

Guidelines for Panel Discussion B

English Teaching Strategies

PANEL DISCUSSION B (Friday, August 27, 10:30-11:30 A.M.): "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."

PANELISTS: Daniela Janáková (Moderator) Galina Kirsanova
Alena Machová David Jackson
Kathleen Eilers-crandall Joan Fleming
Gerald P. Berent Alena Macurová
John Panara

1. The moderator will introduce and briefly summarize key English teaching strategies for use with deaf/hard-of-hearing students which were presented during the week-long conference.
2. Conference participants will be asked to comment on these English teaching strategies, to ask questions, and to provide feedback on conference activities that addressed these strategies.
3. Panelists should be prepared to respond to participants' comments and questions. Responses should be brief in order to allow as much dialogue as possible.
4. Panelists can also comment on future directions for exploring English-teaching strategies and mention important English-teaching strategies and topics not covered during the conference.
5. The table of lecture and seminar titles below is a reminder of the week's presentation topics.

LECTURES	SEMINARS
1. An Introduction to Principles of Language Learning (<i>Macurová</i>)	A. Assumptions and Expectations Regarding People Who Are Deaf (<i>Mudgett-DeCaro</i>)
2. Optimizing the Teaching-Learning Experience for Deaf and Hard-of-Hearing Learners of English (<i>Berent</i>)	B. Practical Strategies for Teaching English to Deaf Czech Students (<i>Janáková</i>)
3. Input-Enhancement in Teaching English to Deaf and Hard-of-Hearing Students (<i>Berent</i>)	C. Various Methods Used in EFL Teaching of Deaf and Hard-of-Hearing Students in Heterogeneous Classes (<i>Machová</i>)
4. Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults (<i>Eilers-crandall</i>)	D. Evaluating English Teaching Materials to Identify Factors That Maximize Deaf Students' Success (<i>Eilers-crandall</i>)
5. Addressing the Writing Needs of Deaf Students at Different English Proficiency Levels (<i>Panara</i>)	E. Coding Deaf and Hard-of-Hearing Students' Successful and Unsuccessful English Productions (<i>Berent</i>)
6. English Classroom Communication and Management (<i>Barefoot</i>)	F. Practical Strategies for English Classroom Communication and Management (<i>Barefoot</i>)
7. Practical Strategies Used for Teaching English to Deaf Students at Bauman Moscow State Technical University (<i>Kirsanova</i>)	G. Using Rhetorical Modes to Reinforce Deaf Students' Writing Skills at Different English Proficiency Levels (<i>Panara</i>)
8. Learning Strategies of Deaf and Hearing-Impaired Students in Higher Education (<i>Hay</i>)	H. Creating a Language-Rich Environment for a Deaf Learner: The Experiences of Two Deaf Parents of Deaf Children (<i>Hurwitz & Hurwitz</i>)
	I. The Challenge and Strategies Involved in Aiding Deaf Students' Retention of Their English Language Learning in Their Undergraduate and Post Graduate Lives (<i>Fleming</i>)
	J. Literacy for Deaf Adults: Filling in the Gaps (<i>Jackson</i>)

Thank you for your participation on this panel!