

**PRACTICAL STRATEGIES  
USED FOR  
TEACHING ENGLISH  
TO DEAF STUDENTS  
AT BAUMAN MOSCOW  
STATE TECHNICAL UNIVERSITY**

Galina V.Kirsanova

**Teaching Deaf Students at  
Bauman: History**



**Mainstream**

- Years 1 – 3 – Center on Deafness
- Later: joining mainstream

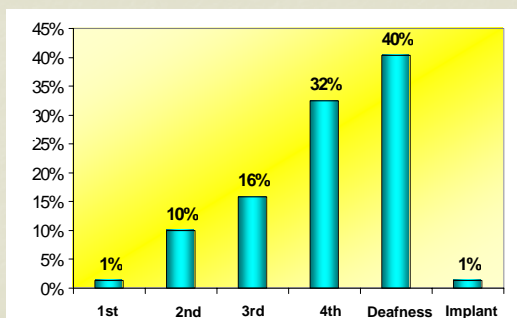
**ADVANTAGES:**

- integration into the national system of higher education
- orientation towards the common integrated job market

**Our Students**

- **Age: 17-23-year-olds**
- **Educational Level:**
  - 68% – specialized schools for the deaf
  - 32% – ordinary secondary schools
- **Initial Level of English:**
  - 80% - beginners (0 – 4 years of English instruction at school)
  - 20% - pre-intermediate students

**Hearing Loss**



**Importance of English**

- development of science and engineering
- necessity to cope with growing wealth of information
- Russia's integration into world economy
- growing cooperation between Russian scientists and students with their counterparts abroad
- participation of the Center on Deafness in PEN-International project

### Goals and Objectives of English Language Program

- **Reading** (emphasis on computer engineering)
- **Writing** (short essays, e-mail messages)
- **Speaking** (make oneself understood, optional)

### Organization of Studies

- **small groups of 6-8 students each**  
(depending on initial level)

### Levels

- **Level 1a** (English for beginners)
- **Level 1b** (English for “false” beginners)
- **Level 2** (English for lower intermediate students)

Every year – **3 groups** of first-year students (6 subgroups & 6 teachers of English)

### Group Formation

- a short test (to find out level of knowledge)
- a simple questionnaire (hearing needs and abilities)

#### Groups by level

- 2 beginner groups
- 2 - 3 groups of “false” beginners
- 1 - 2 groups of lower-intermediate students

### Beginner Program

**Deafness Department** - three years (six terms)

- terms 1 – 2 - rules of reading, basic Grammar; basic skills, simple texts;
- terms 3 – 5 - more complicated texts, more advanced Grammar (e.g. Non-Finite Forms of the Verb);
- 6<sup>th</sup> term - authentic articles from scientific journals.

**Joining mainstream** for another two terms of English.

### Hours

- Course lasts **four years** as compared to three years with hearing students
- **Hours:**  
2 academic hours (1 hr and 30 min.) + 2-hour consultation per week

272 hr of classroom training

### Individualized Instruction

- individual consultations (tutoring)
- written assignments sent via e-mail (Appendix 1).
- Marking students' papers different colors and other ways of highlighting (Appendix 1a).

