

Teaching English to Deaf and Hard-of-Hearing Students at Secondary and Tertiary Levels in the Czech Republic

**Charles University, Prague, Czech Republic
August 22-27, 2004**

LECTURE 1. Alena Macurová, “An Introduction to Principles of Language Learning”: The presenter will provide the participants with an introduction to language learning as derived from linguistic theory.

LECTURE 2. Gerald P. Berent, “Optimizing the Teaching-Learning Experience for Deaf and Hard-of-Hearing Learners of English”: The presenter will provide an overview of the week’s presentations and activities. He will then discuss implications of second-language research for teaching English to deaf and hard-of-hearing students and for optimizing the learning process.

SEMINAR A. Patricia A. Mudgett-DeCaro, “Assumptions and Expectations Regarding People Who Are Deaf”: Participants will examine the assumptions and expectations regarding students who are deaf and discuss how these factors can influence their achievement.

SEMINAR B. Daniela Janáková, “Practical Strategies for Teaching English to Deaf Czech Students”: Hands-on demonstrations of practical strategies and LT resources for teaching English to Czech deaf university students will be presented. The strategies will be drawn from the experience of the Language Resource Centre at Charles University in Prague.

SEMINAR C. Alena Machová, “Various Methods Used in EFL Teaching of Deaf and Hard-of-Hearing Students in Heterogeneous Classes”: Participants will work with various materials that are used in heterogeneous classes at the university level (e.g., a distance programme for pre-service primary teachers). Factors influencing the quality of intake will be presented. The participants will try to reveal and emphasise these factors in the given materials.

LECTURE 3. Gerald P. Berent, “Input-Enhancement in Teaching English to Deaf and Hard-of-Hearing Students”: The presenter will discuss a successful second-language teaching methodology known as “input enhancement” and will offer suggestions for applying this methodology in the teaching of English to deaf and hard-of-hearing students.

LECTURE 4. Kathleen Eilers-crandall, “Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults”: Deaf students are asked to learn to read and write in languages they do not hear. For studying abroad or for accessing academic content, these students may need to learn a second or even a third auditory-based language. Teachers must understand Deaf students’ unique learning requirements and employ strategies that maximize success. Factors that contribute to the learning of a foreign language are presented and illustrated in actual materials.

SEMINAR D. Kathleen Eilers-Crandall, “Evaluating English Teaching Materials to Identify Factors That Maximize Deaf Students’ Success”: Participants will practice evaluating English teaching materials in order to identify those elements that should be included in materials in order to maximize Deaf students’ prospects for successful foreign language learning.

SEMINAR E. Gerald P. Berent, “Coding Deaf and Hard-of-Hearing Students’ Successful and Unsuccessful English Productions”: The presenter will demonstrate a flexible coding system for identifying students’ written English productions. This system reinforces students’ successful productions and provides a guide for student correction of their own errors. Participants will practice coding actual student samples and discuss the use of this system for teaching reading, writing, and grammar.

LECTURE 5. John Panara, "Addressing the Writing Needs of Deaf Students at Different English Proficiency Levels": The presenter will describe practical strategies used at NTID for teaching writing at lower and higher English proficiency levels.

LECTURE 6. Sid Barefoot, “English Classroom Communication and Management”: Participants will be provided with insights regarding effective strategies for managing communication in the English classroom.

SEMINAR F. Sid Barefoot, “Practical Strategies for English Classroom Communication and Management”: Participants will develop hands-on skills in English classroom management—communication processes, development of evaluation instruments and classroom resource development.

SEMINAR G. John Panara, "Using Rhetorical Modes to Reinforce Deaf Students’ Writing Skills at Different English Proficiency Levels": Participants will discuss and apply various practical techniques for reinforcing students’ writing skills.

LECTURE 7. Galina Kirsanova, “Practical Strategies Used for Teaching English to Deaf Students at Bauman Moscow State Technical University”: Participants will be exposed to various practical and effective strategies to teaching English to Deaf Russian postsecondary students—drawn from the personal experience of the lecturer.

LECTURE 8. John Hay, “Learning Strategies of Deaf and Hearing-Impaired Students in Higher Education”: Participants will be exposed to instructional strategies that have proven to be successful with students who are deaf. The author will draw from his own research and practical experience with undergraduate and graduate students at the University of Wolverhampton in Great Britain.

SEMINAR H. T. Alan Hurwitz & Vicki T. Hurwitz, “Creating a Language-Rich Environment for a Deaf Learner: The Experiences of Two Deaf Parents of Deaf Children”: Participants will learn how two deaf parents created a language-rich environment for their deaf son and daughter and will discuss the implications of such an environment for the English language learning.

SEMINAR I. Joan Fleming, “The Challenge and Strategies Involved in Aiding Deaf Students’ Retention of Their English Language Learning in Their Undergraduate and Post Graduate Lives”: Participants will learn practical and applied strategies that can be applied to help assure that deaf students retain the English they learn. The examples will be drawn from the work of the author as a university English teacher of the Deaf and qualified EFL teacher in Great Britain.

SEMINAR J. David Jackson, "Filling in the Gaps": The workshop summarizes the presenter's experience with teaching deaf adults. Showing the difficulties the Deaf have with mastering English which is sound-based, this presentation is a valuable contribution to the seminar topic.

PANEL DISCUSSION A. All presenters, "Educational Strategies": The discussion will focus on summation of key educational strategies and identification of future directions. The seminar faculty will hold an open discussion regarding the week's presentations and elicit comment, feedback and critique of the materials presented during the seminars.

PANEL DISCUSSION B. All presenters, "English Teaching Strategies": The discussion will focus on summation of key English teaching strategies and identification of future directions. The seminar faculty will hold an open discussion regarding the week's presentations and elicit comment, feedback and critique of the materials presented during the seminars.