

**Challenges and Implications of English Teaching and Learning Processes with Deaf
Students, Considering the Analysis of Existing Literature and Education Stakeholders'
Perceptions**

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Abstract

In Colombia, bilingual education for deaf students integrates Sign Language and Spanish. Consequently, English is not mandatory for these students, resulting in a lack of pedagogical guidelines, practices, and teacher training. Thus, this research project aims to establish the challenges and implications inherent in English teaching and learning processes with deaf students by employing a qualitative exploratory approach based on a case study, analyzing existing literature and identifying education stakeholders' perceptions in a public school in Duitama, Boyacá. Three data collection instruments were used: an online questionnaire, semi-structured interviews, and a documentary matrix. Subsequently, the collected information was analyzed inductively using the thematic analysis method. This resulted in three main categories of analysis: challenges for English language teaching with deaf students, stakeholders' participation: proposals and actions, and language Learning: From a Sign Language to a foreign language. Based on these, educational, pedagogical, and linguistic challenges were identified, along with pedagogical considerations such as the importance of utilizing their linguistic repertoire, as it was determined to be part of their identity. Finally, these results aim to contribute valuable insights for fostering inclusive and bilingual education practices with these students.

Key words: bilingual education, deaf students, English language, Sign language, teaching and learning processes.

Resumen

En Colombia, la educación bilingüe para estudiantes sordos integra la lengua de señas y el español. En consecuencia, el inglés no es obligatorio para estos estudiantes, lo que resulta en una falta de lineamientos pedagógicos, prácticas y capacitación docente. Por lo tanto, este proyecto de investigación tiene como objetivo establecer los desafíos e implicaciones inherentes en los

procesos de enseñanza y aprendizaje del inglés con estudiantes sordos mediante el uso de un enfoque exploratorio cualitativo basado en un estudio de caso, el análisis de la literatura existente y las percepciones de los actores educativos de una escuela pública ubicada en Duitama, Boyacá. Para ello, se utilizaron tres instrumentos de recolección de datos: un cuestionario en línea, entrevistas semiestructuradas y una matriz documental. Posteriormente, la información recopilada fue analizada utilizando el método inductivo del análisis temático. Esto resultó en tres categorías principales de análisis: desafíos para la enseñanza del inglés con estudiantes sordos, participación de los actores educativos: propuestas y acciones, y aprendizaje del lenguaje: de la lengua de señas a un idioma extranjero. Con base en esto, se identificaron desafíos educativos, pedagógicos y lingüísticos, junto con consideraciones pedagógicas como la importancia de utilizar su repertorio lingüístico, ya que se determinó que es parte de su identidad. Finalmente, estos resultados tienen como objetivo contribuir con ideas valiosas para fomentar prácticas educativas inclusivas y bilingües con estos estudiantes.

Palabras clave: educación bilingüe, estudiantes sordos, idioma inglés, lengua de señas, procesos de enseñanza y aprendizaje.

Introduction

In Colombia, in recent years there have been discussions about inclusion and reasonable adjustments, pretending to comply with the disability law, Statutory Law 1618 of 2013, by means of which "the provisions to guarantee the full exercise of the rights of people with disabilities are established" (p.1). This is through the adoption of inclusion measures, affirmative actions, reasonable adjustments, and the elimination of all forms of discrimination based on disability. Nonetheless, the government is not clear on how to carry out inclusion processes for deaf people when it comes to English teaching; consequently, neither policies nor guidelines in this regard have been published (Salazar, 2018; Molina, 2020).

According to Colombia's national educational curriculum outlined in Law 115 of 1994, Article 23, studying a foreign language is mandatory (Congress of the Republic, 1994). Thus, English has primarily been promoted as a foreign language and a requirement for hearing students (MEN, 2005; Congress of the Republic, 2013). Nevertheless, the National Institute for the Deaf - INSOR and the National Ministry of Education - MEN (2020) state that for deaf students the learning and mastery of Spanish as a second language in its written form should be considered. According to this, Molina (2020) states English does not count as a subject in the curriculum for this population, consequently denying them the manifold advantages of learning a foreign language such as English. Despite this situation, it is important to highlight that imparting literacy skills is possible through Sign Language (used to explain elements of English) and the use of written language (Mayer & Akamatsy, 1999, as cited in Mayer, 2009).

Due to the absence of clear policies on the inclusion of deaf people in English teaching, there are no regular practices or pedagogical training in BA programmes (Díaz & Cubillos, 2014; Ducuara et al, 2015; Salazar, 2018). This has led to being unaware of everything related to deaf

students, their culture, and the meaning of their disability, as well as the lack of initiatives to open a space for teaching English to deaf people, not because teacher do not want to teach them but because they do not know how to deal with a deaf student, what having a deaf student in the classroom means and the implications of hearing impairment in the learning process. Thus, teaching English to D/HH (Deaf and hard-of-hearing) students represents a challenge (Bedoin, 2011).

This educational issue impacts the inclusion of deaf individuals in learning English as a foreign language because there is no acknowledgment of deaf students as a foundational aspect in pedagogical considerations (Bedoin, 2011). This results in misconceptions about deafness as a limiting characteristic and a lack of didactic and methodological designs for English language learning among deaf students, while disregarding the diverse implications (Salazar, 2018).

Taking into account the statement of the problem, a research question arises: What are the challenges and implications of English teaching and learning processes with deaf students, considering the analysis of existing literature and education stakeholders' perceptions? Therefore, from the axis of bilingualism, this study utilizes qualitative research as a method that allows us to study this reality from the subjectivity and perceptions of different educational stakeholders (Hernández et al., 2010), such as English teachers, support teachers, interpreters, linguistic models and deaf students to describe the specific challenges and implications they position on English teaching and learning in this context with deaf students. Second, this research project aims to analyze critically the existing literature on the processes of teaching and learning English. Thus, this inquiry explores challenges and implications in English teaching and learning for deaf students, considering pedagogical, educational, linguistic, and sociocultural aspects. Finally, specific recommendations are integrated for English teaching processes with deaf

students based on the findings from data collection instruments, which results in valuable insights to strengthen the process of inclusive education and bilingual education with deaf students.

1. Literature Review

In order to establish the challenges and implications of teaching and learning English with deaf students, considering the analysis of existing literature and education stakeholders' perceptions; the contextualization of this study is supported in three categories: the first one is the deaf people community, which refers to the recognition of deaf people, their characteristics and their bilingualism process, being this relevant because it shows the significance of the research. The second one reviews the guidelines and educational policies to contextualize bilingual education for deaf students in Colombia, and the last category broaches some considerations and experiences on English teaching-learning processes with deaf students.

1.1. Deaf People Community

1.1.1 Deaf Person Identity

To approach deaf people's identity, this study considers two approaches that have addressed the concept of "deaf person" according to National Ministry of Education - MEN (2017): the audiological and the socio-cultural. The former focuses on the different degrees of hearing loss in the individual, the location of the impairment and its causes, as well as the technical aids that can be provided to compensate for or alleviate the hearing loss (Domínguez and Velasco, 2013, as cited in MEN, 2017). On the other hand, the sociocultural and anthropological approach defines a deaf person as someone who is a user of sign language (SL).

In relation to the first perspective, it is important to differentiate the concepts of hearing loss, hard of hearing, and deafness. According to the World Health Organization (2023), Hearing

loss is categorized based on the ability to hear compared to normal hearing thresholds. It can range from mild to profound and can affect one or both ears, leading to challenges in hearing speech or loud sounds. People who are "hard of hearing" (hipoacúsicos) experience mild to severe hearing loss and often use spoken language, utilizing hearing aids, cochlear implants, and captioning for communication. Deaf individuals typically have profound hearing loss, often relying on sign language due to very limited or no hearing.

MEN (2017) claims that the latter perspective allows for the recognition of the deaf community as a linguistic community, from which their identity is formed, and their culture is shaped. Beyond focusing on the auditory loss (total or partial), the visual ability of the deaf person is considered one of their main characteristics, which becomes relevant in the use of communication systems that are specific to them. Consequently, this study considers both their condition and their particular culture, which is vital to understand the process of bilingualism and the role of these conceptions in the teaching and learning of English.

For a hearing person, there is a paradigm about how to call a person who cannot hear in a polite way: a disabled person, a person with a hearing disability, a deaf-mute, etc. Law 982 of 2005 has been used throughout the years by deaf people as their support for how they want to be called to stumble those paradigms letting people know as they are deaf, therefore they must be called: a deaf person or deaf community. On the other hand, the Congress of the Republic (2005) through Law 982 in Article 1, chapter 1, mentions different types of deaf such as:

- **Signing Deaf:** it refers to those individuals whose primary form of communication and social identity is defined around the use of Colombian Sign Language and the community values and culture of the deaf community.

- **Speaking Deaf:** it refers to those individuals who acquired an oral first language. They continue to use Spanish or their native language and may have restrictions in communicating effectively and may use hearing aids.
- **Semi-lingual Deaf:** it refers to those individuals who have not fully developed any language due to being deaf before acquiring an oral first language and not having access to Sign Language.
- **Monolingual Deaf:** it refers to those individuals who use and are linguistically communicatively competent in either the oral language or Colombian Sign Language.
- **Bilingual Deaf:** it refers to those individuals who experience a bilingual situation in Colombian Sign Language and written or oral Spanish, depending on the case, and therefore use two languages to establish communication with both the Deaf community that uses Sign Language and the hearing community that uses Spanish.

1.1.2 Colombian Sign Language

MEN (2017) states that Law 324 of 1996 recognizes Sign Language as the natural language of deaf individuals and written Spanish as their second language, in addition, Decree 2369 of 1997, which partially regulates Law 324, emphasizes the attention to individuals with hearing disabilities based on the principles of equality and participation, linguistic autonomy, and comprehensive development. Subsequently, Law 982 of 2005 establishes the principles of bilingual education for the deaf population, defining the communicative requirements and necessary support to successfully complete the educational training of these students (Rodríguez et al., 2011, as cited in MEN, 2017).

Law 982 of 2005 states that Sign Language is characterized by being visual, gestural, and spatial. Like any other language, it has its own vocabulary, idiomatic expressions, grammar, and

syntax that are different from Spanish. The elements of this language (individual signs) include hand configuration, position, and orientation in relation to the body and the individual, as well as facial expressions to help convey the meaning of the message. It is a visuospatial language. Like any other language, it can be used by hearing individuals as an additional language (Congress of the Republic, 2005).

On the other hand, Law 2049 of 2020 aims not only to give Colombian Sign Language the place it deserves in the identity of deaf people but also to validate its linguistic structure in such a way that it can be a guarantee for communication and interaction with the community. This law is related to education because sign language is part of the identity of the deaf community, allowing them access to information, education, and interaction with society. For instance, in educational environments, sign language is the foundation of communication for any deaf student. Accordingly, access to sign language must be guaranteed for deaf students, as well as sign language interpretation services from and to Spanish (Congress of the Republic, 2020). Thus, sign language is vitally important to facilitate teaching and learning processes with deaf students.

1.1.3 Accessibility to Communication for Deaf People

The deaf community communicates with society through Colombian Sign Language and with the help of an interpreter. According to Law 982 of 2005, Article 6°, the official interpreter of Colombian Sign Language has as his main function to translate the communications that deaf people hold with hearing people into Spanish or from Spanish into Colombian Sign Language or translate to special communication systems used by deafblind people. Therefore, the interpreter must be in all contexts of a deaf person's life where communication with hearing people is required, even if English teaching is carried out.

The Ministry of Information and Communication Technologies has carried out various projects to promote access to communication for people with disabilities, respecting their right to access information and communication, reducing the digital gap, and allowing their educational, work, and social inclusion. One of these projects is the "Centro de Relevó," a free communication platform that allows deaf people to communicate with hearing people in real time through phone or virtual access via the internet. This service is provided by qualified communication assistants in Colombian Sign Language to establish a communication bridge that facilitates effective social interaction with this population. Additionally, there is the "Servicio de Interpretación en Línea- SIEL" (Online Interpretation Service).

1.1.4 Bilingualism and Deaf People

An aspect of enormous relevance in the recognition of deaf individuals lies in the linguistic and communicative richness they possess. They clearly can acquire sign language through regular interaction with their community, while also being able to develop skills for the use of spoken or written Spanish (MEN, 2017). Accordingly, Agurto (2007) claims that it is important to recognize that the deaf community has its own language and culture, in addition, it is crucial to understand the important role that sign language and the deaf community's culture play in the holistic development of a deaf student, as well as recognizing the role of deaf communities in validating their language, culture, and identity, which in turn can enhance the opportunities for deaf individuals to fulfill their true potential in terms of their future academic success (Claros, 2004, as cited in Agurto, 2007). When the deaf community is understood as the bearer of its own culture and language, the approach that emerges within this conception in the field of education is bilingualism, which involves the following aspects suggested by Agurto (2007):

- The development of literacy in deaf students is the acquisition of a second language, in the case of Colombia, written Spanish, thus bilingual education emerges as a mandatory alternative to adapt and fit in this society.
- Spanish is the second language; therefore, the development of the first language is paramount, and this is the suitable language that the student needs to acquire and develop, namely, Sign Language.
- We must consider the importance of a linguistic orientation that views a deaf student's first language as a right and a linguistic resource, not as a problem (or a disability).
- We must consider that when a deaf student acquires written Spanish and Sign Language, it transforms them into a bilingual individual, which plays a crucial role in the intellectual development of the student.

In this regard, MEN (2017) states that it is necessary to understand language as a sociocultural phenomenon that allows the construction of subjectivities, the interaction within a context, and enhances the communicative competence of deaf students, with the central objective of enriching Sign Language as their first language based on communicative and linguistic foundations that align with the social context of the deaf population, while respecting the cognitive development of each individual (Rodríguez et al., 2011 as cited in MEN, 2017).

In conclusion, bilingual education for deaf students is in which educational processes and environments are organized to meet the pedagogical, linguistic, and cultural needs of deaf children, youth, and adults. Bilingual education also promotes the design and implementation of pedagogical and didactic strategies that enhance the ability to construct knowledge from the visual processing of information, the appropriation of cultural and community values and the promotion of Sign Language. This type of education is regulated by Decree 1421 of 2017. Thus,

these conceptions provide valuable insights to promote the teaching and learning of a third language (English as a foreign language), although in Colombia, the goal is to develop competencies in two languages: Colombian Sign Language and Spanish.

1.2 Guidelines and Educational Policies for Deaf People

According to Law 1651 of 2013 (Bilingualism Law) in its article 1, the Congress of the Republic (2013) establishes that one of the objectives of education is to develop communicative skills to read, understand, write, listen, speak, and express oneself correctly in a foreign language. Although in Colombia, English as a foreign language is taught in educational institutions, for deaf students, it is not a mandatory subject within the curriculum, since their second language is Spanish, and bilingual education guidelines are focused on learning and using sign language and Spanish (INSOR & MEN, 2020). Consequently, deaf students in Colombia do not have the same opportunities to study English as hearing students, and English institutes do not accept them due to their hearing limitations (Molina, 2020).

