

Teaching English to Students with Hearing Impairments - A Preliminary Study

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Abstract : This research aims to identify the issues and challenges of teaching English as a Foreign Language to Japanese university students who have special learning needs. This study sought to investigate factors influencing the academic performance of students with special or additional needs in an inclusive education context. This study will focus on a consideration of the methods available to support those with hearing impairments. While the study population is limited, it is important to give classes to be inclusive places where all students receive equal access to content. Hearing impairments provide an obvious challenge to language learning and, therefore, second-language learning. However, strategies and technologies exist to support the instructor without specialist training. This paper aims to identify these and present them to other teachers of English as a second language who wish to provide the best possible learning experience for every student. Two case studies will be introduced to compare and contrast the experience of in-class teaching and the online option and to share the positives and negatives of the two approaches. While the study focuses on the situation in a university in Japan, the lessons learned by the author may have universal value to any classroom with a student with a hearing disability.

Keywords : inclusive learning, special needs, hearing impairments, teaching strategies

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