PEN-International
For Students Who Are Deaf or Hard-of-Hearing

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ESL METHODS FOR TEACHING ENGLISH TO DEAF STUDENTS IN RUSSIA AND THE CZECH REPUBLIC

National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, New York, U.S.A.

July 15-19, 2002

Gerald P. Berent, Workshop Developer

Workshop Description

In this workshop, participants will learn about contemporary methods, best practices, and materials for teaching English as a second language (ESL) to deaf and hard-of-hearing students at post-secondary levels of education. Participants will articulate the needs of their own programs, learn about English teaching programs at the National Technical Institute for the Deaf (NTID), and evaluate their own current competencies as teachers of ESL to deaf and hard-of-hearing students.

Sessions will address academic English and the needs of adult deaf students, methods and materials for teaching grammar, writing, reading, and vocabulary, the use of web technology in English teaching, principles of lesson planning, and program standards for adult ESL programs.

Workshop activities will consist of lectures, demonstrations, discussions, critiques of instructional methods and materials, demonstrations of web-based instructional technologies, examination of online resources, hands-on practice, individualized guidance, development of lesson plans, prioritization of ESL standards for participants' programs, and evaluation of workshop activities and organization.   Participants are encouraged to access and read recommended pre-workshop readings and web sites in order to ensure a successful workshop experience.

Workshop Schedule

SESSION 1: Program Goals, Student Characteristics, and Instructional Approaches

Participants will share information about their own English language programs for deaf and hard-of-hearing students, and they will receive an overview of English language instruction at the National Technical Institute for the Deaf (NTID) and the nature of NTID students' English language knowledge. In addition, they will observe and discuss a videotaped demonstration of NTID English classroom activities.

TIME	TOPIC	DETAILS/ACTIVITIES	WHO?	OBJECTIVES	OUTCOMES
9:00-9:20	Opening Remarks	• Introductions • Workshop Overview	DeCaro Clymer Berent		
9:20-9:50	English Programs for Deaf Students at Bauman Moscow State Technical University and at Charles University, Prague	• Summaries of current student characteristics, instructional activities, and program goals *(Overhead; handout)* • Participants will share experiences and perspectives through group discussion.	Berent Aldersley Participants	Participants will review summary information about their own programs and share individual experiences and perspectives.	Participants will recognize similarities and differences between their programs and articulate preliminary needs for program refinement.
9:50-10:30	English Language Instruction at NTID	• Overview of NTID English instruction, NTID student characteristics, and goals of the English teaching curriculum *(Power Point presentation)* • Illustration of NTID student writing samples showing broad variation in knowledge *(overhead projection)* • Questions and answers *(group discussion)*	Aldersley Berent Participants	Participants will receive an overview of English teaching activities at NTID and will view a selection of NTID student writing samples showing variation in students' English language knowledge.	Participants will develop a deeper understanding of English teaching goals, curriculum, and activities for deaf students in the U.S. and an appreciation of realistic expectations for English skill attainment.
10:30-11:00	BREAK				
11:00-11:50	Demonstration and discussion of NTID English classroom and tutoring activities	• NTID students and teachers in English classrooms *(videotape)* • Comments and questions *(group discussion)*	Aldersley Berent Participants	Participants will view a videotape of teachers and students interacting in instructional settings and comment on their observations.	Participants will develop a deeper understanding of the diversity of NTID teaching and tutoring activities and of teaching styles and methodologies.
11:50-12:00	Session 1 Evaluation	• Brief survey	Participants		

BEFORE-WORKSHOP READINGS/WEB SITES

"English Programs for Deaf Students at Bauman Moscow State Technical University (Russian Federation) and at Charles University (Czech Republic): Current Student Characteristics, Instructional Activities, and Program Goals"
    PDF   [1B_Programs_Summary]

Web sites describing NTID English teaching programs, courses, and activities and summaries of English language research conducted at NTID:
    NTID Department of English   http://www.rit.edu/~463www/
    NTID Department of Cultural and Creative Studies   http://www.rit.edu/~420www/DCCS/dccs2.html
    NTID Liberal Arts Support Department   http://www.rit.edu/~471www/Las/
    NTID Learning Consortium   http://www.rit.edu/~482www/nlc/
    NTID Department of Research   http://www.rit.edu/ntidresearch/

