying a bar chart with an upward arrow, representing a presentation or explanation.
<p>7.- Individual work</p>	 A black silhouette of a human head in profile with three white gears inside, symbolizing individual thought or work.
<p>8.- Group work</p>	 A colorful illustration of five stylized human heads in profile (blue, green, red, blue, orange) with gears inside, surrounded by various colored speech bubbles, representing group collaboration.

9.- The teacher needs help	
10.-Does anyone need a hand/help?	

“Question mark symbol with a person silhouette”. Author is unknown. Retrieved from <https://pixabay.com/photos/question-question-mark-help-2309040/>.

“Checkered flag icon finish symbol flat vector image”. Licensed by VectorStock Media. © 2021. All Rights Reserved. Retrieved from <https://www.vectorstock.com/royalty-free-vector/checkered-flag-icon-finish-symbol-flat-vector-5376034>.

“Reminder Icon”. Licensed by Depositphotos Inc. USA ©2009-2021. Retrieved from <https://sp.depositphotos.com/vector-images/remember.html>.

“Bulb Clipart Lightbulb Moment Transparent”. Author Tabitha Robbins. Licensed by © 2021 Pngset.com. Retrieved from <https://pngset.com/download-free-png-liwwj>.

“Wooden Sand Clock Png Clip Art Png Image”. Licensed by © 2019 clipartkey.com. Retrieved from https://www.clipartkey.com/mpngs/m/18-184591_wooden-sand-clock-png-clip-art-png-image.png.

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“Businessman and help board cartoon”. Licensed by © Creative Fabrica 2021. Retrieved from <https://www.creativefabrica.com/es/product/businessman-and-help-sign-board-cartoon/>.

“A Teacher giving information to the student silhouette”. Licensed by © 2021 Microsoft. Retrieved from https://www.bing.com/images/search?view=detailV2&ccid=IOLjd%2fKM&id=2CD172F2289907CCC55E89883FCDE8B5CF5F8841&thid=OIP.IOLjd_KMQbDEN2KnHiJhPQHaI2&mediurl=https%3a%2f%2fimg.washingtonpost.com%2frf%2fimage_480w%2f2010-2019%2fWashingtonPost%2f2016%2f08%2f13%2fEducation%2fimages%2fjaycol1025-0219.jpg%3fuuid%3dEAUbEmFvEeaORUdzcuideA&cdnurl=https%3a%2f%2fth.bing.com%2fth%2fid%2fr.20e2e377f28c41b0c43762a71e22613d%3frik%3dQYhfz7XozT%252bIiQ%26pid%3dImgRaw%26r%3d0&exph=574&expw=480&q=student+needs+help+silluate&simid=608044924082543685&FORM=IRPRST&ck=335A1BCE3CA6C37638FE9F9F2301ACAC&selectedIndex=5&ajaxhist=0&ajaxserp=0

Conclusions

As expressed previously, we decided to research this phenomenon due to the personal experience of a member of the team, the limitations she had throughout her academic formation and the lack of support she had when she began her pre-service English teacher formation. All of the challenges she faced related to her disability and challenges faced in the academic formation, allowed us to realize the needed adaptations students with hearing loss require to have the same opportunities as other students in the same program, in terms of the learning process of English a foreign language.

Despite all the intentions of Chilean Governments and the State to guarantee an inclusive education through enacting laws and decrees, without having the necessary tools and resources, teachers will not be able to build an inclusive learning environment within the classroom. As we previously pointed out, a law can state that every student has the right to education; however, if the teacher is not trained and qualified in terms of curricular adaptations, students with SEN will be limited by not receiving the education they are entitled to obtain. As future teachers, our aim is to provide a high-quality education by fostering our students' sense of belonging within their learning process.

Furthermore, as this research developed, we were able to identify a major hindrance to guarantee a reliable final work. Namely, the lack of current information concerning Chilean students with mild to moderate hearing loss. Simply put, we were not aware of the statistics on how many students with hearing loss there were, how their learning process was addressed by school community professionals, or the struggles they faced during online lessons. Despite the fact that it was a clear limitation to our study, it was a powerful encouragement as well. Undoubtedly, as future English teachers, we want to be prepared to support students with SEN by delivering knowledge using pedagogical strategies to meet their needs.

On this basis, the researchers of this work consider that Special Education Teachers are not the only ones responsible for ensuring the access to inclusive education for students with SEN, specifically, students with hearing loss. As a consequence, the main purpose of this study was to research into the strategies that English teachers use when teaching students with mild to moderate hearing loss in a Chilean public educational classroom. Our first conclusion is that there is a lack of updated literature concerning the teaching of English to students with hearing loss which hindered, immensely, the literature review in our work. Nevertheless, we considered the information available as a starting point to carry out this research project. Furthermore, one of the most important aspects of our research included the perspective of Special Education Teachers obtained in a survey. In this case, Special Education Teachers pointed out how students with hearing loss struggle when learning English in a regular classroom. For instance, students struggle with being motivated to learn English and to manage the four main skills of a language (speaking, reading, writing, and listening), and this can be caused by the lack of exposure students with Hearing Loss have to the language itself. Hence, this provided us a sense of awareness regarding some challenges students with Hearing Loss face when learning English. Altogether, both surveys allowed the researchers to identify the findings, limitations and the needed strategies English teachers require to teach students with hearing loss in an inclusive classroom.

Broadly translated, our findings indicate that surveyed English teachers do not have enough experience making curricular adaptations for students with hearing loss. As proof, most English teachers not only do not receive training in terms of the needs of students with hearing impairment, but also, they are not trained in said matter when being in service teachers.

