

Inclusive Senior High School Classroom with Students with Hearing Impairment

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Abstract— The purpose of this phenomenological study is to shed light on the aspects of inclusion which have proved to be essential for further development of education. This generated the experiences of Senior High School English teachers and students with hearing impairment in an inclusive classroom. They shared the challenges and experiences encountered when dealing with inclusion. The study was conducted in two of the schools located in the Northern Negros Divisions. It was participated by three Senior High School teachers and three students with hearing impairment. This work has determined teachers' approach to inclusivity. Based from the series of interviews and focus group discussions made, the following themes appeared to be relevant in the teachers' responses: they are going extra mile to provide these unequal bodies the feeling of equity and they are also creating balance inside the classroom by attending both sides-the abled bodies with variety of needs and the impaired students. The study has also shown the performances and behaviors of 'included' learners in a general education set up. These included group vented out their heartaches as to how they felt mistreated at times by their peers. They also believed that they are often inadequate in achieving the required learning standards. They have the feeling of regression towards their studies since they were put in a different world. This research showed how teachers should give attention to deaf culture and establish sensitivity to the needs of hearing group and students with hearing incapacity. During the interviews, it was evident that there was poor interaction between students and teachers. Handling inclusive classes is coupled with a lot of challenges especially on the part of teachers whose goal is to impart learning to a bunch of extremely different individuals with unique learning preferences. To help bridge the gap, there are strategies that could help them cope with the bars. The whole language approach has been a help to these teachers and the use of visual materials. These may help aid the learning gaps of the group. Teachers should establish sensitivity to the needs of the hearing group and the students with hearing incapacity.

Index Terms— Inclusive Education, Hearing Impairment, experiences, senior high school classroom, deaf advocacy, inclusion, hearing group

1 INTRODUCTION

Inclusive education is when all students, regardless of any challenges are placed in age-appropriate general education classes. It aims to provide high-quality instruction, interventions and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

One of the components of this comprehensive, inclusive program is Program Options. Regular schools with or without trained SPED teachers shall provide educational services to children with special needs. These schools shall access educational services from SPED Centers or SPED trained teachers.

Instead of providing separate services for students with special needs, inclusive classroom lets these students experience the services provided in the general education classroom. Many studies have found that students with disabilities have gained higher achievement and improved their skills through inclusive education, and their peers without challenges benefit, too (Bui et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012).

Some may even say that inclusive education helps improve learners' social interaction and promotes social acceptance by hearing peers. (Eriks-Brophy et al., 2012). However, others state that placing children who are hard of hearing in regular classrooms does not automatically facilitate meaningful social interaction, peer acceptance, positive inclu-

sion, and/or improvement in the children's social communication skills (Antia, Stinson, & Gaustad, 2002; Bobzien et al., 2013; Hyde & Power, 2004; Weisel, Most, & Efron, 2005).

As to UNESCO, over 140 teachers in Lesotho and Guyana with experience of having a child with disabilities in their class were asked to name the benefits of inclusion. Around one in five teachers stated no benefit. Two in five, noted that they had acquired techniques for teaching these children; they were better at assessing their abilities and they had become more patient. One in five mentioned the opportunity it gave children with disabilities to interact with their peers; one in ten noted that other pupils had gained a better understanding of what it means to be disabled and one in ten noted improvements and gains for the child with the disability.

One teacher even commented that the disabled bodies have the right to learn like any other children. They don't have to be isolated so that they can socialise with other normal peers and they can feel that they are human beings and they can accept themselves.

Inclusion makes way for people with disabilities to be a part of general education. Hearing impaired students are even welcome to be part of a regular class. Hearing Impairment by the Individuals with Disabilities Education Act (IDEA) adversely affects a child's educational performance. Deaf children, exhibit a 3-year delay from their regular classmates, especially in their language development. (Cawthon

2015).

There is a tremendous extent that lesson integration and transfer of learning to students with hearing impairment in a typical oral-only classroom are the possible difficulties to be encountered. It might even create potential difficulties in addressing students' communication needs. English teachers who will handle such classes will have a great challenge assessing and making students learn. These students face great difficulties in communicating, and maintaining interactions with hearing peers in inclusive settings (Yu Han 2015).

However, curriculum developers continue to push through the matter because they all believe in the idea that regular schools is a perfect avenue for inclusive orientation that would combat discriminatory attitude and create a welcoming community. In response to this, DepED Order 72, series of 2009 has been raised; the Department of Education (DepEd) has organized the importance of giving equal privilege to everybody regarding education. It guarantees children with special needs the right to receive appropriate training within the regular or inclusive classroom setting.

In this light, the researcher explored on the idea of inclusion inside the classroom, how this helps learner to cope with their weaknesses and compensate on their strengths. Regular schools in the Northern part Divisions might not be ready and well-equipped with the necessary knowledge in providing education to students with special needs especially in senior high school since most of the teachers did not have SPED training.

With the new trend happening in education, the researcher wants to find out the recent development in inclusive senior high school classrooms with hearing-impaired students. The study aims to discover the experiences of these teachers and students with hearing incapacity in a general education set up.

2 OBJECTIVE

The primary purpose of this was to answer the overarching question: *What are the experiences of English teachers and students with hearing impairment in inclusive senior high school classrooms?*

3 FRAMEWORK

The present study is anchored on the advocacy of the United Nation that promotes "Education for All". This program by UNESCO is anchored on one of the basic human rights of man. UNESCO's Constitution proclaimed their belief in "full and equal opportunities for education for all" (UNESCO 1945, p. 2). This principle was reaffirmed in the United Nations *Universal Declaration of Human Rights* (Article 26), which states that "Everyone has the right to education" (UN 1948).

Inclusive education is designed to fit in the context of the goals of Education for All. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults.

The Department of Education (DepEd) has organized the importance of giving equal privilege to everybody regarding education into DepEd Order 72, series of 2009. It guarantees children with special needs the right to receive appropriate training within the regular or inclusive classroom setting.

United Nations Educational, Scientific and Cultural Organization (UNESCO) states that the main reason for promoting the attendance of children with disabilities in the general education set up is to increase their opportunities to learn through interaction with others and to promote their participation in the life of the community. Inclusive education gives more chances to children with special needs to learn and be educated.

An inclusive classroom creates plenty of experiences for the teachers and students with hearing impairment that is accordingly capsulized under six themes, namely: a.) going extra mile; b.) feeling inadequate; c.) creating balance d.) striving to be part; e.) living a deaf-ferent world; and f.) building equality not iniquity.