### Instructional Materials

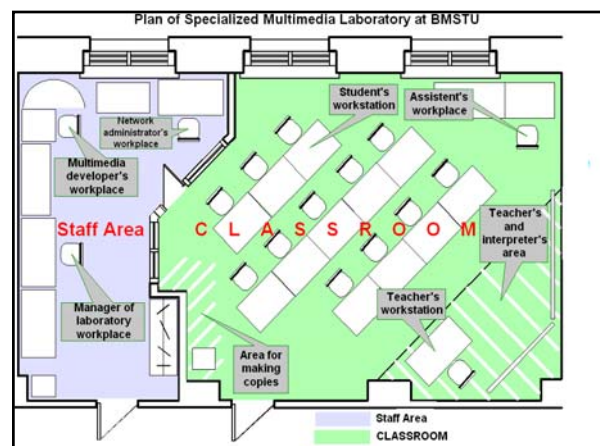
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|---|--|
| <p><u>Textbooks</u></p> <ul style="list-style-type: none"> <li>■ Same textbook as for hearing students</li> <li>■ Materials designed for deaf students</li> </ul> <p><u>Teacher-produced materials</u></p> <ul style="list-style-type: none"> <li>■ Handouts</li> <li>■ Materials to be used with computer</li> </ul> | <p><u>Additional materials</u></p> <ul style="list-style-type: none"> <li>■ "Reward" (Beginner and Pre-Intermediate)</li> <li>■ "English grammar in use" by Raymond Murphy</li> </ul> <p><u>English language publications, newspapers</u></p> <ul style="list-style-type: none"> <li>■ Articles from American scientific journals</li> </ul> |
|---|--|

### Instructional Activities

- Grammatical explanations and grammar practice
- Reading: textbook and scientific journals in the third year
- Translation from both English to Russian and Russian to English
- Essay Writing

### Ways of Improving Teaching English to Deaf and Hard-of-Hearing Students

- |  |  |
|--|--|
| <p><u>Problems</u></p> <ul style="list-style-type: none"> <li>■ psychological and physiological peculiarities of deaf students</li> <li>■ teachers can not sign</li> <li>■ classrooms are not well-equipped</li> <li>■ lack of good materials</li> </ul> | <p><u>Possible solutions</u></p> <ul style="list-style-type: none"> <li>■ prepare lots of hand-outs</li> <li>■ use "new" technologies</li> <li>■ be energetic</li> <li>■ use multimedia</li> </ul> |
|--|--|
- Multimedia laboratory
- launched 3 years ago due to the efforts of the originators of and participants in PEN-International project: The Nippon Foundation, NTID, BMSTU, TCT, TTC.
  - equipped with the most sophisticated devices





## Use of the Facilities of the Multimedia Laboratory

### 1. Explaining and practicing grammar

- Use of pre-prepared grammar tables
- Use of active studio
- Use of 'smart board' technique
- Use of grammar web sites to practice grammar

### 2. Working on vocabulary

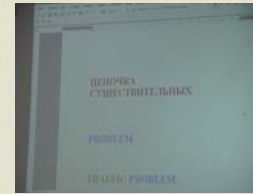
### 3. Speaking skills development

- The Internet search in class
- Students' work in the Internet from home or the computer center of the Center on Deafness
- "Round-tables"

## 1. Explaining and Practicing Grammar

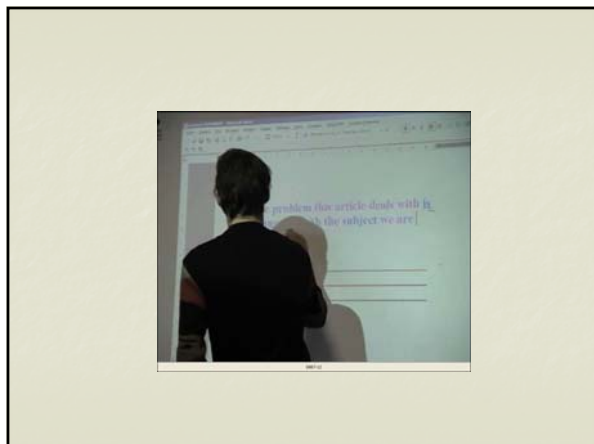
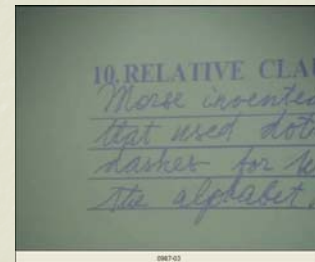
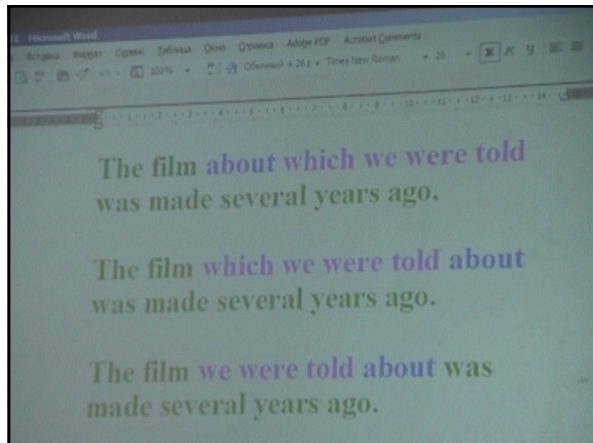
### a. Use of pre-prepared grammar tables

