



## How to Access Conference Materials

From

### **"Teaching English to Deaf and Hard-of-Hearing Students at Secondary and Tertiary Levels of Education in the Czech Republic"**

CHARLES UNIVERSITY IN PRAGUE

[Faculty of Arts Language Resource Centre](#)


Prague International Teacher-Training Seminar

<http://www.pen.ntid.rit.edu/ewc/engcr/schedule.htm>

1. You can access each presenter's materials, power points and other resources from the presentation description page posted on the conference web site.
2. Click on the title of the presentation and read the description.

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|--|---|--|
|  | Break   |  |
|  | <b>Lecture 4</b><br><a href="#">Reading and Writing English as a Foreign<br/>Language: Factors Leading to Success for Deaf<br/>Adolescents and Young Adults</a><br>Assoc. Prof. Kathleen Eilers-Crandall, Ph.D. |  |
|  |   |  |

3. Towards the end of each description you will see a series of headings called "Presentation Materials" and "Resources".



**Presentation Description**

**Title:** Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults

**Presenter:** Kathleen Eilers-Crandall, Ph.D., Associate Professor  
Department of English, National Technical Institute for the Deaf  
Rochester Institute of Technology  
E-mail: [KEEilers@mti.edu](mailto:KEEilers@mti.edu)

**Description:**

Deaf students are asked to learn to read and write in languages they do not hear. For studying abroad or for accessing academic content, these students may need to learn a second or even a third auditory-based language. Teachers must understand Deaf students' unique learning requirements and employ strategies that maximize success. Factors that contribute to the learning of a foreign language are presented and illustrated in actual materials.

**Learning Outcomes:**

By the end of this lecture, participants will be able to:

1. Explain the factors that contribute to the learning of a foreign language.
2. Describe the learning challenges faced by Deaf students who are learning an auditory-based language.
3. Identify inquiry, scaffolding and collaboration techniques that can be applied to the teaching of English reading and writing to Deaf second and/or foreign language learners.
4. Define the characteristics of materials that are suitable for advancing students' knowledge of English reading and writing.

**Plan:**

1. Factors for language learning
  - a. Background knowledge and experiences
  - b. First and second language learning
  - c. Foreign language learning
2. Challenges and needs in four components of language knowledge
  - a. Vocabulary and Grammar
  - b. Reading and Writing

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3. Techniques for implementing active language learning
  - a. Inquiry
  - b. Scaffolding
  - c. Collaborating
4. Suggestions for selecting appropriate teaching materials

**Presentation Materials:**

[PowerPoint](#) - Kathleen Eilers-Crandall Lecture  
[Handout](#) PowerPoint

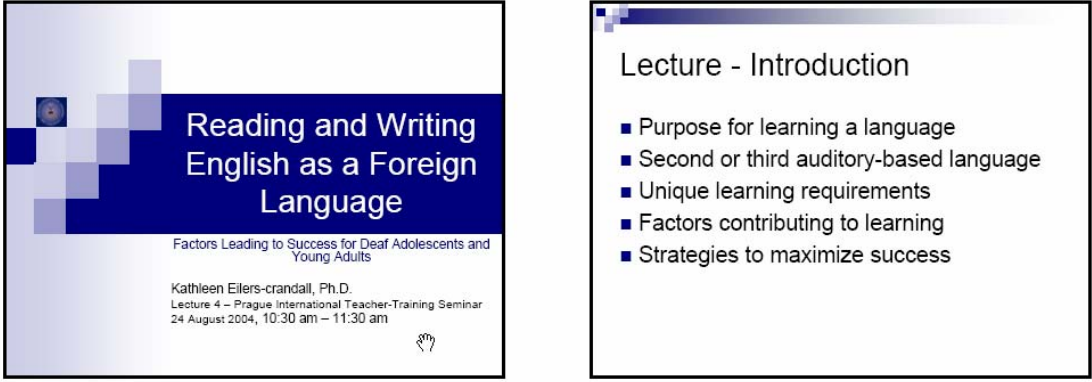
**Resources:**

Curricular Resources in English as a Second Language, accessed 06/15/04.  
[http://www.cla.org/subject/esi\\_cur.html](http://www.cla.org/subject/esi_cur.html)

4. Click on the blue hyperlink words,

5. You will see the materials the presenter prepared.

Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults



**Reading and Writing English as a Foreign Language**

Factors Leading to Success for Deaf Adolescents and Young Adults

Kathleen Eilers-crandall, Ph.D.  
Lecture 4 – Prague International Teacher-Training Seminar  
24 August 2004, 10:30 am – 11:30 am

**Lecture - Introduction**

- Purpose for learning a language
- Second or third auditory-based language
- Unique learning requirements
- Factors contributing to learning
- Strategies to maximize success

- 6.