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**English as a Foreign Language for Deaf  
Students: Investigating Reading Strategy  
Instruction Benefits for Reading  
Comprehension in English Classroom**

Background and motivation

Aims

Method and design

Participants

Progress

Conclusion

Literacy as a long recognized issue in deaf education

(Paul, P., 2001)

Foreign language learning of deaf

Greatest challenge created by lack of solid L1 base

L1 issue

Reading as an interactive cognitive process

- processing language
- creating meaning
- metacognitive processes

Reading in FL - transfer of skills, impact of L1 problems

(Sparks & Ganschow, 1993)

Reading strategy instruction may be beneficial for at-risk

**readers** (Paul, 2001; McAnally, Rose & Quigley, 2003 )

To get insight into deaf learners' reading process in EFL, particularly observing the factors that have generally been recognized as influencing the individual success of reading of the deaf

To investigate the impact of explicit FL reading strategy instruction on the students' FL reading process and general attitudes to reading

Qualitative approach

Multiple case study

Participants      prelingually deaf

university students taking practical  
English course

around B1 level

Open coding analysis

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

Explicit reading strategy instruction

Semester-long

Part of practical English course

Giving idea of existence and use of reading strategies

Teacher's think aloud and modelling

Student's repeated hands-on practice of some



Data collection process completed with 2 participants

Next step coding and analysis of data

Observations made during pre- and post-test stages  
and the reading strategy instruction

Theoretical: L1 / L2 issue

L2 reading theory

Theories on L1 / L2 relationship (*Linguistic Interdependence, Linguistic Threshold, Linguistic Coding Deficit Hypothesis*)

Practical: transcribing the written verbalization into analyzing software

McAnally, P. L., Rose, S., & Quigley, S. P. (2007). *Reading Practices with Deaf Learners*. Austin: Pro-Ed, Inc.

Paul, P. (2001). *Language and deafness* (3rd ed.). San Diego, CA: Singular Publishing Group).

Sparks, R., & Ganschow, L. (1993). The Impact of Native Language Learning Problems on Foreign Language Learning: Case Study Illustrations of the Linguistic Coding Deficit Hypothesis. *The Modern Language Journal* 77(1), 58–74.

THANK YOU FOR YOUR ATTENTION  
AND FEEDBACK!