DURING-WORKSHOP MATERIALS

Moscow and Prague Programs
    "English Programs for Deaf Students at Bauman Moscow State Technical University (Russian Federation) and at Charles University (Czech Republic): Current Student Characteristics, Instructional Activities, and Program Goals"
        Handout

NTID English Instruction
    PowerPoint   [1D_NTIDEnglish_Overview]
    Overheads

NTID English Classrooms
    Videotape   [1D_Classrooms_Video]

AFTER-WORKSHOP READINGS

SESSION 2: Teacher Competencies and Academic English for Adult Students

Participants will learn about competencies of effective teachers of English as a second language (ESL) and will evaluate their own strengths as ESL teachers of deaf and hard-of-hearing students. They will then learn about principles of individualized instruction, including the involvement of NTID peer tutors in tutoring their fellow students. Finally, participants will receive an overview of methods and materials used in teaching English for Academic Purposes, ESL Content-Based Instruction, and English for Specific Purposes.

TIME	TOPIC	DETAILS/ACTIVITIES	WHO?	OBJECTIVES	OUTCOMES
9:00-9:40	Competencies of Effective ESL Teachers	• Overview of "The YOGA Form: A Monitoring Aid for Teacher Assessment" *(Power Point presentation)* • Participants will study the indicators of select competencies on "The YOGA Form" and will do a self-assessment of their own current strengths *(handout).*	Berent Brophy Participants	Participants will receive an overview of six competencies of effective ESL teachers and in small groups will identify their own current strengths in select competency areas.	Participants will learn how to evaluate their own teaching competencies in several areas of teaching skills, knowledge, and professionalism.
9:40-10:00	English for Academic Purposes and the Needs of Adult Students	• Overview of English for Academic Purposes *(Power Point presentation)* • Demonstration of methods and materials used in adult ESL instruction *(Overhead projection)*	Berent Brophy Participants	Participants will receive an overview of English for Academic Purposes and a demonstration of ESL methods and materials for teaching adult students.	Participants will increase their familiarity with the principles of English for Academic Purposes and with ESL methods and materials that address the unique needs of adult students.
10:00-10:30	Individualized Instruction and Peer Tutoring	• Overview of principles of individualized instruction and tutoring for young adult deaf students *(Power Point presentation)* • Overview of the peer tutoring process, where students tutor other students *(Power Point presentation)* • Group discussion	Brophy Participants	Participants will receive an overview of individualized instruction for deaf students, including tutoring provided by teachers and by student peers; perspectives will be shared in group discussion.	Participants will assess the practicality of ESL tutoring for their own programs and determine the practicality of using peer tutors (deaf and hearing) for their own students.
10:30-11:00	BREAK				
11:00-11:50	ESL Content-Based Instruction and English for Specific Purposes	• Demonstration of ESL methods and materials used in content-based instruction and in teaching English for specific purposes (ESP) *(overhead projection)* • Critique of selected methods and materials for appropriateness with adult deaf students *(small groups, handouts)*	Berent Brophy Participants	Participants will receive a demonstration of selected ESL methods and materials for content-based instruction and ESP, and they will critique selected materials in small groups.	Participants will be able to evaluate the appropriateness of selected methods and materials of content-based instruction and ESP for use in their own programs.
11:50-12:00	Session 2 Evaluation	• Brief survey	Participants		

BEFORE-WORKSHOP READINGS

Fantini, A. E., (1993). The YOGA form: A monitoring aid for teacher assessment. In D. Freeman, with S. Cornwell (Eds.), New ways in teacher education (pp. 46-55). Alexandria, VA: Teachers of English to Speakers of Other Languages.
       PDF   [2B_Competencies_YOGAForm]