On the other hand, in the 2018-2022 update of the National Plan of Bilingualism (NPB), it is acknowledged that there is a deaf language and, consequently, the deaf community within the existing plurilingualism and multiculturalism in Colombia, but no suggested curriculum is established for the teaching of English to this particular community or strategies to promote this language or culture within the said plan, apart from the guidelines and policies addressed in this literature review. Thus, this plan still evidences the instrumental view of language learning and its standardization as in previous plans, which “has shaped the NPB and Standards and favored the importation of discourses, models, and practices to regulate ELT in Colombia at the expense of national knowledge, expertise, and minority groups, for instance, deaf people.” (Robayo & Cárdenas, 2017, p. 130).

1.2.1 Inclusive Education

To initiate a pedagogical proposal for deaf individuals in a context where guidelines are lacking, it is necessary to address inclusion. Inclusive education could be defined as the process of striving to ensure the learning and participation of all students in the school life of educational institutions, with particular attention to children and young people who are vulnerable (Calvo, 2015).

The Congress of the Republic (2017) through Decree 1421 establishes that all students with disabilities, without exception, have the right to access the existing institutional offering: close to their place of residence, with students of their age, and to receive the reasonable support and adjustments that are required for them to have a successful educational process. Consequently, people with disabilities have the right to an education that contributes to their life projects and enables them to acquire essential knowledge and skills for life in society (MEN, 2017). From this argument, English or any other language could contribute to this, as will be seen later.

Overall, inclusive education aims that disability is viewed as an opportunity and not a barrier since people with disabilities have abilities to learn and it is the school's responsibility to recognize their potential, skills, and abilities, and work towards their development and enrichment (MEN, 2017).

1.2.2 Public Policy on Disability

The law of inclusion in Colombia is established by Law 1618 of 2013, which seeks to guarantee the rights of people with disabilities and is known as the law of inclusion or disability and has guidelines for its application in the public policy of disability. This law of inclusion is related to the study and fundamental for the teaching-learning process since the law establishes

the guarantee of interpreter services for deaf people, which must be provided in all places of deaf people's context such as a bank, health centers, schools, and private or public companies (Congress of the Republic, 2013).

This law allows schools to ensure that all financial and human resources are managed to carry out effective inclusion processes for deaf students. For instance, it includes support teachers who guide the creation and implementation of Individualized Education Plans (IEPs), interpreters and sign language guides. Furthermore, it serves as a support for them to demand their right to access education without communication barriers.

1.2.3 Bilingual Educational Guidelines for Deaf Students

The INSOR (Instituto Nacional para Sordos) is a national-level governmental organization responsible for advising the MEN on issues related to the education of the deaf community in Colombia. The entity focuses on conducting research to contribute to the development of the education of the deaf population and bilingualism (Sign Language and Spanish); nevertheless, it could also provide valuable guidelines when it comes to the teaching of English to deaf students.

According to the INSOR & MEN (2020), the first aspect to consider when teaching a deaf student is to inquire about the student's specific conditions, as each of them has particularities that can either hinder or facilitate their learning. For instance, it is important to determine if they have been exposed to sign language from early years, if they have proficiency in it, and their proficiency in a second language, such as Spanish in this context.

The INSOR & MEN (2020) states that it is also important to consider the student's home context, not just the educational institution context, in order to develop joint strategies. These strategies are structured within the framework of the Individualized Education Plans (IEPs),

which is a tool used to specify aspects to consider for each deaf student. It pertains to the development of academic activities for deaf students and opportunities for socializing and feeling included in the school environment. This aspect plays a crucial role in the student's overall development by contributing to their motivation to learn and actively participate in their educational setting.

Some elements of this plan encompass the pedagogical assessment, professional health reports, learning objectives that require reinforcement, as well as the necessary curricular, didactic, and evaluative adjustments. It also includes specific school projects involving the deaf student, relevant additional information, and home-based activities (INSOR & MEN, 2020).

It is important to recognize that it is the educational institution's responsibility to adapt the curriculum based on the student's level and proficiency in their first language. The institution should set achievable goals according to the student's development, rather than expecting the student to conform to the curriculum (INSOR & MEN, 2020).

1.3 English Teaching and Learning Processes with Deaf Students

Teaching and learning are complex and multifaceted processes that involve both individual and social factors. Different authors have offered approaches and perspectives on them, but in general, they emphasize the importance of the interaction between the student and his/her environment, as well as the need for the student to be active in the construction of their own knowledge.

Regarding this matter, Rose-Stockwell and Mills (2019) propose a more student-centered approach, in which the diversity of the students is valued, and they are given an active role in the learning process. According to them, teaching and learning processes should be inclusive and accessible for all students.

In the same way, the effectiveness of the teaching and learning processes increases when the emphasis is placed on the specific demands and needs of the student, and a broad range of didactic strategies are employed to maintain their attention and interest in the learning process (Hattie, J. & Clarke, S. 2019).

Therefore, this study focuses on identifying the ways in which deaf individuals carry out their learning process, not only from the teacher's perspective but also taking into account the influence that learning environments have on recognizing or ignoring the specific needs of this population in regard to English teaching. Similarly, it considers, first, that the learning of a language other than sign language for individuals who are deaf is a research topic that is continuously developing. Second, the bilingual approach which has been suggested by some authors, where sign language is utilized as the first language and the second language (in this case: the third language) is taught in a written form (de Quadros and Hoffmeister, 2019), and finally, the significance of modifying teaching strategies to be visually accessible and appropriate for the deaf and establishing an inclusive learning atmosphere that acknowledges and respects the diversity of deaf learners.

1.3.1 Inclusive English Teaching for Deaf People

Despite English not being a mandatory subject for deaf students, it is important to highlight that learning to read and write in English brings many advantages to deaf students, such as gaining knowledge about different cultures and accessing the information available on the internet in this language related to their interests and occupations (Molina, 2020), as they consider it necessary “to cope with an increasing amount of written information in English and to communicate (Ávila, 2011, p. 140 as cited in Robayo & Cárdenas, 2017, p.130). Therefore, there

are several reasons why deaf people should learn English as a foreign language, and English teaching and learning processes should be carried out. For instance:

- Cultural development: A foreign language “allows access to other cultures, it enables a better human understanding of "the other," the different, and the inaccessible and it breaks language barriers and promotes intercultural sensitivity” (Usma, 2009, p. 132).
- Language development: It provides “the possibility to understand other ways of perceiving the world through language and offers alternative ways to name what surrounds us” (Usma, 2009, p. 133).
- Cognitive development: “Bilingualism has been associated with improved metalinguistic awareness (the ability to recognize language as a system that can be manipulated and explored), as well as with better memory, visual-spatial skills, and even creativity” (Diaz & Klingler, 1991 as cited in Marian & Shook, 2012, p. 9).

Finally, it is necessary to consider that in the real context regarding educational and labor life and the importance given to English, "deaf students are often at a disadvantage compared with their hearing peers. This is due to the English language having been conceived in recent years with an instrumental lens, which, at the same time, would ascribe them to globalization” (Robayo & Cárdenas, 2017, p.131).

1.3.2 Deaf Students and Educational Context

In order for EFL teachers can lead English teaching and learning processes with deaf students, it is important they can identify them in the learning environment as regular students with unique ways of learning but still a person with desires, skills, feelings, and abilities, since recognizing a deaf person is important to let out the paradigms they have about deaf students, thus, this can be as part of a reflective exercise in their pedagogical practice.

When discussing the topic of education for deaf students, it is inevitable to contextualize the different paradigms that explain this subject. According to Claros (2004), there are different conceptions regarding the deaf, ranging from dismissive and limiting views to a sociocultural perspective (As cited in Agurto, 2007):

- Deafness as a dismissive characteristic: This conception is quite harsh, as it implies a social and intellectual death for the deaf person, rendering their native language irrelevant. This perspective considers the deaf as abnormal, abandoning them to their own fate. In many cases, they are labeled as sick, and it is believed that deaf people lack the capacity and possibility to develop their potential as human beings.
- Deafness as a limiting characteristic: It is the one that believes that deaf individuals can receive some form of education but with limitations. This perspective can be seen as the dictatorship of the hearing world over the deaf. The majority group, in this case, the hearing individuals, constructs the social image of the deaf based on a paternalistic attitude. In this view, the deaf are seen only as disabled individuals.
- Deafness as a socio-cultural characteristic: Finally, the conception this study considers recognizes deaf individuals as a socio-cultural group with their own language and culture. They are seen as an ethnic group that possesses its own language with a structure and grammar that places it on par with any other language. From this perspective, the concept of community is of vital importance (Agurto, 2007), as it was stated before.

On the other hand, when it comes to the arrival of deaf students in the classroom, it is necessary to develop training processes in the educational setting, not only directed toward the students but also toward the teachers and the entire educational community. A priority that cannot be overlooked is the need for these students to have the best conditions for full linguistic

and communicative development that, as mentioned before, must respond to their particularities and include elements of their culture (Domínguez and Alonso, 2004; Marchesi, 1999; as cited in MEN, 2017).

In this sense, MEN (2017) following the guidelines of INSOR (2006), states that in order to achieve bilingual education for the deaf population in the school stage, it is considered highly relevant to strive to:

- Respect and recognize the identity of the deaf as a fundamental axis for their education.
- Generate pedagogical processes that are meaningful for defining the construction of knowledge and cultural topics that specify access to information by the deaf.
- Create appropriate linguistic and educational conditions to achieve full bilingual and bicultural development. In other words, it is about materializing the right of the deaf to be educated in their first language (LSC), which implies understanding the bilingual situation experienced by deaf individuals; consequently, the continuous use and ongoing enrichment of sign language and deaf culture must be promoted, as well as providing opportunities for learning the language used by the majority of the hearing society, in this case, Spanish. This conception leads to English teaching since it is a relevant foreign language because of the reasons mentioned before.
- Disseminate sign language and deaf culture in other social spaces and contexts, not solely within educational establishments.

Conclusively, when considering educational work with deaf populations, it is crucial to understand that the learning of the language itself (LS or oral) does not exhaust everything that is involved in the cultural relationship between the deaf and hearing communities, and the implications of being immersed in one or both cultures, including their values, identities, and

principles that constitute them. It is not enough to master their own language; it is necessary to engage in an exercise of immersion into their culture, their ways of communication, and their social and emotional practices, among others (Valmaseda, 2002, as cited in MEN, 2017).

1.3.3 How Deaf Students Can Learn

A deaf person can learn through reading and writing skills, as “the situation for the deaf learner differs from that of hearing L2 learners in that being bilingual refers only to proficiency in the written form of the L2: proficiency in the oral form is not a stated goal” (Mayer, 2009, p. 326). Thus, when it comes to teaching English to deaf students, it is necessary to consider their learning styles and the multiple intelligences they develop the most in order to lead pedagogical actions that respond to their needs and interests.

According to the MEN (2017), deaf students have a predominantly visual and multisensory cognitive style. Therefore, to encourage their participation in the classroom and group activities, it is important to provide them with the opportunity to accompany their signed productions with various visual supports (such as images, pictograms, signs, etc.), or other support that the student wants to share (such as kinesthetic, tactile, etc.). Additionally, for deaf students, it is essential to work with other external graphic representations, respecting and promoting their predominant visual cognitive style. Thus, it is important to incorporate the creation of friezes, diagrams, infographics, collages, comparative tables, etc., as options for summarizing or analyzing the topics covered.

Regarding Gardner's theory of multiple intelligences, Agurto (2007) states deaf individuals have developed the following types of bits of intelligence to a greater extent, which allows them to learn and understand the world in a different way. These are crystallized in the

culture of the deaf community, particularly in sign language, which plays a vital role in their cognitive processes and intelligence:

- **Bodily-Kinesthetic Intelligence:** This is the ability to use the body as a means of expression and to manipulate or transform objects skillfully, particularly through the use of hands. It encompasses physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as self-perception, tactile abilities, and the perception of measurements and volumes.
- **Spatial Intelligence:** This refers to the ability to perceive and accurately understand the visual-spatial world and perform transformations based on those perceptions. It includes sensitivity to color, line, shape, space, and the relationships that exist between these elements. It also involves the capacity to visualize and graphically represent visual or spatial ideas.
- **Linguistic Intelligence:** Sign language, as the natural and native language of the deaf community, allows for the development of linguistic intelligence by effectively using words. It includes proficiency in syntax, phonetics, semantics, and the pragmatic use of language, such as rhetoric, mnemonics, explanation, and metalinguistic skills.

Finally, the MEN (2017) provides clarifications regarding the differences between Sign Language and Spanish, as well as their implications in the teaching and learning process. These considerations are of great importance in the present study, as they should also be taken into account in relation to the English language. It is important to note that Sign Language and English have distinct syntactic, semantic, and pragmatic structures that differentiate them significantly. Therefore, acquiring a language as a primary means of communication and learning a second language (in this case, a third language) require different processes, in which

interaction with proficient users of these languages and a teaching process that promotes learning of all the elements that characterize them is crucial. These elements include visual-gestural aspects (for Sign Language) as well as syntactic, lexical-semantic, and pragmatic components.

1.3.4 English Teaching Experiences with Deaf Students

In the same way as theories, some studies about the experiences with deaf students show that the English teaching and learning processes are possible and important for them to feel equal to their peers and participate socially, demonstrating their cognitive abilities.

An example of this is the study carried out at the National Pedagogical University, where the internet and technological media were used as a means of support for teaching English to a group of deaf students (Ávila, 2011). It was concluded that through this strategy, students achieved a better understanding and access to grammar and writing content. Additionally, there was increased student participation in group work, as they felt more comfortable receiving feedback from their peers and teachers in the classroom and other learning environments.

Similarly, another experience carried out in a school in Chile demonstrates how visual aids as a teaching strategy for English language instruction among deaf individuals positively contribute to vocabulary learning (González et al, 2021). Likewise, the opportunity to use sign language to spell English words and demonstrate comprehension of vocabulary enabled the active inclusion of deaf students in English class. This experience also prompted researchers to question what other strategies could be implemented within this community, focusing on enhancing their skills rather than perceiving them as lacking capabilities, as was believed at a certain point in history.

Furthermore, another strategy found in previous studies was the use of games as a didactic approach to English language instruction (Salazar, 2018). In this experience, it was

observed that thanks to this strategy, the motivation factor was significantly higher among university deaf students, regardless of English not being part of the curriculum. The students displayed more interest, and their vocabulary comprehension levels could also be evidenced through the games. On the other hand, the researcher emphasizes the need for flexibility in the implemented didactic strategies, as each environment and each student have different needs, it is up to the teachers to find the best ways to engage deaf students in meaningful experiences during the English language learning process.

