Teaching English as a Foreign Language to Deaf and Hard-of-Hearing Students at One School in Kazakhstan

Akbota Sultanbekova

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in

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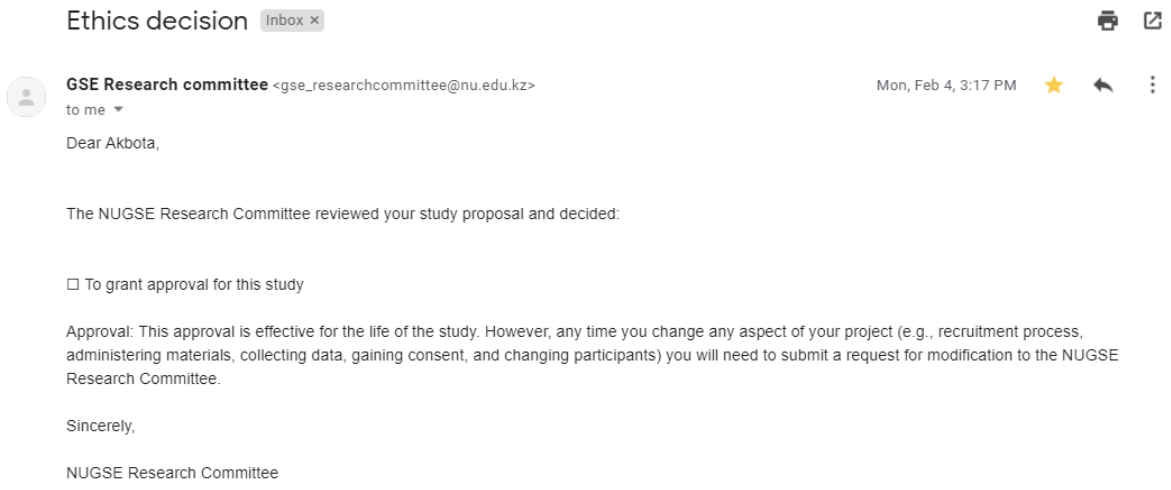

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My dear mama, my one and only, thank you for laying your life before me…

From Bota with love

Abstract

Teaching English as a Foreign Language to Deaf and Hard-of-Hearing Students at One School in Kazakhstan

In 2007, Kazakhstan launched its trilingual education policy which implemented the significant role of English language learning at all levels of education. Similarly to their hearing counterparts, deaf and hard-of-hearing (D/HH) students in schools are required to learn English as a foreign language. However, English as a Foreign Language (EFL) teachers who lack specialized training in teaching students with hearing impairments are unprepared to adjust their methodology to meet the unique learning requirements of these special-needs students. The current study illuminates EFL teachers' practices in teaching English to D/HH learners in the context of Kazakhstan. Therefore, the study is geared to answering the following two research questions: 1) How do EFL teachers teach English to D/HH students? The first question includes three sub-questions: What are the teaching techniques used in English lessons? What are the strengths that help EFL teachers to teach English to D/HH students? What are the challenges faced by EFL teachers in teaching English to D/HH students? 2) How does the school community support EFL teachers? This qualitative case study is built around Engeström's (1987) *The Activity System Theory Model*. Two EFL teachers and a speech therapist from one school participated in semi-structured interviews. To enhance the data, five forty-minute English lessons in primary and secondary schools were observed. The findings revealed the challenges emerged in EFL teachers' practices; these were related to professional development, English curriculum development, teaching techniques, classroom arrangement, and technical equipment. There were also positive aspects of EFL teachers' responses: vitality and the motivation of D/HH students towards English learning and colleagues and D/HH students' support. The implications of the current paper are to attract the attention of the Ministry of

Education and Science of Kazakhstan to support EFL teachers by developing and implementing in-service training on teaching hearing-impaired students.

Аңдатпа

Ағылшын тілін шет тілі ретінде Қазақстандағы бір мектепте естімейтін және нашар еститін оқушыларға үйрету

2007 жылы Қазақстанда ағылшын тілін оқытуға маңызды рөл атқарған «Үш тұғырлы тіл саясаты» бағдарламасын енгізе бастады. Осының нәтижесінде есту қабілеті жақсы оқушылар тәрізді естімейтін және есту қабілеті нашар мектеп оқушыларына ағылшын тілін шет тілі ретінде оқыту қарастырылған. Дегенмен, ағылшын тілі пәнінің мұғалімдері есту қабілеті зақымданған оқушыларды арнайы дайындықсыз оқытып және ерекше оқушыларының білім алу қажеттіліктерін қанағаттандыру үшін қолданыстағы әдіснаманы бейімдеуге дайын емес. Бұл зерттеу жұмысы Қазақстандық контексте естімейтін және есту қабілеті нашар оқушыларға ағылшын тілін оқытудағы мұғалімдердің тәжірибесін қарастырады. Сол себепті, зерттеу жұмысында негізгі екі ғылыми сұрақтар көтерілді: 1) Ағылшын тілі пәні мұғалімдері естімейтін және есту қабілеті нашар оқушыларды қалай оқытады? Осы сұраққа үш қосымша сұрақтар туындады: Ағылшын тілі сабақтарында қандай оқыту әдістері пайдаланылады? Естімейтін және есту қабілеті нашар оқушыларға ағылшын тілін оқытудың қандай тиімді тұстары бар? Естімейтін және есту қабілеті нашар оқушыларға ағылшын тілін оқытуда мұғалімдер қандай қиындықтарға тап болады? 2) Мектеп қоғамдастығы ағылшын тілі мұғалімдеріне қандай қолдау көрсетеді? Бұл сапалық зерттеу жұмысы Энгестромның (1987) белсенділік жүйе теориясына (*The Activity System Theory Model*) негізделген. Естімейтін және нашар еститін балаларға бір мектепте жұмыс істейтін екі ағылшын тілі мұғалімі мен логопедпен жеке сұхбат жүргізілді. Бастауыш және орта мектептерде қырық минуттық ағылшын тілі пәнінің бес сабақтарына қатысу сұхбат барысында алынған мәліметтерді сенімді түрде жариялауға мүмкіндік берді. Нәтижесінде ағылшын тілі пәні мұғалімдерінің

жұмысындағы қиыншылықтар кәсіби шеберлікті дамыту, ағылшын тілі бойынша оқу жоспарын құру, ағылшын тілін оқытудың әдістемелері, сыныпты ұйымдастыру және сыныптарда техникалық жабдықтардың жоқтығымен байланысты екенін анықтады. Сонымен қатар мұғалімдердің жауаптарында қызметтерінің тиімді жақтары да көрсетілді. Ағылшын тілі мұғалімдері есту қабілеті зақымданған оқушылардың өмірге деген құштарлығын және ағылшын тілін үйренуге ынтасы мен талабын, сондай-ақ, мектептегі басқа әріптестерден және оқушылардан алынған қолдауды ұстаздық қызметтерінің тиімді жақтары екендігін атап өтті. Бұл зерттеу жұмысы нашар еститін оқушыларды оқытатын ағылшын тілі пәні мұғалімдерінің біліктіліктерін арттыруға арналған бағдарламаны енгізу мақсатында Қазақстан Республикасы Білім және ғылым министрлігінің назарын аударуға бағытталған.

Аннотация

Преподавание английского языка как иностранного глухим и слабослышащим учащимся в одной из школ в Казахстане

В 2007 году в Казахстане начала вводиться программа трехъязычного образования, которая отвела особую роль изучению английского языка. В следствие этого, подобно слышащим, глухие и слабослышащие учащиеся в школах изучают английский язык как иностранный. Однако учителя английского языка без специальной подготовки обучению детей с нарушениями слуха не готовы адаптировать имеющуюся методологию преподавания, которая бы соответствовала образовательным потребностям их особых учеников. Настоящее исследование рассматривает практику учителей преподавания английского языка глухим и слабослышащим ученикам в казахстанском контексте. Таким образом, в данной работе были поставлены два научных вопроса: 1) Каким образом учителя обучают английскому языку глухих и слабослышащих учеников? К данному вопросу были еще три подвопроса: Какие техники преподавания используются на уроках английского языка? Каковы сильные стороны в преподавании английского языка глухим и слабослышащим учащимся? С какими сложностями сталкиваются учителя в преподавании английского языка глухим и слабослышащим ученикам? 2) Какую поддержку оказывает школьное сообщество учителям английского языка? Настоящее качественное исследование построено на модели теории системы деятельности (*The Activity System Theory Model*) Энгестрома (1987). Интервью были проведены индивидуально с двумя учителями английского языка и логопедом, работающими с глухими и слабослышащими учениками. С целью достоверного обнародования данных, были посещены пять сорокаминутных уроков английского языка в начальной и средней школах. Результаты выявили, что трудности в работе

учителей английского языка связаны с профессиональным развитием, составлением учебного плана по английскому языку, техникой преподавания английского языка, обстановкой классных кабинетов и отсутствием технического оснащения в них. Также в ответах учителей были выделены сильные стороны их деятельности. Так, учителя отметили жизнестойкость и мотивацию учеников со слуховыми нарушениями к изучению английского языка, наряду с поддержкой, получаемой от других коллег в школе и самих учеников. Данная работа направлена на привлечение внимания Министерства образования и науки Республики Казахстан к созданию программы повышения квалификации по обучению учеников со слуховыми нарушениями для учителей английского языка.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

ASL: American Sign Language

D/HH: Deaf and Hard-of-hearing

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

HI: Hearing Impairment

KMI: Kazakh as a Medium of Instruction

KSL: Kazakh Sign Language

MoCS: Ministry of Culture and Sport

MoES: Ministry of Education and Science

RMI: Russian as a Medium of Instruction

RSL: Russian Sign Language

SEN: Special Educational Needs

SLA: Second Language Acquisition

SL: Sign Language

TC: Total Communication

TEFL: Teaching English as a Foreign Language

Chapter 1: Introduction

The current research investigated English as a Foreign Language (EFL) teachers' experience of teaching English as a foreign language (FL) to primary and secondary school students with hearing impairments in the Kazakhstani context. In particular, the study explored the strengths and barriers EFL teachers faced while working with hearing-impaired students. The strategies they adapted and applied in the classroom setting were also observed. In addition, the study analyzed the ways the school community supported EFL teachers teaching these students.

This chapter gives an account of the research that was conducted and outlines the terminology relevant to the study. Furthermore, the section presents the purpose of the study, the research questions, and its significance.

1.1.The history of deaf education

Before the 1880s, deaf people were responsible for their own education: they launched schools with deaf staff and teachers who used sign language (SL) for teaching such students (Ladd, 2005). However, the history of deaf education encompassed some key moments when hearing-impaired individuals and their needs were neglected by the dominant hearing society (Reagan, 2010). One of the epoch-making decisions occurred in 1880 at the Milan Conference where hearing educators of the deaf officially prohibited the use of SL in the schools for the deaf throughout Europe and North America (Kontra, 2017; Ladd, 2005; Reagan, 2010; Wilcox, Krausneker, and Armstrong, 2012). These authors stressed the fact that deaf people did not have any voting rights at that conference and helplessly witnessed the approval of this detrimental verdict on their language use. As an aftermath of the Milan Conference, deaf teachers could not continue teaching deaf students and SL lost its significance as the object of interest among linguists (Wilcox et al., 2012). Afterward, in order to put a stop to deaf students using SL in the classroom, various

measures were taken by teachers, for instance, students were forced to sit on their hands or not allowed to use a manual alphabet (Kontra, 2017). Today, little has changed and deaf education, as well as policies, has been targeted to help "restore deaf people to society" (as cited in Wilcox et al., 2012, p. 378).

1.2. Defining terms

Deafness and the Deaf. According to Jacobs, *deafness* can be defined as follows: "A condition in which the residual hearing, if any, is not usable, perceivable sounds have no meaning to the individual" (as cited in Kontra, 2017, p. 36). In society deafness is commonly seen through the prism of two opposing perspectives: "pathological" or medical, and sociocultural (Bartha, 2005; Benvenuto, 2005; Kontra, Csizer, & Piniel, 2015; Kontra, 2017; Paul, 2009; Reagan, 2010). The former view of deafness is prevalent in society and is viewed as a problem that needs to be cured and remediated (Reagan, 2010). This, in Reagan's opinion, reveals a view which distinguishes deaf people (a lower case 'd') from a physiological perspective, but more than this, it identifies them as being "inferior to hearing people" (2010, p. 3). When deafness is described as an auditory deficit, various devices such as hearing aids and cochlear implants are utilized to restore it. In contrast, in a sociocultural sense, deafness is seen from the anthropological view that allows some Deaf people (an upper case 'D') to perceive their deafness not as a shortcoming but "as a cultural condition" (Reagan, 2010, p.3). Reagan and other proponents of the sociocultural view (Dolezalova, 2013; Ladd, 2005; UNESCO, 1994; Woodward, 1972) stated that deaf people "are not individuals with disabilities but individuals who are members of other dominated and oppressed cultural and linguistic groups" (Reagan, 2010, p. 4). In accordance with this vision, Ladd and Lane et al. asserted that individuals with varying levels of hearing loss have a Deaf identity, and they prefer the usage of a national sign language to communicate and identify with Deaf culture (as cited in Kontra et al., 2015, p. 142). The medical perspective towards hearing impairment

prevails in almost every sphere of social life, especially in education. It is reflected in language policies and approaches directed towards teaching hearing-impaired students to speak in order to place them in line with their hearing counterparts (Reagan, 2010).

Deaf and hard-of-hearing (D/HH). Throughout the paper, the term Deaf and Hard-of-Hearing (D/HH) suggested by Kontra et al. (2015) is used to refer to D as students who belong to the Deaf community and HH as students with a serious hearing impairment, and those who are not associated with the Deaf community. Thus, D/HH reflects the variety of this group of people. In accordance with The International Bureau for Audiophonology (BIAP), *deaf* characterizes individuals with 70 or more decibels (dB) of hearing loss or impairment (Domagała-Zyśk, 2013; Hamilton, 2011). Mayberry (2002) also differentiated *severe deaf* (70-89 dB) and *profound deaf* (more than 90 dB). As for *hard-of-hearing*, BIAP refers to those with only a slight hearing impairment and residual hearing ability. Paul (2009) encourages educators to be aware of these categories and to use them as guidelines to avoid stereotyping students due to their individual linguistic and psychological characteristics.

Sign language is a natural visual-spatial mode of communication of the hearing-impaired population (Kellett Bidoli & Ochse, 2008).

1.3. The role of the English language in Kazakhstan

English is recognized as the most influential language around the globe (Dotter, 2008; Weber, 1999) and the position it takes in the era of globalization goes beyond science, medicine, business, media, and the Internet. Crystal (1997) stated, "A language achieves a genuinely global status when it develops a special role that is recognized in every country" (p.2). In view of this, English as a lingua franca in the educational sphere has risen and is reflected in educational policies throughout the world (Nunan, 2003). As a multinational nation, The Republic of Kazakhstan also pays attention to increasing the status of English in education. In 2007, the first President of Kazakhstan Nursultan

Nazarbayev proposed the implementation of "The Trinity of Languages" project (the Ministry of Education and Science [MoES], 2010). It proclaimed that Kazakhstani people were expected to maintain Kazakh as the state language, Russian as the language of interethnic communication, and English as the means to integrate into the world economic arena. According to the 2011-2020 state program for educational development in Kazakhstan, by 2020, 20% of the population is expected to be proficient in English (MoES, 2010). Moreover, the Road Map for Trilingual Education Development for 2015-2020 emphasized the use of the three aforementioned languages in schools (the Ministry of Culture and Sport [MoCS], 2015). Furthermore, these English-language requirements had an inevitable impact on the Ministry of Science and Education (MoES) policy to update the country's educational, affecting not only the content, assessment, and teaching approaches towards the development of critical thinking, but also the role of English in primary and secondary schools. Thus, in the 2016-2017 academic year, English became a mandatory subject from Grade 1 across the country (MoES, 2013; OECD, 2014). To this end, students with special educational needs (SEN) studying in mainstream schools, including those with hearing impairments, have been exposed to the changes resulting from the above-mentioned education policy.

