Teaching English to Eastern European Deaf Students

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PEN-International: http://www.pen.ntid.rit.edu/

TESOL 2003
March 25-29, Baltimore, Maryland, U.S.A.

PowerPoint Presentation
http://www.pen.ntid.rit.edu/ewc/tesol03/tesolppt.htm

Handouts
http://www.pen.ntid.rit.edu/ewc/tesol03/handouts.pdf

Link to Description of Workshop and Photographs
http://www.pen.ntid.rit.edu/newslevel2.php?a=ESL_July_2002

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Teachers of English to Speakers of Other Languages
Baltimore, MD, U.S.A.
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Teaching English to Deaf Students

- English language/literacy challenges
- Postsecondary deaf education in U.S.
  - English-speaking environment & ASL
  - Support Services
  - Latest methods, materials, technologies
- Teaching English to deaf students in Russia and the Czech Republic
  - Non-English-speaking environment
  - Limited access to methods, materials, technologies, and support services

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Bauman Moscow State Technical University & Charles University (Prague)

- Goals of English language programs for deaf and hard-of-hearing students
- Student characteristics
- Instructional setting
- Professors' specializations
- Available methods, materials, technologies
- Classroom activities
- Communication issues

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Postsecondary Education Network (PEN) International

- Funded by Nippon Foundation of Japan
- Sharing expertise among universities that offer programs to deaf students
- International partners
- Goals
  - Train faculty for improving teaching/learning
  - Apply innovative instructional technologies
  - Provide state-of-the-art equipment
  - Promote program self-sufficiency
  - Expand career opportunities for students

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ESL Methods for Teaching Deaf Students in Russia & Czech Republic

- NEED: Professional development for faculty in Russian/Czech programs for deaf students
- PLAN: Provide PEN-International workshop
  - One-week workshop at NTID, July 2002
  - Teaching English to deaf students (6 sessions)
    - Contemporary ESL methods, materials, best practices
    - State-of-the-art approaches and technologies for teaching English to deaf students
  - Related educational topics (4 sessions)
  - Regional tours and entertainment

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Sessions on ESL for Deaf Students

- Program Goals, Student Characteristics, and Instructional Approaches
- Teacher Competencies and Academic English for Adult Students
- Teaching Grammar and Writing
- Teaching Reading and Vocabulary
- Use of Web-Based Technology for Teaching Deaf Students
- Lesson Planning and Program Standards

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Sessions on Related Educational Topics

- What We Know About Deafness
- Classroom Communication
- Introduction to Online Learning
- Pedagogical Considerations for Online Course Delivery

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Workshop Activities

- Multi-media overviews
  - PowerPoint presentations
  - Handouts, worksheets, surveys
- Demonstrations
- Analysis of classroom teaching videotape
- Discussions/small group/individual work
- Hands-on activities
- Critiques of ESL methods and materials
- Development of ESL lesson plans

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Sample Session Schedule: "Teaching Grammar and Writing"

- Defining/addressing deaf students' knowledge of English grammar
  - Review of problematic English structures
  - Checklist: Russian/Czech students' grammar problems
- ESL methods/materials for teaching grammar and writing
- Approaches to teaching writing to deaf students
- Using dialogue journals with deaf students
  - Overview
  - Practice writing and responding to entries

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Sample Resource Materials Used

- TESOL *New Ways* series (teacher education, adults, grammar, writing, reading, vocabulary, content-based, specific purposes)
- Fantini (1993), "The YOGA form: A monitoring aid for teacher assessment"
- Jordon (1997), *English for Academic Purposes*
- "Program Standards for Adult ESOL Programs"
- Web Sites:
  "English Works" <http://depts.gallaudet.edu/Englishworks/>
  "Supporting English Acquisition" <http://www.rit.edu/~seawww/>

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Use of Technology

- Use of PC computer and presentation software
- LCD projection of presentation materials
- Document camera projection
- Videotape, VCR, and TV monitor
- Laptop computers with wireless internet
- Web access and use of ESL and deaf education web sites

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Use of Technology (continued)

- Demonstration of "Ideatools" (a web-based course building and management tool)
- Workshop pre-readings posted to PEN-International web site
- Workshop materials posted to RIT library online reserve with password access
- Digital photography
- Post-workshop CD-ROM of all workshop sessions and materials

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Individual Session Evaluations

- The content of this session was well-organized.
- The presentations were clear and understandable.
- Information from this session will help me in my teaching.
- The use of media, materials, and handouts was effective in supporting the information presented in this session.
- The pacing and amount of information covered in this session were just right.
- I felt comfortable asking questions and interacting with the presenters and the other participants.

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Individual Session Rankings
(Highest ranked by category: 89% each)

- Best organized and presented:
    "Teaching Grammar and Writing"
- Greatest contribution to your own personal knowledge:
    "Use of Web-Based Technology for Teaching Deaf Students"
- Most relevant to your own program and teaching needs:
    "Teaching Reading and Vocabulary"

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Final Workshop Evaluation
(% Strongly agree)

- This week-long workshop was a very positive professional development experience for me. — 100%
- This workshop covered an appropriate number of English-teaching topics. — 100%
- Most of the objectives and outcomes listed in the workshop schedule were achieved. — 89%
- The English-teaching methods, materials, and technologies that I learned about this week can be used to teach deaf students in my own program. — 56%

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Final Workshop Evaluation *(continued)*

- Based on the knowledge I have learned from this workshop, I will make some changes in my teaching. — 78%
- The before-workshop readings and web sites listed on the PEN-International web site provided helpful background information. — 89%
- When I return to my country, I intend to review the materials from this workshop on the PEN-International web site and to read some of the after-workshop readings. — 89%

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How could workshop have been improved?

- More practical instruction in working with computer (e.g., WWW, ELT pages)
- Less time on extra-curricular activities so we could devote more time to the "real stuff"
- More time for subjects we're weak in (technology)
- Some sessions or presenters need more time (web- based technology, teaching reading, writing, vocabulary)
- A week is certainly not enough
- Workshop itself has been perfect
- It could not have been better. Believe me.

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Evidence of Continued Success

- Access to workshop materials on PEN-International web site
- Installation of high-tech instructional technology labs in participants' institutions
- Visits and on-site technical training by PEN-International Staff
- Sharing of ESL workshop content with other PEN-International partners
- Production and distribution of workshop CD-ROM

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