2. Method

In this chapter, the foundations are established to address the research question and study objectives systematically and rigorously. Furthermore, the methodological approach that will guide the research is defined, specific methods and techniques for data collection and analysis are outlined, and the participants and the context in which the study will take place are described. In this context, the present research project adopts a qualitative exploratory approach based on a case study, focusing on the thematic core of bilingualism in the context of teaching and learning English with deaf students.

2.1. Qualitative Exploratory Approach Based on a Case Study

The selected methodological approach for this research project is qualitative and exploratory in nature, allowing for a deep and holistic understanding of the challenges and implications related to the teaching and learning of English in the context of deaf students. This approach is consistent with the goal of exploring and deeply understanding the complexity of this thematic area, as well as the need to explore new perspectives from participants' subjectivity and generate knowledge in a field that may lack comprehensive research (Hernández et al, 2010; Yin, 2018).

Bilingualism in deaf individuals is diverse and influenced by individual and social factors. The qualitative approach based on a case study is suitable for investigating these variations, and implications, as well as understanding how people could manage their bilingualism in specific environments (Grosjean, 2010).

The use of the case study is justified by its ability to provide a detailed and contextualized description of specific situations, which will effectively address the research objectives (Yin, 2018). The choice of a qualitative approach will facilitate data collection in the form of opinions, perceptions, and experiences of the participants, enriching the understanding of the challenges and implications of bilingualism in the context of teaching and learning English with deaf students (Merriam & Tisdell, 2009).

The objectives of this research will guide the research in addressing the challenges and implications in the process of teaching and learning English with deaf students, contributing to academic knowledge in the field of bilingual education and inclusive education.

2.2 Context Selection and Data Collection Challenges

When it comes to the context selection and data collection, challenges arose that led to the exploration of different strategies to achieve information gathering. At the outset of participant selection, it was found that most municipalities hardly have one public institution offering bilingual and bicultural education for deaf students, which limited the available options.

After submitting the request to the principal of an institution offering bilingual and bicultural education for the deaf, the support teacher, who was delegated to assist with the research, conducted a review of the proposal to provide her perspective, grant approval, and suggest the actions to be taken. In this manner, approval was granted for participation in the study and data collection. However, one of the researchers was responsible for overseeing the

entire process of socializing with the stakeholders to request their participation authorization in the research.

As challenges faced in the Institution, we can mention the fact that the institution serves 1800 students regularly and it attends to many students with disabilities of various kinds, such as motor, and cognitive, among others. Therefore, the support teacher did not have available free spaces for close research assistance.

On the other hand, it was necessary to seek the support of several hearing students who also had proficiency in Colombian Sign Language to socialize the study with the deaf students, request their parents' consent, and involve them. Likewise, the assistance of an interpreter and one of the researchers, who is proficient in Sign Language, was required to socialize the purpose of the study and participation in the linguistic models. This marked the beginning of the most significant challenge: the communicative barrier between the researcher and the deaf community.

The signing of the consent turned out to be another difficulty due to several reasons. Firstly, the linguistic models required interpreters to translate the consent and fully understand the purpose of the research. Additionally, they aimed to reach a consensus among themselves before proceeding with the consent signatures. Besides this complexity, the models also sought authorization from both the support teacher and the principal. Finally, another reason contributing to the difficulty was that when visits to the institution were scheduled, participants were often occupied with various academic and cultural activities.

2.3 Participants

The research context was selected after seeking institutions with the necessary characteristics to attend to the deaf population. According to INSOR & MEN (2020), educational

institutions should have a curriculum based on Colombian sign language (LSC); bilingual models, and interpreters proficient in LSC, among other specifications.

In this manner, this research was conducted in the municipality of Duitama, Boyacá, at a public educational institution that provides a bilingual-bicultural education program for deaf students. However, English is not a mandatory subject for this population. In addition, fourteen (14) stakeholders were identified as important participants in the teaching and learning process of deaf students and possess specific characteristics that influence the development of the pedagogical practice.

In this regard, the participants were selected through the purposeful maximum variation sampling method with the aim of showcasing different perspectives and representing the complexity of the phenomenon, as well as identifying differences, similarities, patterns, and peculiarities from the diversity of opinions. Therefore, they were purposefully chosen because they could express their understanding of the research problem and the case study (Hernández et al, 2010, Creswell, 2013) as follows: firstly, 6 high school students with hearing impairment who are users of Colombian sign language (LSC) and some of them of Spanish. These students are between the ages of 14 and 16 years old.

They were selected because this study aims to explore the perspectives and implications of English language teaching and learning from various viewpoints; in this case from the students' perspective, to know their motivations and interests.

Secondly, four (4) teachers from different subjects were selected to inquire about the challenges and implications they face based on their direct relationships with the students and roles: two (2) English teachers who have had some experience when the students decide to attend the English class; a (1) systems teacher, and a (1) support teacher.

Finally, 4 certified bilingual professionals in Colombian Sign Language, who work as interpreters (1) and linguistic models (3) for students with hearing impairments at this institution, were included. They play an important role in the teaching-learning process for these students, serving as the bridge between them, their teachers, and their classmates. Therefore, their opinions contribute to enriching the research from a different perspective.

2.4 Data Collection Instruments

Considering the research approach and its characteristics, it was important to employ instruments to collect qualitative data. As Hernández et al. (2010) suggest, qualitative data encompass concepts, perceptions, mental images, beliefs, emotions, interactions, thoughts, experiences, processes, and lived experiences as expressed in the language of the participants, whether on an individual, group, or collective level. The purpose of utilizing these instruments was to analyze and comprehend some of these aspects to address the research question and generate knowledge. Therefore, this study primarily involves three sources for data collection: documents, semi-structured interviews, and questionnaires.

Table 1

Data Collection Instruments

Data Collection Instruments	Date	Description	Link
Document Analysis Chart	Nov. 2023	According to Hernández et al. (2010), documents are a highly valuable source of qualitative data, as they are frequently produced and narrated, and they provide insights into the background of an environment, experiences, lived situations, and their everyday functioning. Consequently, "documents of all types can help the researcher uncover meaning,	Documentary Analysis Matrix.xlsx

develop understanding, and discover insights relevant to the research problem" (Merriam, 1988, p. 118, as cited in Bowen, 2009, p. 29). Thus, in order to comprehend the central phenomenon under study, and considering the limited settings and the absence of national policies and guidelines in this regard, an analysis of national and international experiences and proposals, along with theoretical contributions, was conducted to identify the challenges and implications of teaching English to the deaf population and subsequently, integrate recommendations for English teaching and learning processes.

To accomplish this, 16 scientific and research documents were utilized, focusing on the constructs and key terms that emerge from the research question and objectives. They were selected based on criteria of relevance, authenticity, credibility, accuracy, and representativeness (Bowen, 2009), as outlined in a document analysis chart ([see Appendix B](#)).

Semi-structured interviews	Oct. 2023	In accordance with Hernández et al. (2010), a semi-structured interview is a meeting that allows for the exchange of information and the construction of meanings through a flexible set of questions that can introduce new ones to clarify or obtain further information. The open-ended and neutral questions aim to elicit detailed perspectives, experiences, and opinions from the participants in their own language (Cuevas, 2009, as cited in Hernández et al., 2010). In this case, with signed informed consent forms (see Appendix A) and the assistance of an interpreter via video call (one of the researchers) due to the communication barriers, some interviews (see Appendix B) were conducted with the deaf and hard-of-hearing students in the school. These interviews aimed to understand their interests and opinions regarding the learning of English and describe challenges and implications based on their perceptions and characteristics of their context.	Interview Protocol MAB A.docx.pdf
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Questionnaire	Oct - The research questionnaire is “a data collection tool consisting of a series of questions or items that are used to collect information from respondents and thus learn about their knowledge, opinions, attitudes, beliefs, and behavior” (Ranganathan & Caduff, 2023, p. 152). This instrument is commonly used in a quantitative method; nevertheless, in this study, the responses will be analyzed as part of the qualitative data to address the research question and the objectives (Kriukow, 2021). Nov For this study, an online self-administered questionnaire (See Appendix B), featuring open-ended questions in Spanish, was conducted with educational stakeholders (teachers, interpreters, and linguistic models) (see Appendix A) to describe the challenges and implications they perceived in the case study, considering their direct experience and relationship with the students. Thus, these contributions were key for integrating recommendations for English teaching and learning processes with deaf students. 2023 The online questionnaire was selected because of the participants' limited availability of time within the institution, as it was the only place to access them. This choice aimed to encourage stakeholders to answer the questions with greater awareness and depth during their available free time. Finally, this questionnaire and answers were translated into English.	Questionnaire Protocol MABA.docx.pdf
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3. Analysis

This section will deal with the way in which data was analyzed after being collected from the three instruments mentioned above: document analysis chart, semi-structured interviews, and online questionnaires. Then, the findings will be presented and supported by data excerpts to

establish some relationships with the themes defined by the research group and theoretical contributions proposed by different authors.

3.1. Data Analysis Framework

The primary aim of this project is to establish the challenges and implications associated with teaching and learning English in the context of deaf students. This research involved conducting an analysis of existing literature and gathering perceptions from key educational stakeholders to integrate recommendations that address English teaching and learning processes for individuals with hearing impairment. To achieve this, a qualitative exploratory approach was employed, focusing specifically on a case study methodology, as it enables a detailed examination of diverse experiences and perspectives within specific educational settings through qualitative data collection and analysis, allowing for an understanding of the complexities and specific situations involved in teaching and learning English with deaf students (Hernández et al, 2010; Yin, 2018). Consequently, this qualitative data (interviews, questionnaires, and document analysis) was prepared and organized for analysis, condensed into themes via coding, and presented through a discussion (Creswell, 2013).

This project was carried out by 3 Teachers (T) located in different cities of Colombia: Duitama, Cali, and Medellín. Since none of them had a direct relationship in an educational context, T1 approached an institution located in his/her city for the necessary permissions and data collection. Subsequently, T1 conducted questionnaires with teachers, interpreters and linguistic models, and interviews with deaf students. T2 was responsible for interpreting sign language with deaf students during the interviews via video call. On the other hand, T2 and T3 conducted a search and selection of the national and international experiences and theoretical contributions related to the case study for subsequent analysis. T1, T2 and T3 were responsible

for designing the consent formats and data collection instruments, conducting document analysis, organizing the collected information, and carrying out the analysis and writing of the project.

After approaching the educational institution and stakeholders, the information collection stage of the project took place over 2 months, between October and November. Consequently, a period of 3 months was allocated for the analysis of the collected information, between December and March.

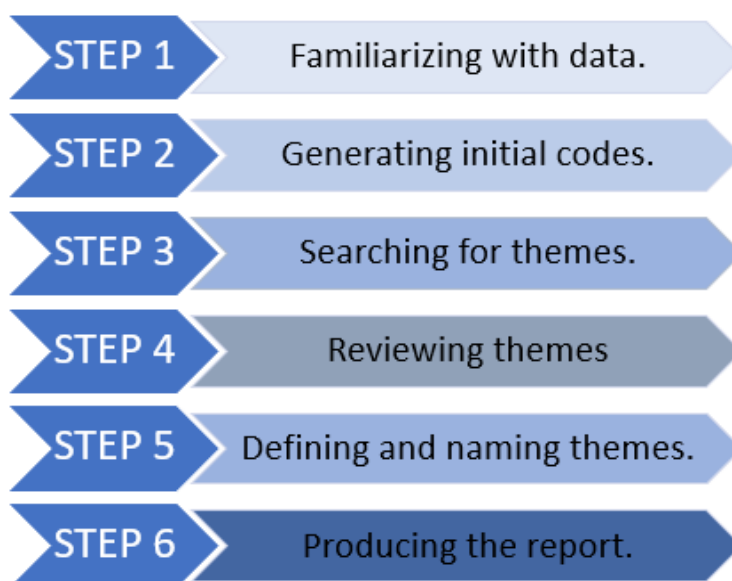
In terms of data analysis, according to Hatch (2002), “all qualitative research is characterized by an emphasis on inductive rather than deductive information processing” (p.161). Therefore, to establish the challenges and implications within English teaching and learning processes with deaf students, the data analysis adopted a thematic analysis method, grounded in an inductive posture. This thinking aligns with the overarching goal of the project, aiming to uncover patterns of meaning that emerge organically from the base of data collected and make general statements to answer the research question (Hatch, 2002).

By integrating findings from the varied data sources, Clarke and Braun (2017) state that the thematic analysis method enables the identification and creation of recurring themes within data. They represent meaningful points and comprehensive insights related to the study that are further discussed. Each theme is expected to encapsulate a crucial aspect of the data concerning the initial research goals. Hence, the analysis of the online open-ended questionnaires, interviews, and documentary matrix aligns with the thematic analysis perspective, since it emphasizes the importance of allowing themes and patterns to emerge naturally from the data (Clark and Braun, 2006). This ensures that the resulting recommendations for English teaching and learning processes with deaf students are grounded in the perspectives, realities, contributions, and experiences captured through the diverse data collection instruments.

Therefore, the data analysis procedure followed the thematic analysis steps proposed by Clarke and Braun (2006), as outlined below.

Figure 1.

Data analysis procedure



Note. Adapted from Using Thematic Analysis in Psychology (p.87), Braun & Clarke, 2006, *The Journal of Positive Psychology*, 12(3).

Step 1: after organizing the information collected from the questionnaires and documentary matrix, and transcribing the interviews, ensuring everything was in English, and following the procedure suggested by Clarke and Braun (2006), the analysis started with an exploration and familiarization of the responses from the data collection instruments allowing for a broad and diverse range of perspectives, meanings and patterns to be captured and offering an understanding of education stakeholders' positions, challenges, and experiences on English teaching and learning in the context of deaf students. Consequently, preliminary and potential codes were identified to get familiar with the data.

For the following steps, considering the various instruments and formats of qualitative data, a specialized software (NVivo) was used to facilitate the process of analyzing and representing data once they were uploaded. NVivo is a software that enhances the analysis by allowing a more comprehensive exploration compared to manual methods, providing valuable transferable skills. Furthermore, it offers a variety of effective tools to connect information and generate deeper insights into data and its visual representations (Opie & Brown, 2019).

Step 2: relevant text excerpts in the literature and stakeholders' perceptions were identified and labeled. These excerpts were coded and reviewed with labels that reflected key concepts, specific challenges and implications, stakeholders' proposals and actions, and highlighted aspects related to the teaching and learning of English with deaf students. Thus, more than 70 codes were identified in this step.

Step 3: Patterns and connections among the codes were sought, highlighting common areas of challenges, implications, and actions to identify how various codes could be combined. Additionally, themes that could be made into sub-themes were explored.