DURING-WORKSHOP MATERIALS

Teacher Competencies
       Fantini, A. E., (1993). The YOGA form: A monitoring aid for teacher assessment. In D. Freeman, with S. Cornwell (Eds.), New ways in teacher education (pp. 46-55). Alexandria, VA: Teachers of English to Speakers of Other Languages.
              PowerPoint   [2D_Competencies_YOGAoverview]
              Handout   (The YOGA Form)

English for Academic Purposes and Needs of Adult Students
       PowerPoint   [2D_EAP_Overview]
       Lewis, M. (Ed.). (1997). New ways in teaching adults. Alexandria, VA: Teachers of English to Speakers of Other Languages.
              Overheads

Individualized Instruction and Peer Tutoring
       PowerPoint   [2D_Individual_Overview]
       PowerPoint   [2D_PeerTutor_Overview]

Content-Based Instruction and ESP
       Brinton, D. M., & Master, P. (Eds.). (1997). New ways in content-based instruction. Alexandria, VA: Teachers of English to Speakers of Other Languages.
              Overheads and handouts
       Master, P., & Brinton, D. M. (Eds.). (1998). New ways in English for specific purposes. Alexandria, VA: Teachers of English to Speakers of Other Languages.
              Overheads and handouts
       Materials Critique Sheet
              Handout
              PDF   [2D_Materials_Critique]

AFTER-WORKSHOP READINGS

Lewis, M. (Ed.). (1997). <u>New ways in teaching adults</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.
        PDF   [2A_NewWays_Adults_6]
        PDF   [2A_NewWays_Adults_43]
        PDF   [2A_NewWays_Adults_60]
        PDF   [2A_NewWays_Adults_63]
        PDF   [2A_NewWays_Adults_68]
        PDF   [2A_NewWays_Adults_70]
        PDF   [2A_NewWays_Adults_90]
        PDF   [2A_NewWays_Adults_112]

Brinton, D. M., & Master, P. (Eds.). (1997). <u>New ways in content-based instruction</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.
        PDF   [2A_NewWays_Content_3]
        PDF   [2A_NewWays_Content_73]
        PDF   [2A_NewWays_Content_77]
        PDF   [2A_NewWays_Content_142]
        PDF   [2A_NewWays_Content_170]
        PDF   [2A_NewWays_Content_234]
        PDF   [2A_NewWays_Content_243]
        PDF   [2A_NewWays_Content_281]

Master, P., & Brinton, D. M. (Eds.). (1998). <u>New ways in English for specific purposes</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.
        PDF   [2A_NewWays_Specific_108]
        PDF   [2A_NewWays_Specific_111]
        PDF   [2A_NewWays_Specific_150]
        PDF   [2A_NewWays_Specific_245]

SESSION 3: Teaching Grammar and Writing

Participants will receive overviews of approaches to teaching grammar and writing to deaf students at different proficiency levels, including the use of dialogue journals. Participants will also view demonstrations of ESL methods and materials for teaching grammar and writing. In the area of grammar, participants will learn about aspects of English that are particularly problematic for deaf students. In the discussion of dialogue journals, participants will practice responding to students' dialogue journal entries. Participants will receive an assignment to critique selected ESL grammar and writing materials and will share their critiques during Session 4.