1.4. Education policy and inclusive education

Tomic, Csizer, and Piniel (2018) affirmed that modern educational regulations for individuals with various learning impairments are implemented through inclusive education. On this matter, Dotter (2008) claimed:

> The 'inclusive society' in the area of social objectives, 'lifelong learning' in the area of educational aims and the 'information society' as well as the 'knowledge society' in the area of societal development, are catchwords in politics and education. Their application to deaf education is a disgrace to the authorities of

> many countries of the world, and many deaf people are still struggling for an adequate basic education and an improvement of their inclusion in society. (p. 97)

Similarly, inclusion in Kazakhstan is one of the priorities on the agenda for educational reforms (Rollan & Somerton, 2019; Zholtayeva, Stambekova, Alipbayeva, & Yerzhanova, 2013) and it is reflected in state documents such as the 2011- 2020 program for educational development (MoES, 2010). It promotes "education for all" (p. 4) and the "improvement of the inclusive education system in school" (p. 35). However, the program fails at presenting a specific plan for inclusion enhancement in Kazakhstani schools (Rollan & Somerton, 2019). Also, Rouse and Lapham highlighted some concerns related to the dominance of defectology in the education of students with SEN which attempts to offset the disability (as cited in Rollan & Somerton, 2019, p.1). Defectology, as a legacy of Soviet pedagogy, which still prevails in Kazakhstan's educational sphere, places children with special needs out of regular and into correctional classes or assigns homeschooling with defectologists (Rollan & Somerton, 2019). From this perspective, there were cases when hearing-impaired students were viewed as incapacitated to learn foreign languages, for instance, Gulati (2013) reported that before 2001 the Ministry of Education of Poland perceived D/HH students as disabled to learn other than national languages. Likewise, the mismatch of policy and English teaching/learning practice to D/HH students was recorded in France (Bedoin, 2011). Thus, as Kassymova, Knox, and Mashan said, policy-making procedures are hierarchical and the community plays the role of an agent who then executes the reforms (as cited in Rollan & Somerton, 2019, p. 2).

1.5. Context of the study

According to statistics, in Kazakhstan, there are 6,357 children with hearing loss: 1,917 are deaf and 4,440 are hard-of-hearing (Aitimova & Bekturganov, 2018). There are 24 boarding schools for hearing-impaired students (Aitimova & Bekturganov, 2018) but English as a subject is not introduced there. Hence, D/HH students learn English in

mainstream schools and in correctional classes. In 2017, 2,398 hearing-impaired students, which represent almost 50% of the total number, studied inclusively in 3,873 (55%) mainstream schools (Aitimova & Bekturganov, 2018). Education for the deaf is divided into three levels: kindergarten, primary, and secondary schools. After that, Grade 10 hearing-impaired students continue their studies at vocational or training institutions.

Regarding EFL teachers, most of the pre-service programs for them do not provide them with courses on inclusive education, and as a result, the majority of teachers working with deaf and hard-of-hearing students graduated from pedagogical institutions majoring in Teaching English as a Foreign Language (TEFL). Kazakh National Pedagogical University in Almaty is the only institution in Kazakhstan that provides the specialty of "Deaf-and-Dumb Pedagogy" (defectology) (Aitimova & Bekturganov, 2018). To recap, there is an obvious need to increase pre-service teacher training in inclusive education to better educate these SEN students.

1.6. English curriculum for D/HH students in Kazakhstan

Considering above-mentioned state declarations and their impact on the Kazakhstani education system, we can see their influence in the English curriculum that has been assigned by the MoES (2017) for students who are hearing-impaired. These students studying in mainstream schools have a separate curriculum that has been designed for students with SEN. The curriculum fails to provide details on the content, learning objectives, and expected outcomes of teaching English to learners with hearing impairments. In the following passages, the description of primary and secondary school English curricula is presented. From September 2018, the model curriculum for SEN prescribed 1 hour of English per week for profoundly deaf students studying in Grades zero to four (see Table 1).

Table 1. *Curriculum of primary education for profoundly deaf students*

№	Subjects	Hours per week by grades					General load, hours	
		0	1	2	3	4	Per week	Per year
Invariant Component								
I	Language and Literature	8	8	11	11	11	49	1642
1	Teaching Literacy (dactyl speech, oral speech, writing, and reading)	5	5	-	-	-	10	325
2	Kazakh		-	5	4	4	13	442
3	Literature Reading		-	3	4	4	11	374
4	Russian (L2)	2	2	2	2	2	10	334
5	English	1	1	1	1	1	5	167

Table 2. *Curriculum of primary education for HH and late-deafened students*

№	Subjects	Hours per week by grades					General load, hours	
		0	1	2	3	4	Per week	Per year
Invariant Component								
I	Language and Literature	8	9	12	12	13	54	1811
2	Russian	-	-	4	4	4	12	408
3	Literature	-	-	3	3	3	9	306
4	Kazakh (L2)	2	2	3	3	4	14	470
5	English	1	2	2	2	2	9	302

Table 3. *Curriculum of secondary education for D/HH and late-deafened students*

№	Subjects	Hours per week by grades					General load, hours	
		0	1	2	3	4	Per week	Per year
Invariant Component								
I	Language and Literature	8	9	12	12	13	54	1811
2	Russian	-	-	4	4	4	12	408
3	Literature	-	-	3	3	3	9	306
4	Kazakh (L2)	2	2	3	3	4	14	470
5	English	1	2	2	2	2	9	302

In contrast, hard-of-hearing and late-deafened students learn English for one hour per week in Grades zero and one and a further two hours in Grades two, three, and four (see Table 2). In comparison, in secondary school, hearing-impaired students from Grades five to nine have three hours of English and two hours in Grade 10 (see Table 3). Therefore, for D/HH students, the numbers of hours learning English varies according to their level in school, which produces mixed results based on their exposure to the language and the severity of their hearing impairment.

1.7. Challenges in teaching English to D/HH students

A little is known about teaching English to D/HH students from non-English speaking countries (Kontra, 2013). In most countries, English is considered as the third language in the linguistic repertoire of D/HH learners after the SL and the national language (Bedoin, 2011; Dotter, 2008; Kontra et al., 2015). In the Kazakhstani context, English is the fourth language (after SL, Kazakh, and Russian) for students who are D/HH. Kontra et al. (2015) claimed that the weak skills in their first language are one of the obstacles in teaching English to students with hearing impairments. Teaching English to D/HH learners does not always mean teaching all four skills. The research pointed to writing and reading as being the main skills to be taught to D/HH students (Bedoin, 2011; Domagała-Zyśk & Kontra, 2016; Goldberg & Bordman, 1974). Mweri (2016) stated that deaf individuals acquire a spoken language to have the ability to read and write in it, rather than to speak it. Writing is considered as the central tool D/HH people need for language learning via reading and to communicate (Domagała-Zyśk, 2013). The success of D/HH students in learning English depends on the milieu, teaching techniques, and learning materials (Pritchard, 2013).

1.8. School support given to EFL teachers

Another issue raised by Tomic et al. (2018) in their interview with Croatian language teachers teaching students with hearing impairments was whether they were pleased with the support their school provided. Besides materials and technical supplies, school support involved instructions related to students' diagnoses. However, in most other cases, schools fail in providing this type of assistance (Tomic et al., 2018).

1.9. Problem statement

Relying on the background described above, EFL teachers without formal training teach English to D/HH students in Kazakhstani schools. English is the fourth language in their repertoire after SL, Kazakh, and Russian which may cause challenges for EFL

teachers in teaching hearing-impaired pupils (Bedoin, 2011). In addition, most schools do not assist and educate EFL teachers by arranging seminars on students' impairments (Tomic et al., 2018).

1.10. Research purpose

The essential point of this study has been to investigate the experiences of English teachers on teaching English to hearing-impaired primary and secondary school students in one Kazakhstani school. In this regard, it was pivotal to explore the strengths and barriers EFL teachers encounter in teaching English to D/HH learners. Additionally, the study was aimed at exploring the way the school community provides support to EFL teachers.

1.11. Research questions

This study was geared by the following questions:

1) How do EFL teachers teach English to D/HH students?

    SQ: What are the teaching techniques used in English lessons?

    SQ: What are the strengths that help EFL teachers to teach English to D/HH students?

    SQ: What are the challenges faced by EFL teachers in teaching English to D/HH students?

2) How does the school community support EFL teachers?

1.12. Significance and contribution of the study

The significance of the present study on teaching English to D/HH students in Kazakhstan is threefold. Firstly, it informs the MoES and policymakers about the challenges EFL teachers need to overcome in their practice. Secondly, the paper gives EFL teachers an opportunity to reconsider their teaching methods and techniques applied in their lessons. Thirdly, the issue of teaching English to students with hearing impairments has not been examined in the context of Kazakhstan and the study fills both this literature

and research gap. Moreover, the study might encourage scholars, researchers, and linguists to further investigate issues that impinge on deaf education in Kazakhstan.

1.13. Summary

This chapter has provided significant background information to the matter of teaching English to D/HH students. The current study includes five chapters. The review of relevant literature and previous studies are presented in the second chapter. The third chapter introduces the methodology, where the research design and information on the participants and site are described. Chapter four reports on the findings and their subsequent discussion. The answers to the research questions and recommendations for further studies and for policymakers are placed in the fifth and final chapter. In addition, references and appendices are included at the end of the work.

Chapter 2: Literature Review

This chapter brings together existing literature and previous empirical studies on teaching English to learners who are D/HH. Thus, the chapter attempts to cover the issues of English curriculum design, assessments, the characteristics of D/HH learners, the professional characteristics of EFL teachers, communication approaches, pedagogical strategies for teaching D/HH students, and parental involvement. Additionally, the theoretical framework for the study has been included.

2.1. The English curriculum for D/HH students

There have been several attempts to define the term curriculum but the most well-known was proposed in 1997 by Eisner, and it referred to a "series of planned events that are intended to have educational consequences for one or more students" (as cited in Moores & Martin, 2006, p. 15). According to Moores and Martin (2006), the educational curriculum for deaf learners used to be partially or completely detached from the mainstream curriculum. Regarding literacy skills that deaf learners ought to acquire, Moores and Martin emphasized the importance of reading and writing in the curriculum for two principle reasons (2006). Firstly, reading grants hearing-impaired students access to the subject content. Secondly, priority is given to writing skills development since in the modern world, learners should be able to manifest their knowledge accurately in the written form (Moores & Martin, 2006).

An English curriculum can be specifically designed for the hearing and D/HH population, or it might be specific to deaf students only or adjusted from the main curriculum for them by the institution or the teachers (Tomic et al., 2018). The following examples of English curriculum use vary from country to country. For example, in Indonesia, it has been unified for both mainstream and special schools (Adi et al., 2017). Nonetheless, it has been modified to meet the learning needs of students with SEN.

Adapted, special or national foreign language curricula for elementary and middle schools were used for teaching students with SEN in Croatian schools (Tomic et al., 2018). Tomic et al. (2018) explained that, in particular, it was rare for Croatian schools to use an adjusted curriculum, more often it was 'individualized' (p. 496). Nevertheless, what was arduous for language teachers was to distinguish between adjusted and individualized curricula that, in turn, caused challenges for lesson preparation. In Poland, the national curriculum on teaching English to hearing students impacts the curriculum for deaf and hard-of-hearing students (Domagała-Zyśk, 2019) and the national curriculum of English has been adapted and modified in accordance with D/HH students' learning needs and characteristics (Domagała-Zyśk & Kontra, 2016) (see Table 4).

Table 4. *Modified English National curriculum in Poland*

	National School Curriculum	Deaf or hard of hearing student
1	Knowing language elements in its lexical, grammar, spelling and phonetic level	May not learn the pronunciation of language elements
2	Student understands simple spoken statements	Student needs extra information to learn the meaning of the words in his/her national language
3	Student is able to create basic oral statements	If a student does not speak in his/her national language. he/she may use the form of a chat/mail/short message to convey the meaning in a spoken context
4	Student prepares basic written texts	Student needs more time for instruction as sign language grammar (visual language) may interfere with foreign language grammar (phonic language)
5	Student has knowledge about foreign countries and their culture	Student has knowledge about the life of deaf and hard of hearing persons in foreign countries, their achievements, problems and special events, e.g. Deaflympics.

Polish D/HH students start learning English in Grade 1 and finish in Grade 12 (Domagała-Zyśk, 2013). Komorowska stated the contemporary methodology on teaching English is mostly grounded on the oral approach which is one of the main challenges for D/HH students to cope with (as cited in Domagała-Zyśk, 2019, p. 283). These Polish scholars recommended to avoid eliminating spoken materials and tasks and to accommodate D/HH

students' learning needs through the adjustment of the existing curriculum. The data in Table 4 touches upon speaking in a foreign language and the knowledge of some cultural features of the studied language's country, in this case, Poland. Modifications and adaptations are built around the use of national spoken language, alternatives for oral objectives, the provision of additional time, and learning about the Deaf cultures in foreign countries.

In the context of Norway, in 1997, the National Curriculum was implemented and English for Deaf Pupils was one of the core subjects (Pritchard, 2013). According to Pritchard (2013), the first step for deaf children to learn a foreign language was the introduction of British Sign Language (BSL) in the primary school syllabus. She further stated that BSL served as a platform to teach writing and speaking to hearing-impaired children in Grades 1 and 2. Almost a decade later, as Prithcard (2013) wrote, the new national curriculum was devoted not only to deaf learners but to hard-of-hearing learners as well. Thus, teaching English to D/HH children started from the first grade of primary school. It is worth mentioning that the curriculum for D/HH learners did not differ from the one developed for hearing students. The curriculum targeted the development of writing and speaking skills together with an introduction to foreign Deaf cultures.

2.2.Assessment

Assessment refers to "collecting evidence and making judgments or forming opinions about learners' knowledge skills and abilities" (Green, 2018, p. 2). Besides, there is a need for a proper assessment to ascertain the effectiveness of teaching strategies (El-Zraigat & Smadi, 2012; Pritchard, 2013; Scheetz & Martin, 2006). In this regard, Tomic et al. argued that assessment was one of the challenges for EFL teachers of D/HH students (2018). As an example, Croatian language teachers did not actually evaluate D/HH students' academic performance in English but rather their attempts to complete English-language tasks (Tomic et al., 2018). On this issue, Mpofu and Chimenga (2013) argue that

teachers should not downgrade requirements to assess D/HH students' educational attainment. In his opinion, teachers are expected to provide these learners with rational occasion so they can manifest their progress.

2.3. The characteristics of D/HH students

Considering D/HH students' impairment of hearing ability, teachers should be aware of these students' characteristics to meet their special learning needs (Adi et al., 2017; Mpofu & Chimenga, 2013). Next the description of cognitive, intellectual, memory, linguistic, and reading abilities of D/HH students are introduced in order to demonstrate their competence and desire towards FL learning, and English in particular.

The cognitive abilities of D/HH students

Shortcomings in the linguistic abilities of D/HH children are reflected in their meager learning outcomes when language skills are tested (Charrow & Fletcher, 1974). The reason behind this issue is a cognitive deficit of D/HH children, yet studies have confirmed that "the distribution of intelligence is similar for deaf and hearing populations" (Charrow & Fletcher, 1974, p. 463). In the same vein, other proponents of this view (Ali et al., 2017; Mayberry, 2002; Swisher, 1989) have argued against the view of D/HH students being unintelligent, deeming this assertion to be completely erroneous. Mayberry (2002) in her chapter on cognitive development of D/HH children described the following elements of D/HH students' cognitive characteristics: "Performance on standardized intelligence tests, visual-spatial and memory skills, language development, and reading development" (p. 72).

Performance on intelligence tests

One of the tests designed to assess human intelligence is intelligence quotient (IQ) tests. Before the 1930s, IQ tests conducted to investigate D/HH children's intelligence included a disproportionately heavy verbal format (Vernon, 2005), which produced inaccurate results and labeling. A non-verbal test that allowed an examination of D/HH

children's intelligence that differentiated intelligence from linguistic abilities was developed later (Vernon, 2005, p. 225). Thereafter, in 1928, the similar IQ outcomes of 200 hearing and D/HH children were presented (Vernon, 2005). Seventy years later, Braden also obtained analogous results showing the equality of D/HH and hearing children's IQ indicators (as cited in Mayberry, 2002, p. 87). These developments show that the performance of D/HH children in the classroom would be similar to that of their hearing counterparts if their challenges were accounted for by their teachers.