Inclusion means going extra mile for these English teachers. Having additional students in the classroom with special needs requires more commitment to your work. It invites double effort for material preparation and extra patience for the differences of the group. It doesn't need highly intellectual teachers but educators who can step down to the level of the students and can willingly give their best. The quality and diligence of teachers contribute mainly to the success of the students more than anything else. (Sanders and Horn, 1998; Bailleul et.al, 2008, as cited in European Agency for Development in Special Needs Education, 2010).

This program is new and we believe that every first can be scary and painful. The reason why teachers say that they are not confident and they feel incompetent to hold an inclusive class. They often think that they are not competent or knowledgeable enough about how to teach.

Studies found that most teachers are have negative attitude regarding inclusive education (de Boer, Pijil, & Minnaert, 2011). They are weary about the thought that they can't give comprehensive lessons since they are not only attending to the needs of the hearing group but are also considering the demands of the students with hearing impairment. DepED must recognize teachers' deficiency and provide special education trainings to help them combat their feeling of inadequacy.

It is not only the teachers who are in constant dilemma with inclusion but the deaf students are in greater difficulty living a deaf-ferent world. Sometimes they are not able to keep with the standards laid by a regular classroom. The activ-

ities are not suited to their level and their learning pace can be too slow for a typical oral-only classroom. They need people who can at least assist them with their daily tasks. It can be their classmates who will help them through peer learning, buddy system and group interaction. These students are facing emotional challenges in the classroom so they need careful guidance. (Fredricks et al., 2004).

Research also indicates that children who are hard of hearing face great difficulties in maintaining interactions with hearing peers in inclusive setting (Han Yu 2015). Striving to be part posts a greater challenge to deaf students. Most of the time they feel isolated since no one knows sign language in the classroom. Communication gap hinders them to build relationship with the hearing group. Teachers must promote learning basic sign and finger spelling in the classroom as one of the effective interventions to help develop peer acceptance and social interaction (Cawthon 2015).

Aside from their struggle to belong, they also vent their heartaches and pains upon entering an inclusive class. It is believed that deaf children are more likely to be neglected by their hearing peers in regular schools and less likely to have a friend (Nunes, Pretzlick and Olson 2001). They feel that they are devalued by their classmates and are often intentionally left out in some of the activities. Some male group even teases them and shows signs of disgust. These experiences make them feel hopeless that they can never keep up with the hearing group. Teachers should address this by giving proper orientation to students and establish a culture of understanding.

Inclusive education has a clear objective which is to promote an equal opportunity for everyone to be in a general education classroom. It is a reform that values and welcomes all diversities such as gender, nationality, culture, language, academic achievements and even disabilities (Mittler 2000). However, issues such as segregation and bullying can sometimes happen. The effort of school community and the established rules of teachers in the classroom will help minimize these negative effects. Deaf advocacy should be properly reiterated to ensure equality not iniquity.

The succeeding diagram captures a conceptual illustration of the experiences of English teachers and students in inclusive senior high school classrooms. The conceptual components of the model are all expressed explicitly or are implied from the interview that were thoroughly analyzed and explicated.

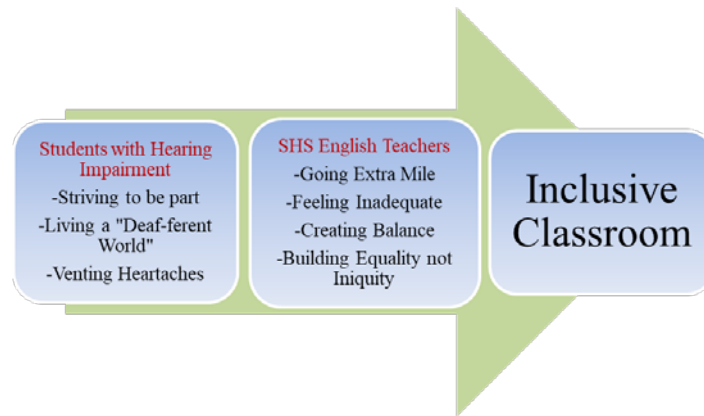


Figure1 Conceptual Model of the Experiences of English Teachers and Students with Hearing Impairment in Inclusive classrooms

4 METHODOLOGY

Design

Qualitative research is a term for a wide variety of approaches to and methods of the study of natural social life (Saldaña, 2011). This study is a qualitative research that made use of phenomenological method which sought to generate information from the experiences of senior high school English teachers who are teaching inclusive classes with students with hearing impairment.

Phenomenological study as a qualitative approach investigates various reactions to our perception of a particular phenomenon, to gain insight into the world of the participant's lived experiences and to describe one's understanding and responses (Fraenkel and Wallen, 2010).

This approach was used in this research study since its primary purpose was to explore and communicate the experiences of the English teachers and generate information on the challenges they experience in teaching students with hearing impairment in an inclusive classroom. The generated data would help the persons in authority to be more innovative in the different programs of the K to 12 specifically in the senior high school.

Locale

This study was undertaken in the selected high schools situated in the Northern part of Negros. School A is a National High school that has enrolled two students with hearing impairment with the aid of an interpreter, while School B is a special education high school attended by two students with hearing incapacity without the presence of the interpreter in the classroom. There were two teacher and student participants in school A while School B has one teacher and student partner.

Conversation Partners

The research participants in this study were teachers and students with hearing impairment who are in an inclusive

education set-up. School A were participated by two students and teacher-participants

The Researcher personally approached the Participants to participate voluntarily in the study. The researcher made sure that the selected participants were qualified in the inclusion criteria to formulate: (1) Senior High School English teacher and have earned Master's Degree units and (2) students with hearing impairment who are part of inclusive classes.

As soon as the participants agreed to meet the researcher, they were informed about the objective of the research study, and each participant was given a free, prior informed consent form before participating in the research and in maintaining their complete anonymity. When the participants already agreed to take part in the study, the interview was scheduled at the convenience of the participants.

Inclusion Criteria

Creswell (2009) cited that three to ten participants are adequate in the phenomenological approach. Three English teachers and three students with hearing impairment served as conversation partners in this study.

These conversation partners have the knowledge and experiences related to the phenomenon needed in the study. The teacher conversation partners were the ones teaching inclusive senior high school classes with students with hearing impairment in School A and B and they may or may not have special education training. Another set of participants were the senior high school students with hearing impairment who are enrolled in a regular class together with the hearing group.

The chosen participants were verified as to the permanency of position in their respective stations. They have English subjects load in the respective schools. The School Principal ensured validity and reliability of the data gathered congruent to the purpose/objective of the study.