Moreover, the researchers believe that the lack of literature, guidelines, suggestions, or recommendations in this area is alarming, in view of the fact that this research team is not able to assure that students with hearing loss are receiving the curricular adaptations they require to learn English as a foreign language in Chilean public schools.

Finally, the research group designed seven strategies in order to challenge this reality and to provide opportunities for students with mild to moderate hearing loss. The presented strategies are: the optional use of sign language, universal gestures and signs, collaborative work between students with and without hearing loss, the use of appealing material, daily classroom expressions the team designed, teachers' body language and the use of over ear headphones for listening activities and evaluations. These are explained in detail together with the descriptions and suggestions to implement them.

Beyond question, the limitations of this research are clear evidence of the areas to be addressed in future research. Particularly, there is a scarcity of data pertaining to the teaching of English as a Foreign Language to students with mild to moderate hearing loss functions as a starting point for suggesting further research. Without a doubt, this research sets a precedent in terms of increasing access towards an inclusive setting within an EFL classroom in Chile. From our perspective, the reviewed literature, the results extracted from the surveys, and the gathered strategies will facilitate teachers' classroom management in the learning process of students with mild to moderate hearing loss. Certainly, this research will function as guidance for us and future teachers to meet the needs of students with mild to moderate hearing loss.

Findings

The following findings were drawn from the results of both the English teachers' survey and the Special Education teachers' survey.

English pre-service teachers and Special Education courses

Previous research showed that of the eighteen Chilean state-owned universities, fourteen provide English Pedagogy programs. Five of those do not have a course regarding Special Education whatsoever. The rest of them (eight) offer courses related to Inclusion, Diversity, Learning Strategies, and Learning disorders. However, only three of the mentioned programs provide a specific course on SEN.⁵ In addition, as it has been previously reported in this research, the answers obtained in the survey to English teachers revealed that, in terms of Special Education, some English Pedagogy degrees do not offer courses to teach students with Hearing Loss, that is to say, courses to learn how to make curricular adjustments or how to assess the academic performance of students with HL. Altogether, the results and research revealed similar outcomes concerning the scarcity of Special Education courses in English Pedagogy programs in Chile.

English teachers' experience teaching students with Hearing Loss

In terms of Inclusion, it was stipulated in Law 20.845 that “The system will tend to eliminate all forms of arbitrary discrimination that hinder the learning and participation of all students” (Ministerio de Educación de Chile, 2015). Nonetheless, analyzing the results of the surveys, this research team is not able to assure the compliance of schools with the Law of Inclusion. First of all, and as an example, the majority of in-service English teachers who answered the survey, had not received training in this regard in their place of work. Secondly, concerning strategies to teach English to students with Hearing impairment,

⁵ This research team did not have access to Universidad de Antofagasta's curriculum; therefore, we could only analyze thirteen curricula in total.

42,3% of the respondents answered that they had not implemented strategies whatsoever. And thirdly, 88,5% of respondents mentioned they had not carried out curricular adjustments as well.

This is perhaps our most troubling finding from the data analysis carried out because every document that we have revised states that curricular adaptations *have to be made* and in practice, it seems that they are not made.

Special Education teachers' and students with hearing impairment

Most Special Education teachers believe that it is relevant that students with hearing loss learn English. Furthermore, Special Education teachers identify a number of challenges that students with hearing loss face when learning English. Namely, the most mentioned challenge is related to the limited exposure these students have with the language; and, this research team can infer that the aforementioned challenge leads to two more obstacles that students with hearing loss face. For instance, poor management of English language skills, such as writing, speaking, reading and listening. Moreover, the lack of motivation entails the difficulty to encourage students during the learning process of English as a foreign language. Under those premises, this research team can infer that there is not a close relationship in the work carried out by both English teachers and Special Educators. And as future English teachers, we consider that this is tremendously unsettling and without a doubt we believe this is an issue that should be addressed by education authorities.

Limitations

During this research, we faced three main limitations. The sources of these limitations are different. The first and second limitations are related to methodology and the type of instrument the research team used to collect data. The last limitation was due to the lack of updated information and the small amount of previous research studies on this topic.

First of all, at the beginning of this study, the research team decided to survey students with mild to moderate hearing loss in order to have an overview of their learning process of English as a Foreign Language. Nonetheless, only six students with hearing loss answered the survey; therefore, we decided not to include these results because the sample would not be representative. This limited the amount of information collected and the possibility of having first hand opinions about stated processes.

Second of all, in relation to the Special Education Teachers' Survey, the sample size was not representative: we only obtained eleven answers. Without a doubt, the researchers consider that this is not an entirely representative sample and we are unable to generalize the research findings; thus, the reliability of this study could be questioned.

Third of all and to conclude, at the outset of this study, the researchers realized that there is a lack of updated statistics related to Special Education, in general, in Chile. Namely, the total number of Chilean children with SEN is not clear. Moreover, there is no certainty pertaining to where Students with SEN get educated, what type of school they attend and whether the educational community is qualified to meet the needs they present or not. Furthermore, there was limited literature regarding the teaching of English as a Foreign Language and its relation to Special Education. It is worth noting that, according to the surveyed teachers, not only pre-service English teachers are not educated in terms of promoting inclusive environments but also in-service English teachers do not work collaboratively with Special Education teachers.

Altogether, the modality of the instruments used by this research team was affected by the current context of the COVID19 pandemic. Nonetheless, for further studies, this research team suggests, if the proper conditions permit it, to approach the participants with more online and/or on-site instruments, that is to say, interviewing participants face-to-face, for example. Additionally, this research team hopes that, in the future, researchers take on more studies concerning the teaching of English as a Foreign Language and its relation with Special Education, especially in the area of teaching students with hearing loss. This can be crucial to the forthcoming generations of students with SEN and their exposure to the language in the EFL learning process.