TIME	TOPIC	DETAILS/ACTIVITIES	WHO?	OBJECTIVES	OUTCOMES
9:00-9:35	Issues Related to Defining and Addressing Deaf Students' Knowledge of English Grammar	• Review of English grammatical structures that are problematic for NTID students *(Power Point presentation)* • Distribution and completion of a checklist for ranking structures that are problematic for students in participants' programs *(handout)*	Berent	Participants will receive an overview of problematic English structures and will receive a checklist for ranking structures that are problematic for their own students.	Participants will gain new insights into problematic English structures and will apply new insights to the ranking of structures that are problematic for their own students.
9:35-9:50	ESL Methods and Materials for Teaching Grammar and Writing	• Brief summary of ESL methods and materials for teaching grammar and writing *(overhead projection)* • Distribution of assignments to report on during Session 4 *(handouts)*	Berent	Participants will view a brief summary of ESL methods and materials for teaching grammar and writing and will receive an assignment for critiquing these methods and materials.	Participants will gain familiarity with specific ESL grammar and writing methods and materials and will be prepared to evaluate their appropriateness for use with their own students.
9:50-10:30	Approaches to Teaching Writing to Deaf Students	• Overview of approaches to teaching writing to deaf students at NTID *(Power Point presentation)* • Strategies employed in NTID writing instruction at basic and advanced levels	Panara	Participants will receive an overview of approaches to teaching writing to NTID students and will receive information about strategies used with NTID students at different proficiency levels.	Participants will learn details of specific approaches to teaching writing at NTID and how writing instruction differs according to students' proficiency levels.
10:30-11:00	BREAK				
11:00-11:50	Using Dialogue Journals with Deaf Students	• Overview of the use of dialogue journals with deaf students at the post-secondary level *(Power Point presentation)* • Practice in writing and responding to dialogue journal entries *(small groups, handouts)*	Albertini Participants	Participants will receive an overview of the use of dialogue journals with deaf students and will practice writing and responding to dialogue journal entries.	Participants will learn the value of using dialogue journals with deaf students and will gain practice in writing and responding to journal entries.
11:50-12:00	Session 3 Evaluation	• Brief survey	Participants		

BEFORE-WORKSHOP READINGS

Berent, G. P. (2001). English for deaf students: Assessing and addressing learners' grammar development. In D. Janáková (Ed.), International Seminar on Teaching English to Deaf and Hard-of-Hearing Students at Secondary and Tertiary Levels of Education: Proceedings (pp. 124-134). Prague, Czech Republic: Charles University, The Karolinum Press.
        PDF   [3B_Berent_Grammar]

DURING-WORKSHOP MATERIALS

Knowledge of English Grammar
        PowerPoint   [3D_Structures_Problematic]
        Checklist   [3D_Structures_Ranking]
        Handout   (Checklist)

Teaching Grammar and Writing
        Pennington, M. C. (Ed.). (1995). <u>New ways in teaching grammar</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.
            Overheads and handouts
        White, R. V. (Ed.). (1995). <u>New ways in teaching writing</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.
            Overheads and handouts

Teaching Writing to Deaf Students
        PowerPoint   [3D_NTIDWriting_Approaches]
        PowerPoint   [3D_Strategies_Levels]

Dialogue Journals
        PowerPoint   [3D_Dialoguejournals_Overview]
        Handouts

AFTER-WORKSHOP READINGS

Pennington, M. C. (Ed.). (1995). <u>New ways in teaching grammar</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.

PDF	[3A_NewWays_Grammar_8]
PDF	[3A_NewWays_Grammar_52]
PDF	[3A_NewWays_Grammar_104]
PDF	[3A_NewWays_Grammar_129]
PDF	[3A_NewWays_Grammar_134]
PDF	[3A_NewWays_Grammar_161]
PDF	[3A_NewWays_Grammar_166]
PDF	[3A_NewWays_Grammar_205]
PDF	[3A_NewWays_Grammar_220]

White, R. V. (Ed.). (1995). <u>New ways in teaching writing</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.

PDF	[3A_NewWays_Writing_6]
PDF	[3A_NewWays_Writing_34]
PDF	[3A_NewWays_Writing_79]
PDF	[3A_NewWays_Writing_102]
PDF	[3A_NewWays_Writing_116]
PDF	[3A_NewWays_Writing_139]
PDF	[3A_NewWays_Writing_184]
PDF	[3A_NewWays_Writing_235]
PDF	[3A_NewWays_Writing_242]
PDF	[3A_NewWays_Writing_247]
PDF	[3A_NewWays_Writing_258]
PDF	[3A_NewWays_Writing_263]
PDF	[3A_NewWays_Writing_267]

SESSION 4: Teaching Reading and Vocabulary

Participants will receive overviews of approaches to teaching reading and vocabulary to deaf students, including the use of a computer program for teaching vocabulary. Participants will also view demonstrations of ESL methods and materials for teaching reading and vocabulary. Participants will receive an assignment to critique selected ESL reading and vocabulary materials and will share their critiques during Session 5.