Gatekeeper

The conversation partners of this study were selected through purposive sampling, and they were reached out through the principals as the gatekeepers or persons in authority. They gave the permission and referred the researcher to the other persons needed for the study under their jurisdiction: a. senior high school English teachers and b. students with hearing impairment.

Ethical Considerations

Ethical principles can be used to guide the research in addressing the initial and on-going issues arising from qualitative research in order to meet the goals of the research as well as to maintain the rights of the research participants. This qualitative research commenced with seeking the approval of the gatekeeper for the access of the documents to be analyzed.

The conversation partners were given thorough information about the nature of the study. They were informed that their involvement in this study was voluntary and that they were free to withdraw at any stage of interviews if they

were not comfortable. They were treated with respect considering their rights, interest and sensitivities on the study. The data in a form of interview transcripts were collected. They were assured of anonymity in the research report.

Informed Consent

A better reason for taking informed consent seriously is that it provides assurance. Hence, gaining informed consent from the people involved in this research was seriously considered as suggested by ethical principles. Through the informed consent, the conversation partners understood the purpose, process, risk, benefits, and alternatives to research, hence their signatures were sought and documented. This was done so the process of this investigation conformed with the rules of voluntary participation as advanced by experts.

Furthermore, Informed Consent has been recognized as an important component of research protocols and procedures. Thus, the researcher wrote a letter to the research participants informing them of the purpose and importance of the study. All in all, the process of obtaining their consent was made tangible through a consent form which is written in plain language that is easily understood.

Instrument

Conversation partners were given questionnaires that asked information about their teaching experience/s, education, training and the subjects that they were handling. Before the interviews happened, interview guide were presented.

The researcher obtained the names of the English Teachers who handled inclusive classes in senior high schools.

A field note was utilized starting from contacting the conversational partners where observations were done until the series of interviews were conducted. During the meetings, conversational partners' facial expressions, gesture, annotations, emphasis, pauses, and silence were recorded in the field notes. Two audio recorders and cameras were used in recording the responses of the conversation partners with their permission to ensure accurate transcription of data.

Qualitative interview is one of the most important data gathering tools in this research. Before conducting interviews, the researcher prepared an interview guide that she used to direct the participants towards the topics and issues she wanted to learn. A semi-structured interview was used to collect pertinent information of the participants. The researcher used in-depth interviews which were audio-taped. In-depth discussion is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation. In-depth interview was used by the researcher to gather rich and profound data.

Moreover, interviews were directed and carried out in conversational style lasting more than an hour. The researcher asked permission to the participants to take a picture with them regardless that they remain anonymous. Simultaneously,

observations during the interviews were considered by the researcher. The description of the setting, historical details of conversations and participants' expression of emotions and behaviors were transcribed in written form. The researcher went back to the participants two times and confirmed the audiotape recorded interviews that were reproduced in verbatim before the researcher analyzed them. After two or three months of the actual date of the transcription of the audiotaped recorded meetings, they were destroyed by the researcher to ensure anonymity.

The data collection method was an efficient way of soliciting and documenting, in their words, an individual's or group's perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences and social world, in addition to factual information about their lives (Saldaña, 2011).

This study used the creative self-expressive activities of storytelling through an individual interview, a focus group discussion (FGD) and another one-on-one interview with the participants. Personal interviews were the primary data gathering method to use in this study, followed by the FGD. An interview is a set of questions to facilitate and guide semi-structured open-ended interviews.

A focus group was a type of group interview designed to facilitate a social process where interaction and sharing of views among people produce valuable information (Wood, J., 2012).

An overarching question and some open-ended interview questions were asked to encourage the conversation partners to describe their experiences. Interviews were done individually with senior high school English teachers who were participants in this study. Follow-up interviews happened in the focus group discussion and series of individual meetings were conducted for the saturation of the information and data needed.

Trustworthiness

Interview is a tool that answers most of the world's questions. The stories we tell today are guided by the same patterns and universal elements. Trustworthiness is a way of measuring the value of research and its effects, as well as leading the way in providing rigor in the research process. Rigor refers to the strength of the research design in terms of ensuring that all procedures were followed meticulously, that by all means, conclusions are dependable. Personal biases of the researcher can be a significant factor and produce results that are invalid (McMillan & Schumacher 2010; Yin 2011)

The purpose of trustworthiness in qualitative research is to support the argument that the study's result are worth paying attention to. By trustworthiness we mean the extent to which the findings are an authentic reflection of the personal or lived experiences of the phenomenon under investigation. It consists of the following components; the four basic criteria:

credibility, transferability, dependability, and conformability.

Credibility refers to the confidence that is placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility establishes whether or not the results of research represent credible information drawn from the participants' original data and is a correct interpretation of the participants' unique views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985).

Credibility ensures that the interview questions were aligned with the research questions. Member checking was used as a credibility technique or strategy. The conversation partners were given a raw copy of their transcribed statements and stories for verification and authentication of every statement stipulated thereto. On the process, they were allowed to make corrections or elaborations on statements that did not express what they wanted to tell. They were also allowed to eliminate those that they thought did not justify the points they wanted to say as their actual interviews have been prone to a lot of candid moments and their language were not carefully chosen since there were incomprehensible expressions and non-fluencies affected the context of their statements. Interestingly, majority of what has been transcribed has been retained and acknowledged by the conversation partners are true and representative and what they needed to express about the overarching question.

Transferability is a degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). According to Bitsch (2005),

The researcher facilitates the transferability judgment by a potential user through full description and purposeful sampling. Accordingly, transferability of this study was evidently manifested in the way the experiences of the senior high school English teachers were described and how these experiences were gathered together and formed into clusters of relevant meaning and grouped according to essential themes they convey. Furthermore, the detailed and rigorous process of explicating the interview transcripts was observed in order to manifest the possible applicability of this present study to future use and reference.

Dependability as to Bitsch (2005) is the stability of findings over time. It involves participants evaluating the results and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen, Manion, & Morrison, 2011; Tobin & Begley, 2004). Hence, to establish the dependability of the survey, stepwise replication (Anney, Hume, & Coll 2012) and data triangulation (Patton 2002). The research expert and the researcher's data analyses will be compared which will reveal few inconsistencies/ discrepancies. These discrepancies will be addressed to achieve dependability.

Actions were taken by the researcher including the reclassification of units of meanings as well as separating one of the themes into two. As to triangulation, the researcher generated data from conversation partners using three different methods which include one-on-one interview, focus group discussion, and another individual interview. A focus group is a type of group interview designed to facilitate a social process where interaction and sharing of views among people produce valuable information (Wood, J., 2012). In simple terms, "participants relate their experiences and reactions among presumed peers with whom they likely share some standard frame of reference (Kidd & Parshall, 2000). Furthermore, the focus group discussion allowed the researcher to establish dependability of the responses in the first individual interview. Another one-on-one interview was conducted to gather all the data needed until it reached the saturation which means no more new ideas, concepts, or insights emerged from the conversation partners and in such a way that their responses are merely a repetition of their previous statements.