Further Research

As stated above, the purpose of this research is to help English teachers to include students with hearing loss in regular classrooms applying strategies focused on helping in their learning process. Considering that, there is no previous and updated research related to this topic, the research team proposes that for further research, the experience of students with mild to moderate hearing loss when learning English as a foreign language should be taken into consideration.

Furthermore, it will be undoubtedly beneficial that further researchers look for national and current articles and studies regarding the teaching of English as a foreign language to students with mild to moderate hearing loss. Moreover, having contact with national and international institutions, and to be part of face to face research can be useful as well, since this study was carried out during the COVID19 pandemic.

Finally, this research team believes that using sign language in the class - by the teachers and or other students - can prompt good communication between students and the teacher. Nonetheless, teachers should evaluate its effectiveness with mild to moderate hearing loss students, as we cannot assume that all students with mild to moderate hearing loss know sign language.

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Appendices

Appendix A: Glossary

Comparative Glossary

Hearing Loss Medical Conceptualization /Pérdida Auditiva Conceptualización Médica	
- Hearing Loss	- Pérdida Auditiva
- Mild Hearing Loss	- Hipoacusia Leve
- Moderate Hearing Loss	- Hipoacusia Moderada
- Severe Hearing Loss	- Hipoacusia Severa
- Deafness	- Sordera
- Sign Language	- Lengua de Señas
Hearing Loss SEN Conceptualization/ Pérdida Auditiva Conceptualización N.E.E.	
- Hearing Impairment	- Discapacidad Auditiva
- Special Educational Needs (SEN)	- Necesidades Educativas Especiales (NEE)
Language Teaching Strategies Conceptualization/ Estrategias de Enseñanza Conceptualización de Lenguaje	
- Universal Design for Learning (UDL)	- Diseño Universal para el Aprendizaje (DUA)
- Curricular Diversification for Teaching	- Diversificación Curricular de la Enseñanza
- Curricular Adaptations	- Adecuaciones curriculares

Appendix B: English Teacher 's Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.

Santiago, Junio 2021

Teacher's Survey

Dear English teachers, the objective of this survey is to collect information based on your academic and professional experience in the process of Teaching English as a Foreign Language (TEFL), considering your experience teaching students with mild to moderate hearing loss and the implications that this has had on the aforementioned process.

The survey has 3 sections. The first section corresponds to a compilation of general information data. The second section is an assortment of questions related to your undergraduate studies in this matter, and the third one gathers information about your professional experience teaching students with hearing loss.

We believe the survey will take no more than 10 minutes to be filled out.

The information that you will share in this survey will be kept confidential and used exclusively for the purposes of this research.

We appreciate your willingness to collaborate and participate in this work.

Confidentiality agreement

The information compiled in this survey will be used for academic purposes only and will be shared respecting the anonymity of the respondents. The answers will be considered completely confidential and the respondents cannot be identified individually or in any other way. At the end of the survey, you will consent to the use of the information in the manner stated in this agreement by clicking in the space provided which reads SUBMIT.

This survey will shared in Google Forms

Part I: General Information

1. Where is the school you work in located? (Region or Commune) (short answer)

2. Please choose the type of school you work in. (Options)

Public

Private

Subsidized

3. How long have you been teaching in the EFL context? (short answers)

4. In regards to Sign Language management, do you know how to sign in Chilean Spanish? In English (any type of community?)

Yes, I know how to sign in Chilean Spanish

No, I don't know how to sign in Chilean Spanish.

I know how to sign in English

I don't know how to sig in English.

Part II: Undergraduate Studies

5. During your undergraduate studies, did you receive lectures/theory related to strategies focused on teaching students with hearing loss?

Yes

No

6. If the answer to question 1 was **Yes**: What type of didactic strategies did you come into contact with or were taught during this process? (Short answer)

Part III: Professional Experience

7. Do you use didactic strategies for teaching English oriented to the inclusion of mild to moderate hearing loss students? Which ones? (Please provide 1 or 2 examples)

8. In your Place of work, do English Teachers receive support, training and / or resources in this regard?

Yes

No

9. Are you aware of Special Education Teachers consultancy hours in your place of work?

Yes

No

10. Have you ever carried out curricular adjustments when teaching English language to students with mild to moderate hearing loss? (Please mention an example of said adjustments).

Yes

No

_____ (Short answer)

We thank you very much for your collaboration. If you would like to make any additional comments, suggestions or anything you think should be considered by this research team, or if you have any questions, please write to any of the following participants in this research.

tamara.mesquida2015@umce.cl

rocio.osorio@umce.cl

tamara.robles2017@umce.cl

By clicking SUBMIT in the space provided you agree to the Confidentiality agreement.

SUBMIT _____

June 2021.

Appendix C: Special Education Teacher's Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.

Santiago, Junio 2021

Encuesta dirigida a Educadores/as Diferenciales

Estimadas y estimados educadores diferenciales, la presente encuesta tiene como objetivo recopilar información de su experiencia profesional con estudiantes con pérdida auditiva (media a moderada) y el proceso de enseñanza de Inglés como lengua extranjera.

La encuesta consta de dos secciones. La primera sección corresponde a compilación de información general. La segunda sección corresponde a compilación de experiencia profesional en relación a la enseñanza de Inglés como lengua extranjera.

La información entregada en esta encuesta será de carácter confidencial y de uso exclusivo para los fines de esta investigación. Consideramos que no necesitará más de 10 minutos para contestarla.

Desde ya agradecemos su disposición y participación en esta encuesta.