TIME	TOPIC	DETAILS/ACTIVITIES	WHO?	OBJECTIVES	OUTCOMES
9:00-9:30	Critique of ESL Approaches to Teaching Grammar and Writing (Session 3 Assignment)	• Evaluation of selected materials from <u>New Ways in Teaching Grammar</u> and <u>New Ways in Teaching Writing</u>	Participants	Participants will share their critiques of specific ESL materials for teaching grammar and writing.	Participants will sharpen their abilities to critique and select ESL grammar and writing materials for use in their programs.
9:30-10:10	Approaches to Teaching Reading to Deaf Students	• Overview of approaches to teaching reading to deaf students at the post-secondary level *(Power Point presentation)* • Group discussion	Varone Participants	Participants will receive an overview of approaches to teaching reading to NTID students.	Participants will increase their repertoire of skills for teaching reading to deaf students.
10:10-10:30	ESL Methods and Materials for Teaching Reading	• Demonstration of ESL methods and materials for teaching reading *(overhead projection)* • Distribution of assignments to report on during Session 5 *(handouts)*	Berent Varone	Participants will view a demonstration of ESL methods and materials for teaching reading and will receive an assignment focusing on these methods and materials.	Participants will gain familiarity with specific ESL reading methods and materials and will be able to evaluate their appropriateness for use with their own students.
10:30-11:00	BREAK				
11:00-11:40	Approaches to Teaching Vocabulary to Deaf Students	• Overview of approaches to teaching vocabulary to deaf students at the post-secondary level *(Power Point presentation)* • Group discussion	Lylak Participants	Participants will receive an overview of approaches to teaching vocabulary to NTID students.	Participants will learn details of specific approaches to teaching vocabulary to deaf students.
11:40-11:50	ESL Methods and Materials for Teaching Vocabulary	• Brief demonstration of ESL methods and materials for teaching vocabulary *(overhead projection)* • Distribution of assignments to report on during Session 5 *(handouts)*	Berent Lylak	Participants will view a demonstration of ESL methods and materials for teaching vocabulary and will receive an assignment focusing on these methods and materials.	Participants will increase their repertoire of ESL methods and materials for teaching vocabulary and will be able to evaluate their appropriateness for use with their own students.
11:50-12:00	Session 4 Evaluation	• Brief survey	Participants		

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BEFORE-WORKSHOP READINGS/WEB SITES

Supporting English Acquisition web site: http://www.rit.edu/~seawww/
      Structures and Processes
          "Reading and Writing in Content Areas" (K. Varone)
          "Reading Comprehension: Process and Strategies" (M. Brophy)

DURING-WORKSHOP MATERIALS

Approaches to Teaching Reading
      PowerPoint   [4D_reading_overview]

ESL Reading Methods and Materials
      PowerPoint   [4D_ESLReading_Methods]
      Handouts

Approaches to Teaching Vocabulary
      PowerPoint   [4D_vocabulary_oveview]

ESL Vocabulary Methods and Materials
      PowerPoint   [4D_ESLReading_Methods]
      Handouts

AFTER-WORKSHOP READINGS

Day, R. R. (Ed.). (1993). New ways in teaching reading. Alexandria, VA: Teachers of English to Speakers of Other Languages.
      PDF   [4A_NewWays_Reading_18]
      PDF   [4A_NewWays_Reading_37]
      PDF   [4A_NewWays_Reading_78]
      PDF   [4A_NewWays_Reading_97]
      PDF   [4A_NewWays_Reading_98]
      PDF   [4A_NewWays_Reading_117]
      PDF   [4A_NewWays_Reading_149]
      PDF   [4A_NewWays_Reading_163]
      PDF   [4A_NewWays_Reading_167]
      PDF   [4A_NewWays_Reading_212]
      PDF   [4A_NewWays_Reading_217]

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Nation, P. (Ed.). (1994). <u>New ways in teaching vocabulary</u>. Alexandria, VA: Teachers of English to Speakers of Other Languages.

