Lecture Description

Title: Input-Enhancement in Teaching English to Deaf and Hard-of-Hearing Students

Presenter: Gerald P. Berent, Ph.D., Professor
Department of Research, National Technical Institute for the Deaf
Rochester Institute of Technology
E-mail: gpbnci@rit.edu

Description:

In this lecture the presenter reviews the role of input in language acquisition and discusses the “Focus-on-Form” teaching methodology known as "input enhancement.” He illustrates his use of a coding system for focusing deaf students’ attention on their production of specific English language formations. This implicit corrective feedback serves to enhance the English input available to the deaf students. The presenter advocates the use of visual input enhancement with deaf students, especially in view of their reliance on visual processing.

Learning Outcomes:

By the end of this lecture, participants will:

1. Understand the role of linguistic input in language acquisition and the importance of "noticing" the input in second language acquisition

2. Understand how deaf and hard-of-hearing learners have severely restricted access to spoken language input and the consequences of this restricted input for their acquisition of English, Czech, and other spoken languages

3. Understand the motivation for input enhancement and other "Focus on Form" English teaching methodologies

4. Understand how to use an English language coding system for helping deaf and hard-of-hearing students to notice English language input in their own written productions and for enhancing English input through "implicit corrective feedback"

5. Appreciate the need to experiment with input enhancement and other Focus-on-Form teaching methodologies in order to find the most effective methods for teaching English to deaf and hard-of-hearing students
Plan:

1. Models of language acquisition
   a. First language acquisition
   b. Second/foreign language acquisition
   c. Deaf learners’ spoken language acquisition

2. Deaf learners and spoken language input
   a. Restricted access to auditory input
   b. Access to visual input

3. Focus on Form in second/foreign language teaching
   a. Input enhancement
   b. Other focus-on-form methodologies

4. Input enhancement through coding deaf students’ written language productions
   a. Specific English language formations
   b. Coding successful and unsuccessful productions
   c. Implicit corrective feedback
   d. Student reformulation of unsuccessful productions

5. Results of English language coding with NTID students
   a. Student improvement in production of specific formations
   b. Recommendation for using input enhancement in teaching deaf and hard-of-hearing students

Presentation Materials:

Input Enhancement in English Teaching PowerPoint (PDF)
Handouts PowerPoint (PDF)

Resources:


Han, Z., & Selinker, L. (2004, April). *Research into instruction and fossilization*. Discussion presentation at the annual convention of Teachers of English to Speakers of Other Languages, Long Beach, CA.