



Didaktische und methodische Ansätze zur Entwicklung der fachdidaktischen Inklusionskompetenz von angehenden Fremdsprachenlehrkräften

Online-Supplement 1:
Präsentation Modul 1: Case Study: Hearing Impairments in TEFL

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CASE STUDY: HEARING IMPAIRMENTS IN TEFL

**DEVELOPED BY B. HOLZHÜTTER & K. BASCHWITZ
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Agenda

Warm up: “Tree or flee?”

Aims

All about hearing impairments

Expert talk

Case study

Closure





Warm up: Tree or flee?

For this task, you need at least one partner and the headphones. Listen carefully and circle the word you understand.

tree	flee
fly	lie
claim	fame
cash	hash
book	hook
please	police
morning	warning
hand	land
house	mouse
cat	bat
toy	boy
man	van
chair	hair
loss	boss





Warm up: Tree or flee?

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- Check with your partner.
 - For how many items did you get the same answer?
 - For how many items were you unsure of the correct answer?

- Reflect on this exercise.
 - What aural & linguistic issues did you notice during this exercise?
 - How did this exercise make you feel?
 - How might students with a hearing impairment experience English instruction?
 - What might be alternative approaches to listening comprehension?





Aims

In this unit, you will learn a great deal about one individual student with a less common special need. However, the issues and approaches that he faces are, in many cases, applicable to a much wider population. The approaches and methods addressed here are ones that meet the needs of a variety of learners in heterogeneous and inclusive English settings.

AIMS: As a result of this module, you will be able to:

- experience the acoustic limitations faced by students with hearing impairments
- describe the physical and cognitive bases of hearing impairment
- identify methods that address the needs of students with hearing impairments
- interpret documentation related to students with special needs





All about hearing impairments: Links online

Hearing impairments can take many forms. In order to understand the kinds of issues faced by learners with hearing loss or acoustic processing disorders, choose from the links below. You can check your understanding with the comprehension questions that follow.

- 1) [Anatomy of the ear](#)
- 2) [Types of hearing impairment](#)
- 3) [More about auditory processing disorders](#)
- 4) [Are you being heard? Strategies for working with deaf students in the classroom](#)
- 5) [Success for kids with hearing loss](#)
- 6) [Living & working with auditory processing disorder](#)

Read more about hearing
impairments: print literature

Take the quiz on
hearing impairments





All about hearing impairments: Literature for further reading

Hearing impairments can take many forms. In order to understand the kinds of issues faced by learners with hearing loss or acoustic processing disorders, choose from the texts below. You can check your understanding with the comprehension questions that follow.

- 1) Mein Inklusionsmaterial: Handreichung Grundschule 1.-4. Schuljahr. Stuttgart: Ernst Klett Verlag. ISBN: 978-3-12-245559-0
- 2) Carter, L. S. (2000). Scrambled sounds. *Dartmouth Medicine*, Summer, 32–37. Online.
- 3) Anderson, K. (2004). The problem of classroom acoustics: The typical classroom soundscape is a barrier to learning. *Classroom Acoustics*, 25(2), 117–129. DOI: 10.1055/s-2004-828663
- 4) Truckenbrodt, T., & Leonhardt, A. (2016). Schüler mit Hörschädigung im inklusiven Unterricht: Praxistipps für Lehrkräfte. Mit 29 Abbildungen und 3 Tabellen (2., Aufl.). München: Ernst Reinhardt Verlag. ISBN 978-3-497-02613-5





All about hearing impairments: Question 1: What is the average hearing ability of a young adult?

It is the hearing level.

It starts at 40 decibels.

It starts at 20 decibels.

It starts at 0 decibels.



Continue to the next question





All about hearing impairments: Question 2: What is the level at which a mild hearing impairment is diagnosed?

It is the hearing level.

It starts at 40 decibels.

It starts at 20 decibels.

It starts at 0 decibels.



Continue to the next question





All about hearing impairments: Question 3: What is the loudness of a typical conversation?

It is the hearing level.

It starts at 40 decibels.

It starts at 20 decibels.

It starts at 0 decibels.



Continue to the next question





All about hearing impairments: Question 4: What is the individual threshold at which one can hear sounds?

It is the hearing level.

It starts at 40 decibels.

It starts at 20 decibels.

It starts at 0 decibels.



Continue to the next question





All about hearing impairments: Question 5: Which of the following is *not* typically a feature of learners with auditory processing difficulties (APD)?

S/he experiences difficulties with peer relationships.

S/he displays an impaired ability to concentrate.

S/he wears a hearing aid.

S/he makes grammatical mistakes when speaking.



Continue to the next question





All about hearing impairments: Question 6: Which of the follow is recommended for learners with APD?

The teacher should seat the student away from others.

The teacher should speak more loudly.

The teacher should use visualizations.

The teacher should use a microphone.



Continue to the next question





All about hearing impairments: Question 7: Which of the follow is illustrated below?



Loudspeaker.

Contralateral device.

Cochlear implant.

Wireless receiver.



