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
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<th>Design</th>
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| **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

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<th>Strategies for text decoding</th>
<th>Decoding the meaning of unknown word</th>
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<td>Decoding the meaning of part of sentence / sentence / several sentences</td>
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<td>Strategies for making meaning</td>
<td>Making predictions and questioning</td>
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<td>Confirming and disconfirming predictions</td>
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<td>Inferring</td>
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<td>Metacognitive strategies</td>
<td>Planning work</td>
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<td>Evaluation</td>
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<td>Dealing with problems</td>
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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?