Memory skills

An additional aspect influencing the cognitive development of D/HH students and their academic achievements is related to their memory skills. As Hamilton (2011) reported, there are two memory branches responsible for storing information: working memory (WM) and short-term memory (STM). WM functions to convert information, while STM operates by saving it; both are pivotal in developing language, reading, and math skills. There is also a third type called long-term memory (LTM) that is dependent on the appropriate performance of both WM and STM (Hamilton, 2011). He also stated that a malfunction in one of them would lead to poor learning skills. The study by Marshall et al. (2015) indicated that deafness was not the reason for the weak non-verbal memory of D/HH children. Marshall and his colleagues explained that deafness influenced children's linguistic abilities but did not interrupt their WM, despite those children failing in a test that measured their WM abilities. Bebko (1984) discovered that deficits in sequential memory, which was responsible for reproducing events or sentences in succession, hindered the memorization of lists of numbers, words, and images. Kontra et al. (2015) revealed that the hearing-impaired students in her study faced difficulties with the memorization of lexical items and sentences; they constantly forgot what had been learned previously.

D/HH students also had strengths in their memory skills (Hamilton, 2011). One of them, the free recall was heightened for D/HH children, and this enabled them to memorize a list of items in random sequence. The study on free recall by Todman and Seedhouse pinpointed there was no gap in the results of hearing and D/HH pupils (as cited in Hamilton, 2011, p. 405). In the language classroom, this ability of free recall of D/HH students would be advantageous in the presence of a teacher who would, for example, present new vocabulary in a way that the children could manipulate the words in a variety of task-based activities.

Language development

The majority of D/HH children grow up in a bilingual environment, having been introduced to both spoken and sign languages (Hermans, Knoors, Ormel, & Verhoeven, 2008). As statistics show, 95% of deaf children are born to hearing parents and the remaining 5%, are raised in culturally deaf families (Dolezalova, 2013; Domagała-Zyśk & Kontra, 2016; Kontra et al., 2015; Kontra, 2017; Meier, 1991; Mweri, 2016; Strong, 1988; Wilcox et al., 2012). On the one hand, due to hearing deterioration, D/HH children have limited access to the oral language. On the other hand, since parents and school teachers are not skillful enough in SL, D/HH children do not possess adequate skills in it (Hermans et al., 2008). As a result, D/HH children do not "acquire native-like skills in one of the languages" (Hermans et al., 2008, p. 155).

The age when a child's deafness is diagnosed is vital to acquire the oral form of language. There are two categories of deafness: pre-lingual and post-lingual (Kontra, 2017; Reagan, 2010). Pre-lingual deafness refers to individuals who are congenitally deaf or lost the ability to hear before speech development (Kontra, 2017). Goldin-Meadow and Mayberry (2001) explain that pre-lingually deaf children are those who are being raised in a hearing family, and who did not have the opportunity to acquire SL at an early age. Post-lingual deafness is common for "those who lose their hearing at a later age, learn to speak

effortlessly, and start their cognitive development via spoken language" (as cited in Kontra, 2017, p. 36).

Reading development

Considering reading development, the average level of reading ability of D/HH school graduates is equal to a Grade 6 to 8 level, which according to Mayberry, these students "do not reach the level required for a person to be considered literate" (2002, p. 72). However, this indicator is not common for the majority of D/HH students since 50% of them read at the Grade 4 level (Mayberry, 2002; Swisher, 1989) and sometimes Grade 3 (Cawthon, 2001). Interestingly, Mayberry claims that the level of speech development can be a fundamental explanation for delays in reading for both signing and speaking D/HH children (2002). SL does not have a sound system, and its grammatical rules vary from the rules of oral language, thus it was never considered as a tool for reading development. She concludes by saying that, to succeed in reading, D/HH students should have a solid foundation in their first language.

The motivation of D/HH students towards English learning

According to Dörnyei, motivation explains "why people decide to do something, how long they are willing to sustain the activity and how long they are going to pursue it" (as cited in Yunus & Abdullah, 2011, p. 2631). Gardner and Lambert suggested two types of language learning motivation: "integrative and instrumental" (as cited in Yunus & Abdullah, 2011, p. 2631). In this regard, Gardner and Lambert defined integrative motivation is an individual's eagerness to master a language to blend into the society of that language. In contrast, instrumental motivation addresses the practical rationale of language learning such as grades and approval. In view of D/HH students' motivation to learn English, several studies were conducted (Yunus & Abdullah, 2011).

Pritchard (2013) and Kontra (2017) agreed there were many factors in the modern world for D/HH students to become motivated to acquire foreign languages, for example,

communication with foreigners. The majority of Norwegian teachers who participated in Pritchard's (2013) study, emphasized the point that intrinsic motivation arose their D/HH students' enthusiasm to learn British Sign Language (BSL), which was a foreign language for them. In the same manner, "strong will power, determination and self-confidence" (as cited in Kontra, 2013, p. 107) highlighted Hungarian D/HH learners' desire towards English learning. Dolezalova (2013) exposed "patience, encouragement and exposure" (p. 155) as the main elements of her Czech D/HH students' motivation to learn English.

Hearing-impaired students from non-English speaking countries had similar intentions to be able to understand and use English. For example, D/HH students from Hungary mentioned computer games and the use of the Internet as two of these reasons (Kontra et al., 2015). In the later study Kontra (2017) interviewed 31 Hungarian students from Grades six to eight about their reasons for learning English and German. Some of them wanted to continue learning those foreign languages in secondary school, whilst others highlighted traveling and overseas careers.

To recap, various motives inspire D/HH students to learn English, which in the future would be beneficial in the workplace. Others connect their desire with the ability to communicate with foreigners. Despite their impairments students were characterized as patient, self-confident, and strong-willed by their EFL teachers.

As Vygotsky wrote, "The principles and the psychological mechanism of education are the same here as for a normal child" (as cited in Rieber & Carton, 1993, p. 112). Moores and Martin (2006) also stated that "deaf individuals have the same cognitive potential as anyone else. Deafness sets no limits" (p. 11). Despite the mentioned intellectual characteristics, according to Swanwick and Gregory, D/HH children are able to learn languages in the same way as hearing children learn (2008). Also, Swisher (1989) stated that D/HH learners' mistakes in English are identical to mistakes made by those learning it as a FL.

2.4.The professional characteristics of EFL teachers of D/HH students

The teacher is the one who is considered as one of the most influential change agents by implementing appropriate techniques and strategies in the classroom to set up encouraging milieus for students' learning (Tsuladze, 2015). However, as Tomic et al. said, "teachers often question their competencies when it comes to teaching children with disabilities, feel insecure, unsatisfied or even frustrated with teaching performance" (2018, p. 495). Regarding EFL teachers, Domagała-Zyśk (2013) stated that their knowledge should not be limited by English teaching methods, but rather should be bolstered with additional education and training on the cognitive and communicative characteristics of students with hearing impairments. Conversely, a teacher of the deaf who is proficient in English cannot teach English to D/HH pupils since he or she is not officially qualified for this profession. Hungarian scholars described an average EFL teacher of D/HH students as "a young teacher in his twenties…who has a teaching degree in English but does not have any training or qualifications in teaching people with special needs" (as cited in Bedoin, 2011, p. 170). Additionally, Gardou stated, those teachers were usually women since they were the ones taking care of children with disabilities (as cited in Bedoin, 2011, p. 164). Avramidis and Norwich analyzed the literature on teachers' attitude on the inclusion of children with SEN and revealed that teachers were unanimously agreed that they preferred to teach students with mild impairments rather than those with severe ones (2002). In relation to the Kazakhstani context, teachers were less motivated to teach SEN students and felt quite negative about doing so (Movkebaieva, Oralkanova, & Uaidullakyzy, 2013). Indeed, the following anecdotal examples of EFL teachers' professional characteristics from various countries support the statement made by the above-mentioned researchers on the former's unpreparedness to work with hearing-impaired students.

In the study by Bedoin (2011), 137 EFL teachers took part in the survey and 12 EFL teachers were interviewed about their practices of teaching D/HH students in France. They

had the experience of teaching in mainstream and specialized schools. All these teachers were culturally hearing and only a couple of them were deaf or hard-of-hearing. Bedoin (2011) emphasized that these language teachers were not ready to educate D/HH learners. The reason for that was twofold. First of all, French mainstream and special schools did not obligate language teachers to be certified in teaching SEN students, but they could qualify on their own. Hence, the majority of EFL teachers were trained to teach hearing students, and only some of them hold an official document verifying their training in the field of special education. Another factor was the lack of EFL teachers experienced in teaching D/HH students means that schools were obliged to hire teachers without any qualifications. Eagerness and motivation were the triggers for French EFL teachers to complete training courses in SEN (Bedoin, 2011). Similarly, Jordanian teacher also showed willingness to attend in-service training courses on deaf education (El-Zraigat & Smadi, 2012). In general, the teachers were flexible about modifying their strategies and materials in order to meet the students' unique learning needs. In this regard, Bedoin (2011) concludes with a call for training programs for English teachers which would include a course on deaf culture.

The shortage of EFL teachers of D/HH students is reflected in the research by Adi et al. (2017) in Indonesia: the scholars interviewed one EFL teacher who worked in a special school. The interview aimed to investigate the difficulties of teaching in this school and attempts made to overcome them. Despite, Adi et al. (2017) not providing the background information on the teacher's experience and professional characteristics, from the findings on the challenges in teaching, it can be concluded that the participant's awareness on teaching English to D/HH students was low. Besides, this teacher was not skilled and qualified enough to adapt the learning materials, to give classroom instructions, or to explain the materials. It seems that this EFL teacher had not attended any training program on teaching hearing-impaired learners.

Gulati (2013) was an English teacher in one of the Polish universities. She affirmed that it was difficult to teach D/HH learners despite the fact that she provided lectures on education for impaired students. She also emphasized it was not enough for a lecturer on Surdopedagogics to be familiar the theoretical part of the issue. For this reason, Gulati started teaching English to students with hearing impairments (2013). Gulati's opinion is that even the trainers of deaf education programs should have a firsthand experience of working with D/HH students to cross-check the theory and practice.

Croatian language teachers with two decades of practice working with disabled children reported that special training provided only general knowledge on impairments (Tomic et al., 2018). Tomic et al. highlighted this limitation in training as being detrimental to language teachers' perception of students with various impairments (2018). Also, in his study, teachers complained about the lack of supplementary in-service training.

To sum up, EFL and FL teachers' characteristics do not alter from country to country. Their commonly shared challenges are linked to teachers' incompetence and unpreparedness to teach D/HH learners, the scarcity of trained EFL teachers, and the lack of in-service training programs.

2.5. Communication approaches for teaching D/HH students

Brelje distinguished two major methods used to deliver materials when teaching D/HH students: lip-reading and SL assisted by oral language (as cited in Bedoin, 2011, p. 161). Similarly, Strong also emphasized the role of spoken language and the concurrent use of oral and sign languages in programs designed for teaching Deaf learners (1988). The oral approach (oralism), lip-reading, finger-spelling, sign language, and total communication descriptions are provided below.

The oral approach or oralism

The oral approach was recognized as the communication approach for educating the deaf population starting from the 1880s (Ladd, 2005). Wilcox et al. (2012) and Lane

indicated this policy as being one linguistic colonization in its attempt to annihilate SL and deaf culture (as cited in Ladd, 2005, p. 13) since its philosophy was to adjust the deaf community into the dominant hearing society (Reagan, 2010). With the hegemony of oralism, SL and deaf educators were banned in order to "prevent them from passing down deaf culture to the next generations of deaf children" (Ladd, 2005, p. 13). For instance, according to Domagała-Zyśk (2013), around the 1970s, in German and Polish schools for the deaf, oralism was dominant in education and some schools even proposed their own mottos as "Behave well – do not sign" (p. 165). The research shows that in Hungarian schools, the oral approach prevailed in English and German language classes and, in general, spoken Hungarian was considered as the first language of hearing-impaired students (Kontra, 2017). As Bartha (2015) explains, the medical perspective of the Hungarian stakeholders denies the cultural background of deafness and aims at teaching D/HH children to speak. In D/HH students' words, it was challenging for them to speak and understand speech in their lessons, including foreign language lessons (Kontra et al., 2015).

In contemporary deaf education, oralism as a policy and an approach is still dominant (Kontra et al., 2015; Ladd, 2005) but organizations like UNESCO protect and promote equal rights for education. The Salamanca Statement on Special Needs Education (UNESCO, 1994) proclaims that "sign language as the medium of communication among the deaf, …, should be recognized and provision made to ensure that all deaf persons have access to education in their national sign language" (p. 18).

Lip-reading or speech reading

Dolezalova (2013), from her own experience of teaching English to D/HH students, shares that despite wearing hearing devices, students mostly lip-read. English is frequently foreign to D/HH students, and only 30-35% of its sounds are decipherable from a person's lips (Kontra et al., 2015). Moreover, Dolezalova (2013), similarly to Mole, McColl, and

Vale (2008), assumed that lip-reading involved a large amount of guessing and decoding on the part of D/HH students, thus teachers should be aware of various words that look similar when they pronounce them. In Hungary, for instance, lip-reading is one of the important skills that the oral approach targets for hearing-impaired students to master (Bartha, 2015). D/HH students revealed it was exceedingly challenging for them to lip-read (Kontra et al., 2015).

Sign language

There is a commonly shared belief among the culturally hearing population that the SL used by the Deaf is universal (Kontra, 2017; Marsh, 2005) and primitive (Bartha, 2015). However, contemporary linguists define SL as a "living language" (as cited in Johnson, 2017, p. 4) which is constantly under change and is comparable to any other language in the world (Bartha, 2015). Moreover, linguists justified this claim by further stating that SL is a fully-fledged linguistic system with its own grammatical and syntactical features (Kontra et al., 2015). There are countries which have switched from medical to cultural perspective towards deaf education and the strategies used therein. However, the status given to SL differs from country to country.

There are several countries which have recognized their national sign languages. Sweden was one of the first countries to formally recognize SL in the form of Swedish Sign Language as a language in 1981. It was subsequently introduced in the bilingual curriculum and started to be used as a medium of instruction in schools for D/HH students in 1983 (Svartholm, 2010). Similarly, according to Pritchard, in the 1990s Norwegian Sign Language was accepted by Norway and introduced in bilingual educational programs (2013). Hungarian Sign Language (HSL) has been accepted in Hungary but was not considered a principle language for schooling (Kontra et al., 2015). The kindergarten or school was the only place where the majority of Hungarian children learned HSL. It is also used as one of the subjects taught in secondary schools despite the deficiency of teachers

proficient in HSL. Importantly, in 2017, the government gave HSL the status of Deaf society's language and implemented its use in bilingual programs (Kontra et al., 2015). Deaf students and the school administration together with teachers are mindful that students have the opportunity to learn it. However, Bartha (2015) reports on some teachers' negative perspectives towards the use of SL. This has a direct affection on D/HH students' identity and, as Jim Cummins said, "to reject a child's language in the school or anywhere else is to reject the child" (as cited in Mweri, 2016, p. 85).

In the French context, in accordance with Bedoin, French Sign Language (FSL) or written/oral French are used as a means of communication among the Deaf population in France (2011). However, Bedoin (2011) highlights that the latter is prevalent. Unfortunately, the situation on SL use in Indonesia is not as successful as in the above-mentioned European countries. School principals have prohibited the use of SL in special schools for D/HH students (Adi et al., 2017). The scholars explain that D/HH students are taught and learn by using the lip-reading approach. In the same vein, Mweri (2016) reported on the official recognition of Kenyan Sign Language by the Kenyan Constitution. However, the Kenyan Sign Language is not considered as the language to be used in deaf education. As for SL use in Kazakhstan, the situation is unclear.

Sign language in Kazakhstan

The status of SL is recognized by the Law of the Republic of Kazakhstan on Social Protection of the "Handicapped" dated April 13, 2005 ("The Law of the Republic of Kazakhstan," n.d.). Paragraph 2 of Article 28 declares that the government recognizes SL as a means of interpersonal communication and its use in the learning programs of educational organizations for hearing-impaired children. However, it is not specified whether it is Kazakh Sign Language (KSL) or Russian Sign Language (RSL), or both. This indicates that regulations on language use are managed by hearing individuals with very little awareness of SL (Wilcox et al., 2012).

Finger-spelling

An essential component of any SL is finger-spelling which is based on its alphabet (Haptonstall-Nykaza & Schick, 2007). In other words, finger-spelling is an alphabetic depiction of words. This manual alphabet is used by educators and D/HH students to spell names or some words which do not have an equivalent in SL (Kontra et al., 2015). Adi et al. (2018) reported that in the context of Indonesia the EFL teacher used manual alphabet to explain the meaning of English words.