Confirmability is referred to as the degree of which the results of inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). Confirmability is "concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination but are apparently derived from the data" (Tobin & Begley, 2004). The researcher used the audit trail strategy to establish the confirmability of the findings.

Audit trails are likened to a research study blueprint, outlining detailed procedural record maintained by the primary researcher. This blueprint is accessible to an external researcher so s/he can attempt replication. Designing an audit trail must include observations about how the procedures worked and changes recommended for future study. An audit trail does not tell another researcher what to do, but it also includes the researcher's perspective on how the process worked.

Accordingly in this study, audit trail was seriously considered. The process of data explication was clearly described and followed. This was to guide future researchers in case they would like to replicate the same study. Of course, notes on observations were kept. Documents to support and corroborate the clear implementation of ethical procedures were in place.

To also address confirmability the study showed how the data eventually led to the formation of central themes, general statements, and lesson learned, how were data gathered and processed during the course of the study.

Data collection

The following procedure was observed during the data collection.

Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun &

Clarke, 2006). To examine the collected data the six phases of thematic analysis by Braun and Clarke (2006) was used. It is through transcribing data, reading and re-reading the data, noting down, and initial ideas; coding essential features of the data in a systematic fashion across the entire data set; collating data relevant to each code; collating codes into potential themes; generating a thematic 'map' of the analysis; generating clear definitions and names for each item; final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

The appropriate technique for data collection for this qualitative study was through in-depth interviews. According to Englander and Robinson (2009), the interview has become the primary data collection method closely associated with qualitative, human scientific research.

Interview and observation were utilized as the primary tools for data collection. There was also an interview guide that generated information about the research participants' education, training, and experiences.

Thus, the interviews were conducted in schools where the participants are assigned. In School B, meetings happened in their SMAW Hall, while in School A, the interview was held in their Guidance Office. This was conducted during the first session in the morning.

A week after the interview, the focus group discussion was conducted in the afternoon at the Guidance Office of School A upon the approval of the school principal and the teacher in charge of the facility.

Before the actual interview, the identities of the conversation partners based on the inclusion criteria were checked and validated to ensure that they were confirmed research participants for the study. A brief orientation was explained to remind them of their right as a participant, the purpose of the study, the nature of voluntariness, the risks and benefits and the confidentiality as stated in the Letter of Information. All the conversation partners were assigned a code as TCP1, TCP2, TCP3, SCP1, SCP2, and SCP3 instead of real names to protect their privacy and maintain confidentiality.

Brief biographies of the English teachers were obtained in the initial site visit through discussions about their experiences teaching deaf students. Parents of the students with hearing impairment received consent forms asking permission to gather information from student records. Parents of the hearing students received an information letter stating the purpose and objectives of the study.

On the conduct of the actual interview, both the interviewer and the interviewees' native language were used. The researcher introduced herself and the para-teacher who assisted her in gathering and recording the data from the participants. The researcher asked the easy questions with empathy, ask the tough questions with voice toned down to the emo-

tional level and close while maintaining eye contact to elicit answers that illustrate depth and detail, vividness, nuances, and richness (Rubin & Rubin 2005).

With the permission of the conversation partners, all conversations were audio-recorded while the non-verbal cues and other responses were noted on the researcher's notepad. Individually, the conversation partners were interviewed twice and follow up with a focus group discussion. Triangulation of the data sources was used to ensure the veracity of the interview. It depicts the use of multiple data sources in the same study for validation purposes (Hussein, 2009).

Moreover, the principle of triangulation in research pertains to the goal of seeking at least three ways of verifying or corroborating a particular event, description or fact being reported by a study (Yin, 2011). These sources were acquired from the conversation partners. As a part of data sources triangulation, all conversation partners were given a chance to answer the questions in the first individual interview, an FGD and other series of meetings. Free flowing questions were asked by the researcher.

To avoid biases, the researcher based the questions on different domains and not from her knowledge of the experiences in the teaching field. Personal preferences of the researcher can be a significant factor and produce results that are invalid (McMillan & Schumacher, 2010; Yin, 2011). Since the researcher may have personal experience with this topic and may have formed some conclusions already, particularly when examining a problem related to teaching experience and the researcher is also a teacher by profession.

The interview started by asking the overarching question of the study. The questions have focused on the conversation partners' responses during the meeting that the researcher deemed unclear or ambiguous.

The rigor of this study was established through the use of the following constructs: transferability, confirmability, dependability, and credibility.

Data Explication

Rubin and Rubin (2005) define data explication as the process of moving from raw interviews to evidenced-based interpretations. This process was done to describe the essence of the experiences of senior high school English teachers and students with hearing impairment in inclusive classrooms.

The words spoken by the conversation partners were transformed into written text to be studied and analyzed. Researchers need to take data from the spoken text (Structured, unstructured, or narrative interviews) to written form for analysis (Stuckey, H. L., 2014). The primary method of creating text from interviews is to tape-record the conversations and to transcribe them. The participants' thoughts become embodied in their words (Seidman, 2006).

The phenomenological study was best for investigating various reactions to our perception of a particular phe-

nomenon, to gain insight into the world of the participant's lived experiences and to describe one's understanding and responses.

Audio-recording made a lot of sense as it captures the pauses, the punctuation, and the possible emotion that the participants made during the interview. The first step I made was *bracketing and phenomenological reduction*. I repeatedly listened to the audio recording of each interview to become familiar with the words of the interviewee to create a holistic sense, the "gestalt," as recommended by (Holloway, 2002 & Cowen & Bruland 1985). During this step, the units of general meanings were outlined out of the transcribed interviews. Each interview was coded to ensure that the confidentiality will be maintained. I was able to delineate 172 units of general meaning. Table 1 shows the process of bracketing and reducing the transcripts to units to meaning relevant to the study.

In delineating units of general meaning, I examined the 171 units of general meaning. Then, I determined if these statements from the conversation partners answered the overarching question. Statements that appeared to address the objective being studied were noted as a unit of relevant meaning; while those irrelevant ones were discarded. From the study, out of the 171 units of general meaning 92 were found to be units of relevant meaning.

The next thing I consider is delineating units of meaning relevant to the research question. On this process, redundancies in the transcripts have been noted. These redundancies were eliminated and only those units with relevant contextual meaning were retained. This rigorous process of revisiting the transcripts, units of general meaning and units of relevant meaning from time to time has shown that the narratives of the conversation partners can be clustered into some common essences that unite several discrete units of their stories.