Ante cualquier duda, favor escribir a cualquiera de las siguientes participantes de esta investigación.

tamara.mesquida2015@umce.cl

rocio.osorio@umce.cl

tamara.robles2017@umce.cl

Sección 1: Información personal

Años de experiencia: _____

Manejo lengua de señas: _____

Escuela/Colegio / Instituto donde trabaja: _____

Sección 2: Experiencia Profesional

1. Dentro de su planificación, ¿Tiene usted horas asignadas para trabajar con las/los docentes de Inglés y ayudar a las y los estudiantes con NEE en esta asignatura?
2. ¿Qué estrategias de participación en clases diversificadas sugiere usted para la asignatura Inglés como lengua extranjera con estudiantes que tienen pérdida auditiva?
3. ¿Qué adecuaciones curriculares sugiere usted para enseñar Inglés como lengua extranjera?
4. ¿Ha tenido usted la posibilidad de capacitarse en el área de enseñanza de Inglés como lengua extranjera?
5. ¿Podría usted mencionar dos o tres estrategias didácticas que considera efectivas para el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera?

Muchas gracias por su participación

Appendix D: Students with Mild to Moderate Hearing Loss' Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.

Año: 2021

Estudiantes con Pérdida Auditiva

Estimadas y estimados estudiantes, la presente encuesta tiene como objetivo recopilar información de su experiencia educativa en el proceso de **enseñanza y aprendizaje de Inglés como lengua extranjera**, considerando el grado de pérdida auditiva que usted posee y las implicancias que esto ha tenido en el proceso mencionado.

La encuesta consta de 2 secciones, la primera sección corresponde a compilación de información general. La segunda sección corresponde a compilación sobre el proceso de **enseñanza y aprendizaje de Inglés como lengua extranjera**. **La encuesta no tomará más de 10 minutos.**

La información que usted compartirá en esta encuesta será de carácter confidencial y de uso exclusivo para los fines de esta investigación.

Desde ya agradecemos su disposición y participación

Ante cualquier duda, favor escribir a cualquiera de las siguientes participantes de esta investigación.

tamara.mesquida2015@umce.cl

rocio.osorio@umce.cl

tamara.robles2017@umce.cl

Sección 1: Información General

1. Diagnóstico Médico
2. Grado de Pérdida Auditiva (Media-Moderada)
3. Tipo de Establecimiento
4. Localidad
5. Edad
6. Curso

Sección 2: Información relacionada al proceso de enseñanza y aprendizaje de Inglés como lengua extranjera

1.-¿Hay alguna estrategia en particular que le haya sido útil durante el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera?

2.-¿Qué estrategias considera usted que han sido efectivas para el aprendizaje de Inglés como lengua extranjera?

3.-¿Recibe apoyo/acompañamiento del colegio con el fin de facilitar el proceso de aprendizaje de Inglés como lengua extranjera? Si la respuesta es sí, mencione brevemente cuáles han sido este tipo de acompañamientos.

4.-¿Qué estrategias han implementado el/la profesor de Inglés para favorecer su comprensión de la lengua?

5.-¿Qué sugerencias le haría a su profesor de Inglés para facilitar su proceso de aprendizaje del Idioma?

Muchas Gracias por su participación

Appendix E: Validation Request English Teachers' Survey.



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Santiago, Junio 2021

Profesora

Lery Mejías García

Departamento de Inglés

Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Nos dirigimos a usted, en nuestra calidad de estudiantes de Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés, de la Universidad Metropolitana de Ciencias de la Educación para solicitar la validación de un instrumento. Esto, a raíz de la realización de nuestro Seminario de Título (actualmente en curso) en el área de Necesidades Educativas Especiales y focalizado en estudiantes con Pérdida Auditiva, que lleva por nombre: *“Strategies to teach English as a Foreign Language to Students with Mild to Moderate Hearing Loss within the Chilean Public Educational Context”*. Esta investigación tiene por propósito, compilar información sobre el proceso de enseñanza –aprendizaje de Inglés a estudiantes con pérdida auditiva e indagar sobre el uso de estrategias específicas para la enseñanza y aprendizaje de Inglés como lengua extranjera.

Por este motivo, solicitamos a usted, asistencia en la validación del siguiente instrumento, denominado: *‘Survey for English Teachers’* el cual adjuntamos a esta carta.

Agradecemos de antemano su disposición y colaboración con nuestro trabajo.

Saludan atentamente,

Tamara Mesquida, Rocío Osorio y Tamara Robles

“Strategies to teach English as a Foreign Language to Students with Mild to Moderate Hearing Loss within the Chilean Public Educational Context”

Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés.

Appendix F: Validation Request Special Education Teachers' Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Santiago, Junio 2021

Señora Claudia Rodríguez Gericke

Coordinadora Práctica

Carrera Educación Diferencial / Especialidad Problemas de la Visión

Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Nos dirigimos a usted, en nuestra calidad de estudiantes de Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés, de la Universidad Metropolitana de Ciencias de la Educación para solicitar la validación de un instrumento en su calidad de Especialista. Esto, a raíz de la realización de nuestro Seminario de Título (actualmente en curso) focalizado en Necesidades Educativas Especiales y Estudiantes con pérdida auditiva, que lleva por nombre:

“Estrategias para la enseñanza de Inglés como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”.

Compartimos con usted el resumen de nuestra memoria.

Este trabajo de memoria de título, busca recopilar y sugerir estrategias que promuevan la enseñanza de inglés como lengua extranjera a estudiantes con pérdida auditiva (media a moderada) inmersos/as en el contexto de la educación pública chilena. Consiguientemente, busca compartir dicha información con profesoras y profesores de inglés para facilitar el proceso de enseñanza a estudiantes con estas características.

Sustentadas en la literatura nacional e internacional existente, contando con el apoyo de especialistas en educación diferencial y en base a los resultados de una encuesta

orientada a profesores de inglés, buscamos promover el uso de estrategias específicas para la enseñanza de inglés a este tipo de estudiantes.

