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Katedra anglického jazyka a literatury

**Compensation and Support Measures in Teaching FL to Learners with
Hearing Impairment**

Diplomová práce

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Studijní program: M7503 - Učitelství pro základní školy

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Diplomová práce se zaměří na kompenzaci a podpůrná opatření pro žáky neslyšící a nedoslýchavé v hodinách cizího jazyka na základě školského zákona. Práce představí legislativní rámec, případně financování podpůrných opatření. Jedním z témat bude vliv rozdílné kultury a zázemí těchto žáků. Práce psaná anglicky bude obsahovat drobný výzkumný prvek.

Seznam doporučené literatury

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Garantující pracoviště: Katedra anglického jazyka a literatury, Pedagogická fakulta

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala (pod vedením vedoucí Mgr. Pavly Machové, M. A., Ph.D. diplomové práce) samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne 11.4.2021

Poděkování

Tímto bych chtěla poděkovat Mgr. Machové Pavle, M. A., Ph.D. za vedení mé diplomové práce, cenné rady, ochotu a trpělivost při konzultacích. Dále bych ráda poděkovala svým kolegům, kteří mi pomohli během přípravy praktické části práce. Velký dík jim patří především proto, že byli ochotni pomoci i přes nelehké období v době kdy probíhal výzkum.

Anotace

ŠTOČKOVÁ, Kristýna. Kompenzace a podpora ve výuce cizích jazyků u žáků s poruchou sluchu. Hradec Králové, 2020. Diplomová práce. Univerzita Hradec Králové, Pedagogická fakulta. Vedoucí práce Mgr. Machová Pavla, M. A., Ph.D.

Diplomová práce se zabývá způsoby kompenzace a podpory žáků s poruchou sluchu v hodinách cizího jazyka. Teoretická část je rozdělena do dvou částí. V první kapitole teoretické části se autorka zabývá především terminologií žáků se speciálními potřebami a legislativou, do které tito žáci spadají. Druhá část teorie se poté soustředí na dvě podskupiny žáků s poruchou sluchu, a to neslyšící a nedoslýchavé. Teoretická část zahrnuje možné způsoby výuky těchto žáků, zaměřené především na výuku cizích jazyků. Praktická část diplomové práce zkoumá nejlepší možné způsoby výuky cizího jazyka pro neslyšící a nedoslýchavé žáky, a příčiny žákova ať už kladného, či záporného přístupu k těmto předmětům.

Klíčová slova: neslyšící, nedoslýchavý, výuka anglického jazyka, český znakový jazyk, sluchově postižený, žák s poruchou sluchu

Annotation

ŠTOČKOVÁ, Kristýna. Kompenzace a podpora ve výuce cizích jazyků u žáků s poruchou sluchu. Hradec Králové, 2020. Diplomová práce. Univerzita Hradec Králové, Pedagogická fakulta. Vedoucí práce Mgr. Machová Pavla, M. A., Ph.D.

The diploma thesis deals with the ways of compensation and support for pupils with hearing impairment in FL classes. The theoretical part is divided in two parts. In the first chapter of the theoretical part the author deals mainly with the terminology of pupils with special needs and the legislation these pupils come under. The second chapter in theoretical part focuses on two subgroups of pupils with hearing impairment, the deaf and the hard of hearing. The theoretical part also includes possible means of teaching those pupils, focusing mainly on FL classes. The practical part of the thesis explores the best ways of teaching FL to deaf and hard of hearing pupils, as well as tries to figure out causes of pupils' either positive or negative approach towards these subjects.

Key words: the deaf, the hard of hearing, English classes, Czech sign language, hearing impaired, pupil with hearing loss.

Abstrakt

Legislativa ČR udává, že má každý žák právo na rovný přístup ke vzdělávání, bez ohledu na svou etnickou rasu, sociální zázemí a míru hendikepu, avšak aby tito žáci dosáhli určité úrovně ve vzdělávání musí jim být zprostředkována podpora a určitá forma kompenzace. Jednou ze skupin těchto žáků jsou také neslyšící a nedoslýchaví, tedy žáci s poruchou sluchu. Těmto žákům se poměrně úspěšně daří znalosti získávat díky českému znakovému jazyku, který byl vytvořen přímo samotnými neslyšícími a nedoslýchavými. Nicméně i přesto je český vzdělávací systém zaměřen především na žáky se sluchem a ve většině aspektů se vzdělávání v ČR o schopnost slyšet opírá. Cílem mé práce je tedy zjistit, jaké jsou nejhodnější metody vzdělávání těchto dvou skupin neslyšících a nedoslýchavých, přičemž se budu jako studentka anglického a německého jazyka zaměřovat především na cizí jazyky.