The final step in data explication is the *clustering of units of meaning to form themes*. The interrogation of all the clusters of meanings facilitated the determination if there were one or more central themes that expressed the essence of these clusters. In going back and forth the list, I grouped the 12 general clusters that deemed to express common essences in their context and implied meanings. Seven major themes were determined corresponding to these eight general clusters of meanings. Sadala and Adorno (2002); Groenewald (2003) call the bunch of themes as significant topics or units of significance.

After which, I thoroughly examined the groups of units of relevant meaning to determine the central issue conveyed by the essence of the clusters. The 12 groups of related meaning which were composed of seven themes described the experiences of the senior high school English teachers in teaching inclusive classes with students with hearing impairment

and the challenges encountered in the field.

General Clusters of Relevant Meaning

Cluster Grouping	General Clusters of Meaning	Central Idea
Group 1	I. Going Extra Mile XI. Hearing the Unheard	Going Extra Mile
Group 2	II. Feeling Inadequate	Feeling Inadequate
Group 3	IV. Creating Balance	Creating Balance
Group 4	V. Needing somebody to lean on VII. Striving to be part	Striving to be Part
Group 5	VI. Living a "Deaf-ferent" World VIII. Pointing Limitations XIII. Enduring their limits	Living a "Deaf-ferent" World
Group 6	IX. Deafening Silence XII. Venting heartaches	Venting Heartaches
Group 7	X. Building equality not iniquity	Building Equality not iniquity

5 RESULTS AND DISCUSSIONS

After a rigorous data explication of the interview transcripts, seven essential themes emerged and are rhetorically labeled as: a.) *Going Extra Mile*; b.) *Feeling Inadequate*; c.) *Creating Balance*; d.) *Striving to be Part*; e.) *Living a Deaf-ferent World*; f.) *Venting Heartaches* and g.) *Building Equality not iniquity*. These themes are revealed to be central ideas that narrate the experiences of English Senior High School teachers and students with hearing impairment in inclusive classrooms.

The seven essential themes are made up of 13 clusters of relevant meaning. There are clusters common to all the conversation partners (CP), common to some of them, and there are also unique clusters identifiable with one or two of the CPs.

The 12 common cluster of relevant meaning included: *Going Extra Mile*, *Hearing the Unheard*, *Feeling Inadequate*, *Needing somebody to lean on*, *Striving to be part*, *Living a Deaf-ferent World*, *Pointing Limitations*, *Enduring their limits*, *Deafening Silence*, *Venting heartaches*, *Building equality not iniquity*.

Below is a thorough discussion of each of the themes

that presented the pains and joys of senior high school English teachers and students with hearing impairment in inclusive classrooms.

Going Extra Mile

Teaching for some people appears to be the most demanding job in the world. It demands more time and effort knowing they hold so much responsibility in their hands. This new model called "inclusive education", adds more to the constant call of providing quality learning for all. Handling a group of hearing and deaf students requires double work and extra patience. For these teachers, including students with hearing impairment in their classroom encouraged them to change how they envisioned the class as a whole. It may simply mean, pushing beyond limits and going extra mile. As one of the CP puts it:

"It sharpens my professionalism as I have to think through and through about the delivery of the subject matter. Careful lesson planning is required as there is this challenge to bridge the learning needs of the abled- group and the H.I. group in a single learning set-up" (TCP2).

They put extra effort and time on the preparation of instructional materials. Lesson planning has been a crucial stage also since they have to consider the needs of the "included" bodies in the class. American Speech-Language-Hearing Association (February 2008) identified that the hearing loss may adversely affect and may result to learning difficulty in school. Children who cannot hear sounds will be left behind in their understanding and in breaking down of meaning they need to be given visual learning strategies. Visual presentations will serve as their assistance in understanding information delivered in an exclusive classroom by word of mouth. Teachers should make written materials available for students like lecture notes, tutorials and other supplementary materials which will aid them in their studies. Making learning meaningful for them will encourage them to continue their studies in a classroom dominated by the hearing group.

The attitude of the teacher has a major impact on the success of all students, particularly those with special needs. Studies suggest (Sanders and Horn, 1998; Bailleul et al., 2008, as cited in European Agency for Development in Special Needs Education, 2010) that the quality of the teacher contributes to the students' achievements more than any other factors. Reynolds (2009, as cited in European Agency for Development in Special Needs Education, 2010, p. 7) says that it is the knowledge, beliefs and values of the teacher that create an effective learning environment for all students, making the teacher a critical influence in education for inclusion and the development of the inclusive school. Inclusion requires teachers' added commitment to realize its vision:

It ⁹motivates me, as an educator,¹⁰ to do more and be better(TCP1)

European Commission Communication Improving the Quality of Teacher Education (2007) states that teachers need to have the full range of subject knowledge, attitudes and pedagogic skills to be able to help young people to reach their full potential by responding to specific needs of each student applying a wide range of teaching strategies.

Inclusive education is going extra mile and working beyond hours. It means polishing one's self to be more adept in educating students with challenges. After all, teachers are considered to be "doctors of the minds" and "healers of the hearts". They can make these deaf students hear from the heart and accept their weaknesses without stopping their dreams to improve their quality of lives through education.

Feeling Inadequate

It will never be easy for teachers who are new to the service and have never had any training for special education to communicate the needs of this differently-abled group in a regular classroom set-up. They will feel inadequate in their competence and capabilities to handle such case. As reiterated by one of the CPs:

As a teacher, of course it is ³natural to feel frustration and ⁴fear at first. ⁵I used to think that I wouldn't be able to feed the hearing impaired students comprehensive lessons just like the normal ones..(TCP1)

Teachers who are faced in this complex education program shall question their abilities to teach normal children and students with challenges at the same time.

It's actually ¹⁴hard because you ¹⁵can't really assess easily if they have learned the lesson of the day or not. (TCP3)

⁶⁵I am not a fully-trained SPED teacher, I admit that ⁶⁶I could not give the best mode of learning that my H.I. students deserve.(TCP2)

Another struggle for inclusion is the transfer of learning. The teachers are put in a mixture of differences were advanced, average and academically challenged learners were grouped into one. In the conduct of the lesson, they are not fully assured if the objectives are met due to unavoidable communication barriers.