Por este motivo, solicitamos validación del instrumento adjunto a esta solicitud, denominado **‘Encuesta dirigida a Educadores Diferenciales’** y quedamos atentas a cualquier solicitud de mayor información.

Agradecemos de antemano su disposición y colaboración con nuestro trabajo.

Saludan atentamente,

Tamara Mesquida, Rocío Osorio y Tamara Robles

“Estrategias para la enseñanza de Inglés como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”.

Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés.

Appendix G: Validation Request Students with Mild to Moderate Hearing Loss' Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Santiago, Junio 2021

Señora:

Jacqueline Briones Molina

Docente del Departamento de Educación Diferencial especialidad PAL-CREPPI

Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Nos dirigimos a usted, en nuestra calidad de estudiantes de Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés, de la Universidad Metropolitana de Ciencias de la Educación para solicitar la validación de un instrumento. Esto, a raíz de la realización de nuestro Seminario de Título (actualmente en curso) focalizado en Necesidades Educativas Especiales y estudiantes con pérdida auditiva, que lleva por nombre: *“Estrategias para la enseñanza de Inglés como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”*. Esta investigación tiene por propósito facilitar el proceso de enseñanza de Inglés a estudiantes con pérdida auditiva y promover el uso de estrategias específicas para la enseñanza y aprendizaje de Inglés como lengua extranjera.

Por este motivo, solicitamos a usted, asistencia en la validación del siguiente instrumento, denominado ‘Encuesta a Estudiantes con pérdida auditiva’ el cual adjuntamos a esta carta.

Agradecemos de antemano su disposición y colaboración con nuestro trabajo.


Saludan atentamente,

“Estrategias para la enseñanza de Inglés como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”.

Tamara Mesquida, Rocío Osorio y Tamara Robles

Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés.

Appendix H: Validation Letter English Teachers' Survey.



LERY VERONICA MEJIAS GARCIA <lery.mejias@umce.cl>
para MARIA, TAMARA, TAMARA, mi ▾

5 jul 2021, 11:16 ☆ ↶

Estimada Profesora y equipo de investigación:

Junto con saldarles cordialmente, les comento que he revisado el instrumento enviado y al respecto, puedo señalar lo siguiente:

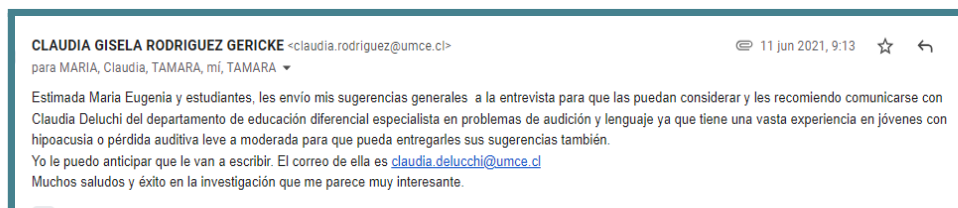
1. El instrumento es coherente con los objetivos de investigación definidos y relevante para la obtención de los datos requeridos.
2. En la pregunta No 7, quizás sea necesario agregar al enunciado "If the answer is yes, please mention which ones".
3. En la pregunta No 9, me pregunto si el concepto de "Teachers consultancy hours" será del todo claro para los profesores que respondan la encuesta. Sugiero proveer una breve explicación para asegurarse de que haya comprensión respecto de lo que buscan indagar con esa pregunta.

En consecuencia, una vez atendidos los puntos 2 y 3, el instrumento está apto para su aplicación y cuenta con mi **validación**.

Un saludo cordial,

Lery Mejías García.
Departamento de Inglés.
Universidad Metropolitana de Ciencias de la Educación.
Av. José Pedro Alessandri 774. Ñuñoa. Santiago
lery.mejias@umce.cl

Appendix I: Validation Letter Special Education Teachers' Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Encuesta dirigida a Educadores/as Diferenciales

Estimadas y estimados educadores diferenciales, la presente encuesta tiene como objetivo recopilar información de su experiencia profesional con estudiantes con pérdida auditiva (media a moderada) y el proceso de enseñanza de inglés como lengua extranjera.

La encuesta consta de dos secciones. La primera sección corresponde a compilación de información general. La segunda sección corresponde a compilación de experiencia profesional en relación a la enseñanza de Inglés como lengua extranjera.

La información entregada en esta encuesta será de carácter confidencial y de uso exclusivo para los fines de esta investigación. Consideramos que no necesitará más de 10 minutos para contestarla.

Desde ya agradecemos su disposición y participación en esta encuesta.

Ante cualquier duda, favor escribir a cualquiera de las siguientes participantes de esta investigación.

tamara.mesquida2015@umce.cl

rocio.osorio@umce.cl

tamara.robles2017@umce.cl

Sección 1: Información personal

Años de experiencia: _____

Manejo lengua de señas: _____

Escuela/Colegio / Instituto donde trabaja: _____

Sección 2: Experiencia Profesional

1. Dentro de su planificación, Le cambiaría esa introducción por Dentro de su Jornada de Trabajo ¿Tiene usted horas asignadas para trabajar con las/los docentes de inglés y ayudar a las y los estudiantes con NEE en esta asignatura?

2. ¿Qué estrategias de participación en clases diversificadas sugiere usted para la asignatura de inglés como lengua extranjera con estudiantes que tienen pérdida auditiva?

Les sugiero cambiar un poco la redacción de la pregunta a lo siguiente:

¿Qué estrategias de planificación diversificada sugiere usted para incentivar la participación de estudiantes que tienen pérdida auditiva leve o moderada en la asignatura de inglés como lengua extranjera?