Total communication

Another approach is Total Communication (TC), which emerged around the 1970s in the USA and has been used for teaching D/HH students (Bedoin, 2011). To impart information, TC is applied in deaf education and embraces the concurrent use of oral and SL together with written and visual assistance (Bedoin, 2011; Mayberry, 2002; Mayer & Lowenbraun, 1990). As Kaplan stated, TC is the common mode of communication used in the classrooms (1996), notably 65% of school programs for students with hearing impairments practice it (Mayer & Lowenbraun, 1990). According to Denton, hearing-impaired students' right "to learn to use all forms of communication available to develop language competence" (as cited in Strong, 1988, p.114) signifies the legitimacy of the TC approach, yet Quigley and Kretschmer stated TC is a 'positive label' (as cited in Strong, 1988, p. 114) to any program for the deaf without any particular definition applied to the term TC.

The majority of empirical studies unveiled that teachers, including EFL teachers, were not proficient in SL (Bedoin, 2011; El-Zraigat & Smadi, 2012; Kontra et al., 2015). Thus, the oral approach was used widely and classroom communication was hampered. However, some teachers were able to finger-spell (Kontra et al., 2015). In some cases, D/HH students supported each other by explaining the teacher's words and instructions to those who did not understand the speech (Kontra et al., 2015).

In conclusion, some of the communication approaches such as total communication were recognized as being beneficial compared to programs based exclusively on the oral approach (Strong, 1988). However, some EFL teachers are assisted by sign language interpreters.

2.6.Bilingual education for the Deaf

Bilingual education for the deaf is defined as an educational approach used in teaching students with hearing impairments by utilizing sign and spoken languages, originally formed around the 1980s in the USA, the UK, and Scandinavia (Ladd, 2005; Swanwick, 2016). It "has never been attempted officially with deaf children" (p. 113) Strong (1988) stresses, and from the example of American Sign Language (ASL) provides reasons for the failure of its implementation. Firstly, doubt about ASL as a language system and the lack of information on statistics of children acquiring it at home were one of the excuses for its failure. Another relevant issue was the small number of educators trained to teach hearing-impaired students and who were proficient in ASL. The third rationale that hindered the formal implementation of bilingual education was the absence of a written system in ASL as in other sign languages. In general, the literature and research revealed that in comparison to English, ASL prevailed in the language of children with hearing and deaf family backgrounds. From the theoretical aspect, Cummins's (1979) linguistic interdependence hypothesis supports bilingual education. The hypothesis is built around the relation between first and second language acquisition (1979). According to Cummins, skills established in L1 can be successfully transmitted during L2 acquisition. Those who support bilingual-bicultural models for literacy development in deaf education in the United States assert that deaf learners with well-developed ASL as an L1 can acquire English as an L2 via reading and writing without referring to speaking. However, Mayer and Wells argued that "the situation of the deaf learner of English literacy does not match the conditions assumed by the linguistic interdependence model" (1996, p. 93). Firstly, as

it has already been mentioned, 95% of deaf children have culturally hearing parents and thus children do not have access to their natural language which is SL. Secondly, the difference between SL as a visual-spatial one and spoken language with an auditory-oral structure contradicts Cummins's hypothesis. Thirdly, there is no SL with a developed and commonly shared writing system. Drawing on the above-mentioned rationales, Mayer and Wells (1996) concluded that deaf students cannot maintain literacy skills in their L1 which could be transmitted to the print form of a spoken L2.

As Falkowska (2016) wrote, despite the aforementioned barriers, deaf people are bilingual, but still, the majority is not proficient in either the state language or SL. Consequently, successful acquisition of any FL, which is the third language in a deaf individuals' repertoire, solely depends on L1 competence. Scholars and educators report on the low literacy skills of D/HH school graduates due to their incomplete L1 acquisition in the early years of their lives (Kontra et al., 2015). In the same vein, Kazakhstani D/HH school leavers are not competent in Kazakh, Russian, and, importantly, in SL (Aitimova & Bekturganov, 2018). On this issue, Aitimova and Bekturganov blame the educational programs for D/HH students that have been approved by the MoES of Kazakhstan (2018).

2.7. Methods and strategies for teaching English to D/HH students

There is no commonly accepted methodology on teaching FL to students with hearing impairments, instead, general teaching strategies that have been adapted to D/HH students' learning characteristics are utilized by teachers (Domagała-Zyśk & Kontra, 2016). Strategies hinge on the students' peculiarities and the teacher's choice, or the teaching method that prevails at the school. Domagała-Zyśk (2016) emphasized the need to create special methods for teaching D/HH students by adjusting educational materials and the general methodology into classroom practices in a way that is appropriate to the needs of these students. Basic FL pedagogical approaches, as well as international practices related to their adjustment for D/HH students, are presented below.

Grammar-translation method is one of the traditional techniques in teaching FL. According to Larsen-Freeman (2000), in general, this method used to be a tool to develop students' reading skills and it encouraged them to read books in the FL for pleasure. Larsen-Freeman also states that the grammar-translation method was utilized by teachers to help raise their students' awareness of the grammar of their native language through learning the grammar of the FL (2000). This, in turn, would maintain students' writing and speaking skills in their first language. The approach was valuable for improving students' cognitive abilities albeit their not being expected to use the FL (Larsen-Freeman, 2000).

Initially, grammar comprehension used to be the prevalent element of FL teaching but later vocabulary replaced it (Domagała-Zyśk & Kontra, 2016). Domagała-Zyśk and Kontra (2016) state that in the context of deaf education teaching vocabulary is hurdled by D/HH students' inability to figure out the meaning of the words (2016). Additionally, these students' lexical repertoire in their state language is narrowed. The authors also claim that for this reason D/HH students face obstacles in learning words in FL. The best way to teach vocabulary to hearing-impaired students is to provide written form of the words (Domagała-Zyśk & Kontra, 2016). However, FL teachers should not restrict the students from the oral form as well.

The grammar-translation approach incorporates such elements as "*memorization and deductive application of rule*" (Larsen-Freeman, 2000, p. 20). As she explains, examples of memorization are cases when learners are asked to learn and memorize a list of foreign words together with their translations. *Memorization* is also applicable to the rules of grammar. In this regard, the *deductive application of rule* can be applied for teaching grammar comprehension. For instance, students are given an example of a particular grammar rule, and they practice it to master its use (Larsen-Freeman, 2000). Thus, grammar-translation is an approach used in the classroom to practice both vocabulary and grammar rules.

Kontra et al. (2015) found that memorization was the dominant strategy used in the classroom by FL teachers in Hungary. D/HH students were required to memorize foreign words and sentences. There were, nonetheless, some disadvantages of the grammar-translation method, as D/HH learners who were interviewed shared this was overwhelming and too challenging as a result of their forgetfulness (Kontra et al., 2015).

Audio-lingual method is a teaching approach that is heavily based on speaking and targets new vocabulary via *"repetition drills"* (Larsen-Freeman, 2000, p. 48). A repetition drill, as Larsen-Freeman says, occurs when learners duplicate what has been said by the teacher in an accurate and quick pace (2000).

Suggestopedia is another pedagogical method that suggests the use of various games and singing activities (Larsen-Freeman, 2000). Here, the conducive and friendly environment created by the teacher, and the pleasant activities inspire students to be a part of the learning process without any hesitation on their part.

Facilitative strategies are reflected in visual tools, visual organizers, and pictures for representing the vocabulary, and instructions on the board or other instruments which assist the teaching/learning process of students who are D/HH. Thus, Bedoin (2011) revealed that EFL teachers in France gave preference to a couple of effective strategies, specifically language adjustment for D/HH students' needs, and printed visual materials, such as pictorials and video clips. Gulati (2013) in her English teaching practice used a scanned version of the textbooks on an Interactive Board for her D/HH students' ease to better follow the lesson. With the help of this Interactive Board, Gulati demonstrated various Webpages, short video clips, and films. The video player functions allowed her to pause films and turn the subtitles on to better facilitate her D/HH students' understanding. The language of the films was English and they were about Deaf society. For teaching grammar to D/HH students, Jimmy Challis Gore and Robert Gillies proposed the Manipulative Visual Language (MVL) approach (as cited in Kalivodová, 2013, p. 23). The

MVL allows English grammar elements to be reflected on a surface with the help of various colored shapes. Adi et al. (2018) found that EFL teachers in Indonesia gave preference to white board use, rather than to the projector. For explanations the EFL teacher applied used instructions written on the whiteboard.

Other teaching strategies. Thorough lesson plan design was one of the strategies applied by Croatian teachers to teach English to D/HH learners (Tomic et al., 2018). In this regard, they used differentiation techniques by developing several variants for the same task to cater to classes of students with dissimilar hearing impairments. Importantly, they simplified and condensed the all learning materials, topics, tasks, sentences, and readings (Tomic et al., 2018).

2.8. Classroom arrangement and technical equipment

The classroom setting and technical equipment are pivotal features that influence D/HH pupils' success in learning an FL. Generally, the environment is expected to be friendly and encouraging to promote high linguistic achievements (Domagała-Zyśk, 2013).

According to El-Zraigat and Smadi (2012) most school buildings in Jordan where D/HH students studied were not built to meet these students' needs. For example, the classrooms were not designed to muffle the noise emanating from them, and did not allow for the appropriate arrangement of the students' desks (El-Zraigat & Smadi, 2012). The optimal placement of the desks in a classroom should be in a horseshoe shape since this enables hearing-impaired students to see each other (Domagała-Zyśk, 2019; El-Zraigat & Smadi, 2012).

Regarding the technical equipment, El-Zraigat and Smadi (2012) wrote that Jordanian schools for hearing-impaired students did provide projectors and computers, but teachers, surprisingly, did not use them in class.

2.9. Parental support

According to Tomic et al. (2018), inclusive education occurs when stakeholders (the administration, teachers, parents) are engaged and cooperate with each other. Croatian language teachers highlighted moments of excellent partnership, but sometimes parents' unwillingness to collaborate pointed to their negative perspectives towards the impairment of their children (Tomic et al., 2018). In El-Zraigat and Smadi's (2012) study, Jordanian parents did not attend school meetings and did not show any interest towards their children's learning achievements, even though teachers repeatedly invited them.

2.10. Theoretical framework

Engeström's (1987) Activity System Theory model "does offer researchers and practitioners a holistic interpretation of a real-world situation that is comprehensive and clear" (Hasan & Kazlauskas, 2014, p. 11) and I have used it to build a theoretical framework around the issue of teaching English to D/HH students in Kazakhstan, specifically to investigate EFL teachers' practices beyond the classroom setting.

This model is broadly described in Lawrence's (2014) study that is devoted to exploring the teaching experiences and perspectives of teachers of the Deaf in Uganda. According to Lawrence, German Ideology, as well as Marx and Engel, Vygotsky, Leontiev, and Luria influenced the activity system theory (2014). Regarding the name of the theory, Vygotsky explained *activity* as a deliberate process achieved by an array of *actions* accomplished by *tools*, where *tools* refer "to the most significant tool for collaborative human activity" (Hasan & Kazlauskas, 2014, p. 9), which is language. Thus, the initial activity system was expressed through the concept of mediation, which focused on the interaction of agents within the activity system: subject ("human doer"), object ('the thing being done") (p. 9), and mediating artifact ("tools, beliefs, discourses") (p. 9). Yamagata-Lynch and Haudenschild define *subject* as the agents within the activity that assist the *object* to achieve the goal (as cited in Lawrence, 2014, p. 67). In this sense, the *object* is the subject's rationale to be a part of the activity; meanwhile, *tools* are reflected in

intellectual and/or material instruments applied by the subject to achieve the targets assigned to the object (Lawrence, 2014).

Meanwhile, Engeström's model of the activity system differentiates the actions of an individual and a community in general and embraces particular transferable elements which are: instruments, object, community, rules, outcome, subject, and division of labor (Hasan & Kazlauskas, 2014).

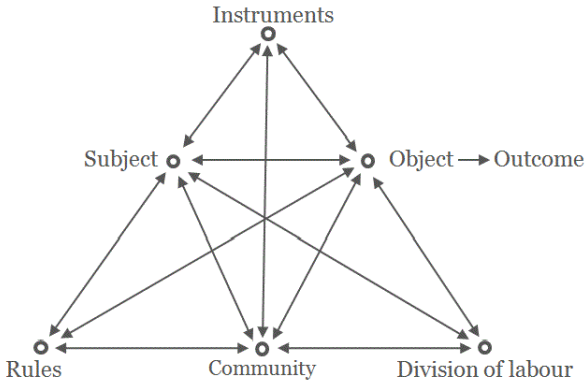

Figure 1. The Activity System Theory Model by Engeström (1987)

Lawrence (2014) assigned each of the elements in accordance with the purpose of her study as the following: *subject* was the teacher; *instruments* stood for methods and sign language; *object* referred to teaching; *division of labour* included the roles of parents, teachers, deaf adults, interpreters, and in-service skills training; *community* involved other teachers, peers, parents, deaf adults, and interpreters; *rules* represented policies at national and school levels; *outcome* was perceived as the role of deaf students in the social and academic life of the school.

As for the present study, Engeström's model served to display the case of teaching English to D/HH students in the Kazakhstani setting. Some of the elements remained the same as in Lawrence's (2014) research but several were modified in accordance with the current research questions: 1) How do EFL teachers teach English to D/HH students? The

first question involves three sub-questions: What are the teaching techniques used in English lessons? What are the strengths that help EFL teachers to teach English to D/HH students? What are the challenges faced by EFL teachers in teaching English to D/HH students? 2) How does the school community support EFL teachers? Therefore, implication of the Engeström's model of the activity system as it relates to the case of *instruments* are teaching practices, techniques, classroom arrangement, and sign language; *subject* refers to EFL teachers; *object* means teaching English to D/HH students; *rules* remain the same – national and school policies; *community* indicates the school context, and other teachers of D/HH students; whereas *division of labour* signifies the roles shared by parents and teachers. Finally, the *outcome* describes the English teaching process, as a result of the subject, i.e. EFL teachers.

2.11. Summary

The literature review section comprises the existing literature on EFL teachers' experience teaching D/HH students. The international studies covered in this chapter considered matters related to English curriculum development, the characteristics of both D/HH students and EFL teachers, the role of the school community, and various techniques and adjustments that have been useful in teaching hearing-impaired children. On the contrary, in Kazakhstan, the phenomenon of teaching English to D/HH learners has not been investigated at all. According to Aitimova and Bekturganov (2018), 70% of hearing-impaired children in Kazakhstan are born from hearing parents. In this light, each of them deserves to be educated via the methods that have been painstakingly developed within the modern international education system, including that which promotes their knowledge of English.

Chapter 3: Methodology

Whilst the previous chapter reviewed the relevant literature, the ongoing chapter describes the methodology and its justification for gathering the data on EFL teachers' practices of teaching English as a FL to D/HH students in Kazakhstan. In addition to the research site, the chapter expands upon the participants involved in the study. The description for research design, instrument, and procedures for data collection, and the data analysis are also provided in this part of the paper. In addition, the ethical considerations and presents methodological limitations are specified.

3.1. Research design

The research questions aimed to guide the present study, namely 1) How do EFL teachers teach English to D/HH students? The first question includes three sub-questions: What are the teaching techniques used in English lessons? What are the strengths that help EFL teachers to teach English to D/HH students? What are the challenges faced by EFL teachers in teaching English to D/HH students? 2) How does the school community support EFL teachers?" required the application of a descriptive qualitative methodology for several reasons. Firstly, according to Hatch (2002), a qualitative approach allows "the exploration of human behaviors within the contexts of their natural occurrence" (p. 7). Secondly, in Creswell's opinion, views of the participants will not be restricted by predesigned instruments or closed-ended questions (2014).

The case study method was applied as a relevant type of a qualitative inquiry to explore teachers' experience of teaching English as a second language to D/HH students. The rationale for design choice is that case study establishes in-depth investigation by portraying lived experiences, thoughts, and feelings for a particular situation (Cohen, Manion, & Morrison, 2011; Rossman & Rallis, 2012; Rowley, 2002; Yin, 2014). Moreover, Yin (2014) emphasized that "a case study is an empirical inquiry that investigates a contemporary phenomenon (the "case") in depth and within its real-world

context, especially when the boundaries between phenomenon and context may not be clearly evident" (p.16). In this regard, English teachers' practices of teaching English to students with hearing loss is viewed as a phenomenon in the Kazakhstani context.