" My challenge is making them learn." (TCP 2)

The report Assessment in Inclusive Setting developed by European Agency for Development in Special Needs Edu-

cation (2007) states that all assessment procedures should aim to 'celebrate' diversity by identifying and valuing all pupils' individual learning progress and achievements; inclusive assessment explicitly aims to prevent segregation by avoiding - as far as possible - forms of labeling and by focusing on learning and teaching practice that promotes inclusion in a mainstream setting.

This particular idea shows that teachers have the moral obligation to give assessment according to students' individual learning pace. However, drama happens when teachers didn't have the luxury of time to prepare everything that is suitable for both groups.

¹³⁴in DepED, we don't have the luxury of time to work for module or individualized activities so there are I times I often forget the needs of this group

So many times in our lives that we often feel inadequate to people we care, this also happens to teachers who are carrying greater responsibilities in their shoulders. They build the future of these children while building themselves professionally at the same time. To note, these teachers are new to the service and are still learning when it comes to classroom management. Their post graduates studies may help them but it is not an assurance that they can get emotionally ready when facing students with completely different needs. Handling students with hearing impairment without professional training may even add up to their burden. Consequently, as neophytes in the field, the fire to help these children know their place in the community and be able to take part in the hearing world continue to inspire them to move forward.

Creating Balance

The teaching challenges of these teachers have somewhat honed them to become more responsible for the progress of the whole group knowing they are composed of individuals with unique needs. There are strategies that emerged in their answers which they believe could help keep the balance of these two groups of students: the hearing and the deaf.

The teachers believed that students have a different range of capabilities and should be given tasks or activities suited for their level.

The best strategy is ¹²³differentiated activities in which everybody is obliged to do certain task of their own interest. For example.. students who are slow learners who might be musically inclined, ¹²⁴they should be given time to shine in their own field. Likewise ¹²⁵with H.I student, they are really into dancing so most of the time I gave them activities that suit their interest and they love to do it. (TCP1)

Successful inclusive classrooms focus on the needs of

individual students (Cawthon 2015) . Handling an inclusive team is like knowing which of specific areas they are fitted. If they enjoy dancing, let them incorporate dancing in learning the English language. This may help them be better with whatever things they are good at, which later on, allows them to feel good about themselves.

Aside from individual differences that teachers need to look after, communication needs of deaf students and the teaching practices in a typical oral-only classroom are potential difficulties with inclusive education. (Cawthon, 2015).

¹²⁶The teacher needs to atleast have some basic communication strategies with the students he will be dealing with (e.g. learning sign language for h.i) (TCP2)

It is a must that when you deal with an inclusive team together with students with hearing impairment, you must learn how to sign so you could communicate with their needs. Classrooms should be rich in communication among “students to teachers,” “teachers to students” and “students to students” interaction.

Communication is likely the most salient area in which individualized education applies to deaf students. The interpreter in the classroom also plays a big part in the students’ learning progress.

Academically, I could say that ⁴⁷due to the aid and assistance given by their interpreter, they could be able to deal with the lessons easily just like their regular classmates. (TCP1)

Students with hearing impairment in School A have not shown any frustration or sadness regarding their academic performance at school while the students in School B have some rants and complain on their need to cope with their learning gaps. It shows that the students with the aid of the interpreter were able to cope with some of their topics while those who are in total dependence with their teachers are having a hard time learning and accepting the general education set-up.

The focus should not just be on the easier group but should extend to the deaf students by learning their language. In response to these needs, we can suggest that teachers may try to add finger spelling to their speech, give them language level-appropriate assignments, or discuss deafness as a culture (Cawthon 2015).

The teachers should first have some facility with sign language upon handling an inclusive class, start with learning finger spelling or basic sign. Let these deaf students feel that they are important in the class but never forget that regular students need equal attention too.

Striving to be Part

The Convention on the Rights of the Child (1989)

states that: Recognising the special needs of a disabled child, assistance .. shall be provided to ensure that the disabled child has effective access to and receives education .. conducive to the child achieving the fullest possible social integration and individual development (Article 23).

All students need a close, sensitive and loving relationship with the adult or adults who care for them. Children with challenges long to have a companion or friend who accepts and befriends them inspite of their incapacities. Some may say that inclusive education helps improve learners’ social interaction and contact with students with normal hearing and promotes social acceptance by hearing peers (Eriks-Brophy et al., 2012). According to Thomas and Vaughan (2004) the target of IE is to value all children as equal for education so that they are able to take full part in social life of society in their later adult life.

Inclusive education is a perfect avenue for these students to share the same world with the hearing. It is evident as to how their teachers described their dedication to studies and effort to be socially in:

⁵⁶they exhibit dedication as evidence by their ⁵⁷almost perfect attendance in class and not any cases of tardiness....Evidently,⁶⁰ they also exert efforts to build social relationships with their peers. They ⁶¹laugh with the group and ⁶²play around whenever an opportunity comes up. They ⁶³share whatever resources they have and this makes them in good terms with their classmates. (TCP2)

However, we can’t deny the fact that as students struggle to take part in the daily interaction, there are things we cannot easily change. We can’t choose what other people may think and feel about them. These students were also trying to build relationships with the hearing group by sharing whatever resources that they have. Unfortunately, with the communication barriers that they have, they didn’t have those constant peers or everyday friends that they can talk. Most of the time, they were left out.

¹³⁵My classmates don’t help me in the tasks given. ¹³⁶Only my classmate, AAA helped in every activity but ¹³⁷AAA doesn’t know how to sign. (SCP1)

Research indicates that children who are hard of hearing are more likely to be neglected by their hearing peers in regular schools and less likely to have a friend in the class than their classmates with normal hearing (Nunes, Pretzlik, & Olson, 2001). Peer acceptance is the primary problem in dealing with inclusion (Wolters, Knoors, Cillessen, & Verhoeven, 201).

(made a sad face) ¹⁵⁹My classmates were not helpful in terms of doing activities and ¹⁶⁰I am often teased in the classroom. (SCP2)

Sometimes no matter how hard they try to build rela-

tionship with peers, it is so hard to change the rooted practices and attitudes of individuals. It takes not just the teachers but the effort of everybody especially the students to realize the aims of inclusion program. With its challenges inclusive education requires not only special educators but the entire school to work together with a joint concern for the sake of full inclusion (Corbett, 2001). The effort of these deaf students to belong and be part should be coupled with intense value formation on acceptance and respect.