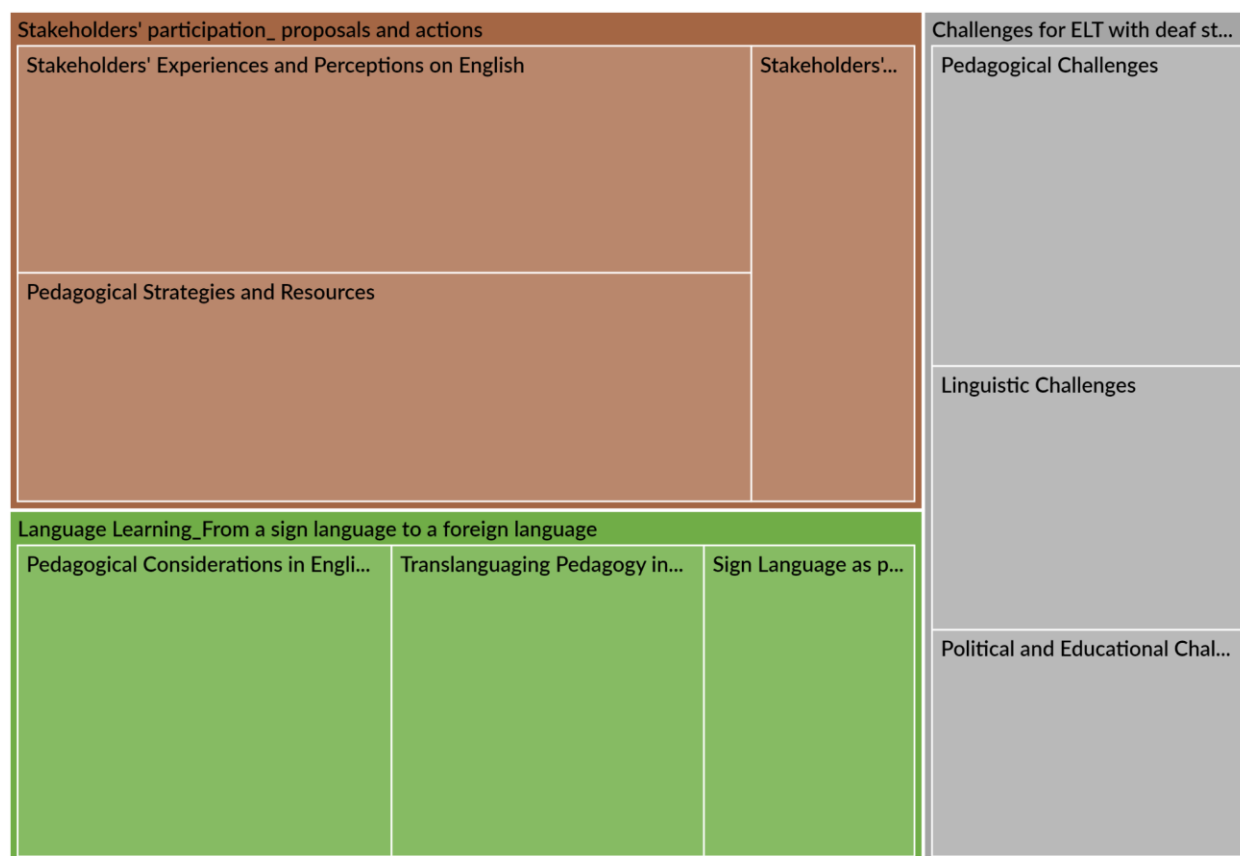
Step 4: 9 identified sub-themes were examined and adjusted to ensure accurate capture of the key challenges and implications of teaching and learning English with deaf students. It was ensured that these themes had a direct relationship with the research question.

Step 5: Three final themes were clearly defined after grouping the sub-themes that had a common relationship, and a name reflecting its central content was assigned to each. It was ensured that the themes were coherent and representative of the identified challenges and implications. ([see Appendix D](#)).

As a result of this data analysis, the following hierarchical map was exported to reflect the relationship and relevance among themes and subthemes according to the selected references.

Figure 2

Hierarchical Map



Note. Taken from the data analysis in NVIVO program.

Step 6: Finally, each theme was examined more thoroughly, considering its importance, and relevance to the context of teaching English to deaf students to reflect on the practical and theoretical implications of each theme throughout the analysis report section, using excerpts to support each theme. Thus, a reflective interpretation of the results, theoretical contributions, and their significance for the teaching and learning of English with deaf students will be discussed next.

3.2. Findings and Discussion

After conducting the process of inductive analysis of the information collected through data collection instruments, this section presents the results of the information triangulation process. Therefore, the findings are described based on three emerging themes to establish the challenges and implications of English teaching and learning processes with deaf students, and consequently integrate recommendations. This is done considering the analysis of existing literature and the perceptions of educational stakeholders.

Table 2

Participant Codes in the Questionnaire Responses

Code	Participant's Role
Stk1	English teacher 1
Stk2	English teacher 2
Stk3	Teacher of another subject
Stk4	Interpreter
Stk5	Support teacher
Stk6	Linguistic model of Colombian Sign Language 1
Stk7	Linguistic model of Colombian Sign Language 2
Stk8	Linguistic model of Colombian Sign Language 3

Table 3

Codes in the Document Analysis Matrix

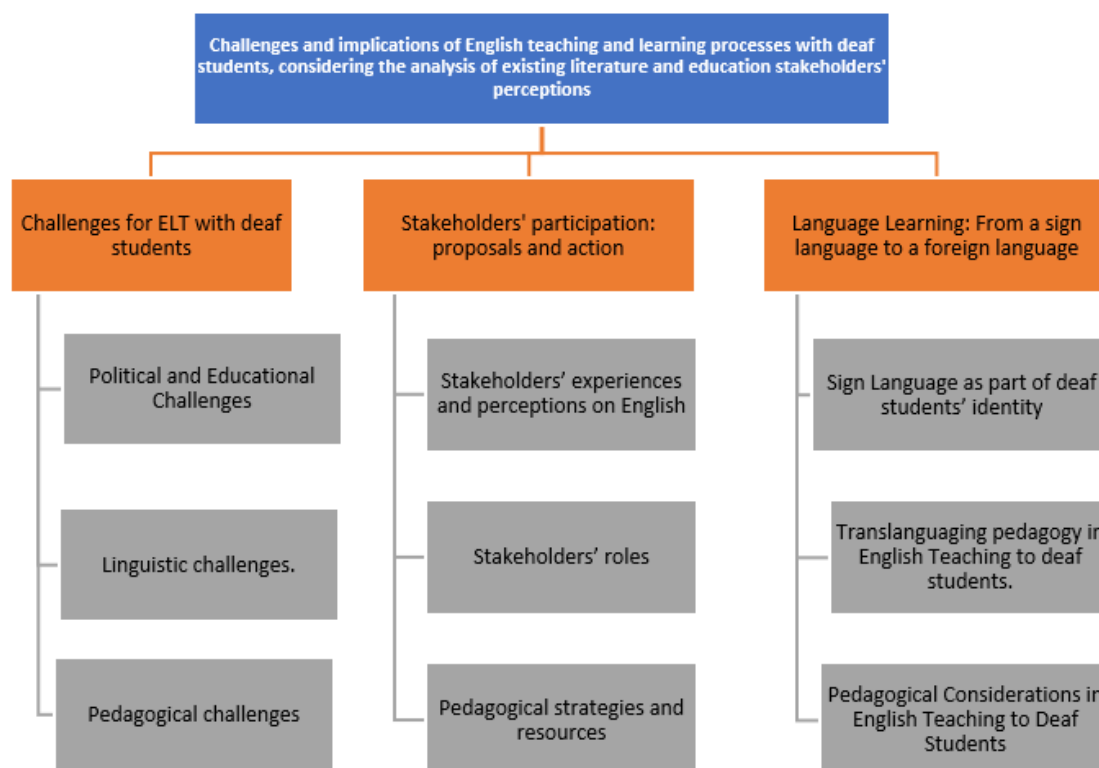
Code	Article/Research Project
Lit1	Ávila Caica, O. L. (2011). Teacher: Can you see what I'm saying?: A research experience with deaf learners.
Lit2	Di Bella, E., Lugo, R., & Luque, D. (2016). Lineamientos didácticos para la enseñanza del inglés como tercera lengua (L3) en jóvenes con discapacidad auditiva.

Lit3	Molina Ramírez, M. C. (2021). Lectoescritura en inglés para estudiantes sordos.
Lit4	Csizer, K., & Kontra, E. H. (2020). Foreign Language Learning Characteristics of Deaf and Severely Hard-of-Hearing Students.
Lit5	Díaz, M., & Cubillos, J. (2014). Interesante sería, pero pues ¿Quién la daría? porque como no hay nadie que se dedique a ello. Discursos en torno a la enseñanza y aprendizaje de inglés escrito a estudiantes sordos.
Lit6	Megawati, D. (2020). Teacher's strategies in teaching English for deaf students: a case study at SMP Luar Biasa of Karya Mulia Foundation.
Lit7	Hadi, F. N., Wahyuni, D. S., & Sulistyawati, H. (2019). Teacher's strategies in teaching English for the hearing-impaired students.
Lit8	Membreño Argueta, N. C., & Pineda, G. I. (2022). Competencias didácticas para la enseñanza de idiomas a estudiantes sordos.
Lit9	Garrote Camarena, I., Moreno-Rodríguez, R., & Reyes Téllez, F. (2021). Aprendizaje de una Lengua Extranjera en Educación Obligatoria: Experiencias de Estudiantes con Sordera e Hipoacusia.
Lit10	González-Reyes, N., Ibáñez-Acevedo, P., Inostroza-Araos, M.-J., & Strickland, B. (2021). Exploratory Action Research: Teaching EFL Vocabulary to Deaf Students through the Use of Visual Aids.
Lit11	Velásquez, M. N. (2020). Aprendizaje de lecto-escritura del inglés para personas sordas: una propuesta basada en las inteligencias múltiples y la perspectiva de género.
Lit12	Bedoin, D. (2011). English teachers of deaf and hard-of-hearing students in French schools: needs, barriers and strategies.
Lit13	Swanwick, R. (2017). Translanguaging, learning and teaching in deaf education.
Lit14	Birinci, F. G., & Sariçoban, A. (2021). The effectiveness of visual materials in teaching vocabulary to deaf students of EFL.
Lit15	Salazar Mateus, S. E. (2018). Colombian sign language and games employed in the English learning process of deaf people: A challenging experience.
Lit16	Ducura Perdomo, J. A., Fraile Blanco, J. A., & Sánchez Morales, C. E. (2015). An inclusive English classroom proposal for students with hearing impairments.

Note. *The complete document matrix can be consulted in [Appendix C](#).

Figure 3

Themes and subthemes



3.2.1 Challenges for ELT with Deaf Students

Considering the analysis of existing literature, education stakeholders' perceptions, and the researchers' experience, an approach was made to the challenges faced in the processes of teaching and learning English with deaf students. In this way, three main challenges were identified, which will be described below.

3.2.1.1 Political and Educational Challenges. In recent years, educational inclusion processes for people with disabilities, including deaf students, have been promoted. For instance, Decree 1421 establishes that all students with disabilities, without exception, have the right to access the existing institutional offering in a regular classroom, ensuring appropriate curriculum adaptations and adjustments (Congress of the Republic, 2017). Additionally, there are specific

educational guidelines and orientations that contribute to the development of education for the deaf population and bilingualism (Sign Language and Spanish), meaning a bilingual bicultural offering (INSOR & MEN, 2020). Nevertheless, the primary challenge evident in carrying out English teaching and learning processes with these students is that English is not a mandatory subject within the curriculum, since their second language is Spanish, unlike hearing students (Molina, 2020). In this regard, in question 7, participant 4 (Stk 4) of the questionnaire states that "...students in regular classrooms are currently required to strengthen Spanish as their first language and English as their second language. However, the approval for all three (3) languages for deaf students has not been granted by the MEN yet". Likewise, participant 6 (Stk 6) mentions that "it is not approved to allocate a new English subject for deaf individuals in the institution". Consequently, there are no policies, guidelines, orientations, or suggested curriculum established for the teaching of English to this community and the promotion of this language or culture within the National Bilingualism Plan, the national educational agenda, and even within educational institutions.

In this context, proposals and actions have emerged that precisely address this need of a political and educational nature. Through the documentary analysis matrix, it was identified in Lit 15, for example, that the main challenge addressed by Salazar (2018) is the absence of a didactic and methodological framework for English language learning among deaf students at the elementary, secondary, and university levels despite the existence of laws and policies that advocate for quality education and equal opportunities (inclusion), as well as the promotion of English language learning throughout Colombia. On the other hand, in Lit 16, Ducuara et al. (2015) justify the development of their proposal due to the absence of English language teaching and learning processes for deaf students in the curriculum of their context, which poses a

challenge, as there is a lack of pedagogical guidelines in this regard and teacher training, and students lack knowledge about the language, thus starting from a basic level.

Undoubtedly, the lack of teacher training is another educational challenge, as teachers are primarily in contact with their students in the learning environment and are responsible for developing actions and adaptations that favor the learning process. Besides, it is vital to address the unique challenges faced by deaf students in language education (Membreño & Pineda, 2022). In Lit 5, it is stated that teachers are confronted with the challenge of a lack of training to address English teaching and learning scenarios with deaf students (Díaz & Cubillos, 2014). Likewise, according to Di Bella et al. (2014) in Lit 2, the lack of teacher training is evident, making it difficult to implement changes in curricula. In this regard, when participants in the questionnaire were asked about the aspects to consider when addressing teaching and learning processes with deaf students in question 8, participant 1 (Stk 1) responded "teacher training." Thus, teacher training regarding inclusion, deaf culture, teaching English to deaf students, and sign language arises as both a challenge and an opportunity (Bedoin, 2011), as these aspects are crucial to effectively implement these proposals.

In summary, the government and educational stakeholders play a fundamental role in promoting the inclusion and teaching of a foreign language among deaf students through educational legislation, guidelines, tools, and training. However, these crucial elements are currently nonexistent in Colombia, which represents a challenge for carrying out English teaching and learning processes with deaf students.

3.2.1.2 Linguistic Challenges. In gathering information, a series of linguistic challenges and communication barriers faced by deaf students were evident, along with specific difficulties that arise in the teaching and learning process of second and third languages (L2 and L3).

Firstly, when the teachers, interpreter, and linguistic models were asked about the challenges they have faced with deaf students in question 2, stk 5 mentioned one of them is “communication through Colombian Sign Language”. Thus, Colombian Sign Language is highlighted as a crucial means of communication for deaf students and is conceived as a challenge. Consequently, the lack of interaction and exposure to experiences with peers due to communication barriers hinders the teaching and learning processes of a third language (L3) (Di Bella et al., 2014). This underscores the need for access to LSC and the adaptation of instructional materials for deaf students (Velásquez, 2020).