3.2. Research site

A mainstream school in Akmola region, Kazakhstan, was selected as a research site for several reasons. Firstly, it is characterized as inclusive with correctional classes where D/HH students study. Secondly, the school operates in the humanitarian-linguistic direction and, regarding the medium of instruction, it practices trilingual education policy which includes Kazakh, Russian, and English languages.

3.3. Research sample

Purposeful sampling was chosen to conduct the study in as much as the site and the participants were selected intentionally in order to understand the central phenomenon (as cited in Creswell, 2014, p. 228) of teaching English to D/HH students of elementary and secondary schools. Considering the fact that English teachers teaching students with hearing impairment are few, the sample is limited. Bedoin (2011) stated that most studies on teaching EFL to D/HH learners conducted in various European countries engaged one or two English teachers as a sample. Hence, the present study also involved only two teachers. As there were ten grades in the school where D/HH students studied, one of the participants worked with primary school students (Grades zero to three), whereas the other one with secondary school students (Grades five to ten).

Despite it was planned to involve two English teachers at the initial stage of the study, during the interview with one of the EFL teachers a speech therapist who worked at the site got involved into the discussion. I did not interrupt her, since her opinion became the source of the rich data. However, it was not a holistic interview as in the case of two other participants. As a result, research results are based on three participants' answers.

3.4. Data collection methods and instruments

The present qualitative case study utilized triangulation of methods in order to acquire credible findings. In this regard, Creswell (2014) advocated that "multiple sources of information, individuals, or processes" (p. 283) validate findings. Thus, the study included such instruments as semi-structured one-on-one interviews and in-class non-participant observations.

3.5. Interviews

The data was collected with the help of semi-structured interviews (see Appendix A), which are not highly structured and according to Fontana and Frey, "one of the most powerful ways in which we try to understand our fellow human beings" (as cited in Creswell, 2014, p. 60). During the semi-structured interviews, two teachers were given an opportunity to talk freely on topics and questions on teaching English to D/HH students. This qualitative instrument was applied by asking general and open-ended questions and using a tape recorder to record the answers. Open-ended questions freed the participants from limited perspectives of the researcher or previous research findings in order to allow them to narrate their experiences. One-on-one form of interview allowed the researcher to talk to one participant at a time.

3.6. Observations

Observations allowed getting "open-ended, firsthand information by observing people and places at a research site" (as cited in Creswell, 2014, p. 235), particularly teachers conducting English lesson to their hearing-impaired students. According to Creswell (2014), the role of a non-participant observer makes it possible for the researcher to visit the school and "record notes without becoming involved in the activities of the participants" (p. 236). "A broad-to-narrow perspective of observation" (p. 238) was used to get a general sense of the school and classroom where the lessons were held. Firstly, the broad perspective intended to observe the whole school in general in order "to get a

general sense of the site" (Creswell, 2014, p. 237) and environment where the hearing impaired students study. Secondly, a narrowed perspective of observation includes the researcher sitting in the back of the classroom and making notes on a classroom setting and teacher-student communication. Observational field notes "the data recorded during an observation" (as cited in Creswell, 2014, p. 238) described the setting, activities, personal reactions (see Appendices D and E). Lesson observations in Grades zero, three, five, six, and eight were conducted in order to compare English lessons and techniques teachers used in primary and secondary schools.

3.7. Data collection procedures

The data collection procedures started in December 2018 after the study was reviewed and approved by NUGSE Research Committee and lasted for two weeks. I visited the selected school beforehand in September 2018 to find more details about the potential participants and the site in general. During the visit, I met the Deputy Director of correctional classes, who became a gatekeeper and whose support and trust was won (Creswell, 2014). The reason for choosing the school as the site and the purpose of the study were explained orally to her.

The next step was getting access to the site. Before collecting the data, the Principal of the targeted school was contacted. Meeting the Principal in person, I provided a letter given by NUGSE and, by explaining the study's aim and benefits the school might gain from the research, the study was approved.

The process of recruitment was held mainly with the help of the gatekeeper. Firstly, the gatekeeper introduced me to two English teachers. The teachers were given a brief description of the study and were asked to take part in it. After receiving the participants' agreement, the final step was the negotiation of time and place.

The interviews were held with English teachers firstly then in-class observation took place. Interviews were held at a convenient time for the participants in the school, in a

classroom or some other places familiar and comfortable to the participants. Interview with teachers was accompanied by informing about the study and providing the Informed Consent Form (see Appendix F). After signing the Informed Consent Form, the interview with the teachers started. The teachers were asked about preference in language for the interview (Kazakh, Russian or English). Thus, the Russian language was chosen by the participants. Also, the researcher got permission to record the answers on the tape recorder. The interviews with two English teachers lasted about half an hour each.

At the end of the interviews, all the participants were thanked for participation and were given souvenirs as a token of gratitude.

3.8. Ethical considerations

The Informed Consent Form is a focal point of any research in as much as the participants, as Frankfort-Nachmias and Nachmias emphasize, "are going to be exposed to any stress" (as cited in Cohen et al., 2007, p. 52). For this reason, participants of this study were given a hard copy of the Consent Form (see Appendix H) with detailed information about the study, its aim, probable risks, and benefits. The most crucial part in the Consent Form is that participation was voluntary and the participants could withdraw at any time during the study. In addition, the teachers were asked to read the Consent Form thoroughly and feel free to ask questions for clarifications. I guaranteed the participants' anonymity and confidentiality. Names of the participants have not been presented in the study report. Instead, they have been replaced by codes or pseudonyms and the school's name was not mentioned at all. The school is referred to as "one school in Kazakhstan".

All the interviews were tape recorded on my smartphone. The smartphone was locked by a fingerprint so no one could have access to the recordings. When the data was collected, all the interview recordings were transferred from the smartphone to my laptop. After doing so, the recordings were deleted from the smart phone's storage. Access to the laptop was also protected by a password. Consequently, all the data was kept in

unapproachable place – my personal locker. The collected data was viewed only by me and the supervisor. By the period of submitting the thesis, all information including the participants' names and the site had been eradicated.

3.9. Data analysis

The obtained data from semi-structured interviews and in-class observations were analyzed in a qualitative way by applying the threefold diagnostic approach (Miles, Huberman & Saldana, 2014). Thus, the analysis in this thesis study was carried out in the next three stages: "data condensation, data analysis, and drawing and verification of conclusions" (Miles et al., 2014, p. 31).

According to Miles et al., data condensation is considered as simplification of the entire paper-based or audio-taped evidence obtained from the data collection process (2014). In view of this, the recorded interviews and lesson observation notes were transcribed manually (see Appendix I). Regarding data analysis, in accordance with the research question transcriptions were coded by themes emerged from the participants' responses (see Appendix J). Considering the fact that the interviews were conducted in Russian, I translated them in English in order to cross-check the correctness of the coding procedure with the supervisor. However, I mostly referred to the original transcript. At the last stage, after coding two interviews there was a list of 46 codes. Later similar codes were combined into categories. As a result, I end up with 7 thematic categories which are presented in the Findings and Discussion section.

3.10. Summary

The chapter provides the reason behind the choice of the qualitative case study research design. This particular approach assisted to get insight into EFL teachers' experience of teaching D/HH students in Kazakhstan. To obtain the data, one-on-one semi-structured interviews were used together with 40 minutes in-class observations in grades of primary and secondary schools. Thus, two EFL teachers and the speech therapist were

interviewed in the school they worked at. Ethical considerations were taken into account throughout the entire study.

Chapter IV: Findings and Discussion

This study investigated EFL teachers' experiences teaching English to D/HH students in Kazakhstan. The semi-structured interviews together with in-class observations were used to address the following questions of the study: 1) How do EFL teachers teach English to D/HH students? The first question included three sub-questions: What are the teaching techniques used in English lessons? What are the strengths that help EFL teachers teach English to D/HH students? What are the challenges faced by EFL teachers in teaching English to D/HH students? 2) How does the school community support EFL teachers?

The current chapter includes the key findings obtained from two in-depth interviews and one incomplete interview from a participant who initially was not a part of the research sample. The findings and discussion are displayed in accordance with Engeström's (1987) *The Activity System Theory Model*, which demonstrated a considerable relationship between the EFL teachers, D/HH students, the school community, and teaching processes. Thus, the challenges and barriers EFL teachers faced in their practice, teaching techniques applied by EFL teachers, and school support provided to EFL teachers are reflected in the seven themes that emerged from the study: rules, subject, object, instruments, community, division of labour, and outcomes (Hasan & Kazlauskas, 2014; Lawrence, 2014).

4.1. Subject

According to Yamagata-Lynch and Haudenschild *subjects* refer to "participants in an activity motivated towards a purpose or attainment of the object" (as cited in Lawrence, 2014, p. 67). In this study, two EFL teachers and a speech therapist (from now on coded as T1 and T2, ST respectively) were identified as subjects whose activity was targeted in teaching D/HH learners. The findings specified below are mainly built around EFL

teachers' professional background, challenges in professional development, and their low motivation.

4.1.1. The professional background of the participants

The research participants, T1 and T2, were females, culturally hearing, and both majored in "English as a Foreign Language". They were the only EFL teachers working in correctional classes at the school. At the time of the study, both had had six years of general experience teaching English to hearing students. However, T1 had had a year and three months experience of working with D/HH students in a secondary school (Grades 5-10), whilst T2 started teaching hearing-impaired students in a primary school (Grades 1-3) in September 2018 which only gave her four months of experience. The third participant, ST, also was a female and culturally hearing. She taught D/HH students in an individual manner. ST did not provide any information about her background since she accidentally dropped into the interview after it had begun because of her interest and in the same way, she left the discussion early. Concerning their linguistic background, ST was fluent in Kazakh and Russian which was noticeable from the way she switched between these two languages during the interview. T1 and T2 were fluent in Kazakh, Russian, and English but not proficient in SL. Despite this deficiency, as T1 explained, she gave classroom instructions by using some general signs:

> I know some of the signs. For example, signs like *'to learn'* and *'at home'*, and the ones used by students for asking permission to go out. But in general, I don't know how to sign.

The knowledge of similar signs was echoed in T2's response: "I am familiar with some of them, mostly those that are useful in the classroom, the basic ones." The participants' ability to use these core signs was helpful only in the case of giving instructions but was insufficient for context explanations. Nevertheless, T1 and T2 knew that their knowledge of the manual alphabet used in Russian and Kazakh sign languages was useful to

demonstrate the English sounds or spell the words. The participants were able to finger-spell which was discerned from in-class observations, for instance, in Grade 0 one of the D/HH students had difficulties of saying the word ‘car’. In order to help him, T2 finger-spelled Russian [k] and [a] sounds. Consequently, the student was able to say the word accurately.

In this study, the Kazakhstani EFL teachers’ characteristics corroborated the findings discussed in studies conducted in non-English speaking countries by Adi et al. (2017), Bedoin (2011), Domagała-Zyśk (2019), Pritchard (2013), and Tomic et al. (2018). Firstly, T1 and T2 were young female teachers, which in Bedoin’s (2011) opinion, is the common tendency in special education. Moreover, they were not prepared to teach D/HH students since they were not officially qualified to do so (Bedoin, 2011; El-Zraigat & Smadi, 2012; Pritchard, 2013). Secondly, similar to almost all EFL teachers who participated in studies on teaching D/HH students (El-Zraigat & Smadi, 2012; Tomic et al., 2018), T1 and T2 were culturally hearing and not proficient in SL. Nevertheless, similarly to the case of Indonesian EFL teachers (Adi et al., 2018), the skills the Kazakhstani teachers of the current study possessed in finger-spelling were helpful in utilizing the manual alphabet to explain the English sounds and words to D/HH students. To sum up, as Bedoin (2011) explained, due to the shortage of trained teachers with a knowledge of SL, teachers without any experience of teaching students with hearing impairments were employed to teach in mainstream and special schools in France. This was the situation that the findings of the current study revealed in the Kazakhstani context.

4.1.2. The lack of motivation of EFL teachers toward teaching D/HH students

One of the most sensitive questions the participants were asked about was their attitude towards their learners. It the beginning of their teaching career, these EFL teachers experienced empathy towards their unique D/HH learners. At this point T1 described how she felt:

> Initially, it was very scary because of the lack of any knowledge of sign language on my part. I feel cautious towards them, I mean, I empathize with them. In the beginning, it was painful for me, very painful.

This showed the anxiety and deep emotional feelings T1 experiences, but T2 highlighted the challenges in communication: "When I was teaching them for the first time, it was difficult for me because I did not understand them, and they did not understand me." In both cases, it was seen that EFL teachers focused on the lack of communication. However, this could be the reason why other EFL teachers in the school refused to teach hearing-impaired students.

During the interview with T2 and ST, the issue of EFL teachers' motivation towards working with D/HH students emerged. ST was quite emotionally expressive on the EFL teachers' experience and their low interest in teaching D/HH learners:

> It really hurts that you are losing interest (pointed at T2). You will work for one or two more years, and then it will not be interesting anymore because there is not any response. The interest will be related only to money.

T2 agreed with this statement and said it was a common topic among other EFL teachers working with hearing students in the school: "Indeed, none of the English teachers wants to work in correctional classes because, as they say, 'I do not want to teach them because they do not understand me'." This excerpt indicated EFL teachers' reluctance towards teaching D/HH students. In this regard, what Movkebaieva et al. (2013) revealed in Kazakhstani teachers, namely their negative attitude and weak motivation towards students with SEN, seem to be true.

4.2. Object

According to the activity system theory model, an object is considered as "the goals of an activity or the subject's motive for participating in an activity" (Lawrence, 2014, p.

67). In the present study's context, object is referred to as D/HH students and their cognitive characteristics and motivation to learn English.

In the observed grades (zero, three, five, six, and eight) of primary and secondary schools, the number of D/HH students per grade was small – from five to eight students. The majority of them wore hearing aids, but there were students without those devices who remained silent during the class.

4.2.1. The weak memory abilities of D/HH students

One of the findings that emerged from the interview with T1 was related to the memory abilities of D/HH student. "They forget everything so fast," she said when I asked her about the challenges her students faced in learning English. This particular obstacle appeared in this participant's responses several times. Firstly, T1 stated that after a couple of lessons D/HH students forgot what had been learned. As she explained, this occurred due to the students' memory which was not longitudinal as was indicated in their deafness diagnosis. For this reason, she did not want to overwhelm her students. As an example of a method she used to overcome this difficulty during student assessments, T1 said: "I allow them to refer to their copybooks, just a little bit, to let them complete the test." During my observations in secondary school, I witnessed D/HH students forgetting the words they learned at home. The students were invited to approach the blackboard to be checked on their vocabulary knowledge, and many of them spent several minutes recalling a particular word. Regarding primary school, T2 did not mention this issue due to the lower level of her students' English, but the lesson observations in this school revealed that the D/HH learners tended to forget English letters and words. Besides, during the lesson, which was 40 minutes long, Grade 3 students were writing the letter 'I' and coloring a picture of the object that started with this letter, namely 'ice-cream'. For homework, these students were asked to memorize the letter 'I' and the word 'ice-cream'.

It has been proved that D/HH children's diagnosis, particularly of deafness is not the reason behind these children's weak memory (Marshall et al., 2015). However, the fact that hearing-impaired children's working and sequential memories are weakened, seems to corroborate with T1 and T2's responses (Bebko, 1984; Marshall et al., 2015). There was ample evidence of this in the study conducted by Kontra et al. (2015) when she and her colleagues highlighted D/HH students' forgetfulness of words. However, being afraid to overwhelm D/HH students, T1 and T2 did not challenge the students' intellectual abilities enough. There are strengths that exist within D/HH learners' memory, such as free recall, which makes it possible for the students to memorize the items in a random order (Hamilton, 2011), should be considered by teachers when planning their lessons. Moreover, Moores and Martin (2006) and Vygotsky (as cited in Rieber & Carton, 1993, p. 112), claimed that deafness does not limit the intellectual potential of hearing-impaired students. To enhance these students' interest towards learning English, it would be beneficial to spend 40 minutes of each lesson on various activities which would engage them further. This could be better attained if EFL teachers attended special training sessions or did some research on their students' weak and strong cognitive characteristics, as the knowledge gained could guide the former to use methods that would more effectively teach English to these students.

