

Ensuring that deaf students remember written language

- The effects of deafness upon learning to read and write
- Identifying deaf students who naturally acquire written language
- And those who require intervention:
- Mother-father deaf?
- Profoundly deaf children of hearing parents

EDL is not EFL

- The language of "the majority"
- English as an "associate" language
- The English your students require
- The teacher as the "language giver"
- Research and reflective practice
- Forgetting the orthodoxy
- Written vocabulary can evolve
- Readiness for grammatical structure

The context of your students' learning

- Negotiating with your institution
- Negotiating with your students
- Written language as a medium for acquiring knowledge
- Areas which may waste their time: The "honey I'm home" syndrome
- Abandonment of informal English, "dead" metaphors, proverbs, colloquialisms and the like

Creating a Visual memory

- Creating a portfolio of learning - simple but vital
- Repetition is a constant memory aid
- Unlike hearing learners deaf students will discuss English using their own language rather than the target language
- Talk about English using sign but always demonstrate it by writing

Match your teaching to the students needs

- Everything you sign or say must be written - if not the students will remember signs and not words
- Give your students handouts before you teach rather than afterwards
- The handout is part of conversing
- Write to each other - on screen, on the board by e-mail, on paper

Teaching sessions

- Where to start
- Make few assumptions
- Students' free writing will show you where to begin
- Concentrate upon their strengths
- Vocabulary building is just a matter of translation, definition and explanation
- Grammatical explanation starts with the idea of SVO sentence structure

Teaching to build sentences

- From simple sentences to complex structures
- "Who is doing what, when, how, why and with whom?"
- Use complex vocabulary rather than the "cat sat on the mat". Your students sign may be sophisticated
- Label all the parts of speech

Be relaxed

- Without auditory memory English may disappear
- Use the memory aids - the portfolio
- Reading is the key to written language for deaf learners
- Tell stories in sign then subtitled film and then books - translate for your students

Always give explanations

- As far as possible demonstrate forms and explain functions
- Tell students why we use particular grammatical features because no-one may have told them
- Be prepared to do extra work with individuals
- Do not rely on "hearing" textbooks - create your own materials

Sharing good practice

- Ask colleagues for advice and be open with yours
- Research but be sceptical of findings
- Ask your students to be honest about what they understood
- Teach your advanced students the value of "grammar check"
- Proof read work with the students present - aid them don't test them

Thanks everyone
Questions please

E-mail J.Fleming@wlv.ac.uk