3. ¿Qué adecuaciones curriculares sugiere usted para enseñar inglés como lengua extranjera?

4. ¿Ha tenido usted la posibilidad de capacitarse en el área de enseñanza de inglés como lengua extranjera?

5. ¿Podría usted mencionar dos o tres estrategias didácticas que considera efectivas para el proceso de enseñanza y aprendizaje de inglés como lengua extranjera?

Considerando la riqueza de la temática de su investigación agregaría algunas preguntas previas al número 1 como:

¿Considera que es relevante que un estudiante con pérdida auditiva leve o moderada pueda acceder al aprendizaje del inglés como lengua extranjera?

¿Cuáles son las fortalezas que visualiza en el aprendizaje del inglés como lengua extranjera de parte de estudiantes con pérdida auditiva leve o moderada?

¿Cuáles son los desafíos que visualiza en el aprendizaje del inglés como lengua extranjera de parte de estudiantes con pérdida auditiva leve o moderada?

Y agregaría una al final que apuntara a

Mencione otros comentarios o reflexiones que apunten a la temática de la entrevista y que no le he preguntado.

Muchas gracias por su participación

Appendix J: Validation Letter Students with Mild to Moderate Hearing Loss' Survey

JACQUELINE ISABEL BRIONES MOLINA <jacqueline.briones@umce.cl> 16 jun
para mí, TAMARA, TAMARA ▾

Estimadas

Espero se encuentren muy bien

Adjunto lo solicitado, con comentarios al margen, para el avance de su investigación

Un abrazo y éxito

Jacqueline Briones Molina
Docente del Departamento de Educación Diferencial especialidad PAL
Profesora de Educación Diferencial PAL de CREPPI-UMCE.
jacqueline.briones@umce.cl

Estudiantes con Pérdida Auditiva

Estimadas y estimados estudiantes, la presente encuesta tiene como objetivo recopilar información de su experiencia educativa en el proceso de **enseñanza y aprendizaje de Inglés como lengua extranjera**, considerando el grado de pérdida auditiva que usted posee y las implicancias que esto ha tenido en el proceso mencionado. La encuesta consta de 2 secciones, la primera sección corresponde a compilación de información general. La segunda sección corresponde a compilación sobre el proceso de **enseñanza y aprendizaje de Inglés como lengua extranjera**. La encuesta no tomará más de 10 minutos.

La información que usted compartirá en esta encuesta será de carácter confidencial y de uso exclusivo para los fines de esta investigación. Desde ya agradecemos su disposición y participación

Ante cualquier duda, favor escribir a cualquiera de las siguientes participantes de esta investigación.

tamara_mesquida2015@umce.cl
rocio_osorio@umce.cl
tamara_robles2017@umce.cl

jacqueline briones molina 16 jun 2021 ✓
Del ingles / o/ de la asignatura de inglés
A partir del documento importado

jacqueline briones molina 16 jun 2021 ✓
Desde su disciplina, ustedes dicen: de inglés ???
A partir del documento importado

Sección 1: Información General

1. Diagnóstico Médico
2. Grado de Pérdida Auditiva (Media-Moderada)
3. Tipo de Establecimiento
4. Localidad
5. Edad
6. Curso

Sección 2: Información relacionada al proceso de enseñanza y aprendizaje de Inglés como lengua extranjera

- 1.-¿Hay alguna estrategia en particular que le haya sido útil durante el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera?
- 2.-¿Qué estrategias considera usted que han sido efectivas para el aprendizaje de Inglés como lengua extranjera?
- 3.-¿Recibe apoyo/acompañamiento del colegio con el fin de facilitar el proceso de aprendizaje de Inglés como lengua extranjera? Si la respuesta es sí, mencione brevemente cuáles han sido este tipo de acompañamientos.

jacqueline briones molina 16 jun 2021 ✓
Se refiere al diagnóstico medico auditivo???
Habría que especificar
A partir del documento importado


jacqueline briones molina 16 jun 2021 ✓
Ustedes quieren que acá registre sus datos. Si es así, solo los encuestados tendrán grado de pérdida auditiva media o moderada... cierto no
[Mostrar más](#)
A partir del documento importado

jacqueline briones molina 16 jun 2021 ✓
En el que estudia

4.-¿Qué estrategias han implementado el/la profesor de Inglés para favorecer su comprensión de la lengua?


5.-¿Qué sugerencias le haría a su profesor de Inglés para facilitar su proceso de aprendizaje del Idioma?

Muchas Gracias por su participación

 **jacqueline briones molina** 16 jun 2021 ✓

Sería recomendable , para aclarar el concepto de estrategia, poner una pequeña definición y ejemplo de lo que entenderemos y queremos que ellos entiendan por estrategia. En ocasiones las PcDA, presentan dificultades en la semántica. Este es un recurso que usamos para accesibilizar.

A partir del documento importado

 **jacqueline briones molina** 16 jun 2021 ✓

Se podrá especificar si es estrategia didáctica o estrategia usada por su profesor de inglés ..

A partir del documento importado

Appendix K: Final English Teachers' Survey.



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

English Teachers' Survey

Dear English teachers, the objective of this survey is to collect information based on your academic and professional experience in the process of Teaching English as a Foreign Language (TEFL), considering your experience teaching students with mild to moderate hearing loss and the implications that this has had on the aforementioned process. The survey has 3 sections. The first section corresponds to a compilation of general information data. The second section is an assortment of questions related to your undergraduate studies in this matter, and the third one gathers information about your professional experience teaching students with hearing loss. We believe the survey will take no more than 10 minutes to be filled out. The information that you will share in this survey will be kept confidential and used exclusively for the purposes of this research. We appreciate your willingness to collaborate and participate in this work.