PDF   [4A_NewWays_Vocabulary_12]
PDF   [4A_NewWays_Vocabulary_55]
PDF   [4A_NewWays_Vocabulary_108]
PDF   [4A_NewWays_Vocabulary_125]
PDF   [4A_NewWays_Vocabulary_128]
PDF   [4A_NewWays_Vocabulary_137]
PDF   [4A_NewWays_Vocabulary_175]
PDF   [4A_NewWays_Vocabulary_195]
PDF   [4A_NewWays_Vocabulary_198]

SESSION 5: The Use of Web-Based Technology for Teaching Deaf Students

Participants will receive an overview of "Ideatools," a web-based instructional development tool created at NTID for course building and management. Participants will also receive a demonstration of the use of the World Wide Web for teaching English to deaf students and as a professional development resource for teachers. Participants will also locate, examine, and critique specific ESL web sites.

TIME	TOPIC	DETAILS/ACTIVITIES	WHO?	OBJECTIVES	OUTCOMES
9:00-9:30	Critique of ESL Approaches to Teaching Reading and Vocabulary (Session 4 Assignment)	• Evaluation of selected materials from <u>New Ways in Teaching Reading</u> and <u>New Ways in Teaching Vocabulary</u>	Participants	Participants will share their evaluations of specific ESL materials for teaching reading and vocabulary.	Participants will sharpen their abilities to critique, prioritize, and select ESL reading and vocabulary materials for use with their own students.
9:30-10:20	The Use of "Ideatools" in Teaching English to Deaf Students	• Overview of "Ideatools," a web-based instructional development tool created at NTID for course building and management *(Power Point and online presentation)* • Group discussion	Toscano	Participants will receive an overview of the use of "Ideatools" for building and managing courses and for enhancing students' English reading and writing skills.	Participants will learn details of a specific instructional technology and evaluate the practicality of future implementation of this technology in their own programs.
10:20-10:30	Using the World Wide Web to Teach English	• Brief introduction to the use of the World Wide Web for teaching English to deaf students and as a professional development resource for teachers of English to deaf students *(online)*	Berent Toscano	Participants will view brief demonstrations of the use of the World Wide Web as both a tool for teaching English to deaf students and as a resource to teachers of deaf students.	Participants will gain new insights into the use of the World Wide Web for teaching English to deaf students and for teacher preparation.
10:30-11:00	BREAK				
11:00-11:25	Exploring ESL Web Sites On Line	• Locating and browsing ESL web sites on line in search of sites for potential use with deaf students at the post-secondary level	Participants	Participants will locate and browse ESL web sites for potential use with their students.	Participants will increase their skills in locating and reviewing appropriate ESL web sites.
11:25-11:50	Critiquing ESL Web Sites	• Brainstorming strategies for evaluating ESL web sites *(small group discussion)* • Evaluation and prioritization of specific ESL web sites *(handout)*	Participants Berent Toscano	Participants will brainstorm strategies for evaluating ESL web sites, and they will evaluate and prioritize specific ESL web sites for their usefulness.	Participants will increase their abilities to critique ESL web sites for potential use with their own students.
11:50-12:00	Session 5 Evaluation	• Brief survey	Participants		

BEFORE-WORKSHOP READINGS

Eilers-Crandall, K. (2001). Reading and writing English as a foreign language: Variables to consider for Deaf college students. In D. Janáková (Ed.), <u>International Seminar on Teaching English to Deaf and Hard-of-Hearing Students at Secondary and Tertiary Levels of Education: Proceedings</u> (pp. 64-72). Prague, Czech Republic: Charles University, The Karolinum Press.
       PDF   [5B_Crandall_Variables]

DURING-WORKSHOP MATERIALS

Use of "Ideatools"
       PowerPoint   [5D_Ideatools_Overview]
       Online presentation

Using the World Wide Web
       "English Works!" (Gallaudet):   http://depts.gallaudet.edu/Englishworks/
       "Supporting English Acquisition" (NTID): http://www.rit.edu/~seawww

Exploring ESL Web Sites
       List of Sample ESL Sites   [5D_ESLSites_List]

Critiquing ESL Web Sites
       Web Site Critique Sheet
            Handout
            PDF   [5D_Web_Critique]

AFTER-WORKSHOP READINGS

SESSION 6: Lesson Planning and Program Standards

Participants will review guidelines for ESL lesson plan development and will develop and share their own lesson plans for addressing specific English skills. Participants will also view, discuss, and prioritize program standards for adult education ESL programs for possible incorporation into their own programs. There will be a workshop summary and concluding discussion at the end of Session 6.

