

# Deaf and hard of Hearing Students' Opportunities for Learning in a Regular Secondary School in Chile: Teacher Practices and Beliefs

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**Abstract** This study aimed to analyze the learning context of deaf and hard of hearing (D/HH) students in a Chilean high school, in which 50 D/HH students (7th to 12th grade) attend classes together with hearing classmates. Semi-structured interviews were conducted with seven high school teachers and five deaf education teachers, to explore their practices and beliefs regarding teaching D/HH students in regular classrooms. Ten classroom observations were also carried out in classes with and without the presence of a deaf education teacher. Interview data were analyzed using qualitative content analysis. Class observations enabled a better understanding of the context in which D/HH students and their teachers interact daily. Results from interview analysis provided information of teachers' beliefs about D/HH students; regular teachers and deaf education teachers' perceptions of the roles they play in students' learning; accommodations made for D/HH students; and facilitators and barriers for teaching in classes with D/HH students. High school teachers' report of their difficulties to teach D/HH students and their need to rely on deaf education teachers in the classroom was corroborated by classroom observations, which showed that most D/HH students were unable to follow the class in absence of special teacher's support, and regular teachers had problems communicating with them. D/HH students' opportunities for learning are highly restricted in such environment. Implications for educational inclusion policies and teacher preparation programs are discussed.

**Keywords** Deaf · Students · Teachers · High school · Learning · Inclusion

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