4.2.2. The vitality and motivation of D/HH students

T1's sensitive attitude towards D/HH students has already been mentioned in a previous section. When I asked her to describe her students, T1 compared them to culturally hearing students:

> Hearing-impaired students have a strong aspiration for life, and they want to discover and learn everything. They are more interested in learning things than ordinary children. I got the impression that these children are very studious. They try to learn everything – it amazed me.

From this excerpt it seems that the participant valued the D/HH students' desire to learn and compared these characteristics to those of hearing students'. Being isolated from the majority of opportunities present in the hearing world, and in spite of their impairments, D/HH students strove harder than their hearing counterparts to attain the knowledge provided by their teachers. Furthermore, these students possessed the inner desire to learn new things, and English as a foreign and new language was not an exception:

> This year, Grade 5 joined the secondary school and they faced new teachers, and an unusual language [English] for them. This is exciting for them. We started with learning sounds, and they liked it – they still like it (T1).

There were several studies which emphasized D/HH students' enthusiasm and the strengths they showed when learning English (Dolezalova, 2013; Kontra, 2013; Pritchard, 2013). These students were characterized as individuals with determination and inner strength.

In the same vein, T2 described primary school D/HH learners' interest: "They know the numbers from one to ten in Russian, but when they learned them in English, they became more interested." Moreover, learning the numbers was not the only reason for an increase in primary school D/HH students' interest: "They have an interest in activities. We sang a song, at that time their interest was even more obvious." Another factor that raised students' motivation was grades: "They like grades. They are motivated to get high grades," said T2. Gardner and Lambert defined this type of motivation as instrumental, where students learn a FL to obtain good grades or to be praised by their teachers (as cited in Yunus & Abdullah, 2011, p. 2631).

In some cases, as T1 shared during the interview, D/HH students were motivated to learn English in order to understand the instructions of computer games. This desire of Kazakhstani D/HH students to learn English in order to be able to understand computer

games exposes, as Gardner and Lambert defined it, their integrative motivation (as cited in Yunus & Abdullah, 2011, p. 2631). Computer games are mostly produced by foreign countries outside of Kazakhstan, thus, by playing them alone or with other gamers online, D/HH students become a part of that community (Kontra et al., 2015; Pritchard, 2013). Thus, communication with foreigners and computer games are recognized as one of the common trends throughout the globe for all children to be motivated to learn an FL.

4.3. Rules

Lawrence (2014) stated that rules "regulate the subject's participation while engaging in an activity" (p. 67). The current study defined rules as national policies in Kazakhstan and of the school where T1, T2, and ST worked.

4.3.1. Mismatch of the policy with teaching English to D/HH students

One of the findings that emerged from the interviews was the top-down nature of the trilingual education policy and its discrepancy with English teaching practices to hearing-impaired students, especially at the primary school level. The MoES declared that the trilingual policy had to be implemented across the country, but it failed to consider minority groups such as students with SEN. In this light, ST emotionally expressed her concerns about the recently updated content of education and trilingual policy implementations in the Kazakhstani education system: "The government decided that we need trilingualism, thus they involved us. It's so difficult, it's so challenging… it's a waste of time, a waste of state money." This reflected a desperate situation, not only of language teachers, but also of other specialists' in correctional classes due to primary school D/HH students' inability to speak. From my in-class observations, I witnessed the way Grades zero and three D/HH learners communicated with each other. Despite my not knowing SL, I could see them producing vocalizations supported by gestures, with rarely an articulated word pronounced. ST recounted:

> It is very premature when a child does not know the word ‘window’ in Russian and in Kazakh, so how can he or she be taught this word in English? It is just a direction to nowhere. I think it is a mockery.

What she meant was that such a limitation in the linguistic knowledge of students who are D/HH, at least in primary school, contributed to their being overwhelmed when learning their fourth language. Evidence of this limited knowledge of the Russian language, was the fact that objects in the classrooms that were observed had stickers with their Russian terms written on them, and these were pasted all around. In addition, stickers with basic expressions like ‘Hello’, ‘Goodbye’, ‘May I go out?’, ‘I want to read’, ‘I have written’, ‘I have read’, ‘I want to eat’, ‘I want to write’ were found on the desks and the doors (see Figure 2).

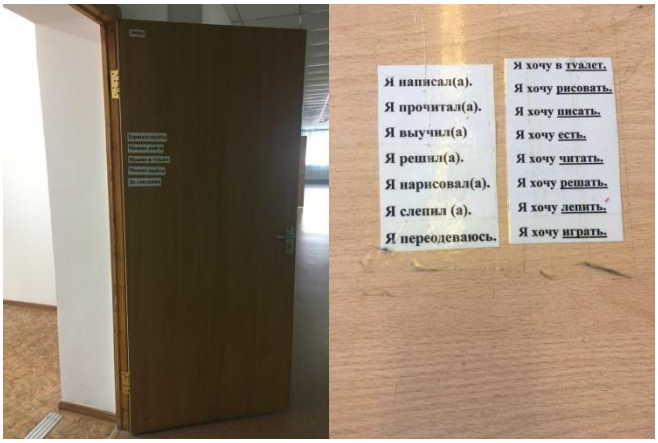

Figure 2. Greetings and phrases on the door and the desks

The imbalance between educational policies and the actual state of affairs involved in teaching English to hearing-impaired students emerged in non-English speaking countries, such as France (Bedoin, 2011), Indonesia (Adi et al., 2017), Croatia (Tomic et al., 2018), Poland (Domagała-Zyśk, 2019), and Norway (Pritchard, 2013). Furthermore, the linguistic situation in Kazakhstani primary and secondary schools which D/HH students attend contradicts Cummins’s linguistic interdependence theory but supports

Mayer and Wells's (1996) perspective that for deaf students it is impossible to transmit their L1 skills in learning L2. Hence, hearing-impaired students who have graduated from Kazakhstani schools are proficient in neither Kazakh, Russian nor SL (Aitimova & Bekturganov, 2018). Probably due to a lack of awareness of this issue and a scarcity of studies on deaf education in Kazakhstan, the MoES has assigned English as a compulsory subject for D/HH learners within the framework of the trilingual education policy.

4.3.2. School policies on simplification

As the EFL teachers reported during their interviews, the content of the curriculum was not similar to that used for teaching hearing students. As the school policies required, all items in the curriculum were to be simplified in order to teach D/HH students. Thus, T1 and T2 developed a simplified curriculum to try to make the topics and tasks accessible to D/HH students. The following is what T1 shared regarding the secondary school curriculum: "When I taught last year, I used a simplified version, but it still was difficult for the students. This year I have made another one." This indicated the EFL teachers' lack of experience in curriculum design. Similarly, T2 developed a simplified curriculum to teach D/HH students in Grades zero to three: "I designed a common curriculum for all grades whether for Grade one, two or three." It was the first year that D/HH pupils were learning English, thus, in her words, she decided on the use of the same curriculum, and the same materials regardless of the students' grade level. Consequently, D/HH learners throughout the primary school had the same level and knowledge of English.

In general, data from the interview revealed EFL teachers' unpreparedness to design an English curriculum for D/HH students. In this regard, there were several attempts to develop the curriculum for secondary school D/HH learners, and in the primary school, the result of such attempts was the common curriculum for the all the grades from zero to three. This finding differed from the experience of other studies described above regarding curriculum practices (Adi et al., 2017; Bedoin, 2011; Domagała-Zyśk, 2019;

Pritchard, 2013; Tomic et al., 2018). As stated in these studies, instead of designing the new English curriculum for D/HH students, EFL teachers from other countries adjusted the national curriculum that had been designed for hearing students.

4.4. Community

Yamagata-Lynch and Haudenschild defined *community* as a "group or organization to which the subject belongs" (as cited in Lawrence, 2014, p. 67). In the context of the present study, school, namely, the Department of correctional classes, classroom teachers and D/HH students were perceived as a community.

4.4.1. The lack of support from the school

Drawing on the data illustrated in the interviews, T1 and T2 asserted they did not attend any in-service training programs. The school, particularly, the Department of correctional classes, did not provide EFL teachers with workshops or seminars related to D/HH students' diagnoses and strategies for teaching them. Professional development for EFL teachers was concerned as passing courses on learning SL. T1 shared that she was motivated to attend SL courses:

> I told the Deputy Director of the correctional department that I wanted to learn sign language. I was told if I wanted to continue working in this field, I would need to complete the sign language courses on a paid basis.

However, the school did not cover the fees, thus the teachers would have completed those courses on their own. In addition, T1 would need to go to Almaty since in Akmola region there were no special courses. Also, SL courses were conducted only during the summer break which meant teachers would spend their vacation studying. This was reiterated by the second participant since T2 shared she was also eager to acquire SL. From my own observation, the sheet with the manual alphabet of Kazakh Sign Language T2 carried with her was the evidence.

The administration of correctional classes suggested the participants an alternative to workshops and training: “I was told beforehand that I could visit other teachers’ lessons and see the way they taught,” T2 responded. Since she taught English to primary school D/HH students, T2 observed the lessons of her colleagues in Grades one and three: “I visited and watched them teaching those students and then I got used to those methodologies.” Meanwhile, T1 observed the lessons conducted by other specialists in a secondary school: “I observed what they did and how they did.” Thus, observations of other experienced teachers’ lessons were the only source for EFL teachers to learn about strategies teaching D/HH pupils. However, the awareness of these strategies does not guarantee effectiveness of English lessons since the strategies should be blended with the delivery of English content. To do so, linguistic and various hearing impairments characteristics of students should be taken into account by the EFL teachers. Similar to other studies on teaching English to D/HH students, the school where T1 and T2 worked did not organize and provide them with necessary trainings (Tomic et al., 2018). Therefore, Tomic et al. (2018) claimed the majority of schools are not capable to educate their teachers on special education.

4.4.2. Support for EFL teachers from colleagues and D/HH students

Both respondents agreed they received huge support from colleagues and D/HH students. T1 recounted the Deputy Director of correctional classes supported her at the beginning of her career of working with D/HH students: “I was told not to be scared and the Deputy Director clarified how to work with hearing-impaired students.” In the case of T2, classroom teachers of primary school where she taught often attended her lessons to help to communicate with students.

Regarding D/HH students, T1 and T2 highlighted they received assistance from their students. At this point, T1 shared: “…in every class there are children able to speak, I ask them for help. First I try to explain them and then they explain to others.” I personally

witnessed the way pupils both of primary and secondary schools supported their EFL teachers by explaining instructions to their peers or to those who did not understand the content of the lesson. In particular, in Grade three, D/HH students finger-spelled to their peers who had challenges with pronouncing English words. Additionally, T1 shared she learned the basic signs from her students.

Despite the school administration did not provide T1 and T2 with in-service training courses or seminars on the strategies teaching D/HH students, support received from colleagues and D/HH learners were one of the strengths EFL teachers indicated in their teaching practice. Similarly to T1, Gulati (2013) from Poland shared that her D/HH students taught her essential signs of Polish Sign Language. One of the findings in the study conducted by Kontra et al. (2015), namely the assistance D/HH students provided to their classmates who did not understand speech, is identical to the present finding on colleagues and students' support. Classroom teachers who assisted T2 with SL in primary grades, the Deputy Director of correctional classes who verbally supported T1, D/HH students who helped their EFL teachers by interpreting the instructions to those in the class who did not hear at all were the members of the school community who in some way facilitated T1 and T2's difficulties in teaching.

4.5. Instruments

Lawrence defined instruments as "socially shared cognitive and/or material resources that subjects can use to attain the object" (2014, p. 67). For this thesis study teaching/learning materials, classroom arrangement, and technical equipment are viewed as instruments EFL teachers used in their teaching practice.

4.5.1. Inappropriate classroom arrangement

According to the data obtained from the observations, there were issues with classrooms. The shortage of classrooms caused a lack of constant English classrooms. In

correctional classrooms there was the dearth of visual materials in English on the walls, instead, there were posters related to Biology or Math.

The lessons in Grades zero and three were conducted in constant classrooms where D/HH students had all the lessons during a day. In comparison, English for Grades five and six was held in the English classroom situated in another block for hearing students, and Grade eight students had English class in one of the classrooms in the block for D/HH students. Concerning the desks arrangement, in Grades zero and three the desks were put inappropriately, precisely, in a horizontal line. As T2 explained, desks were placed that particular way all the time. In Grades five and six the desks were fenced since, according to T1, those desks were intended for computers. The classroom for Grade 8 was the only having desks placed in the shape of a horseshoe (Domagała-Zyśk, 2019; El-Zraigat & Smadi, 2012) which allowed D/HH students to see each other. Relying on one-on-one interviews with the participants and in-class observations, during the lessons the lights in the classroom were always turned on.

Due to the fact that D/HH students are visual learners, the classroom setting is vital to enhance hearing-impaired students' learning. In the current study, four classrooms out of five were ill-equipped to meet the learning needs of D/HH students. As Domagała-Zyśk (2019) accentuated, the classroom environment and arrangement influences on D/HH students' academic performance. However, in the current study, the school building initially was not designed hearing-impaired students since it does not protect classrooms from noise and their small size does not allow teachers to arrange the desks properly. Similarly, schools in Jordan were not intended for students with hearing impairments to study in (El-Zraigat & Smadi, 2012).

4.5.2. The lack of technical equipment

In the interview the participants reported about the deficiency of technology installed in classrooms. According to T1, T2, and ST, the classrooms in the school do not

have Interactive Boards and projectors, which is also was noticed during lesson observations. Rather the blackboard was the only teaching tool the EFL teachers used in class. Despite, at least some gadgets were used in the classroom. T2 shared she utilized a mobile phone for singing activities with her primary school D/HH students, whereas D/HH students in secondary school, according to T1, utilized their smartphones to translate words via Google Translate application. Another issue was related to the Internet connection, "The Internet connection is not in every room," ST stated. There was no wireless connection in the block for D/HH students and not every classroom had cable Internet access. Thus, the mobile phone was the only multimedia gadget used in class.

There was not an opportunity for EFL teachers to present visual materials like videos or PowerPoint Presentation without a projector in the classroom. In contrast, in Poland classrooms were provided with the projector and computers and Gulati (2013) used them to show various visual materials with subtitles. However, Indonesian EFL teachers had the projector in the classroom but never used it in the class (Adi et al., 2018). Similar to the current research participants, Indonesian EFL teachers chose to use the whiteboard. To sum up, ill-equipped classrooms did not provide a successful learning milieu for D/HH learners.

4.6.Division of labour

In accordance with Lawrence (2014), *division of labor* means "the shared participation responsibilities in the activity determined by the community" (p. 67). The collaboration of EFL teachers with D/HH pupils' parents is seen through the prism of labor division part of Engeström's (1987) model.

4.6.1. Parents of D/HH students and their involvement

One of the questions T1 and T2 were asked about was collaboration with parents of D/HH pupils. Both of the participants reported parents did not have any interest in their children's progress in English and did not cooperate with them even during parental

meetings. “None of the parents did come to me. There are classroom teachers and they keep in touch with parents,” T1 informed. Similarly, parents of primary school D/HH students did not refer to T2 to learn about their children’s achievements in the English language. The only source parents could get the information on their D/HH children’s achievements was as the following: “Now we have electronic journals and parents can see the grades there, we also write some comments there. So every parent can check this journal.” In contrast, T2 shared that the situation with parents of hearing children differed since they showed interest in their children’s achievements and performance: “Some parents invite me to the parental meetings and some of them get my phone number and make appointments for extra lessons for their children.” These excerpts reflected the gap between the interest of D/HH and hearing learners’ parents. As Tomic et al. supposed parents’ negative attitude towards their children’s impairment could be the reason for the lack of parent-teacher collaboration (2018). This perspective also was noticed in Jordanian parents’ ignorance of invitations teachers sent them (El-Zraigat & Smadi, 2012). The partnership of various stakeholders guarantees successful inclusion in education (Tomic et al., 2018).

4.7. Outcome

Engeström in his activity system theory defined *outcome* as “the consequence that the subject faces because of his/her actions driven by the *object*” (as cited in Lawrence, 2014, p. 67). In this context, outcome describes teaching techniques used by EFL teachers (*subject*) to teach D/HH students (*object*).