Furthermore, different linguistic profiles are identified among deaf students, ranging from those who are bilingual and proficient in both LSC and written Spanish to those who enter the educational system without mastery of any language, which stk 4 states as a lack of linguistic academic exposure in question 4: “It depends on the deaf student because, as we remember, hearing impairment is diverse. There are deaf students who are bilingual and proficient in both sign language and written Spanish. Meanwhile, there are monolingual deaf students, meaning they master only one language. And there are deaf students who enter the educational system without any language.” This linguistic diversity poses additional challenges for educators, who must adapt their teaching methods to meet the individual needs of each student. (Molina, 2020; Csizér & Kontra, 2020).

The low literacy rate among deaf students and difficulties in understanding abstract concepts, writing, and reading efficiently highlight the need for specific pedagogical approaches addressing these limitations (Bedoin, 2011; Birinci & Sariçoban, 2021). Additionally, the lack of instruction on the structure and grammar of sign languages contributes to the difficulty of deaf students in comprehending all linguistic information in a second or third language (Birinci &

Sariçoban, 2021). Therefore, the importance of grammar in the learning of second languages for deaf students is also emphasized, recognizing the difficulties arising from the second language, such as Spanish (Membreño & Pineda, 2022). For instance, in the vast majority, these individuals struggle with writing and reading comprehension (Molina, 2020). This suggests the need for a pedagogical approach that takes into account the linguistic peculiarities and specific difficulties of deaf students in the process of learning second languages.

In conclusion, the complexity of the linguistic and communication challenges faced by deaf students is evident, as well as the importance of addressing these barriers through inclusive pedagogical approaches adapted to the individual needs of the students. Promoting access to LSC, adapting instructional materials, and developing specific strategies for teaching second languages are fundamental aspects to ensure equitable and quality education for deaf students.

3.2.1.3 Pedagogical Challenges. In the educational field in which this study takes place, pedagogical challenges become evident from the different perceptions of the participants in this process, who assert that several obstacles are making the educational process difficult. While exploring their perspective and/or experience on the challenges that deaf students face in the process of learning the English language, Stk1 mentioned “Not understanding the entirety of the class leading to frustration”. In this way, we begin to recognize the characteristics and needs of generating changes in these processes, as mentioned by Bedoin (2011) in Lit12, emphasizing the importance of Teachers, as stakeholders, to face the challenge of adapting teaching strategies, languages, and attractive pedagogical resources in a creative way to match their students' characteristics.

Despite the aforementioned, it is evident that pedagogical actions that advocate for inclusion and acknowledgment of diversity lacks a clear understanding of the academic

flexibility and alternative teaching strategies required for true integration as Ávila (2011)

mentions in Lit 1. Thus, it is essential to recognize that for many deaf students, access to sign language and the adaptation of instructional materials is crucial. According to Megawati (2020) in Lit6, strategies like repetitive explanations, emotional support, tailored instruction, and individualized learning that address students' needs become pedagogical challenges.

Additionally, “including [students] in all activities and promoting equality” as mentioned by Stk 1 in question 6, also present a challenge, as well as facing “feelings of exclusions”. Stk 2 also points out that “the need to socialize with the rest of the group” poses a challenge. Consequently, it is imperative for educators to recognize and adapt instructional methods that account for the unique linguistic and learning needs of this student population, focusing on visual communication and compensatory strategies to enhance language acquisition (Membreño & Pineda, 2022).

In this sense, it would be necessary for educators to have appropriate training to address this population, but the lack of proficiency in CSL among teachers becomes another challenge to carry out the teaching and learning processes of English with deaf students. Regarding this, in question 4, Student 2 expresses, "In English class, I don't understand the teacher because he doesn't use sign language, so it's very difficult. I don't attend the English class because I'm deaf, and we depend on the interpreter to be in the class". In the same way, Student 2 expressed “I attend school, but I don't understand the teacher because he doesn't use sign language”. Hence, the possibilities of employing strategies fall short due to the limitation of the language barrier. In this regard, in Lit 16, Ducuara et al. (2015) agree that in the teaching and learning processes, the teachers did not know sign language and did not have the assistance of an interpreter during the sessions. As a result, they relied on written language, non-verbal communication, and visual aids.

In summary, the lack of teachers' CSL proficiency, the need for an interpreter during the classes, and the requirement of finding tailored and engaging strategies that match the student's needs are the primary pedagogical challenges found in this study.

3.2.2 Stakeholders' Participation: Proposals and Actions

During the data analysis process of the collected information, different stakeholders' perceptions and experiences were evident, leading to the identification of actions, proposals, and considerations regarding English teaching and learning processes with deaf students.

3.2.2.1 Stakeholders' Experiences and Perceptions on English. One of the first considerations that must be considered to carry out teaching and learning processes with deaf students is to prioritize the voices of the students regarding their interests and opinions (Molina, 2020). Similarly, it is important to contemplate the perceptions and experiences of the stakeholders involved on the learning of English skills for the deaf population.

In general, through the conducted interviews, English is of partial interest to the students, and some of them have participated in an English class at some point. For instance, when asked about their interest in learning this language and their experiences or opinions in English class in question 4, Student 1 expressed, "...it's just that it's very difficult for me, so I don't like English that much." "English is challenging due to my hearing impairment." Student 2 said, "...I would like to learn. I want to because when someone explains it well, I get happy; I find it cool, and I like it." On the other hand, Student 3 mentioned, "...I would like to attend to learn." "I like it a little bit, and since I can hear a little, I attend and do the activities they give us in English. If the teacher speaks, I try to understand him in English or through signs." Finally, Student 6 remarked, "I like it. It's good because learning new things is good." "... I want to know English like the others." "...I go to the class sometimes, and it's cool. I write and do the drawings that the teacher

assigns for the activities". Thus, when a certain interest in the language is evident, it is possible to develop actions and implement strategies that respond to their needs, can motivate them much more to learn this language, and above all, enable them to participate in these processes just like hearing students. According to Molina (2020), the outcomes not only depend on class preparation but also on the level of interest in learning this language on the part of the deaf population.

Through the online questionnaire and documentary review, different positions were evidenced regarding what the teaching and learning processes of English with deaf students represent. In Lit 12, Bedoin (2011), claims that for some experts, deafness is considered a sensory disability that doesn't allow them to learn a foreign language properly and according to some teachers English represents linguistic and cultural extra knowledge for D/HH students. Likewise, in question 4, stk 3 points out: "I believe the focus should be more on strengthening sign language as their primary language and Spanish as a second language". However, other proposals and perceptions demonstrate the possibility of teaching English to these students. In Lit 16, Ducuara et al. (2015), claim that students with hearing impairments mentioned the need and desire to learn English as a third language.

In this way, "with proper training in different strategies and skills, students with hearing impairment would gradually reach a level of foreign language skill" (Janáková, 2001; as cited in Ducuara et al, 2015, p. 11). Furthermore, in Lit 9, Garrote et al. (2021), highlight the importance of English language learning for their full inclusion in the educational system, and according to an inclusive English classroom proposal in Lit 16, Ducuara et al. (2015) asserted that deaf students acknowledged its importance in their academic and professional fields. In addition to its relevance in these aspects, in question 6 Stk 6 mentioned English is important "...to

communicate with other hearing people as well as deaf individuals”, that is, it contributes to a cultural development and the interaction with others.

From these contributions, it is important to consider that when addressing the teaching and learning processes of English with deaf students, a truly inclusive approach should be chosen. Disability should be viewed as an opportunity rather than a barrier, as people with disabilities have abilities to learn. It is the school's responsibility to recognize their potential, skills, and abilities, and work towards their development and enrichment (MEN, 2017). In this sense, it is necessary to move away from a limiting and dismissive conception of deafness (Claros, 2004; as cited in Agurto, 2007). Thus, "learning a language is an aspect of personal identity, self-knowledge feelings, and emotions, in which everyone should be respected, accepted and considered with the same opportunities to learn" (Ducura et al., 2015, p. 32)

Undoubtedly, these insights provide valid reasons to develop teaching and learning processes with deaf students, ensuring inclusivity and tailored approaches and strategies that address their unique needs and challenges. Therefore, it is important to move away from misconceptions about deaf individuals based on a clinical perspective that exclude them from learning English (Salazar, 2018), as through various proposals and perceptions, it has been demonstrated that students do want and can learn this language.

3.2.2.2 Stakeholders' Roles. The role of stakeholders in facilitating effective education for deaf students is crucial, as highlighted by various perspectives within the field, for example, in question 2, stk 4 mentions that “the linguistic model and the LSC (Colombian Sign Language) interpreter must always be present, providing support in the classroom alongside the subject teacher”. This collaborative approach ensures that deaf students can grasp all concepts effectively, bridging the gap between spoken or written language and sign language.

During an English class, an interpreter who speaks Spanish and is proficient in sign language must ask the teacher for the meanings of the information provided in English in order to understand it in Spanish and then translate it into sign language. This task requires not only time but also pedagogical coordination inside and outside the classroom, with the objective of the deaf student learning a third language (Garrote et al. 2021). Additionally, when a linguistic model is present in class, the interpreter not only translates for the deaf student but also ensures the linguistic model comprehends the information, enabling them to break it down for the deaf student. In this regard, the ideal approach for teaching English to a deaf student would involve an interpreter who is proficient in both written and oral English as Stk 4 states in question 9: “In my role as an interpreter, it is important to have knowledge in both the written and oral levels of the English language. This ensures that the information is clearer for the deaf student to better understand the content in that subject area”. This proficiency ensures clarity in conveying information to deaf students, enabling them to better comprehend the subject matter. Nevertheless, the use of Sign language “facilitates communication between teacher-student; [it] permits to give explanations to learners about foreign language and directions of the activities to be done by students” (Salazar, 2018, p. 32). This can be facilitated by the interpreter if the teacher uses Spanish.

The role of stakeholders in facilitating effective education for deaf students is crucial, as highlighted by various perspectives within the field. The role of the sign language interpreter is essential for the stakeholders throughout the teaching and learning process (Ávila, 2011; Csizér & Kontra, 2020). Additionally, in Lit 1, Ávila (2011) states that the presence of an interpreter is deemed essential for effective lesson planning, aligning educational content with the specific needs and interests of deaf students. This is exemplified by the recognition and appreciation of

this role by deaf students, as demonstrated in question 3 through the statement of Student 2: “I

would like to learn with an interpreter. I like all the interpreters, so I would like to learn with them in a dynamic way so that we can understand different ideas. Because the interpreter is part of the group where we need socialization, so I would like to learn that way.”

Despite the importance of interpreters, challenges persist, particularly due to time constraints and the extensive amount of content to cover. For instance, in question 3 Stk 4 mentions: “I believe that the amount of content and class time does not always allow sufficient time to discuss the topics with the teacher, especially with linguistic models, who play a crucial role in the education of deaf students”. It is likely that this is due to the limited time allocated for instruction and the extensive course content. As a result, interpreters may face challenges in translating and conveying all the information effectively within the established time limits. This underscores the need for efficient communication and collaboration among stakeholders to address these limitations and optimize learning outcomes for deaf students (Hadi et al, 2019). Thus, the significance of providing support to deaf students cannot be overstated. In this regard, in question 8, stk 2 proposes “the constant support of a shadow tutor to accompany the process”, understanding a shadow tutor as an interpreter, linguistic model, or even the teacher who needs to be constantly alongside the deaf student emphasizes the importance of ongoing assistance and guidance.

For teachers, the role extends beyond traditional instruction to encompass creativity in strategy selection, competence in choosing appropriate teaching media, and understanding students individually (Hadi et al, 2019). Thus, active engagement in stimulating student participation is necessary for dynamic and inclusive teaching approaches tailored to the unique needs of deaf students. On the other hand, the influence of teachers has a significant impact on

the teaching and learning processes. This underscores the importance of maintaining an open mind and understanding the distinctive psychological and social aspects of deaf and hard-of-hearing individuals. It is crucial for teachers to be creative in preparing visual resources and employing didactic strategies adapted to the unique needs and characteristics of the students to enhance teaching practices. In this regard, syllabi and lesson plans should be designed and implemented taking into account some key learning tools such as Colombian Sign Language (Salazar, 2018). Upon reviewing Lit 3, the significant impact of the English teacher is highlighted, who conducted extensive national and international research on experiences that allowed them to implement strategies to analyze and improve the reading and writing process in English classes for deaf students (Molina, 2020).

Given these points, the collective efforts of stakeholders, including interpreters, teachers, and the students themselves, are essential in facilitating an inclusive and supportive learning environment for deaf students. By leveraging their respective roles and expertise, stakeholders can address challenges, promote effective communication, and ultimately enhance educational outcomes for deaf learners.

3.2.2.3 Pedagogical Strategies and Resources. In this section of the study, some of the ways in which deaf students would prefer to learn English were evidenced, as well as strategies of stakeholders that have already been implemented and possibilities to improve interaction in the English teaching and learning processes by considering what stk 1 exposes: “letting students know that their abilities are different but not inferior, through activities that make them protagonists”.

Based on the above, the focal point of the teaching process should be from the identification of interests, cognitive style, and the implementation of different strategies. Thus, in

question 7, Student 3 mentions "I think it's better with drawings, speaking is very difficult, and sometimes you can't understand the teacher. It's better if they use drawings". In addition, Student 6 remarks: "I like drawings and English activities and in the notebook during classes". According to the MEN (2017), deaf students have a predominantly visual and multisensory cognitive style. Therefore, to encourage their participation in the classroom and group activities, it is important to provide them with the opportunity to accompany their signed productions with various visual supports (such as images, pictograms, signs, etc.).

In both cases, a preference for the use of visual aids in the learning processes is observed, consistent with the literature previously found in Lit14, in which Birinci & Sariçoban (2021) mention that "It's evident that the use of visual aids aligns with the student's characteristics, compensating for the lack of auditory input. These aids facilitate associations and acknowledge that vision is the primary means of receiving information, like in their native language" (p 643).

It is evident that through varied strategies and interaction with their peers in the classroom, stakeholders can positively influence deaf students to develop skills that were initially thought to be unattainable. In Lit8, Membreno & Pineda (2022) issue a call for an inclusive learning environment that encourages interaction between deaf and hearing students, fostering academic and emotional competence. Hence, cooperative learning groups are recommended to enhance positive relationships and various skills.

Similarly, certain characteristics influencing the English learning process are perceived, along with the benefits it could have for the deaf community. Regarding this, Molina (2020) explains that learning to read and write in English brings many advantages to deaf students, such as gaining knowledge about different cultures and accessing the information available on the internet in this language related to their interests and occupations. Thus, it is important to

consider that when it comes to carrying out teaching and learning processes with deaf students, the development of literacy activities must be the core focus, as bilingualism within the deaf community refers to the acquisition of the written form of language (Mayer, 2009).

This process can be undertaken in various ways, as evidenced in Lit16. Ducuara et al. (2015) states that in accordance with deaf students' visual characteristics and preferences, an English literacy process was carried out through the learning of basic everyday vocabulary and simple short sentences using written language (L2), non-verbal communication, and mainly visual aids such as PowerPoint Presentations, flashcards, printed material, online tests, realia, and games in order to identify, recall, classify, and associate the words with pictures and demonstrate understanding.