V teoretické části, se věnuji charakterizaci žáků se speciálními vzdělávacími potřebami a způsobem, jakým se k takovýmto žákům staví legislativa. Ta se žákům snaží zprostředkovat rovný přístup ke vzdělávání pomocí podpůrných opatření. Také popisuje způsob, jakým poradenské centrum identifikuje žáky, kteří mají nárok na podpůrné opatření. Jelikož se v této práci zaměřuji především na neslyšící a nedoslýchavé, věnuje se další kapitola žákům s fyzickým hendikepem, pod kterou tito žáci spadají. Z důvodu rozdílných způsobů ztráty sluchu a intenzity nedoslýchavosti dále na základě svých zdrojů píšou o různých kategoriích žáků, kteří o sluch buď přišli, nebo mají sluchové nedostatky již od narození. Ze své vlastní zkušenosti vím, že je při výuce cizích jazyků těchto žáků nutno tyto kategorie rozlišovat a přistupovat k žákovi individuálně. Tohoto je velmi těžké docílit v běžných školách, avšak ve speciálních školách, kde je ve třídě žáků méně a učitel má více času věnovat se jednotlivci, se tohoto daří lépe docílit.

Nedoslýchavost některých žáků je často řešena aplikováním kochleárního implantátu. Na toto téma se však ve Spojených Státech dlouho vedla diskuse. Kochleární implantát sice žákovi může v určitých ohledech pomoci, avšak ho mnohdy připraví o zbytkové části sluchu, které žák bez implantátu měl. Z toho důvodu se dodnes spousta nedoslýchavých aplikací implantátu brání a uchylují se poté k používání jazyka své komunity, znakového jazyka.

Jednou ze zajímavých skupin, které se ve své práci také věnuji jsou žáci CODA – Slyšící děti neslyšících rodičů, kteří kvůli slabému kontaktu s mluveným jazykem mohou

v mluvené řeči zakrňt, ale není to pravidlem. Mnoho z nich se díky kontaktu se slyšícími rychle mluvený jazyk naučí a častokrát dojde i k tomu, že se stanou tlumočníky svých rodičů. Dá se říct, že jsou takovým mostem mezi slyšící a neslyšící kulturou.

V další podkapitole rozdělují Žáky s podpurným opatřením kvůli fyzickému hendikepu na dvě podskupiny neslyšící a nedoslýchavé. Zmiňují také problematiku rozdílu mezi Neslyšícími s velkým N a neslyšícími s malým m, přičemž Neslyšícího považujeme spíše jako příslušníka a reprezentanta dané kultury a neslyšícího jako člověka, který se charakterizuje svou sluchovou vadou. Rozdělení žáků na neslyšící a nedoslýchavé pomáhá především ve školním prostředí, kde jsou zakládány třídy neslyšících a nedoslýchavých žáků dle sluchové vady. Toto rozdělení je důležité především pro výuku cizího jazyka, protože nedoslýchaví se např. lehce mohou opírat o zvukovou stránku jazyka, zatímco neslyšící vůbec. Toto rozdělení však bohužel pro mnoho škol není pravidlem, jak ukazuje můj výzkum viz. rozhovor s nedoslýchavým žákem, na kterého špatné rozřazení mělo negativní vliv a dodnes má žák problémy rozumět mluvené formě jazyka.

Žáci by nemohli být rozděleni do dvou skupin na neslyšící a nedoslýchavé, pokud bychom neznali jejich charakteristiku. Ta je popsána v další kapitole, která nás uvádí do světa nedoslýchavých. Tito jedinci mohou díky svému zbytkovému sluchu využívat různé kompenzace. Mají dvě možnosti. Sluchadlo, či kochleární implantát. Jak jsem již zmiňovala v minulých řádcích, kochleární implantát je většinou radikálním řešením a přijde na řadu tehdy, kdy nedoslýchavému již nestačí sluchadlo.

Další podkapitolou jsou neslyšící. Tito žáci nemají jinou možnost komunikace se světem než skrze znakový jazyk, který však není pouze souborem různých posunků a gest, jak se mnohdy veřejnost domnívá, ale je to jazykový systém jako každý jiný, který má svou gramatiku, lexikologii a syntax. Znakový jazyk není univerzální (pouze jeden na světě), ale každá země má svůj vlastní. V Čechách neslyšící používají Český znakový jazyk, díky kterému mohou přenášet svou kulturu. Ve své práci také zmiňuji Americký znakový jazyk, jež má o něco delší tradici než ten český. Vzhledem k historickému vývoji Spojených Států byl tento jazyk podroben více výzkumným projektům, a tudíž jak američtí studenti znakového jazyka, tak neslyšící samotní mají více zdrojů.