Confidentiality Agreement

The information compiled in this survey will be used for academic purposes only and will be shared respecting the anonymity of the respondents. The answers will be considered completely confidential and the respondents cannot be identified individually or in any other way. At the end of the survey, there is a final question where we ask you to consent to the use of the information.

Part I: General Information:

1. Where is the school you work in located? (Region or Commune)

2. Please choose the type of school you work in.

3. How long have you been teaching in the EFL context?

4. In regards to Sign Language management, do you know how to sign in Chilean Spanish? In English (Any type of community)?

- Yes, I know how to sign in Chilean Spanish.
- No, I don't know how to sign in Chilean Spanish.
- I know how to sign in English (Any type of community).
- I don't know how to sign in English.

Part II: Undergraduate Training Process

5. During your undergraduate studies, did you receive lectures/theory related to strategies focused on teaching students with hearing loss?

6. If the answer to question 5 was YES: What type of didactic strategies did you come into contact with/ or were taught during this process?

Part III: Professional Experience

7. Do you use didactic strategies for teaching English oriented to the inclusion of mild to moderate hearing loss students? If the answer is YES, please mention which ones? (Please provide 1 or 2 examples)

8. In your Place of work, do English Teachers receive support, training and / or resources in this regard?

9. Special Education teachers have hours assigned per subject to work assisting teachers with students with SEN. Are you aware of Special Education teachers consultancy hours in your place of work?

10. Have you ever carried out curricular adjustments when teaching English language to students with mild to moderate hearing loss?

11. If the answer to question 10 was YES, please mention an example of said adjustments.

We thank you very much for your collaboration. If you would like to make any additional comments, suggestions or anything you think should be considered by this research team, or if you have any questions, please write to any of the following participants in this research.

rocio.osorio@umce.cl
tamara.mesquida2015@umce.cl

tamara.robles2017@umce.cl

12. Do you agree to the use of the information?

- Yes
- No

Appendix L: Final Special Education Teachers' Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Special Education Teachers' Survey

Estimadas y estimados profesores y profesoras de Educación Especial, la presente encuesta tiene como objetivo recopilar información de su experiencia profesional con estudiantes con pérdida auditiva (media a moderada) y el proceso de enseñanza de inglés como lengua extranjera. La encuesta consta de dos secciones. La primera sección corresponde a compilación de información general. La segunda sección corresponde a compilación de experiencia profesional en relación a la enseñanza de Inglés como lengua extranjera. La información entregada en esta encuesta será de carácter confidencial y de uso exclusivo para los fines de esta investigación. Consideramos que no necesitará más de 10 minutos para contestarla. Desde ya agradecemos su disposición y participación en esta encuesta.

Acuerdo de Confidencialidad

Los datos recabados en esta encuesta tienen carácter confidencial, serán usados para fines académicos solamente y serán compartidos respetando la anonimidad. En este sentido, al finalizar la encuesta, usted podrá consentir a estos fines y en ningún caso se podrán difundir los datos de índole personal proporcionados de modo tal que permitan identificar a la persona encuestada.

Sección 1: Información personal

1. ¿Dónde está ubicado el establecimiento educacional en el que trabaja? (Región, comuna)

2. Escoja el tipo de establecimiento educacional en el que trabaja.

- Público
- Privado
- Subvencionado

3. ¿Cuánto tiempo lleva trabajando como profesor/a de Educación Especial?

4. ¿Maneja usted la Lengua de Señas de la comunidad Chilena?

- Sí, manejo la Lengua de Señas de la comunidad Chilena.
- No, no manejo la Lengua de Señas de la comunidad Chilena.

Sección 2: Experiencia Profesional

1. ¿Considera que es relevante que un estudiante con pérdida auditiva media o moderada pueda acceder al aprendizaje del inglés como lengua extranjera?

- Sí.
- No.

2. ¿Cuáles son los desafíos que visualiza en el aprendizaje del Inglés como lengua extranjera de parte de estudiantes con pérdida auditiva media o moderada?

3. Dentro de su Jornada de Trabajo, ¿Tiene usted horas asignadas para trabajar con las/los docentes de Inglés y ayudar a las y los estudiantes con NEE en esta asignatura?

Sí

No

4. En relación a la pregunta anterior, si la respuesta es Sí, ¿Cuántas horas?

5. ¿Qué estrategias de planificación diversificada sugiere usted para incentivar la participación de estudiantes que tienen pérdida auditiva media o moderada en la asignatura de Inglés como lengua extranjera?

6. ¿Qué adecuaciones curriculares sugiere usted para enseñar Inglés como lengua extranjera?

7. ¿Ha tenido usted la posibilidad de capacitarse en el área de enseñanza de Inglés como lengua extranjera?

Sí

No

8. ¿Podría usted mencionar dos o tres estrategias didácticas que considere efectivas para el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera?

9. A continuación, si usted así lo desea, puede hacer preguntas o comentarios relacionados a esta temática que usted considera no fueron abordados en las preguntas anteriores.

Agradecimientos

Muchas gracias por su participación

Ante cualquier duda, favor escribir a cualquiera de las siguientes participantes de esta investigación.

tamara.mesquida2015@umce.cl

rocio.osorio@umce.cl

tamara.robles2017@umce.cl

Consentimiento: La información compartida será utilizada para fines académicos solamente con carácter anónimo.

Sí

Appendix M: Final Students with Mild to Moderate Hearing Loss' Survey



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Estudiantes con Pérdida Auditiva

Estimadas y estimados estudiantes, la presente encuesta tiene como objetivo recopilar información de su experiencia educativa en el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera, considerando el grado de pérdida auditiva que usted posee y las implicancias que esto ha tenido en el proceso mencionado.