In summary, the use of visual aids, gamification, and collaborative work with peers are some of the proposed pedagogical strategies for the teaching and learning process of English with people with hearing disabilities, creating a starting point for teachers facing this challenge in their educational practice, where they generate changes in syllabi and in their classes, based on the characteristics, needs, and possibilities of the students, creating more meaningful experiences.

3.2.3 Language Learning: From Sign Language to a Foreign Language

This last theme emerged as a result of considering sign language as part of the identity and culture of deaf students, their linguistic repertoire, specific pedagogical actions, and their implications in the teaching and learning processes, based on the perceptions of stakeholders and existing literature.

3.2.3.1 Sign Language as part of Deaf Students' Identity. Not only in the educational field but also in society at large, there is a lack of understanding of the characteristics of the deaf

community, promoting exclusion in all spheres where these individuals live. Therefore, in this study, deaf students' identity is a key point from which the research begins. In accordance with the above, it is noticeable that on many occasions, the identity of deaf individuals is reduced to the physical characteristics of hearing loss (Claros, 2004; as cited in Agurto, 2007). However, in this case, a broader connotation is presented. In this regard, Stk 7 mentions that sign language is "an important aspect of deaf identity". In Lit15, Salazar (2018) considers sign language as the student's first language. This language makes them participants as members of a community with a common language, shared experiences, values, and a mutual way of interacting with each other and with hearing people. Likewise, The MEN (2017) claims that a sociocultural perspective allows for the recognition of the deaf community as a linguistic community, from which their identity is formed, and their culture is shaped.

In line with the above, particular cases of students are found, who express that their mother tongue is Colombian Sign Language, mentioning their preference for communicating through it and the value of being able to share with their peers and families using this language. In question 2 student 3 expresses, "with my family, I communicate and share using sign language, and my family knows sign language. My dad is hearing and knows Spanish, but I taught him sign language, and I started explaining signs to him, and he understands me. My mom knows a little bit, too." Similarly, Student 2 comments, "Some of my friends and I communicate using sign language because it's very difficult to use Spanish since we are deaf. When we hang out or do something together, we communicate using sign language, and it helps us understand each other." Although these students have a hearing impairment, the use of sign language is a means of socialization that allows them to be part of a community and interact in different

contexts of their lives, promoting inclusion and creating spaces full of possibilities for their personal and intellectual growth (MEN, 2017).

In Lit 11 Bedoin (2011) emphasizes that it is crucial to understand that Deaf and Hard of Hearing (DHH) students belong to a linguistic and cultural community where sign language is fundamental. Similarly, in Lit 3, Csizér & Kontra (2020) express that Deaf and hard-hearing-impaired students recognize themselves as part of a community and express the desire to learn sign language as their L1.

Taking into account the above, teachers must understand that all characteristics of students with hearing disabilities make them part of a community in which their needs and possibilities must be considered when creating lesson plans and making relevant adjustments that allow them to participate and be active members of the educational community, validating their characteristics, identity, culture, and background. Regarding the teaching of English, all these characteristics converge as part of the teaching-learning process of a third language, where it is necessary to have solid foundations in L1 and L2 to facilitate the approach to this language. Thus, in Lit 16, Ducuara et al. (2015) propose that this language has become the means of communication to socialize with other individuals with hearing impairments, as well as with their parents and teachers. Therefore, in teaching a foreign language, it is vital to recognize its importance for deaf community and its characteristics, acknowledging inherent characteristics of this community in their educational practices.

3.2.3.2 Translanguaging pedagogy in English Teaching to Deaf Students. Based on the previous discussion, it is important to consider sign language as fundamental in the teaching and learning process as it constitutes part of the student's prior knowledge and linguistic repertoire (Birinci & Sariçoban, 2021). For instance, when students were asked about how they

would like to learn English, in question 7 student 4 remarked: “I would like to learn it with sign language”.

Based on these findings and the literature review, it is important to discuss the concept and principles of translanguaging, which according to García & Kano (2014) refers to educators and learners in the learning environment using diverse language practices from all students in a class in order to develop new language practices and sustain old ones, to communicate, share knowledge, and address linguistic inequalities, while recognizing socio-political realities.

In Lit 13, Swanwick (2017) states the importance of considering Sign Language as part of students' identity and culture, assign it a purpose, and validate it within the learning environment. According to García & Wei (2014), developing new language practices is a challenge because language not only involves communication but also shapes our identity, knowledge, and actions, as it constitutes us. Therefore, forcing the creation of new identities without considering their language practices and prior knowledge would threaten deaf students' identities. Thus, the use of translanguaging in English teaching mediates the development of new healthy identities, strengthens students' self-esteem, and engages them in the learning process (García & Wei, 2014).

Sign language for scaffolding students' learning, promoting participation and motivation, as well as expanding bilingual skills are other valuable findings. In Lit 16, Ducuara et al. (2015) claim that the participants' first language, CSL (Colombian Sign Language) serves as a foundational step in their initial learning process. Its utilization facilitates the development of thinking operations such as association, and reinforce their comprehension of the concepts being taught, thereby fostering a sense of success and satisfaction. Likewise, in Lit 15, Salazar (2018) asserts the use of Sign Language is seen not only as a means of communication and access to

knowledge but also as a bridge for learning a foreign language that allows a comfortable dialogue, promotes participation and fulfills discursive functions (explanations, instructions...). These practices align with the principles of translanguaging pedagogy, emphasizing the support and guidance provided to students as they navigate their language practices (García and Wei, 2014). Therefore, it is vital to understand its natural role in bilingual education and among emergent bilinguals, as in pedagogical translanguaging, scaffolding is crucial not merely as a transition to enhance proficiency in the dominant language but as a means of expanding their bilingual skills and strategies. Furthermore, it serves to bridge prior knowledge to new information, helping learners understand the connections between languages (Cenoz & Gorter, 2021).

3.2.3.2.1 Bilingualism in Deaf Students

When teaching English to deaf students, it is crucial to consider the process of bilingualism inherent in deaf individuals, that is, their full linguistic repertoire. In Colombia, bilingualism in deaf students encompass sign language as deaf people's first language and written Spanish as their second language (INSOR & MEN, 2020). According to MEN (2017), they clearly can acquire sign language through regular interaction with their community, while also being able to develop skills for the use of spoken or written Spanish. This was evident in the interviews and questionnaire. For instance, most students recognize Spanish from their experience, school, and family environment. when students were asked about the languages they used and knew in interview questions 1 and 2, Student 2 expressed: "Spanish and sign language. "I can read Spanish". Likewise, Student 6 commented: "I use sign language to talk with these friends, and I can hear a bit, and I use Spanish. It's the same at my house". Based on this, it is essential to ensure that students are familiar with this process of bilingualism, as Participant 4

(Stk 4) claims in question 4 “The English Subject for deaf students is significant. However, I consider it a rather complex subject, especially for deaf students who do not have any language to communicate, or for those who communicate in sign language. On the other hand, there are deaf students who are perfectly fluent in sign language and written or spoken Spanish. That is, if a deaf student has good linguistic and communicative skills in these two languages, they might be interested in learning English as a third language”.

These contributions suggest taking into account students’ linguistic repertoire, that is, the principles of translanguaging. Not only their mother tongue, but also Spanish. In Lit 13, Swanwick (2017) states teachers should promote learning experiences and collaborative dialogue that enable both them and deaf students to utilize their linguistic repertoires and multimodal resources. This approach fosters communication, understanding and access to information while also encouraging inclusion, engagement, and support. However, it is important for teachers to recognize and plan for these bilingual/multilingual practices in a flexible way, as it is natural for both students and teachers to move across languages (sign language, Spanish, and English in this case) to facilitate learning and communication. Thus, it is possible for deaf students to express themselves in the desired language when they may not have the skills or vocabulary to do so.

In brief, from this perspective, it is possible to strengthen sign language and their biliteracy in both Spanish and English, as this dynamic conception of bilingualism allows students “to develop learners’ proficiency in both, or all, of their languages and to respect value and celebrate the linguistic and cultural heritage that individuals bring to the [learning environment]” (Baker, 2011, as cited in Swanwick, 2017, p. 236). By doing this, it's possible to move away from monolingual, subtractive, and colonial practices.

3.2.3.3 Pedagogical considerations in English teaching to deaf students. When

transitioning from Sign Language to a Foreign Language, it is necessary to understand the diverse linguistic and cultural backgrounds within the deaf community to tailor the teaching-learning process to deaf students. In this regard, in question 4 Stk 4 states: “Deaf diversity depends on the individual student, as hearing impairment varies. Some deaf students are bilingual and proficient in both sign language and written Spanish, while others are monolingual and master only one language. Additionally, some deaf students enter the educational system without any established language” In light of this diversity, it becomes imperative for educators to tailor their teaching approaches to accommodate the varied needs and abilities of each student. (Molina, 2020; Csizér & Kontra, 2020).

To address the challenges effectively, educators must foster inclusive and supportive environments that embrace this diversity (Garrote et al, 2021). This involves creating an atmosphere that not only acknowledges but also celebrates the unique linguistic and cultural identities of deaf students. Moreover, it requires a comprehensive approach which considers factors such as proficiency levels, sign language skills, and individual perspectives to create learning environments that are both inclusive and effective (González et al., 2021). A key aspect of effective teaching involves promoting collaborative dialogue and learning experiences that leverage the linguistic repertoires and multimodal resources of both teachers and students. Such an approach not only fosters communication and understanding but also encourages inclusion, engagement, and support (Swanwick, 2017).

Educators must recognize and supply the specific learning needs of deaf students (Ducura et al., 2015). In particular, Stk 4 highlights the importance of “understanding the individual plan of reasonable adjustments for deaf students, especially recognizing their

linguistic minority and communication skills. This means that the entire educational community is aware of the trajectory of the deaf student”. In the context of inclusive education, the concept of reasonable adjustments plays a crucial role and refers to modifications or accommodations made to ensure that students with disabilities, including deaf students, have equal access to education. This in accordance with Statutory Law 1618 of 2013 and Decree 1421 of 2017 (Congress of the Republic, 2013; the MEN, 2017). This may include providing additional support, using specialized teaching methods, or adapting learning materials to suit individual needs. The implementation of reasonable adjustments is guided by the principles outlined in the PIAR (Individual Educational Adjustment Plan), which is tailored to each student's specific requirements (INSOR & MEN, 2020). Besides, effective collaboration among various stakeholders is essential in implementing these pedagogical adaptations. This collaboration should involve not only educators but also Modern Languages and Special Education graduates, researchers, educational institutions, families, and the students themselves. By working together, stakeholders can ensure that deaf students receive the necessary support and accommodations to succeed in their English language learning journey (Díaz & Cubillos, 2014).

Teachers leading such initiatives must possess proficiency in sign language or collaborate with competent interpreters (Garrote et al, 2021). As emphasized by Salazar (2018), knowing sign language facilitates direct and closer communication between English teachers and deaf learners. In essence, the integration of English requires a concerted effort from educators and stakeholders to create inclusive and supportive environments that outfit to the diverse needs of deaf students. Through collaboration, understanding, and pedagogical adaptation, effective English teaching to deaf students can be achieved, ensuring equitable access to education for all.

4. Conclusions

To understand and establish the challenges and implications of teaching and learning English with deaf students, it was necessary to conduct a comprehensive examination of existing literature and educational stakeholders' perceptions through a documentary analysis matrix, online questionnaire, and interviews. Thus, three analysis themes emerged as a result of the thematic analysis based on an inductive approach: challenges for ELT with deaf students, stakeholders' participation: proposals and actions, and language learning: from a Sign Language to a Foreign Language.

Despite the legal framework advocating for inclusive education and bilingualism, it is evident there are political and educational challenges due the absence of specific policies, guidelines, and adequate teacher training on English teaching and learning processes with deaf students (Salazar, 2018). On the other hand, the identified linguistic diversity among deaf students, coupled with low literacy rates, highlights the necessity for tailored strategies to address these limitations. Lastly, educators face multifaceted challenges in facilitating effective English language learning for deaf students, including addressing frustration from incomplete comprehension, adapting instructional methods, and the crucial necessity for educators to be proficient in sign language to enhance learning outcomes.

The effective teaching of English to deaf students relies on stakeholder involvement, as evidenced by diverse stakeholders' perceptions and experiences in the literature review. Initially, it is imperative to prioritize the voices and interests of deaf students while recognizing varying levels of enthusiasm for learning English. Some stakeholders advocate for strengthening sign language, while others emphasize the importance of English for inclusion and professional development. Besides, adopting an inclusive approach that values the abilities of deaf individuals

and clarifies misconceptions is essential. For this reason, stakeholders, including interpreters and teachers, play crucial roles in ensuring communication clarity and content delivery. Despite challenges like time constraints, collaborative efforts among stakeholders can significantly enhance learning experiences for deaf students, creating supportive environments conducive to academic and social growth.

Reaching the objective of this project, educational stakeholders' perceptions and the literature review reveal how learning a foreign Language unfolds a complex landscape involving deaf students' identity, linguistic repertoire, and pedagogical considerations. Sign language constitutes an integral part of the identity and culture of deaf students, serving as their first language and fostering a sense of community and belonging (MEN, 2017). Recognizing this, educators should embrace translanguaging pedagogy, making use of sign language as a scaffold for learning, promoting participation, and expanding bilingual skills (Cenoz & Gorter, 2021). Moreover, it is important to consider that the linguistic repertoire of the students also includes written Spanish, as this is the focus of bilingualism in deaf students in Colombia. Thus, educators can create the conditions for meaningful learning experiences that empower deaf students' linguistic repertoires, fostering their linguistic and cultural identities while promoting inclusion and equity in education (Swanwick, 2017).

In essence, addressing challenges requires concerted efforts from educational stakeholders to establish comprehensive legislative frameworks and guidelines, provide necessary training for teachers, and develop pedagogical approaches tailored to the unique needs of deaf students. As a result of the project to address these challenges, specific recommendations arose from the data analysis. These include promoting access to and the promotion of Colombian Sign Language (LSC), adapting instructional materials according to diverse linguistic profiles,

and providing specific instruction on literacy activities. Furthermore, educators should prioritize training in Sign Language and the provision of interpreter support, implement tailored and adapted instructional strategies such as visual aids, gamification, and collaborative work, and foster inclusive learning environments to support the language learning of deaf students effectively. All of this stems from recognizing and promoting the identity of deaf students (sociocultural approach), their bilingualism, and their linguistic repertoire as key elements to address teaching and learning processes of English as a foreign language.

