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

ESSE 2014 Košice • Doctoral session
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)
OBJECTIVES

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


THANK YOU FOR YOUR ATTENTION AND FEEDBACK!