4.7.1. The use of grammar-translation method

The grammar-translation method was one of the prevailing methods used in English classes in a secondary school. It was reflected in direct translations from Russian to English, memorization of English vocabulary, and repetition drills.

Memorization. T1 stated that it is crucial to teach lexical items to D/HH students since: "They are able to speak a little bit thus we need them to speak more." However, the teaching meant giving the secondary school students the lists of thematic English words with their Russian equivalents to memorize. They kept writing new words in a separate copybook. T1 shared the way she taught her students to organize their English-Russian dictionaries: "I write words on the blackboard. The first column is for the English word, instead of the transcription I write in Russian, and the third column is the translation" (see Figure 3). From the Figure 3 it can be seen that the words are written in accordance with themes (Food, Fruit, and Stationery); two scripts, namely Cyrillic and Latin are used; the number of words per theme is 12; word stress is not provided. Besides, the way the words are organized is not convenient for memorization since visually it looks messy: there is no space between words and students' handwritings are not always clear. Considering these aspects, it might challenge D/HH students to memorize 12 words per lesson. Domagała-Zyśk & Kontra (2016) claimed the written form of the words to be the better way to teach students foreign vocabulary but their organization is pivotal. In this case, the words could be organized as a word map, for instance. In contrast, primary school students had a common copybook for writing English letters and new words.

Figure 3. Grade 8 student's English-Russian dictionary

Deductive application of rule. In primary school, English was taught on a very basic level: alphabet letters and a couple of words per lesson. On the contrast, secondary school students were introduced to simple grammar rules and practiced them on the examples: “I explain with the help of grammar table then I provide some examples and straightway give a task.” This excerpt showed the use of deductive application of rule (Larsen-Freeman, 2000) where D/HH students relying on a particular example of grammar rule and practice other ways of its use. However, T1 shared, she had obstacles in teaching grammar comprehension to D/HH students: “Challenges occur when I cannot explain them grammar.” Indeed, during the in-class observations in Grades six and eight, I noticed the challenges mentioned by T1 during the interview. It was even problematic in Grade eight to give instructions for the task: T1 used signs for ‘translate’, ‘English’, and ‘look in copybook’ for referring to the examples. In the Grade six, while translating sentences from Russian into English, applying the grammar rules of ‘To have’, students had issues with the forms of the verb ‘have’ to change in accordance with singular and plural forms of pronouns. T1 wrote in students’ copybooks some sentences in Russian and assigned to

translate them into English. Another case of T1 applying grammar-translation method occurred in grade 8 when students reviewed the use of "many-much-few" with countable and uncountable nouns. T1 wrote sentences in Russian on the blackboard and students' task was to translate them into English with the correct form in their copybooks.

As Larsen-Freeman wrote, the grammar-translation method does not require and expect students to speak an FL (2000). It is a convenient approach for D/HH students since EFL teachers do not target at teaching them to communicate in English. What they did is practiced the appliance of grammar rules, translating from Russian into English. In this light, it would be more helpful to implement techniques like Manipulative Visual Language suggested in Kalivodová's (2013) paper. By presenting parts of the speech through the coloured shapes, D/HH students would get engaged into the activity and it would become easier to keep in mind grammar rules. In addition, constant memorization of lexical items was not beneficial for D/HH students since it did not intend to train their memory skills, especially the items were presented in sequential order, which is not the strongest part of hearing-impaired students' memory (Bebko, 1984). Another question arose on this issue is what was the purpose of memorizing lists of words if later the students could not use them due to their forgetfulness.

4.7.2. The use of the audio-lingual method

Speaking skill is one of the elements of any language learning process but in the case of D/HH students, this ability is limited to pronunciation of separate words and rehearses. In this regard, repetition drills were actively practiced by T1 and T2 throughout primary and secondary schools. T2 recounted: "They pronounce words and rehearse them. It is required to ask each of them individually." The small number of students per class allowed the teachers using individual approach. This way of teaching was observed in Grade zero, when D/HH students revised letters from A to H together with looking at the cards. After that, each of the students was asked to repeat. Identically, this also was mirrored in T1's

response: “I write some words on the blackboard and then they altogether pronounce them. Then with every child in order to make them speak more.” Despite that D/HH students were visual-spatial learners the audio-lingual method was the most prevailing one. In English, as T1 said, in secondary school D/HH students’ speaking was expanded to the use of daily phrases and short dialogues. However, in practice, in my observations, I did not see the students producing sentences.

Originally, the idea of this method is to teach vocabulary by repeating in an accurate and fast style (Larsen-Freeman, 2000). However, considering difficulties with the speech of D/HH students, the aim of the audio-lingual method use in the classroom was to make D/HH students speak. Unfortunately, I would not consider repetition of words as speaking skill because after leaving the classroom, D/HH students use SL to communicate with each other, even during the lessons I witnessed them signing while teachers were using soken language. Thus, the effectiveness of the mentioned approach is doubtful in the case of D/HH learners.

4.7.3. The use of suggestopedia

As one of the elements of suggestopedia, singing activity was practiced in primary school. T2 shared her experience and expressed D/HH students were motivated to take part in the activity: “… they became interested, for example, when they sang English song about colors”. Indeed, as Larsen-Freeman (2000) claimed, when the teacher applies suggestopedia, every student in the classroom is not afraid to fail the task and is engaged with other peers.

4.8.The use of facilitative strategies

Two participants, T1 and T2, reported on the absence of English textbooks and any relevant materials for teaching/learning designed for D/HH students. Hence, T1 and T2 downloaded materials from the Internet. In most cases, they were visual materials and worksheets on grammar topics. Referring to the data obtained from in-class observations in

primary and secondary classes, T1 used visual aids for introducing colors in English in Grade five. However, in Grades six and eight, when covering grammar topics, T1 did not use any visual materials as grammar diagrams, thus, the blackboard was the only teaching tool. Meanwhile, T2 used pictures with alphabet letters at the beginning of the lessons in a primary school. Additionally, in Grade three, when revising thematic words on family and objects as ‘apple’ and ‘book’, T2 showed pictures. T2 did not need to prepare separate materials for Grades zero to four since the materials provided were common. The visual materials were colorful and interesting, especially for primary school students. In the case of T1, there was a mismatch between what she told in the interview and classroom reality, when she did not use any visual assisting tools to explain grammar rules.

4.8.1. Teaching reading skills to D/HH students

Reading is considered as one of the main skills in English to be taught to D/HH students (Bedoin, 2011; Domagała-Zyśk & Kontra, 2016; Goldberg & Bordman, 1974). Generally, in the interview, both T1 and T2 reported that in the classroom they did not provide D/HH students with texts for reading. There was no reading for primary school students and it was similar for T1 saying that “Basically, we don’t have readings” in Grades five to ten. Thus, T2 did not practice teaching reading in Grades zero to four, whilst secondary school D/HH learners were assigned to read separate words and expressions. In accordance with T1’s statement, the explanation for such a decision in secondary school was as the following:

> In the class, we don’t read. They have just started learning sounds, and they are able to read separate words. I haven’t tried to provide them definite phrases and long sentences.

Indeed, during English lesson observations students had short sentences to read. For instance, in Grade five with KMI students were given a short poem which I found a successful integration of the previous topic on Colours and the new topic on Seasons:

Spring is green.

Summer is bright.

Autumn is yellow.

Winter is white.

T1 wrote a short poem on the blackboard and students were asked to read it one by one. While reading they could recall the colors but the abstract adjective *bright* was difficult for students to understand the meaning. As a solution, T1 wrote the translation of *bright* in Kazakh with its transcription in Cyrillic alphabet [брайт] next to it. Coming to translations, *winter* in Kazakh is *қыс* [kys] which is similar to *қыз* [kyz] meaning *a girl*. Thus, students had questions which of them was the one mentioned in the poem.

Despite I could not observe the English teaching process in Grade ten, T1 shared that even with 10th Grade students she had not tried to practice reading. Similar to other grades in secondary school, 10 graders read words separately. In T1's response I recognized a feeling of deep guilt: "…may be it's my fault because I was afraid to give them readings. I haven't tried readings with them at all." Nonetheless, T1as if trying to make excuses added: "Beginning from the third term reading is in the plan. It is indicated as Reading Skills. I will try." The Grade 10 is the last grade in the school before going to vocational training or college. Reading ability of the graders is limited to the ability to read phrases and simple sentences (Cawthon, 2001; Mayberry, 2002; Swisher, 1989). As Mayberry (2002) stated, to succeed in reading, D/HH students should possess a strong base in their first language. However, as Aitimova and Bekturganov (2018) reported, the majority of D/HH school graduates are not proficient in none of the languages in their linguistic repertoire, namely, SL, Kazakh, and Russian.

4.8.2. Teaching writing skills to D/HH students

Writing is another basic skill in English for D/HH students to be developed (Bedoin, 2011; Domagała-Zyśk & Kontra, 2016; Goldberg & Bordman, 1974). As I

observed, writing both in primary and secondary schools mostly referred to copying the written words and phrases from the blackboard. D/HH students in Grade zero were repeatedly writing the letter ‘E’ until they got two lines of it. Then, they colored the picture of an elephant. Similarly, in Grade three, D/HH learners wrote two lines of the letter ‘I’ and they colored the picture of the ice-cream. This activity of writing and coloring took the entire lesson time – 40 minutes. Regarding teaching writing, T2 said: “They write letters and words. Regarding sentences, they write phrases like ‘How are you?’” In the same vein, T1 understood writing as the action but not the skill to be taught: “Writing is given through the exercises, basically, grammar tasks.” Probably, for this reason, D/HH learners of secondary school were passively copying from the blackboard. Domagała-Zyśk (2013) claimed the writing to be the main skill since D/HH individuals use it for education (through reading) and communication.

4.8.3. Assessment as a reward for D/HH students’ effort

Assessment is the instrument to evaluate students’ knowledge, progress, and efficacy of teaching strategies (Scheetz & Martin, 2006). In the exclusive case of teaching D/HH students, T1 and T2 were asked about the assessment system they applied in their practice. T2 replied: “If they answer correctly, I praise them,” which is frequent in primary school. T1 expressed her methods of grading secondary school D/HH students: “Often D/HH students try to learn, to complete the tasks, they try. I am glad they try because ordinary students usually do not strive that is why I give grades D/HH students for their attempt.” Comparison with hearing students revealed D/HH students to be more diligent in learning English since hearing students took everything for granted: “They [hearing students] do not value, it’s enough for them to sit in the class and get the mark,” added T1. On this ground, T1 evaluated not the progress of knowledge but the D/HH students’ effort.

Also, the traditional system of five-scale grading was practiced to evaluate D/HH students. T1 explained the way it was used in the secondary school: “If there is only one

exercise and there are three mistakes in it, then the grade is ‘4’. If the number of mistakes is less than three, then the grade is ‘5’ and so on.” I observed English class in Grade 8 where students were given marks for completing the task in their copybooks and T1 put the marks in their diaries.

To sum up, the assessment was considered neither as a tool for measuring D/HH students’ progress nor the knowledge students performed but rather their attempt. This finding corroborates the statement that EFL teachers of hearing-impaired students face obstacles in assessment (Tomic et al., 2018). Also, as language teachers in the study of Tomic et al. (2018), T1 and T2 used assessment as a reward for D/HH students’ endeavor.

4.9. Summary

To recap, the semi-structured interviews and in-class observations exposed, firstly, mismatch of the national policy on trilingualism in education and teaching/learning English to D/HH students. Secondly, there were many factors which are interrelated and, thus, seemed as an endless chain of challenges. In particular, the lack of teacher training courses for EFL teachers and the school’s ignorance towards this issue; cognitive characteristics of D/HH pupils require special attention and preparation for teaching them English but it did not actually happen; the classrooms are ill-equipped to provide the students technically supportive facilities; the way D/HH students’ parent neglect to be a part of teacher-parent collaboration; and ineffective teaching techniques applied in the practice teaching English to hearing-impaired students.

Chapter V: Conclusion

The current study aimed to shed a light on the process of teaching English to students with hearing impairments in one Kazakhstani school. The next research questions were asked to be answered:

1) How do EFL teachers teach English to D/HH students?

    SQ: What are the teaching techniques used in English lessons?

    SQ: What are the strengths that help EFL teachers to teach English to D/HH students?

    SQ: What are the challenges faced by EFL teachers in teaching English to D/HH students?

2) How does the school community support EFL teachers?

Thus, this chapter targets to present the answers to these questions by condensing the primary findings. Moreover, recommendations for forthcoming studies, implementations for the key stakeholders, and limitations for this study are yielded below.

The data obtained from the interviews and observations revealed that EFL teachers are facing challenges in teaching hearing-impaired students. The central challenge is related to the lack of knowledge in SL and D/HH students' cognitive and learning characteristics. In this light, ineffective and traditional techniques like the grammar-translation method, the audio-lingual method are dominantly used by the teachers. Some of the strengths in teaching English to D/HH students, the study participants emphasized the help and support they received from their colleagues and the students themselves. In contrast, the list of challenges prevails. Inadequate classroom setting hinders the lessons to be effective since the classrooms, and mainly, the school building was not designed to meet the students' exclusive learning needs. The lack of experience in the curriculum design also was emerged as one of the problems in the participants' practice. This is related to the dearth of professional seminars and courses on teaching students with SEN provided

by the school. By highlighting the hardships EFL teachers as well as students with hearing impairments, the several recommendations are suggested to the stakeholders.

Implementations

Firstly, the MoES and policymakers should review the relevance of English implementation for hearing-impaired students, at least in Grades zero and one since they do not have a solid base in three languages they start to learn in Grade zero: SL, Kazakh, and Russian. Secondly, they need to address EFL teachers' plight in teaching D/HH students across Kazakhstan. The development of special training courses for EFL teachers is a necessity since the majority of teachers are young, inexperienced and with background of teaching culturally hearing students. Regarding EFL teachers, it would be beneficial if they could rethink their teaching techniques used in teaching students who are D/HH by doing their own small research on international practices and general, on the students' linguistic needs. For the successful inclusion in education, parents should not be apart from their children's school life (Tomic et al., 2018).

Hearing-impaired children are should not be viewed through the prism of diagnosis and defectology which focuses on fixing the impairment. In the same vein, the policies and teaching strategies should be implemented considering all the members of population. Today, English is an essential part of education and D/HH students should not be left to lag behind their hearing peers. Teaching strategies in deaf education are also under the change and they are becoming more effective, thus teachers of D/HH pupils, including EFL teachers, should follow the global trends and apply them in the classroom.

Limitations of the study and recommendations

The sample of this study was limited to three participants thus the data cannot describe the situation of the studies issue in other schools country-wide. In the future it is necessary to involve all the EFL teachers of D/HH students throughout Kazakhstan in order to see the bigger picture. In addition, this study intended to include D/HH students to

interview them on their experience of learning English. However, it was not possible. The further studies could involve D/HH students to get the emic (inside) perspective to understand their needs in the context of Kazakhstan.

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Appendices

Appendix A

Interview Protocol

Teaching English as a Foreign Language to Deaf and Hard-of-Hearing Students at One School in Kazakhstan

Date:
Time:
Interviewee:
Gender:
Years of teaching experience:
Years of teaching deaf and hard-of-hearing students:

Dear Participant,

Thank you for your time and taking part in the interview which is part of my thesis program. The questions provided below will assist to learn more about teaching English as a foreign language to deaf and hard-of-hearing students. During the interview additional questions may arise to clarify your answers. I guarantee that confidentiality and anonymity of your answers will be kept.

1) Have you had any previous experience of teaching English to Deaf learners?
2) What is your general opinion on teaching English to deaf and hard-of-hearing students?
3) How did you adapt to teach students with hearing impairment? Was there any support from school?
4) Does the school provide seminars, workshops or training programs on professional development oriented on teaching students with special needs?
5) What are some successful teaching strategies in class?
6) What are some main challenges in teaching English to hearing impaired students?
7) Do you think students have difficulties in learning English? What are the challenges?
8) Do you think students are motivated to learn English? Why?
9) Which resources do you use? How do you adapt the materials?
10) Do you know Sign Language? If yes, do you use it in the classroom?
11) Which languages are used in the classroom?
12) How much time does it usually take you to prepare for a lesson?
13) Do students use assistive devices such as tablets, mobile phones or other electronic devices during a lesson?
14) Do students with various levels of deafness study in one classroom?
15) Depending on various levels of hearing loss how do you differentiate the tasks and language for giving instructions?
16) How do you set up an appropriate learning environment?
17) How do you teach grammar comprehension?
18) How do you teach reading skill?
19) How do you teach writing skill?
20) How do you teach speaking skill?