4.1 Limitations and Recommendations

During the development of the research process, some limitations arose. Among these, there was difficulty in finding the context of educational institutions with deaf students, as in each city there were only one or two such institutions, and some stakeholders of the selected context showed little interest at the beginning of the research because they prioritized fulfilling their obligations at the institution. That is why an online questionnaire was conducted. Similarly, a lack of interest in the research topic was evidenced, as English is not considered necessary for the academic development of these students, as it is not compulsory in the curriculum. Lastly, a language barrier arose, as when engaging with the deaf community, there was a need to collect information through a video call interpreter because the researcher did not have proficiency in Colombian Sign Language, and there was no availability of an in-person interpreter.

For further research, it is proposed to modify data collection instruments and adapt them to the needs of deaf participants. In this regard, it is practical the use of technological means, such as video-based surveys with sign language interpretation, or written materials in signed Spanish, and emphasize the importance of having proficiency in this language or sign language interpreter to communicate more effectively when interacting with the deaf community.

Likewise, it would be pertinent to conduct a study on English language teaching and learning with deaf students based on the findings or in a context where it is possible to observe the teaching and learning process of English with this population and conduct interviews. Finally, it could also be researched the feasibility of implementing guidelines, policies, and curricula for teaching English to deaf students, as well as the experiences, perceptions, and opportunities regarding teacher training in this regard.

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Appendixes

Appendix A. [Informed Consents](#)



FORMATO CARTA INFORMADO

Duitama, septiembre 12 de 2023

Señora

Doris Teresa Dávila Sanabria

Rectora

Institución Educativa Instituto Técnico Industrial Rafael Reyes

La ciudad

Cordial saludo.

Por medio de la presente, en su calidad de rector y representante del Instituto Técnico Industrial Rafael Reyes, me permito solicitar su autorización y consentimiento para la participación de esta en el proyecto de investigación titulado:

Desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos.

El cual está a cargo de los investigadores

- Lina María Manchego Higuera - linamanchego2@gmail.com
- Juan Pablo Marín Cano - juanmarin@usantotomas.edu.co
- Sanly María Andrade - landazzuri@hotmail.com

Este proyecto se lleva a cabo como requisito de grado para optar al título de Magíster en Ambientes Bilingües de Aprendizaje de los investigadores por parte de la Universidad Santo Tomás.

El objetivo general del proyecto es:

Describir los desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos, teniendo en cuenta el análisis de la literatura existente y las percepciones de los actores educativos.

Procedimiento de participación

Previo su autorización y el consentimiento de los participantes en la investigación, los mismos participarán de acuerdo con la planificación del proyecto de la siguiente forma:

Estudiantes sordos, Docentes, intérpretes de LSC, Docentes de apoyo: participación en encuestas, entrevistas semiestructuradas, entre otros instrumentos diseñados para cumplir el objetivo del proyecto, con el propósito de conocer sus experiencias educativas y percepciones en ambientes bilingües de aprendizaje.

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Línea gratuita nacional: 01 8000 111 180 / contactenos@usantotomas.edu.co
www.usantotomas.edu.co

Fecha de la participación: segundo semestre 2023

Personal administrativo: gestión y apoyo en el proceso para llevar a cabo el proyecto.

Beneficios institucionales de la participación

El beneficio se verá reflejado en términos de los objetivos del proyecto. Así mismo, la participación de su institución en este proyecto de investigación trae consigo entre otros los siguientes beneficios:

- El reconocimiento de la gestión en educación inclusiva que está haciendo la IE en la comunidad.
- El análisis de la información contribuirá con elementos que pueden ser utilizados en sus procesos de enseñanza y aprendizaje dado el caso del idioma inglés con estudiantes sordos y seguir fortaleciendo la educación inclusiva.

Aspectos éticos y legales

La información aquí obtenida tendrá una finalidad exclusivamente académica, anónima y acorde con la legislación vigente, en consecuencia, se salvaguardará su identidad, los datos e información de ser requeridos estarán a su completa disposición.

Agradeciendo su atención,

Cordialmente,

Licenciada Lina María Manchego
CC.
Cel. +57 312 3687519
Email: linamanchego2@gmail.com

Se adjunta: Formato de consentimiento informado.

FORMATO DE CONSENTIMIENTO

Yo: _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de rectora _____ vinculado con la Institución Educativa Instituto Técnico Industrial Rafael Reyes ubicada en Duitama Boyacá a través de este documento, manifiesto que fui informado suficientemente en relación con el objetivo de la investigación, el procedimiento de mi participación y los beneficios implicados en el proyecto de investigación:

Desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos.

El cual está a cargo de los investigadores

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- Lina María Manchego Higuera - linamanchego2@gmail.com
- Juan Pablo Marín Cano - juanmarin@usantotomas.edu.co
- Sanly María Andrade - landazzuri@hotmail.com

Procedimiento de participación

participación en encuestas, entrevistas semiestructuradas, entre otros instrumentos diseñados para cumplir el objetivo del proyecto.

Participación Voluntaria

Mi participación en este estudio es completamente voluntaria, en caso de negarme a participar o decidir retirarme, esto no me generará, ni tendrá consecuencias a nivel institucional, ni académico, ni social.

Riesgos De Participación

El riesgo por participar en este estudio es Nulo.

Confidencialidad

La información suministrada por la organización **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación.

Así mismo, declaro que fui informado suficientemente y comprendo que tengo derecho a recibir respuesta sobre cualquier inquietud institucional que se presente antes, durante y después de su ejecución y a acceder a los resultados de la información recabada. En consecuencia, **me permito informar que consiento, de forma libre y espontanea, mi participación en el desarrollo del proyecto de investigación.**

En constancia de lo anterior, firmo el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____.

Firma _____
Nombre _____
Cargo: _____
C. C. No. _____ de _____

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UNIVERSIDAD
SANTO TOMÁS
—SEDE PRINCIPAL—

1

Maestría en Ambientes Bilingües de Aprendizaje -MABA
Consentimiento informado para el desarrollo de proyecto de grado

Respetado *participante* _____, en el marco del *Desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos*, el cual será presentado por el grupo de maestrantes conformado por Lina María Manchego Higuera, Juan Pablo Marín Cano y Sanly María Andrade, solicitamos por medio de este consentimiento informado, su aval para llevar a cabo el proyecto en este ámbito educativo. Asimismo, expresamos nuestra intencionalidad de invitar a miembros de la comunidad para que a través de los instrumentos a implementar, se realice el proceso de recolección de la información pertinente para los objetivos propuestos y durante los próximos meses del año en curso, por supuesto, en consideración de los principios éticos y el desarrollo integral del proyecto.

A continuación, se presentan los componentes que contextualizan el proyecto:

1. Objetivo principal:

Describir los desafíos e implicaciones de los procesos enseñanza-aprendizaje del inglés con estudiantes sordos, teniendo en cuenta el análisis de la literatura existente y las percepciones de los actores educativos.

2. Participantes a convocar en el proyecto

Estudiantes sordos, Docentes, intérpretes de LSC y Docentes de apoyo.

3. Beneficios al participar en el proyecto:

En tanto que el proyecto responde a un proceso formativo de indagación, los miembros de la comunidad contribuirán significativamente mediante su participación voluntaria y su disposición para responder las preguntas, formatos e instrumentos que se han diseñado para cumplir el objetivo del propuesto. La recolección de la información se llevará a cabo durante los próximos meses del año en curso y el beneficio se verá reflejado igualmente, en términos de los objetivos del proyecto.

4. Principios éticos para el manejo de la información:

El desarrollo del proyecto garantiza por parte del grupo de maestrantes un manejo ético e integral de la información mediante: (a) el uso anonimato de los nombres de los participantes, a través de seudónimos y/o una codificación para identificar el número de participantes y su rol en la comunidad educativa; (b) la recolección e interpretación de la información en el marco de la maestría con fines académicos e investigativos; (c) manejo ético de información audiovisual enfocado en los datos y no en las imágenes de los participantes; (d) recolección de la información a través de encuestas, entrevistas semiestructuradas, entre otros instrumentos diseñados para la recolección de datos.

Formato elaborado para fines académicos e investigativos del programa Maestría en Ambientes Bilingües de Aprendizaje, USTA.



5. Divulgación de resultados: los resultados del proyecto serán divulgados en la comunidad académica de la Facultad de educación de la USTA, la maestría, y el Centro de Recursos para el Aprendizaje y la Investigación CRAI de acceso institucional y global. Considerando que el fin del proyecto es académico e investigativo para el avance y la transferencia del conocimiento, el reporte final y sus resultados son susceptibles de ser socializados en eventos académicos y científicos mediante ponencias y/o publicaciones del ámbito global, así como organizaciones con fines educativos.

6. Aclaraciones acerca del proyecto: Preguntas, solicitudes o inquietudes pueden ser referidas al *maestrante, Lina María Manchego* por medio del siguiente contacto:

Cel. +57 312 3687519

Email: linamanchego2@gmail.com

Agradecemos de antemano su atención y colaboración para el desarrollo del proyecto mencionado. Para tal fin, solicitamos su firma y aprobación en el siguiente apartado.

Firma y aprobación del consentimiento informado:

- ✓ He leído el formato, conozco el objetivo, las fuentes y el tipo de información requerida según los instrumentos presentados, para lo cual decido participar voluntariamente, habiendo aclarado dudas e inquietudes.
- ✓ Conozco los criterios éticos para el manejo de confidencialidad de nombres e imágenes audiovisuales.
- ✓ Conozco los términos de divulgación de los resultados del proyecto en la comunidad educativa y escenarios académicos para la socialización y publicación en los ámbitos institucionales de la Universidad Santo Tomás, la maestría y otros contextos o eventos con fines académicos e investigativos.
- ✓ Valido mi aval mediante mi firma y datos de contacto.

- **Nombre del participante:**
- **Rol en la institución:**
- **Firma:**
- **Contacto (email/celular) opcional:**
- **Institución y/o comunidad:** Institucion Educativa Instituto Técnico Industrial Rafael Reyes

Formato elaborado para fines académicos e investigativos del programa Maestría en Ambientes Bilingües de Aprendizaje, USTA.

PRESENTACIÓN DE CONSENTIMIENTO INFORMADO A PADRES DE FAMILIA

Duitama, septiembre 12 de 2023

Señores

PADRES DE FAMILIA

Institucion Educativa Instituto Técnico Industrial Rafael Reyes

Cordial saludo.

Por medio de la presente amablemente se solicita su autorización y consentimiento para la participación de su hij@ quien actualmente cursa el curso _____ en el marco del **proyecto de investigación titulado, Desafíos e implicaciones del proceso enseñanza-aprendizaje del inglés con estudiantes sordos**. Dicho proyecto está liderado por los investigadores, Lina María Manchego Higuera, Juan Pablo Marín Cano y Sanly María Andrade, quienes actualmente optan al grado de la maestría en ambientes bilingües de aprendizaje, adscrita a la Universidad Santo Tomás.

El proyecto mencionado tiene como propósito

Describir los desafíos e implicaciones del proceso enseñanza-aprendizaje del inglés con estudiantes sordos, teniendo en cuenta el análisis de la literatura existente y las percepciones de los actores educativos

Procedimiento

Una vez obtenido la autorización por parte de la institución educativa, se procede a solicitar el consentimiento para que su hij@ participe en el desarrollo de instrumentos para la recolección de datos tales como encuestas, entrevistas semiestructuradas, entre otros instrumentos diseñados para cumplir el objetivo del proyecto, con el propósito de conocer sus percepciones en ambientes bilingües de aprendizaje.

Aspectos éticos y legales

Los datos obtenidos a través de la participación de su hij@ tiene un propósito académico, investigativo y anónimo en virtud de la identidad de los participantes. Asimismo, tendrá a su disposición la información que usted requiera desde su rol como acudiente y/o adulto responsable del menor de edad.

Gracias por su atención.

Licenciada Lina María Manchego

Cel. +57 312 3687519

Email: linamanchego2@gmail.com

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A continuación, se presenta el formato de consentimiento para su firma y diligenciamiento, según datos de cada participante.

CONSENTIMIENTO INFORMADO

En el marco del proyecto, *Desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos* liderado por los investigadores, Lina María Manchego Higuera, Juan Pablo Marín Cano y Sanly María Andrade, quienes actualmente optan al grado de la maestría en ambientes bilingües de aprendizaje, adscrita a la Universidad Santo Tomás, yo (nosotros) _____ [nombres de los padres y/o acudiente], identificado con la cédula de ciudadanía _____ [número de la cédula], desde mi rol como padre__ madre__ o tutor legal ____, manifiesto que fui(mos) informad@ (s) acerca del propósito del proyecto investigativo mencionado. Asimismo, confirmo la participación de mi hij@ _____ [nombre del estudiante], habiendo sido contextualizado sobre el procedimiento y la actividad de recolección de datos en coherencia con el proyecto.

Adicionalmente, aclaramos que,

- La **participación** de nuestro hij@ es totalmente voluntaria; si nuestro hij@ no decide participar, esto, no implicará consecuencias en la comunidad educativa, su núcleo familiar y/o la institución.
- Los datos obtenidos a partir de la recolección de información tendrán un **manejo confidencial**. Así, los datos serán divulgados con fines académicos, pedagógicos e investigativos sin diseminar el nombre y la identidad de mi hij@. Para la diseminación del proyecto, los investigadores codificarán su nombre y la información obtenida.
- Al ser informados como padres y/o tutores responsables, declaramos que podremos solicitar aclaraciones o información adicional del proyecto durante y al finalizar su desarrollo.
- Al recibir la información del proyecto, **autorizamos** la participación de nuestro hij@ en el proyecto de investigación, y **expresamos nuestro consentimiento** como padres y/o tutor(es), considerando que nuestro hij@ **fue informado sobre el proyecto, su objetivo y alcance**, según su participación.
- Otorgamos aval para que el proyecto sea divulgado en el repositorio institucional de la USTA, según los datos obtenidos y la participación de nuestro hij@. Igualmente, para la diseminación que realicen los maestrantes en eventos académicos y/o de divulgación oral y escrita.

Se firma el siguiente documento el día, _____ [fecha], en Duitama, Boyacá.

Firma del padre, tutor o acudiente,

Firma
Nombre
C.C

VIGILADA MINEDUCACIÓN - SNIES 1704

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VIGILADA MINEDUCACIÓN - SNIES 1704

Appendix B. [Data Collection Instruments](#)

Document analysis matrix

MATRIX FOR DOCUMENTARY ANALYSIS													
Project title:	Challenges and implications of English teaching and learning processes with deaf students, considering the analysis of existing literature and education stakeholders' perceptions												
General Objective:	To establish the challenges and implications of teaching and learning English with deaf students, through a comprehensive examination of existing literature and educational stakeholders' perceptions for integrating recommendations for English teaching and learning processes.												
Researchers:	Juan Pablo Marín Cano, Lina María Manchego, Sanly María Andrade												
Date of last update:	October 12/2023												
BIBLIOMETRIC ANALYSIS				METHODOLOGICAL ANALYSIS				CATEGORIES ANALYSIS				Key Citations	
#	THEME	TEXTUAL TYPOLOGY	APA REFERENCE	KEYWORDS	DESCRIPTION/ABSTRACT:	Approach	Method	Data Collection	Population Sample	Challenges for ELT with deaf students.	Stakeholders' participation: proposals and actions.	Language Learning: From a sign language to a foreign language.	APA Citations

Semi-structured interview model

Desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos *Guía de entrevista*

Ficha técnica

Fecha: 24-25/10/2023

Lugar: Duitama, Boyacá

Nombre del entrevistador: Lina María Manchego Higuera

Entrevistado: Estudiantes sordos

Objetivo del proyecto: Establecer los desafíos e implicaciones de la enseñanza y aprendizaje del inglés con estudiantes sordos, a través de la revisión de la literatura existente y de las percepciones de los actores educativos para abordar recomendaciones para los procesos de enseñanza y aprendizaje del inglés.