TIME	TOPIC	DETAILS/ACTIVITIES	WHO?	OBJECTIVES	OUTCOMES
1:30-2:00	Guidelines for ESL Lesson Plan Development	• Overview of guidelines for ESL lesson plan development *(Power Point presentation)* • Discussion of ESL lesson plan development guidelines	Berent Toscano Participants	Participants will receive an overview of guidelines for ESL lesson plan development and will discuss these guidelines.	Participants will increase their skills in developing effective ESL lesson plans for their students.
2:00-2:30	Developing ESL Lesson Plans for Deaf Students	• Development of ESL lesson plans focusing on specific English skills for use in participants' programs *(handout)*	Participants	Participants will develop brief ESL lesson plans focusing on any relevant aspect of ESL skill development.	Participants will increase their skills in applying lesson planning guidelines to developing ESL lesson plans for their students.
2:30-3:00	Sharing Participants' ESL Lesson Plans	• Brief demonstration of participants' lesson plans *(overhead projection)* • Discussion of positive aspects of participants' ESL lesson plans	Participants	Volunteers will share their lesson plans with the group and receive constructive feedback on aspects of their lesson plans.	Participants will learn how to improve their lesson plans from their colleagues' constructive feedback.
3:00-3:30	BREAK				
3:30-4:00	Program Standards for Adult Education ESL Programs	• Factors related to ESL curriculum, instruction, and assessment *(Power Point presentation)* • Discussion and prioritization of ESL standards for incorporation into ESL programs for deaf and hard-of-hearing students *(worksheet)*	Berent Toscano Participants	Participants will view a summary of ESL standards and will discuss factors related to ESL curriculum, instruction, and assessment.	Participants will gain knowledge and insights for prioritizing relevant ESL standards for incorporation into their own programs.
4:00-4:15	Session 6 Evaluation and PEN-International ESL Workshop Final Evaluation	• Brief survey • Brief survey	Participants		
4:15-4:30	Workshop Summary and Concluding Discussion	• What have we accomplished? • Where do we go from here?	DeCaro Clymer Berent Participants	Workshop organizers and participants will comment on the activities and accomplishments of this workshop and discuss future directions.	Organizers and participants will learn how to improve workshops focusing on ESL instruction for deaf and hard-of-hearing students in non-English speaking countries.

BEFORE-WORKSHOP READINGS/WEB SITES

"Ask ERIC: How to Develop a Lesson Plan":   http://askeric.org/Virtual/Lessons/Guide.shtml

Program Standards for Adult Education ESOL Programs. (2000). Alexandria, VA: Teachers of English to Speakers of Other Languages.
    A. Factors Affecting the Acquisition of English for Adult ESOL Learners (pp. 15-17)
    B. Curriculum (pp. 21-22)
    C. Instruction (pp. 22-23)
    D. Assessment and Learner Gains (pp. 25-26)
        PDF   [6B_Standards_TESOL]

DURING-WORKSHOP MATERIALS

Lesson Plan Guidelines
    Johnson, K. (1993). Instructional considerations questionnaire.   In D. Freeman, with S. Cornwell (Eds.), New ways in teacher education (pp. 78-79). Alexandria, VA: Teachers of English to Speakers of Other Languages.
        PDF   [6D_LessonPlan_Questionnaire]
        PowerPoint   [6D_LessonPlan_Guidelines]

Developing Lesson Plans
    Lesson Plan Worksheet
        [6D_LessonPlan_Worksheet]
        Handout

Program Standards
    Program standards for adult education ESOL programs. (2000). Alexandria, VA: Teachers of English to Speakers of Other Languages.
        PowerPoint   [6D_Standards_Overview]
        Worksheet   [6D_Standards_Worksheet]

AFTER-WORKSHOP READINGS