grammar material, mainly in tables,  
is shown on students' computers and  
the "smart" board ([Appendix 2](#))



Tables are used for

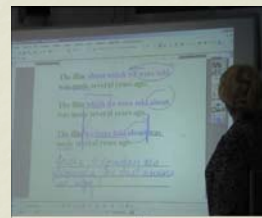
- presenting grammar ([Appendices 3, 5](#))
- practicing grammar ([Appendix 4](#))



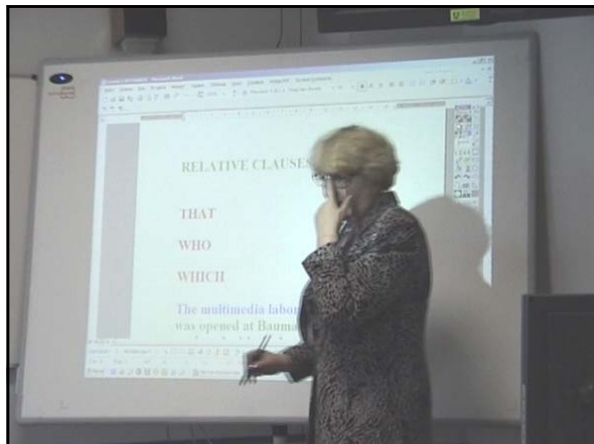
### b. Use of Active Studio

Advantages:

- using different colors
- highlighting
- erasing
- underlining
- storing explanation
- appealing to students

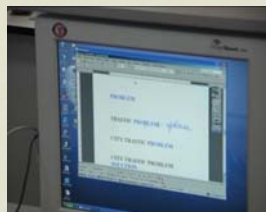


# Practical Strategies of Teaching English to Deaf and Hard-of-Hearing Students at Bauman



## c. Use of 'Smart Board' Technique for Practicing Grammar

- "Complete the gaps" type of exercises and sentences for translation
- Students can do this either on the 'smart board' or on their computers.



## d. Use of Grammar Web Sites to Practice Grammar

- Web sites containing
  - grammar tests
  - crosswords
- Why use them?
  - any non-standard practice facilitates students' interest and understanding

- <http://www.englishlearner.com/tests/past2.html>
- <http://grammar.englishclub.com/>
- <http://www.pacificnet.net/~sperling/quiz/>
- <http://a4esl.org/q/j/ck/mc-vf02.html>
- <http://www.nonstopenglish.com/>

## 2. Working on Vocabulary

### Explaining active vocabulary

- use of "smart board"
- Practicing words and word-combinations
- using words in context
- recalling words related to the same topic, e.g. education: to do a course, to take an exam, etc.
- giving verbs to go with nouns from the text, e.g. requirements – to follow/to meet; an exam – to pass/to take, etc.
- giving noun + noun or adjective + noun word-combinations ([Appendix 6](#))

## 3. Speaking Skills Development



### a. The Internet Search in Class

Requirements to texts:

- attractive
- informative
- authentic

### Surfing the Internet

#### Ultimate aim

- to find a good web site on the topic studied, e.g. <http://www.ecology.com> (opens with informative quiz)

#### Search machines

- Google
- Yahoo

### *b. Students' Work in the Internet from Home or the Computer Center*

- As a continuation of the class work the students were offered the task of preparing short but interesting talks on the subject. Preference was given to the texts having pictures and tables, anything that could facilitate understanding.