Continue to the next question





All about hearing impairments: Question 8: Attention span.

A normal attention span is 2-3 minutes per year of a child's age. Therefore, a 2-year-old should be able to concentrate on a particular task for at least 4 minutes. This is true of activities that children are interested in; their ability to concentrate is reduced by boredom, disinterest, and distractions! How long is the typical concentration span of a *typical* 10-11 year old in the classroom?

5-10 minutes.

10-20 minutes.

20-30 minutes.

30-40 minutes.



Continue to the next question





All about hearing impairments: Question 9: Eliminating a listening task in an exam is a possible accommodation (*Nachteilsausgleich*) for learners with hearing impairments.

True

False



Continue to the next question





All about hearing impairments: Question 10: Which of the following is an important aspect of instruction in inclusive classes when there are learners with hearing impairment?

The teacher should not include any listening/speaking activities.

The teacher should know sign language.

The teacher should repeatedly ask the student if s/he understands.

The teacher should pay attention to lighting and acoustics.



Go on to the next slide





Congratulations!

You have completed the quiz “All About Hearing Impairments.”

Now that you know a little bit more about the types of hearing impairments that can affect learners and some ways to address their needs, you can proceed to the next components of the unit:

Expert advice: Recommended techniques for inclusive instruction

Case study: John Doe



Expert advice: Recommended techniques for inclusive instruction

- Use visualizations extensively.
- Make use of “listening strategies.”
- Consider what a classroom should look (and feel) like.
- Ensure that you are seen and heard.
- Provide clear instructions and pronunciation.
- Allow short breaks for concentration purposes.
- Give structural and symbolic help.
- Teach listening in context.





Expert advice (continued)

- Cooperate with all parties involved.
- Take the Nachteilsausgleich into consideration.
- Sensitize classmates.
- Use the co-teaching system that is available.
- Vary teacher-centered and learner-centered phases during the lesson.
- Practice balanced teaching.
- Take into account linguistic issues regarding orthography, minimal pairs, and listening comprehension.





Case study: John Doe: Background information

Our learner in this study is called "John Doe." Because this student's parents, teachers, and school principal recognize the importance of improving education for all learners, they have made available the actual (anonymized) documents that are used to identify, evaluate, and support students with special needs. Because these are authentic documents taken from the school setting, they are untranslated.

John Doe is a student at ABC Elementary School in Lower Saxony.

Due to an accident in May 2015, he suffers from a conductive hearing loss on one side and has been wearing a hearing aid since September 2015. Since 2016, John has a recognized right to special educational assistance in the area of hearing, with 3 hours of additional teacher assistance (*Seit 2016 besteht für John ein Bedarf an sonderpädagogischer Unterstützung im Förderschwerpunkt Hören. In diesem Zusammenhang sind für ihn 3,0 Lehrerwochenstunden als Zusatzbedarf vorgesehen*).

Right now, the topic in English class is "body parts." In the lesson plan examined here, students learn the phrases "has got" and "hasn't got," and use them in conjunction with the vocabulary of the topic.





Case study: John Doe

- Form a group of four and read the assigned text(s) individually.
 - Report (*Gutachten*) & Information regarding additional special needs (*Informationen zum Zusatzbedarf*)
 - Individual Educational Plan (*Förderplan*) & Accommodations & Modifications (*Nachteilsausgleich*)
 - Lesson Plan (*Verlaufsplan*)
 - Interview with John Doe

- Discuss with your group.
 - What *kind* of text is it? What is the content?
 - What is significant, surprising, important, relevant?

- To do
 - In your group, add the section “didactic-methodological commentary” to the lesson plan and explain why, and in which manner, the lesson is planned in this particular fashion.
 - Find a suitable place for John Doe and his classmates to sit, mark it, and explain your choice.
 - Be able to present your most important thoughts and results to your peer students.