Living a Deaf-erent World

Entering a new environment means adapting courses we never take. Living a different world that is sometimes harsh may set us to low spirits. Just like how these students with hearing impairment showed frustration when asked about their studies. They opened up about their struggle coping with each of their lessons. One of them states that:

¹⁴⁸The teacher always smiles and tries to explain the concept but ¹⁴⁹I find it hard to understand because ¹⁵⁰I could not decipher some of its meaning.(SCP3)

The learners who are 'in the margins', such as the learners who are gifted and talented or have disabilities, are particularly vulnerable (Meyer and Rose, 2005, p.4). Their teachers are not exposed to sign language and do not even know how to sign so they rely on mere discussion and visual support. These deaf children seek someone who knows how to communicate their needs since joining an oral-only classroom makes their impairment more marked. It is particularly evident as to how they rant about their difficulty in their studies:

¹⁶⁵I know nothing in Filipino and ¹⁶⁶I find it really hard attending my research subject.

¹⁶⁸I hate studying and ¹⁶⁹I am planning to stop next year.

Lack of sufficient assistance may lead to dropping of students' interest to study. Teachers may add supportive technical strategies to help these learners be at pace with the lessons. They can start from giving details of information in a hand-out or chalkboard. Adequate adjustments should be made within the schools to meet the needs of the students with hearing impairment (Bamu et al 2017).

An increased with the students' interaction to the hearing group can minimize their burden in school works and activities.

¹⁵⁹My classmates were not helpful in terms of doing activities
Using buddy system will help them at least cope with

the academic standards. Peer-supported learning can be very effective in improving one's academic performance. (Morningstar et. al. 2015). Let the capable group be accountable with their peers who need help. There should be an established system of brotherhood among the group.

Venting Heartaches

As to every successful endeavor, we need to take pains first before we can build an open community that accepts and befriends the deaf world. Since the set-up is new, the adjustment does not just come to teachers or students with special needs. The hearing group also needs time to understand that there are members of the class who are differently-abled.

Thus, they must also consider and establish sensitivity towards them. If these hearing students aren't sensitive enough, some issues will arise. Suleymanov (2015) said that there are issues we need to address upon having an inclusive class, part from it is that people resist change and repel from adapting to new concepts.

Just like in the case of SCP2, she felt that two from her classmates were bullying her.

¹⁶⁰I am often teased in the classroom. ¹⁶¹I saw that my classmate raised his middle finger at my back. (SCP2)

As one of the teachers said, there are times that the hearing group taunt their h.i classmates or play jokes on them, they might be thinking that these are harmless. Unintentionally though, ⁹⁹their actions might in some degree already be considered a form of bullying.

TCPI also shared that there are moments that these deaf students experienced separation from the normal group. One time, the hearing group did not inform SCP2 on the scheduled time of their shoot in their movie making activity. Hearing students reasoned out that they were not able to inform her because of the communication gap that bars them. These scenarios showed us that deprivation can be a problem for those students with hearing impairment in a regular class.

Teachers believed that the classroom must exhibit a culture of understanding towards the deaf students. They also emphasized the importance of their peers in supporting them to learn how to socialize so they can feel that they are human beings and they can accept themselves.

The teachers named respect in their responses when asked about the program's efficiency. Everybody should have the heart to understand them especially on the moments they feel less fortunate.

Emotionally, I have observed that it is ⁵²natural for them to become moody. Sometimes, ⁵³you could not really read their personalities.⁵⁴ Sometimes they are

too happy, but ⁵⁵there are times that they become so serious and grumpy. (TCP1)

These deaf children might feel insecure about their selves especially when placed with hearing students. It is highly important that they are respected by their peers. Teachers should increase their interaction with the two groups and let students learn the importance of acceptance and friendliness.

Hearing group must exhibit understanding towards them since there are moments that these students might get emotionally disturbed. These students with challenges also face emotional engagement. (Fredricks et al., 2004). We must learn to genuinely treat them with compassion. It has been their inherent right to respect for their dignity. United Nations Declaration on the Rights of Disabled Persons (1975) states: Disabled persons whatever the origin, nature and seriousness of their handicaps and disabilities have the same fundamental rights as their fellow-citizens of the same age, which implies first and foremost the right to enjoy a decent life, as normal and as full as possible. (Article 3).

The teachers should make the students understand that the rights of these individuals are as precious as theirs. The aim of Education for all is to enable these disabled bodies to develop their full potential and above all, to allow society to value their existence. In our world, it is not the people with disabilities but the society that needs special education to promote a society for all (Federico Mayor, Former Director-General of UNESCO).

Building Equality not iniquity

Inclusivity is managing students with a broader range of abilities. A part of the objective of this study is looking into how these educators regard inclusion in the classroom. To their responses, the teachers provided their students with the same set of activities. The students with hearing impairment answered the same test and writing activities as with the regular ones.

“The activities I implement are the activities required and suggested in the subject’s curriculum guide. Still, the activities I give are all uniform. However, I give considerations to students with hearing impairment sometimes-if the situation calls for it.” (TCP3).

Teachers do not prepare a different set of tasks to students with hearing impairment to make them feel that they can be part of a regular class and do as regular students do. TCP2 believes that these deaf students could cope with it and what they need is some assistance as to how they could do it. Instead of using individualized interaction, the group relies on whole group instruction. For Mittler (2000) inclusive educa-

tion is a reform that is viewed as intentions to welcome all diversities such as gender, nationality, culture, language, academic achievements, and disabilities. It means everybody is open to perform their best in a regular classroom set-up.

However, there are still issues regarding its efficiency. Some may ask if it really builds equality or it rather invites iniquity. We have talked to these teachers and elicit answers about the issue.

¹¹⁵I think it totally depends on how the learners with special needs perceive the inclusivity likewise on the effectiveness of teacher in fulfilling his role in a mainstreamed classroom. In some cases, ¹¹⁶students with special needs thrive in mainstreamed classroom, thankful that they are not treated outcast. However, ¹¹⁷cases arise also where the children with special needs get to realize that no matter what they do, they cannot keep up with the normal kids in their peers eventually leading to a drop of their self-esteem.(TCP2)

Inclusive education is a process of reaching out to all learners and can be understood as a key strategy to achieve education for all (EFA) since we all know that there are only few institutions that provide special education. In short, it’s a gateway for them to become active recipients of learning. Teachers will have the primary duty of catering these children with challenges but students must also exhibit the resilience in keeping up with the demands of a mainstreamed classroom. One of the requirements of inclusive society is struggle against segregation. (Barton and Armstrong, 2007).

¹¹³I think it still depends and how you handle the class. ¹¹⁴After all the effectivity of the class is at your hands. (TCP1)

‘Salamanca Statement and Framework for Action’, adopted at the World Conference on Special Needs Education in 1994 states that Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. The school must establish a set of rules that control the behavior of the hearing group and create positive values in the classroom. At the teachers’ hand lies a great responsibility for he/she might create a classroom with fairness or a hall that discriminates.