21) How do you teach listening skill?
22) How students' vocabulary is expanded?
23) How do you assess students?
24) Do you cooperate with parents of your hearing-impaired students?

Appendix B

Сұхбат хаттамасы

Ағылшын тілін шет тілі ретінде Қазақстандағы бір мектепте естімейтін және нашар еститін оқушыларға үйрету

Күні:
Уақыты:
Аты:
Жынысы:
Жалпы мұғалімдік тәжірибесі:
Есту қабілеті зақымдалған оқушыларды үйрету тәжірибесі:

Құрметті қатысушы,

Бөлген уақытыңыз және магистр диссертациясына маңызы зор интервьюға қатысып отырғаныңызға алғысымды білдіремін. Төменде берілген сұрақтар ағылшын тілін есту қабілеті зақымдалған оқушыларға шет тілі ретінде үйрету жайында зерттеуге көмектеседі. Сұхбат кезеңінде жауаптарыңызды нақтылау мақсатында қосымша сұрақтар пайда болуы мүмкін. Жауаптарыңыздың толық құпиялығын кепілдік етемін.

1) Осыдан бұрын есту қабілеті зақымдалған оқушыларды ағылшын тілін үйрету тәжірибеңіз бар ма?
2) Есту қабілеті зақымдалған оқушыларды ағылшын тіліне үйрету жайында жалпы ойыңыз қандай?
3) Есту қабілеті зақымдалған оқушыларды ағылшын тіліне үйрету үшін өзіңізді қалай бейімделдіңіз?
4) Мектеп сізге семинарлар немесе тренингтерді ұсынады ма?
5) Сабақта пайдаланатын басты үйрету әдістеріңіз қандай?
6) Есту қабілеті зақымдалған оқушыларды ағылшын тіліне үйрету барысында қандай қиындықтарға тап боласыз?
7) Оқушыларыңыз ағылшын тілін үйрену барысында қиыншылықтарға тап болады деп ойласыз ба?
8) Сіз оқушылар ағылшын тілін үйренуге ынталы деп ойлайсыз ба? Не себепті?
9) Сіз қандай ресурстармен пайдаланасыз? Материалдарды қалай бейімдейсіздер?
10) Сіз сыныпта ымдау тілін қолданасыз ба?
11) Сыныпта қандай тілдер қолданылады?
12) Сабаққа дайындалу үшін шамалы қанша уақытыңыз кетеді?
13) Есту қабілеті зақымдалған оқушылар ағылшын сабағында ұялы телефон, планшет сияқты электрондық құралдармен пайдаланады ма?
14) Бір сыныпта есту қабілеті әр түрлі деңгейлі оқушылар оқиды ма?

15) Есту қабілетін жоғалтудың әр түрлі деңгейлеріне байланысты, тапсырмалар мен нұсқауларды беру қалай ерекшеленеді?
16) Сыныптағы пайдалы оқу ортасын қалай ұйымдастырасыз?
17) Сіз оқушыларға грамматика түсіну қабілетін қалай үйретесіз?
18) Сіз оқушыларға оқу қабілетін қалай үйретесіз?
19) Сіз оқушыларға жазу қабілетн қалай үйретесіз?
20) Сіз оқушыларға сөйлеу қабілетін қалай үйретесіз?
21) Сіз оқушыларға тыңдалым қабілетін қалай үйретесіз?
22) Оқушылардың сөздік қорын қалайша көбейтесіз?
23) Сабақ барысында есту қабілеті зақымдалған оқушыларды қалай бағалайсыз?
24) Есту қабілеті зақымдалған оқушылардың ата-аналарыменен жиі байланыста болып тұрасыз ба?

Appendix C

Протокол интервью

Преподавание английского языка как иностранного глухим и слабослышащим учащимся в одной из школ в Казахстане

Дата:
Время:
Интервьюируемый:
Пол:
Стаж преподавания:
Стаж преподавания глухим и слабослышащим ученикам:

Дорогой участник,

Благодарю Вас за время и участие в интервью, которое является неотъемлемой частью моей магистерской диссертации. Ниже представленные вопросы помогут узнать больше о преподавании английского языка как иностранного языка для глухих и слабослышащих учеников. Во время интервью могут возникнуть дополнительные вопросы для уточнения ваших ответов. Я гарантирую конфиденциальность и анонимность ваших ответов.

1) Имеется ли у вас предыдущий опыт преподавания английского глухим и слабослышащим ученикам?
2) Каково ваше общее впечатление о преподавании английского языка глухим и слабослышащим ученикам?
3) Как Вы адаптировались обучать учеников с нарушением слуха? Была ли поддержка со стороны школы?
4) Предосталяет ли школа семинары, мастер-классы или тренинговые программы для профессионального развития в сфере преподавания ученикам с особыми потребностями?
5) Каковы основные эффективные преподавательские стратегии, используемые вами в классе?
6) Каковы основные трудности в преподавании английского языка детям с нарушением слуха?
7) Думаете ли Вы, что ваши ученики испытывают трудности во время изучения английского языка? Какие трудности?
8) Думаете ли Вы, что ваши ученики мотивированы изучать английский язык? Почему?
9) Какие ресурсы Вы используете? Как Вы адаптируете материалы?
10) Владеете ли Вы жестовым языком? Если да, используете ли Вы его на уроках?
11) Какие языки используются в классе?
12) Сколько времени у вас уходит на подготовку урока?

13) Используют ли учащиеся вспомогательные устройства такие как планшеты, мобильные телефоны или другие электронные устройства на ваших уроках?
14) Обучаются ли ученики с разными уровнями слухового нарушения в одном классе?
15) В зависимости от уровней потери слуха у учеников, каким образом Вы дифференциируете задания и язык для объяснения?
16) Каким образом Вы организовываете необходимую среду для обучения?
17) Каким образом Вы обучаете грамматике?
18) Каким образом Вы обучаете навыку чтения?
19) Каким образом Вы обучаете навыку письма?
20) Каким образом Вы обучаете навыку говорения?
21) Каким образом Вы обучаете навыку слушания?
22) Каким образом пополняется словарный запас учащихся?
23) Каким образом Вы оцениваете учащихся?
24) Сотрудничаете ли Вы с родителями учеников?

Appendix D

Observation Protocol

Object:
Grade:
Students in the class:
Time:
Length of observation:
Topic:

Classroom setting: - Desks - Light **Teaching materials:** - visual **Teaching techniques:** **Assessment of students:** **Activities:** **Communication:** - sign language use; - finger-spelling; - spoken language; **Difficulties D/HH students had:**

Appendix E

Observation Sample

Object: T1
Grade: 5
Students in the class: 7
Time: 09:40
Length of observation: 40 minutes
Topic: Seasons

Description of activities	***Reflection***
09:40 *In the beginning T1 checks SS on vocabulary of colours.* ***09:58*** *SS are writing the names of the seasons in their copy-books and their translation in Kazakh. Transcription is given in Cyrillic alphabet.* ***10:10*** *T1 writes a poem on the blackboard:* *Spring is green,* *Summer is bright,* *Autumn is yellow,* *Winter is white.* *Playing the game on showing the objects' colours.*	*There are no visual materials in English on the walls due to the lack of constant English classrooms.* *Lights are on;* *Inappropriate arrangement of the desks* *T1 assessed students' homework in their copy-books* *For SS with better speaking abilities it is easier to answer T1's questions.* *The blackboard is the central teaching tool.* *T1 is skilled in finger-spelling;* *No teaching materials.* *SS do not understand the word 'bright'. Thus, T1 writes its translation with the transcription in Cyrillic alphabet.* *T1's speech was quite fast in some parts of the lesson.* *SS have spelling mistakes.* *Younger students are more open-minded than the secondary school students.*

Appendix F

Informed Consent Form

Teaching English as a Foreign Language to Deaf and Hard-of-Hearing Students at One School in Kazakhstan

DESCRIPTION: You are invited to participate in a research study on the investigation of teaching English as a foreign language for Deaf and hard-of-hearing students. Particularly, the study will explore the experience of English teachers. You will be asked to take part in the face-to-face interview and your answers will be audio taped only with your permission. Your name and the school's name will be coded in all documents. Electronic and printed documents with collected data will be kept in the researcher's laptop secured with the password and the researcher's personal locker, respectively. At the end of the study, the entire audio-taped data will be destroyed.

TIME INVOLVEMENT: Your participation will take approximately one hour.

RISKS AND BENEFITS: The risks associated with this study are minimal. You will be able to indicate the interview time suitable for your schedule. Also, you may feel emotional discomfort of being audio recorded. The benefits which may reasonably be expected to result from this study are the emphasis on the needs and challenges of teaching English, improvement of English teaching practice by addressing gaps and barriers. Your decision whether or not to participate in this study will not affect your employment, status in the school, salary, etc.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Sulochini Pather, sulochini.pather@nu.edu.kz.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent from if you agree to participate in this study.

• I have carefully read the information provided;

• I have been given full information regarding the purpose and procedures of the study;

• I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;

• I understand that I am free to withdraw from the study at any time without giving a reason;
• With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ Date: _____

The extra copy of this signed and dated consent form is for you to keep.

Appendix G

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Ағылшын тілін шет тілі ретінде Қазақстандағы бір мектепте естімейтін және нашар еститін оқушыларға үйрету

СИПАТТАМА: Сіз естімейтін және нашар еститін оқушыларға ағылшын тілін шет тілі ретінде үйретуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Зерттеу жұмысының мақсаты ағылшын тілі мұғалімдері мен есту қабілеті зақымдалған оқушылардың оқыту тәжірибесін зерделеу. Сізге жеке сұхбатқа қатысу ұсынылады және сіздің жауаптарыңыз диктофонға сіздің рұқсатыңызбен ғана жазылады. Сіздің аты-жөніңіз және мектептің аты ешбір іс-құжаттарда аталмай кодталатын болады. Жиналған мағлұматтары бар электрондық және баспа құжаттары тиісінше кодпен қорғалған ноутбукта, зерттеушінің жеке шкафінде сақталынады. Зерттеу аяқталғаннан кейін аудиоға жазылған барлық ақпараттар жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен бір сағат уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмыстарына байланысты қиыншылықтар жоқтың қасы. Сіз өзіңізге ыңғайлы уақытты таңдай аласыз. Сізде диктофонға сөйлеу тәрізді эмоционалдық жайсыздықтар туындауы мүмкін.

Зерттеу нәтижесінен күтілетін артықшылықтар ретінде естімейтін және нашар еститін оқушыларға ағылшын тілін оқытудың қажеттілігі мен қиындықтарының ерекше маңыздылығын ескеріп, кемшіліктер мен кедергілерді қарастыру арқылы педагогикалық тәжірибені жақсарту болып табылады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің жұмысыңызға, мектептегі дәрежеңізге, жалақыңызға, т.б. еш әсерін тигізбейді.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі,қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушінің магистрлық тезисі бойынша жетекшісімен хабарласуыңызға болады**.** Сулошни Патер sulochini.pather@nu.edu.kz**.**

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: электрондық поштамен gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

• Мен берілген формамен мұқият таныстым;
• Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
• Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
• Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
• Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____ Күні: _____

Appendix H

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Преподавание английского языка как иностранного глухим и слабослышащим учащимся в одной из школ в Казахстане

ОПИСАНИЕ: Вы приглашены принять участие в исследовании, посвященном изучению преподавания предмета английского языка как иностранного языка для глухих и слабослышащих учащихся. Исследование нацелено на изучение опыта учителей английского языка и учащихся с нарушением слуха. Вам будет предложено принять участие в индивидуальном интервью, в котором ваши ответы будут записаны на диктофон только с вашего разрешения. Ваше имя и название школы будут закодированы и не будут упомянуты в каких-либо документах. Электронные и печатные документы с собранными данными будут храниться на защищенном паролем ноутбуке и личном шкафу исследователя соответственно. По завершению исследования все записанные на аудио данные будут уничтожены.
ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около одного часа.
РИСКИ И ПРЕИМУЩЕСТВА:
Риски, связанные с исследованием минимальны. Вы сами сможете выбрать время, удобное для вашего расписания. Вы можете испытать эмоциональный дискомфорт, как например, неудобство говорить на диктофон.
В качестве ожидаемых преимуществ в результате исследования можно рассматривать особое значение нужд и трудностей в преподавании английского языка глухим и слабослышащим ученикам, улучшение педагогической практики посредством рассмотрения недостатков и препятствий. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на вашу работу, статус в школе, заработную плату и т.д.
ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.
КОНТАКТНАЯ ИНФОРМАЦИЯ:
Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с руководителем магистерского тезиса исследователя Сулошни Патер sulochini.pather@nu.edu.kz.
Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета, отправив письмо на электронный адрес gse_researchcommittee@nu.edu.kz.
Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.
• Я внимательно изучил представленную информацию;
• Мне предоставили полную информацию о целях и процедуре исследования;

• Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
• Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
• С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____ Дата: _____

Копия данной формы остается у вас

Appendix I

Transcription Sample

Interview 1

T1: Yes. Yes, yes… ordinary students – they might be lazy, for instance very lazy and in general do not value. Em, education is kind of free for them and they especially … who needs, they study, who doesn't, they don't, it's enough to sit, to get the mark. But hard-of-hearing students – each of them tries to learn. The curriculum is given in a simplified version, not like in an ordinary school. For example, when I worked last year, I utilized simplified version but it still was difficult for them. This year I made another plan.

B: hmmm…

T1: I have chosen only definite grammar topics, emm, for instance, if we have "to be". Yes, I give practice task at the next lesson: might be handout materials are distributed or I write on the blackboard and they do the task. And everybody is striving to accomplish the task. For instance, if in an ordinary classroom they are sitting, some of them are not doing, some are busy with something else, different situations might be. But these children they strive hard – everyone tries to get a mark. Even in their daybooks, even the 10 graders of the correction classes, in their daybooks there are 3 or 4 marks per day. In a comparison, ordinary students do not have marks sometimes they even do not have a daybook. It happens.

Appendix J

Coding Sample

Response	Initial Coding	Focused Coding
B: Have you had any previous experience of teaching English to Deaf learners? T1: No, I don't have any experience. B: What is your general opinion on teaching English to deaf and hard-of-hearing students? T1: Sure, in the beginning it was very scary because of the absence of any knowledge of signs. Hmm, also… my attitude towards that kind of children is precise, I mean, I pity them. In the beginning it was painful for me, very painful… B: I see… Then gradually… T1: Yes, then I began to adjust. Hmm… Then I got an impression that those children are very purposeful. Hmm… I work both with struggling and ordinary students. If to consider this, hmm, hearing impaired students they have strong aspiration for life and they want to discover and learn everything – they have an interest.	anxiety empathy D/HH students' interest towards learning Vitality of D/HH students	Attitude towards D/HH students D/HH students' characteristics

Appendix K

Positionality

I have a background of teaching English as a foreign language to primary, secondary, and high school students. I do not have any experience of teaching hearing-impaired students, I do not know sign language, and I do not even have deaf or hard-of-hearing friends and relatives. Moreover, before I conducted this study, I had never communicated with people who are culturally deaf. The reason behind the thesis topic choice was my desire to investigate the area in Kazakhstani education system that had never been attempted to be explored.

Around the globe, deaf education is one of those fields that are not being investigated equally as the other educational spheres. Precisely, deaf individuals' ability to learn foreign languages has not been considered by researchers in Kazakhstan. In the beginning of my research journey I could not imagine how the research would change me as a scholar, as an individual and a global citizen. At first, as an outsider in the school setting, and then in the classroom setting, I felt alienated. It was a completely different world, silent but at the same time full of emotions and laughter. I observed my colleagues, EFL teachers, strong young ladies of my age without any experience of teaching D/HH students, trying hard to meet their unique students' learning needs. It seemed to me that the entire country forgot about the existence of that school and the school community was striving to survive within the enormous system of reforms.

Looking back, I can say that people are unaware of Deaf individuals, their way of life, language, and cognitive abilities. I used to be unaware since considered sign language to be universal. Sincerely, I was careless about Deaf individuals since I did not meet them outside, in a mall or a coffee shop. I would like to make EFL teachers' and D/HH voices to be heard.