Objetivo de la entrevista: Identificar los intereses y motivaciones de los estudiantes sordos sobre el aprendizaje del inglés para determinar retos e implicaciones a partir de sus opiniones.

Duración de la entrevista: 15 minutos aprox.

A continuación se te harán seis preguntas para conocer tu opinión sobre el aprendizaje del idioma inglés. No hay respuestas correctas o incorrectas.

Esta entrevista se lleva a cabo en el marco del proyecto de investigación: *Desafíos e implicaciones de los procesos de enseñanza-aprendizaje del inglés con estudiantes sordos* que se lleva a cabo en el programa de maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás.

Se garantiza la confidencialidad de las respuestas ya que no aparecerán nombres ni datos específicos. La información del proyecto se socializará para propósitos académicos, investigativos y pedagógicos, susceptible de ser presentado en contextos y a través de recursos académicos.

Agradecemos tu participación en esta entrevista.

Introducción a la entrevista LSC (Lengua de Señas Colombiana): https://youtu.be/d_XaRjSGa_w

Preguntas

1. ¿Qué lenguas identificas desde tu experiencia, el colegio y tu entorno familiar?
2. ¿A través de qué lenguas te comunicas en el colegio, tu entorno familiar y en otros espacios?
3. ¿Te gusta (gustaría) aprender inglés? ¿por qué?
4. ¿Te gusta participar en la clase de inglés? ¿Por qué?
5. Si has participado en la clase de inglés, ¿cómo describes esta experiencia?

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1. Desde su experiencia, ¿cuáles son las características que usted puede reconocer de los estudiantes sordos en el aula de clase?
2. Como participante en los procesos de enseñanza aprendizaje con estudiantes sordos, ¿qué retos ha enfrentado?
3. Desde su rol en la institución educativa en los procesos de enseñanza-aprendizaje, ¿qué retos ha observado o considera que enfrentan los estudiantes sordos en cuanto a lo que ellos manifiestan o expresan?
4. ¿Qué representa la adquisición de habilidades en el idioma inglés en la población sorda? Justifique su respuesta.
5. Desde la lengua de señas, ¿Qué y cómo propondría llevar a cabo el proceso de enseñanza y aprendizaje con estudiantes sordos? Explique con al menos un ejemplo.
6. Desde su perspectiva y/o experiencia ¿Cuáles son los retos que los estudiantes sordos enfrentan en el proceso de aprendizaje del idioma inglés?
7. ¿De qué manera se puede desarrollar el aprendizaje y las habilidades para el aprendizaje de la lengua extranjera inglés? Describa algunas ideas o estrategias pedagógicas.
8. Desde su perspectiva y/o experiencia, ¿Qué elementos y/o aspectos se deben tener en cuenta a la hora de realizar ajustes razonables para abordar los procesos de enseñanza y aprendizaje del inglés con los estudiantes sordos?
9. En el caso de que los estudiantes sordos participen en la clase de inglés, desde su rol, ¿cómo ha abordado o propondría viable abordar los procesos de enseñanza y aprendizaje del idioma inglés con estos estudiantes?

Appendix C. [Data Collection Evidences](#)

Extract from document analysis matrix

BIBLIOMETRIC ANALYSIS						METHODOLOGICAL ANALYSIS		
#	TITLE	TEXTUAL TYPOLOGY	APA REFERENCE	KEYWORDS	DESCRIPTION/ABSTRACT:	Methodological Approach	Data Collection instruments	Population Sample
LIT1	Teacher: Can You See What I'm Saying? A Research Experience with Deaf Learners	Article	Ávila Caica, O. L. (2011). Teacher: Can you see what I'm saying? A Research experience with deaf learners. <i>Profile Issues in Teachers Professional Development</i> , 13(2), 131-146 https://revistas.unal.edu.co/index.php/profile/article/view/25702	Foreign language, internet, resources, deaf, learners, blended learning.	The article explores a study involving eleven deaf participants in Colombian public university programs lacking English instruction. The research aimed to evaluate the effectiveness of using Internet resources to develop a blended English course for deaf students. Data collection through surveys, artifacts, logs, and interviews revealed insights into successful elements and potential barriers. The findings emphasized deaf students' preferences for collaborative learning and visual media-related tasks.	Action research	Surveys, artifacts, logs and a recorded interview	Eleven deaf volunteers from different academic programs at a Colombian public university who did not receive English instruction as part of their professional training.

MATRIZ FOR DOCUMENTARY ANALYSIS		
Recommendations for English teaching and learning processes.		

CATEGORIES ANALYSIS		
Challenges for ELT with deaf students.	Stakeholders' participation: proposals and actions.	Language Learning: From a sign language to a foreign language.
Deaf undergraduates admitted to universities through an integration framework encounter academic challenges within a hearing society that advocates for inclusion and acknowledgment of diversity but lacks a clear understanding of the academic flexibility and alternative teaching strategies required for true integration. Additionally, the presence of an interpreter was essential both before and during sessions to ensure lesson planning aligned with the students' needs and interests.	Students concurred on the efficacy of the Internet within a blended learning setting for reinforcing language concepts and fostering independent work, utilizing a fast, free, and valuable tool. Their primary focus was on acquiring grammar skills and expanding their vocabulary through English written texts. More specifically, they expressed a keen interest in enhancing their vocabulary and comprehending verbs, recognizing these as essential elements of language learning facilitated by Internet tools such as email and online dictionaries. On the other hand, the researcher took into account aspects such as the specific needs and desires expressed by the students to implement the strategy of using internet tools to enhance the English teaching and learning process.	Following the study, the advantages of incorporating EFL Internet resources as a successful pedagogical approach facilitate a blended English course tailored for deaf students are apparent. Moreover, Internet tools were utilized to address the visual and written requirements of deaf students throughout the course development. Additionally, the collaborative learning as a tool to monitor progress in the process.

Extract from Questionnaire Responses

Code: Stk (Stakeholders)	I agree that the data provided in this questionnaire may be collected and processed in accordance with Habeas Data laws in Colombia, for the purposes specified in this study, ensuring the confidentiality of my personal information.	Position/Role you hold	1) From your experience, what are the characteristics that you can recognize in deaf students in the classroom?	2) As a participant in teaching and learning processes with deaf students, what challenges have you faced?	3) From your role in the educational institution in teaching-learning processes, what challenges have you observed or do you consider that deaf students face in terms of what they manifest or express?
Stk1	I agree	English teacher	They are passive. They get bored easily because they cannot access all the class activities. They easily get distracted.	Sustaining the attention of deaf students for moderately extended periods. Adapting materials to meet their needs. Including them in all activities, promoting equality.	Attention, as they may become accustomed to being "ignored" both by their peers and their teachers. Delay in their learning process since they don't access content and/or activities in the same way. At times, they depend on someone else not only for

4) What does the acquisition of skills in the English language represent for the deaf population? Justify your answer.	5) From the sign language perspective, what and how would you propose to carry out the teaching and learning process with deaf students? Explain with at least one example.	6) From your perspective and/or experience, what are the challenges that deaf students face in the process of learning the English language?	7) How can the learning and skills development for the foreign language English be facilitated? Describe some ideas or pedagogical strategies.	8) From your perspective and/or experience, what elements and/or aspects should be considered when making reasonable accommodations to address the teaching and learning processes of English with deaf students?	9) In the event that deaf students participate in the English class, from your role, how have you addressed or would you propose to viably address the teaching and learning processes of the English language with these students?
language, as Spanish would be their second language, and sign language their first. This implies greater difficulty in acquiring English, considering that a fundamental part of it involves developing production skills such as speaking and reception skills such as listening. This	Unfortunately, I don't master sign language, which hinders me from proposing alternatives.	Not understanding the entirety of the class, leading to frustration. -Perceiving their condition as a limitation and an object of segregation. -Feelings of exclusion.	Understanding, as teachers, that the process is entirely different. In that sense, not expecting or demanding the same results. Valuing progress and efforts. Letting students know that their abilities are different but not inferior, through	Teacher training Continuous monitoring of the process Identification of strengths and areas for improvement to be used for the benefit of their learning process	Recognizing the tremendous cognitive effort they make. Encouraging and supporting them with small achievements.

Extract from interview transcriptions

Date: October 24
Place: Instituto Técnico Industrial Rafael Reyes Duitama.
Participant: Student 2.
Estimated time: 15 minutes
Interviewer: Lina María Manchego
Interpreter: Sanly María Andrade

Interviewer: I'm going to ask you 7 questions to learn your opinion about learning the English language. There are no wrong answers. This interview is part of the research project for our master's program. We'll start with the questions. Are you ready? What languages do you identify from your experience, school, and family environment?

Student 2: When I was younger, my family taught me sign language gradually at home, and my teacher taught me sign language at school. I have been learning sign language up to now in high school, and it was taught to me intensively. It has helped me become a responsible person.

Interviewer: Did you learn any other languages? Spanish? English, perhaps?

Student 2: Spanish and sign language. I can read Spanish.

Interviewer: Alright, thank you. The second question is: Through which languages do you communicate at school, in your family, and in other spaces?

Student 2: Some of my friends and I communicate using sign language because it's very difficult to use Spanish since we are deaf. When we hang out or do something together, we communicate using sign language, and it helps us understand each other. That's the language we use because while the teacher can understand us in Spanish, the interpreter helps us with sign language.

Interviewer: What about with your family?

Student 2: With my family, I speak and vocalize with my mom. Interviewer: Does your mom know sign language?

Student 2: Yes, my mom also knows sign language. We communicate through speaking more, but we also use sign language.

Interviewer: Alright, thanks. The third question is: Do you like (would you like) to learn English? Why?

Student 2: Yes, I would like to learn. I want to because when someone explains it well, I get happy; I find it cool, and I like it.

Interviewer: Okay, the fourth question is: Do you like participating in English class? Why?

Student 2: I attend school, but I don't understand the teacher because he doesn't use sign language. That's why I like going to the sign language class. We do various activities and simple things, but in English class, I don't understand the teacher because he doesn't use sign language, so it's very difficult. I don't attend the English class because I'm deaf, and we depend on the interpreter to be in the

class. Interviewer: Well, the fifth question is quite similar. If you have participated in English class, how would you describe this experience?

Student 2: No, I have never been in an English class. As a deaf person, I have never been in an English class from when I was little until now.

Interviewer: Alright. What do you do during English classes? If you don't attend, what do you do at that time?

Student 2: I go to the sign language class. When the class ends, if it's the last hour, we go home, and if not, we go to the sign language class.

Interviewer: The last question is: In case you want to learn English, how would you like to learn it in the classroom? Name 3 ways.

Student 2: I would like to learn with an interpreter. I like all the interpreters, so I would like to learn with them in a dynamic way so that we can understand different ideas. Because the interpreter is part of the group where we need socialization, so I would like to learn that way.

Interviewer: Thank you very much for your participation. You can now go back to your class.

Appendix D. [Data Analysis](#)

Extract from frequency table

Códigos	Número de referencias de codificación	Agregar número de referencias de codificación	Número de elementos codificados	Agregar número de elementos codificados
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Absence of a written code	2	2	1	1
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Communication Barriers	5	5	2	2
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Deafness Level	3	3	2	2
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Different language modalities	3	3	1	1
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Lack of auditory input	2	2	1	1
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Lack of linguistic and academic exposure	9	9	2	2
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Limited Spoken Language	3	3	1	1
Códigos\Challenges for ELT with deaf students\Linguistic Challenges\Linguistic challenges	10	10	1	1
Códigos\Challenges for ELT with deaf students\Pedagogical Challenges\Adapting Material	5	5	2	2
Códigos\Challenges for ELT with deaf students\Pedagogical Challenges\Adapting tailored strategies	10	10	1	1

Extract from coding summary report

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Códigos\\Challenges for ELT with deaf students\Linguistic Challenges\Lack of linguistic and academic exposure						
Conjunto de datos						
Archivos_Questionnaire_ challenges and implications of teaching and learning English with deaf students (responses).						
No		0,0138	1			
				1	JPM	24/02/2024 8:57 a. m.
It depends on the deaf student because, as we remember, hearing impairment is diverse. There are deaf students who are bilingual and proficient in both sign language and written Spanish. Meanwhile, there are monolingual deaf students, meaning they master only one language. And there are deaf students who enter the educational system without any language.						
Archivos\\Documentary Analysis Matrix						
No		0,0165	8			
				1	MA	11/01/2024 10:09 a. m.
Some members of the deaf community experienced a lack of exposure to a linguistically rich and meaningful environment during their early years. This was due to factors such as a delayed diagnosis of their hearing disability, the absence of sign language use at home, and challenges accessing proper education in a school for the Deaf.						
				2	MA	11/01/2024 10:30 a. m.
Some challenges were recognized in this article when talking about the process of learning English with deaf students like, late acquisition of communication with listeners. Restricted access to information due to their disability. Denial of their natural language: sign language. Late access to education and low expectations from parents and teachers regarding their potential.						
				3	MA	11/01/2024 10:41 a. m.
Some of the challenges are, that deaf students experience the consequences of a lack of a solid L1 throughout their foreign language learning process and also, not all deaf students use sign language because they haven't been exposed to this language in their family context.						
				4	JPM	3/02/2024 8:18 a. m.
The limited proficiency in sign language and its impact on linguistic development emphasize the importance of addressing skill gaps to ensure effective learning.						
				5	JPM	3/02/2024 8:41 a. m.
While the study acknowledges limitations, such as limited ChSL proficiency among students, it provides valuable insights into inclusive language classrooms.						
				6	JPM	3/02/2024 8:46 a. m.
It is essential to recognize that, for many deaf students, access to sign language and the adaptation of instructional materials are crucial						
				7	JPM	3/02/2024 9:53 p. m.
the lack of fluent language skills in sign language or a spoken language upon entering school can create asymmetries in language use in the classroom, where communication practices become a compromise rather than being appropriate.						
				8	JPM	10/02/2024 1:30 p. m.
they highlight the fact that most of the students still do not cope with CSL properly when they reach high school, where they are included in a regular classroom and supported by an interpreter, leading to difficulties in the process of literacy at school.						

Hierarchical Map

