Reading development of deaf learners in foreign language classroom: putting theory into practice

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Content

background and motivation

reading and deaf reading

research project

reading strategy instruction

Background

university level of education

students required to complete courses on B1 / B2 level

more focus on skills

reading skills   long-recognized issue in deaf edu

                    academic level of education

                    preliminary source of linguistic input

Reading

interactive cognitive process (Carell, Devine & Eskey, 1988; Grabe, 2011)

  processing language

  creating meaning

  metacognitive processes

reading in L2/L3

Deaf reading

lack of solid L1 base in linguistic knowledge and skills

vocabulary, figurative language, background knowledge

applying inappropriate strategies

Developing reading in FL for deaf

increasing linguistic competence

supporting positive transfer of existing reading skills

developing reading skills / strategies (Afflerbach, Pearson & Paris, 2008)

Research

aim

method

participants

Design

pre-test	interview (biography, reading) written verbalization (think aloud variation) use of English test
intervention	explicit reading strategy instruction
post-test	interview (reading, evaluation) written verbalization (think aloud variation) use of English test

Sources

existing knowledge of deaf reading and problems
(Marschark, Lang & Albertini, 2001; Paul, 2003; Schirmer, 2003; Thumann, 2006)

theoretical knowledge on L2 reading (Grabe, 2009)

research on reading strategy instruction (e.g. Palincsar & Brown, 1984; Salataci & Akyen, 2002; Pressley, 2006)

books on teaching reading strategies

Strategies That Work: Teaching Comprehension to Enhance Understanding by Harvey and Goudvis (2000)

Reading Practices with Deaf Learners by McAnally, Rose and Quigley (2007)

Reading strategies

Strategies for text decoding	Decoding the meaning of unknown word
	Decoding the meaning of part of sentence / sentence / several sentences
Strategies for making meaning	Making predictions and questioning
	Confirming and disconfirming predictions
	Inferring
	Connecting to background knowledge
Metacognitive strategies	Planning work
	Evaluation
	Dealing with problems

Intervention

semester-long, part of practical English course

prepared specifically for each student / group

teacher's think aloud, student's hands-on practice

to give overall idea of reading strategies and repeated practice of some

Examples

Example 1) metacognitive strategies of comprehension evaluating and dealing with comprehension problems

Example 2) predicting content

Conclusion

positive feedback from students to lessons

time (both in class and in total)

impact beyond English class?

more problematic in groups?

Sources   … and THANK YOU!

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