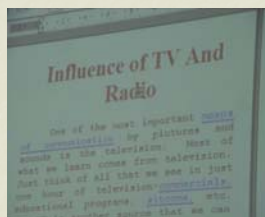


### *c. Conference*

- Work on each unit is crowned with a conference or 'round table' discussion. The web sites which the students had found at home were shown on the smart board to demonstrate interesting diagrams or pictures.

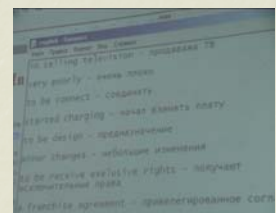
### Texts of Presentations

- Students were equipped with the texts of the presentations



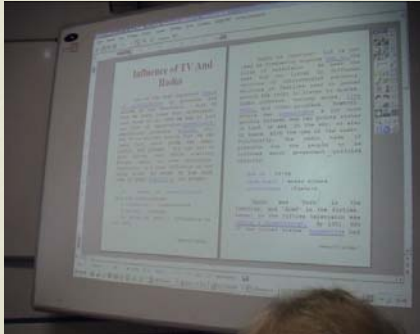
### Key Words

- Besides the text of the presentation the students had to make a list of the most essential key words with Russian translation, which were demonstrated on the board during the 5-minute talk.



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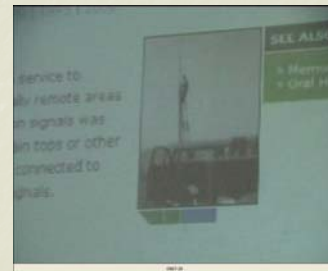
While the student was speaking, the text of the presentation was on the screen ...



...and on the students' computers.



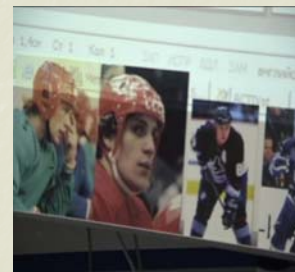
## Presentation on Television



“Television is all about...”



... NHL...”





### Discussing Television



### More TV



### Using “Interpreter’s Services”



### Round Table on Computers: Typewriter Types

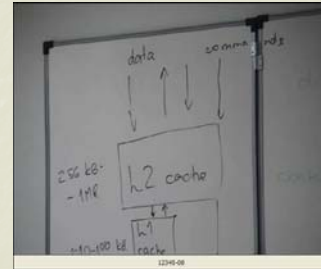


### The First Typewriter





## Computer Processors



## RAM and ROM



## Computer Displays



### Pluses

- Students feel more self-confident
- Students do away with psychological complexes
- Communication skills developed
- Learn more about the world around us

### Minuses

- Some students are unable to understand English speech
- Some feel shy to speak
- Some materials are rather difficult even to read

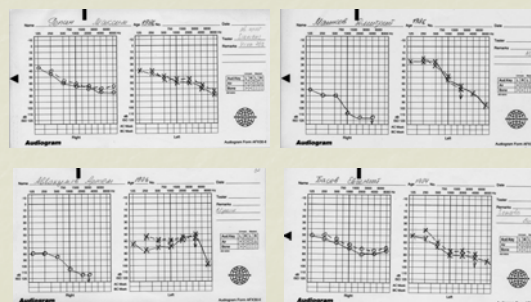
## Advantages of Using Multimedia

- using 'smart board' technique to explain and practice grammar and vocabulary;
- using the Internet resources to look for informative materials;
- using of attractive grammar web sites;
- providing students with hand-outs in all possible forms (printed out and electronic).
- appeal and motivation.

## Conclusion

- In spite of years-long experience acquired by different programs for deaf and hard-of-hearing students in Russia, there still is “much room for improvement”. We should always try to experiment with new methods and techniques to find the best ways of teaching English to deaf and hard-of-hearing students.

## Students' Audiograms



## Students' Audiograms