Case study: John Doe

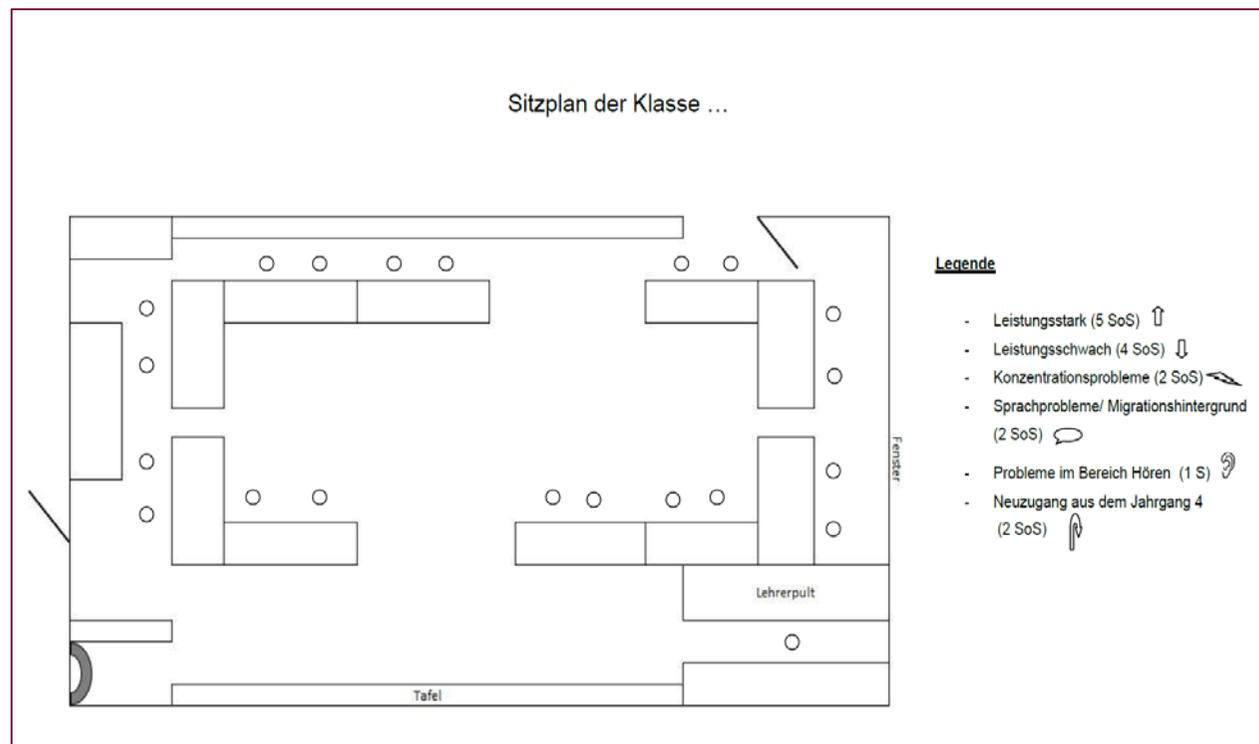
- Discuss with your group
 - What *kind* of text is it? What is the *content*?
 - What is significant, surprising, important, relevant?
- To do
 - In group work, add the **assigned** section “didactic-methodological commentary” to the lesson plan using the given phrases, and explain why, and in which manner, the lesson is planned in this particular fashion.
 - Group 1, 4: “Begrüßung, Warm Up, Hinführung”
 - Group 2, 5: “Erarbeitung, Festigung”
 - Group 3, 6: “Sicherung, Cool Down”
 - Find a suitable place for John Doe and his classmates to sit, mark it and explain your choice.
 - Be able to present your most important thoughts and results to your peers.
- Debriefing & Discussion
 - Which elements of this lesson are specifically for John Doe? Which elements meet the needs of all learners?





Case study: John Doe

- Based on your review of the case study, the background knowledge you have about hearing impairments, and the activities in the lesson, identify the best place for John to sit. Be able to explain your reasoning.





Reflection: Aligning approaches and needs

- Consider each of the following aspects of teaching EFL in a heterogeneous setting. Sort the given methods and approaches into the correct category in the table. Add additional items as well.

Use visuals • work with a co-teacher • pay attention to lighting & acoustics • teach vocabulary & listening in context • teach listening strategies • use technologies that amplify your voice • make sure students are seated so they can see/hear • use digital tools where appropriate • incorporate scaffolding • keep the students' concentration span in mind • work with consulting services (e.g., *Mobiler Dienst*) • ensure a safe & respectful environment • differentiate according to interest & ability • provide students with choices • use simple & clear language • vary lesson phases between teacher-centered and student-centered activities • include individual, pair, & group work activities • offer preferential seating • include activities that train sound discrimination • take advantage of the *Nachteilsausgleich*

Meet the needs of all learners	Meet the needs of learners with hearing impairment





Closure

Reflection Statements	Yes	No	Not sure
I know about different kinds of hearing impairments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I know about the challenges faced by learners with hearing impairment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I know about some evidence-based practices for meeting the needs of learners with hearing impairment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can analyze documents regarding an individual student with a special need in the area of hearing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can modify a lesson plan and the instructional environment to meet the needs of a learner with a special need in the area of hearing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can adopt strategies and techniques that meet the needs of all learners within a heterogeneous and inclusive setting.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>





Literature

Anderson, K. (2004). The problem of classroom acoustics: The typical classroom soundscape is a barrier to learning. *Classroom Acoustics*, 25(2), 117–129.

Carter, L. S. (2000). Scrambled sounds. *Dartmouth Medicine, Summer*, 32–37.

Klett Verlag (Hg.): Mein Inklusionsmaterial. Handreichung Grundschule 1.-4. Schuljahr. Stuttgart, Leipzig: Ernst Klett Verlag.

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The End.

This unit was developed by Katrin Baschwitz and Bettina Holzhütter, in cooperation with the *Community of Practice **Teaching in Heterogeneous and Inclusive English Settings***, and designed for interaction by Prof. Dr. Torben Schmidt and Dr. Carolyn Blume.

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Your answer is...

Correct. Press here to continue.



Your answer is...

Incorrect. Try again.