



PEN-INTERNATIONAL EVALUATION FORM

**Teaching English to Deaf and Hard-of-Hearing Students in the Czech Republic
Charles University, Czech Republic, August 2004**

Conference Final Evaluation Survey

For each item below, please check the response that best describes your opinion.

SA = Strongly agree A = Agree N = No opinion	D = Disagree SD = Strongly disagree					
		SA	A	N	D	SD
1. This week-long conference was a very positive professional development experience for me.						
2. I felt comfortable asking questions and interacting with the presenters and the other conference participants.						
3. Most of the lecture and seminar topics presented this week are relevant to my own needs as a teacher of deaf and hard-of-hearing students.						
4. Based on what I learned at this conference, I plan to make some changes in my course planning and teaching.						
5. Because of this conference, I feel a new commitment to address the critical educational and language teaching and learning issues that affect my students.						
6. The two panel discussions on the last day of the conference offered an important summary of the week's events and an opportunity to ask question and discuss future directions. <i>(Answer #6 only if you attended Panel Discussions A and B.)</i>						

What did you like best about the entire conference?

How could the conference have been improved? What was your biggest disappointment?

Please continue on the back side.

*Using a scale of 8, 7, 6, ..., 1, please rank the eight conference **LECTURES** three times according to*
*(a) how well the lecture was **organized and presented**,*
*(b) the degree to which each lecture contributed to your own **personal knowledge**, and*
*(c) the **relevance** of each lecture to your own program and teaching needs.*

8 = best organization/presentation, greatest contribution to your knowledge, or most relevance to your program/teaching; **1** = worst organization/presentation, lowest contribution, or least relevance

Lecture	Title	Organized, Presented	Personal Knowledge	Relevance
LECTURE 1	An Introduction to Principles of Language Learning			
LECTURE 2	Optimizing the Teaching-Learning Experience for Deaf and Hard-of-Hearing Learners of English			
LECTURE 3	Input-Enhancement in Teaching English to Deaf and Hard-of-Hearing Students			
LECTURE 4	Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults			
LECTURE 5	Addressing the Writing Needs of Deaf Students at Different English Proficiency Levels			
LECTURE 6	English Classroom Communication and Management			
LECTURE 7	Practical Strategies Used for Teaching English to Deaf Students at Bauman Moscow State Technical University			
LECTURE 8	Learning Strategies of Deaf and Hearing-Impaired Students in Higher Education			

*Using a scale of 10, 9, 8, ..., 1, please rank the ten conference **SEMINARS** three times according to*
*(a) how beneficial and enjoyable the **discussion and activities** were,*
*(b) the degree to which each seminar contributed to your own **personal knowledge**, and*
*(c) the **relevance** of each seminar to your own program and teaching needs.*

10 = best organization/presentation, greatest contribution to your knowledge, or most relevance to your program/teaching; **1** = worst organization/presentation, lowest contribution, or least relevance

Seminar	Title	Discussion, Activities	Personal Knowledge	Relevance
SEMINAR A	Assumptions and Expectations Regarding People Who Are Deaf			
SEMINAR B	Practical Strategies for Teaching English to Deaf Czech Students			
SEMINAR C	Various Methods Used in EFL Teaching of Deaf and Hard-of-Hearing Students in Heterogeneous Classes			
SEMINAR D	Evaluating English Teaching Materials to Identify Factors That Maximize Deaf Students' Success			
SEMINAR E	Coding Deaf and Hard-of-Hearing Students' Successful and Unsuccessful English Productions			
SEMINAR F	Practical Strategies for English Classroom Communication and Management			
SEMINAR G	Using Rhetorical Modes to Reinforce Deaf Students' Writing Skills at Different English Proficiency Levels			
SEMINAR H	Creating a Language-Rich Environment for a Deaf Learner: The Experiences of Two Deaf Parents of Deaf Children			
SEMINAR I	The Challenge and Strategies Involved in Aiding Deaf Students' Retention of Their English Language Learning in Their Undergraduate and Post Graduate Lives			
SEMINAR J	Filling in the Gaps			

THANK YOU VERY MUCH FOR YOUR FEEDBACK!