La encuesta consta de 2 secciones, la primera sección corresponde a compilación de información general. La segunda sección corresponde a compilación sobre el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera. La encuesta no tomará más de 10 minutos.

La información que usted compartirá en esta encuesta será de carácter confidencial y de uso exclusivo para los fines de esta investigación.

Desde ya agradecemos su disposición y participación

Ante cualquier duda, favor escribir a cualquiera de las siguientes participantes de esta investigación.

tamara.mesquida2015@umce.cl

rocio.osorio@umce.cl

tamara.robles2017@umce.cl

Sección 1: Información General

Diagnóstico Médico:

Grado de Pérdida Auditiva (Media-Moderada):

Edad:

Localidad:

Tipo de Establecimiento:

- Municipal
- Particular
- Fundación

Curso:

Sección 2: Información relacionada al proceso de enseñanza y aprendizaje de Inglés como lengua extranjera

1.-¿Hay alguna estrategia en particular que le haya sido útil durante el proceso de enseñanza y aprendizaje de Inglés como lengua extranjera?

2.-¿Qué estrategias considera usted que han sido efectivas para el aprendizaje de Inglés como lengua extranjera?

3.-¿Recibe apoyo/acompañamiento del colegio con el fin de facilitar el proceso de aprendizaje de Inglés como lengua extranjera? Si la respuesta es sí, mencione brevemente cuáles han sido este tipo de acompañamientos.

4.-¿Qué estrategias han implementado el/la profesor de Inglés para favorecer su comprensión de la lengua?

5.-¿Qué sugerencias le haría a su profesor de Inglés para facilitar su proceso de aprendizaje del Idioma?

Muchas gracias por su participación.

Appendix N: Message to Participate in the Surveys



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Estimado/a Profesor/a de Educación Especial:

Junto con saludar, le escribo como representante del equipo de investigación *“Estrategias para la enseñanza de Inglés como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”*, con el fin de solicitar su participación en una encuesta cuyo objetivo es recopilar información que nos permita diseñar estrategias para la enseñanza de Inglés a estudiantes con pérdida auditiva.

Su participación en esta encuesta nos permitirá indagar las necesidades que los estudiantes con pérdida auditiva poseen durante el aprendizaje de la lengua inglesa y a su vez, conocer las estrategias ya utilizadas por profesores de Educación Especial que nos permitan diseñar estrategias específicas para la enseñanza de Inglés a estudiantes con pérdida auditiva.

De antemano agradecemos su colaboración

Link:

<https://forms.gle/gz3jX6xf878sGXCq7>



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Dear English Teachers,

Hoping this finds you well, I am writing on behalf of my research team. We are pre service English teachers working on our research proposal titled: “*Strategies to teach English as a Foreign Language to Students with Mild to Moderate Hearing Loss within the Chilean Public Educational Context*”.

I am asking you to please collaborate with this research and answer the survey in the link enclosed. We believe it won't take you more than 10 minutes.

Link: https://docs.google.com/forms/d/e/1FAIpQLSfsOAZUwWRQ50htnrGQihTHi3hwJoEnx6VYLV6lgWIZj-xlGA/viewform?usp=pp_url

Kind regards.



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Estimada Comunidad Movimiento Hipoacusia Chile todos por el Auge:

Mi nombre es Rocío Osorio, soy parte de esta comunidad y profesora de Inglés en formación. Junto a mi grupo de investigación, estamos indagando sobre la Hipoacusia en Chile y el aprendizaje de Inglés. Esta investigación se titula “***Estrategias para la enseñanza de Inglés***”

como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”. Como equipo estamos recopilando información que nos permita diseñar estrategias para la enseñanza de Inglés a estudiantes con pérdida auditiva media a moderada.

Su participación en esta encuesta nos permitirá indagar sobre las necesidades que los estudiantes con pérdida auditiva poseen durante el aprendizaje de la lengua inglesa y a su vez, conocer las estrategias ya utilizadas por profesores de Educación Especial que nos permitan diseñar estrategias específicas para la enseñanza de Inglés a estudiantes con pérdida auditiva.

De antemano agradecemos su colaboración

Rocío Osorio Vargas
Lic. en Educación con Mención en Pedagogía en Inglés
UMCE

Link:

https://docs.google.com/forms/d/e/1FAIpQLSfiO4ViW090wbbEt7sSJ559LuaordjOlvrhij3PzRUlqQoJdA/viewform?usp=pp_url



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés
Profesor(a): María Eugenia Hernández V.
Año: 2021

Estimada Comunidad Personas con Hipoacusia Chile:

Mi nombre es Rocío Osorio, soy parte de esta comunidad y profesora de Inglés en formación. Junto a mi grupo de investigación, estamos indagando sobre la Hipoacusia en Chile y el aprendizaje de Inglés. Esta investigación se titula **“Estrategias para la enseñanza de Inglés como lengua extranjera en estudiantes con pérdida auditiva media a moderada dentro del contexto de la educación pública chilena”**. Como equipo estamos recopilando información que nos permita diseñar estrategias para la enseñanza de Inglés a estudiantes con pérdida auditiva media a moderada.

Su participación en esta encuesta nos permitirá indagar sobre las necesidades que los estudiantes con pérdida auditiva poseen durante el aprendizaje de la lengua inglesa y a su vez, conocer las estrategias ya utilizadas por profesores de Educación Especial que nos permitan diseñar estrategias específicas para la enseñanza de Inglés a estudiantes con pérdida auditiva.

De antemano agradecemos su colaboración

Link:

https://docs.google.com/forms/d/e/1FAIpQLSfiO4ViW090wbbEt7sSJ559LuaordjOlvrhij3PzRUlqQojdA/viewform?usp=pp_url

Appendix O:

 *Support Material for teachers.pdf*