6 GENERAL STATEMENTS

The stories of these teachers and students with hearing

impairment mirror the results of the constant battle to pursue inclusion.

It requires teachers to double their effort and go extra mile. They must ensure the openness and acceptance of the hearing group to these "Included" learners. They should regularly remind the students of the right of everyone and encourage them to help their peers who need assistance. These hard of hearing students prefer visual learning strategies to help them be up to par with their group. They must be provided with written materials to supplement all lectures, classroom discussions, and written activities.

The announcements regarding class time, school activities, field works and industry visits should be given in writing. The students should also be allowed to record lectures and teachers should make available copies of the lecture notes. Teachers should start with whole group instruction while discussing with the group then let the class be in small groups so those who have hearing impairment are with peers who can assist them with their difficulties.

Meanwhile, inclusive senior high school teachers ought to be provided with a lot of training in handling special education students. This will lessen the frustration of these teachers who are supervising mainstreamed classes. Through this, they will feel more adequate.

They must be given time to learn sign language too, so it would be easier to establish rapport and to reach out to these hard of hearing learners. Communication difficulties between teacher and students may lead to a level of anxiety about performing in front of others. Learning their language could help them feel that they can be part of a general education set up. *Seminars* and trainings on special education shall provide them with bigger opportunities and wider learning on the inclusive strategies and approaches they need to uphold while dealing with a heterogeneous group.

One of the interventions that may promote the deaf students' social interaction is by dividing the class into groups.

These differently-abled learners will be with people or group who will assist them in their learning gaps through peer tutoring. It will also increase the independence of the hearing impaired students in initiating communication towards peers. They always strive hard to be part of the group and will help them use communication strategies that will enable them to deliver the messages they want to convey to the people who are not familiar with sign language. Their constant interaction with hearing group shall benefit them in terms of improving their social and communicative skills.

There have been many issues about inclusion as to its efficiency because they vent out heartaches some students may suffer from alienation, separation or even oppression against abled-peers. Students with hearing disabilities might isolate them-

selves in the classroom. Peer acceptance is one of the concerns of inclusion (Wolters, Knoors, Cillessen, & Verhoeven, 2011). This lack of social contact will have an impact on their learning.

Living a deaf-ferent world, students should be open and sensitive to the deaf culture. Let everybody be oriented with the spirit of genuine care to the people who have disabilities. This shall bring positive impact to meaningful learning. Employing a differentiated instruction has somewhat proved effective to this group of teachers in the study. It has helped them see the potentials of regular class and students with special needs.

They were able to see that learners are all geniuses in their special way. Teachers just have to discover that one or more things that they are good at, and start working from there. We will be surprised how much they will arrive at a good result. The students inspite of their disability were able to interpret a good literary piece through their hand gestures and non-verbal movements. Inclusive education aims to build equality and not iniquity.

Summary

The main goal of this qualitative-phenomenological study was to present to the people the experiences of these teachers and students with hearing impairment in inclusive classrooms. Interview transcripts have been rigorously analyzed and explicated listing a total of 172 units of general meaning. Utilizing the processes of contextual reductions, 92 units of relevant meaning have been disclosed; yielding to 12 clusters of meaning that guided the formulation of seven central ideas of themes.

After a rigorous data explication of the interview transcripts six essential themes emerged and are rhetorically labeled as: a.) going extra mile, b.) feeling inadequate, c.) creating balance, d.) striving to be part, e.) living a deaf-ferent world, f.) venting heartaches and g.) building equality not iniquity.

Lesson Learned

Working in this study has provided me with so much insight about teaching. I believe we are the primary movers of inclusion program. Effective educators consider classroom environment and make necessary adaptations in order to make sure that it facilitates academic and social needs of students (Friend and Bursuck, 2006). We can't cure the students' hearing impairment but we can change how they feel about themselves so their disabilities will be less marked.

Appropriate rules and limitations should be clearly communicated and explained to the child. Start from making them feel that they are part of the group and make an effort to communicate with them. Let the hearing group learn from the hearing impaired too by teaching the group

how to sign. Let the questions be written on the board or paper so the hearing impaired students will have their chance to answer too. Higher level of integrated group activities may increase the engagement of the students.

Provide activities that lead to plenty of interactions among the peers. Prior to giving of task, orient the hearing group about the important roles they play in the lives of their hard of hearing classmates. This shall boost the morale of the hearing group that they are entrusted with something great for the benefit of their differently-abled classmates. Let the students in class be accountable with one another's learning progress.

The students should be treated fairly in the classroom. Instructions should be given in general set-up and let them learn the same lessons and concepts with the hearing students but provide some adjustments and considerations with the hard of hearing group. There are devices that will aid and ease the deaf students' adjustment in an inclusive environment.

Personal support through note takers and interpreters can help these students. However, public schools do not have the luxury to hire extra people. Even without these paraprofessionals, teachers can still use basic strategies such as home readings, learning specialized vocabulary, and providing lesson outlines ahead of time. The teacher can also arrange buddy systems inside the classroom so that he/she will also have people who can look after the learning difficulty of these students.

The teacher should provide series of communicative strategies that will help the hard of hearing students increase understanding in their lessons. There are students who have moderate hearing impairment and sometimes they rely on lip reading so it is very important to establish eye contact and clear enunciation of words is also necessary. Sharing of information must always be written on the board and delivering messages can be more effective when delivered verbally coupled with nonverbal movements. In short, inclusive education is a multi component strategy or, perhaps, a mega- strategy (Mitchell, 2008).

One way to encourage feelings of inclusion and confidence when teaching children with hearing impairments in the regular classroom is for teachers to familiarize themselves with fingerspelling or basic sign language. School districts that have the means to offer hearing children an extracurricular course in sign language can help to foster communication and friendships for students with hearing difficulties. This will encourage positive interaction among the students.

The hearing group will get the chance to learn a new language and at the same time make a perfect chance for them to understand the students with hearing difficulties. Let them be aware of the importance of the spirit of accep-

tance and gradually, it will eliminate fear and inferiority among the deaf learners. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all (EFA). In time, this shall create a non-discriminatory community.

It is important for students with special needs that they learn how to get their needs met early on. They must learn to include self-advocacy goals such as identifying optimal learning conditions, utilizing communication repair strategies and knowing who to ask for help. Another helpful strategy is to pair students with one mentor from the hearing group for additional support and sharing of their own personal learning strategies.

These educators in due time will find their methodology evolving. As they provide the needs of these students with hearing impairment, teaching strategies may prove effective for one child and may become useful for several others in the classroom. This shall lead to a greater success upon developing the teacher's flexibilities.

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