Vzhledem ke ztížené situaci neslyšících a nedoslýchavých v ČR se ministerstvo školství rozhodlo těmto žákům nabídnout kompenzaci, tak aby mohli dosahovat stejných

výsledků jako žáci bez hendikepu. Tato kompenzace vychází z dokumentu o Rovném přístupu ke vzdělávání všech žáků, který se dále objevuje ve Strategii vzdělávací politiky 2020+ a je chvályhodné, že se objevuje i v návrhu Strategie vzdělávací politiky 2030+.

Než žák obdrží podpůrné opatření, předchází tomu proces návštěvy pedagogicko-psychologické poradny, která vyhodnotí žákův stav a nárok na podpůrné opatření. Pro neslyšící a nedoslýchavé existují tři typy. Mezi nejčastější patří prepisovatel a tlumočník, přičemž prepisovatel je často přidělován žákům s menší sluchovou vadou a tlumočník žákům, kteří mluvené řeči nerozumí a opravdu v ní nedokážou komunikovat. Úkolem prepisovatele je zaznamenávat učitelův výklad. Tlumočník přenáší sdělení mezi učitelem a žákem. V současné inkluzivní době se poptávka po tlumočnících Českého znakového jazyka zvýšila, avšak jich kvůli nerozvinutosti tohoto oboru není dostatek, což často vede k tomu, že jsou tlumočníci buď přetížení, nebo žákovi/žákům nejsou přiděleni vůbec. Další podpůrné opatření by mohl být Předmět speciální pedagogické péče, jež se z mého pohledu pro neslyšící v praxi moc nepoužívá.

Speciální školy mají rámcový vzdělávací program, kde popisují, čeho by neslyšící a nedoslýchaví žáci měli v určitém časovém období dosáhnout. S tím vším by jim měl napomoci jejich učitel, který by měl disponovat speciálně-pedagogickým vzděláním. Výuka těchto žáků je tedy velmi specifická a existují různé metody, jak při této výuce postupovat. Jednou z nich je např. orální metoda, ve které se žák spoléhá na odezírání. Tato metoda nejen že není příliš efektivní, ale také nerespektuje neslyšící kulturu žáka. Bohužel se v některých českých školách s touto metodou stále setkáváme. Metodou, která je však dle zdrojů, které v práci uvádím nejefektivnější je bilingvní-bikulturní metoda, která respektuje jak žákův jazyk, tak i kulturu. Pro úspěšné použití této metody je však třeba kvalifikovaných učitelů, kteří budou na vysoké úrovni v Českém znakovém jazyce.

Tato práce se zaměřuje především na výuku cizích jazyků pro neslyšící a nedoslýchavé. V poslední části teorie se tedy zaměřuji na různé strategie, jak cizí jazyk neslyšícím a nedoslýchavým přiblížit jiným způsobem, než je běžný způsob výuky na základních a středních školách. V první řadě žák potřebuje individuální přístup a opírání se o psanou formu jazyka. Proto se výslovnosti věnuji jen okrajově, a to u nedoslýchavých žáků. Probírám dopodrobna jednotlivé disciplíny, čtení s porozuměním, psaní, poslech, výslovnost.

V praktické části již přichází na řadu můj výzkum. V první řadě jsem připravila dotazník pro neslyšící žáky, ke kterému museli dát souhlas jejich zákonní zástupci, přičemž celý dotazník byl přeložen do znakového jazyka. Díky pomoci učitelů na ZŠ pro sluchově postižené Štefánikova se mi podařilo dotazníky i s překladem žákům i přes probíhající pandemii dodat. Dále jsem poté dotazovala učitele cizích jazyků na ZŠ Štefánikova, kteří mi zodpovídali mé otázky ohledně výuky cizích jazyků. Nahrávky jsem poté přepsala, přeložila a vybrala z nich nejzajímavější části, které souvisí s výsledky dotazníku a buď výpovědi žáků podporují, nebo jsou s nimi v rozporu. Poslední částí mého výzkumu je rozhovor s jedním nedoslýchavým a jedním neslyšícím žákem. Těmto dvěma žákům byly kladeny stejné otázky jako žákům v dotazníku, což mi umožnilo tyto výpovědi porovnat.

V rámci svého výzkumu jsem obdržela dotazníky od 16 neslyšících respondentů. Toto nízké číslo bylo dáno především nízkým počtem žáků na ZŠ Štefánikova pro sluchově postižené. Snažila jsem se také kontaktovat jiné ZŠ pro sluchově postižené v České republice, ale kvůli pandemické situaci to bylo velmi obtížné. Z dotazníků vycházelo, že dotazovaní neslyšící neví, jestli je jejich mateřský jazyk čeština nebo Český znakový jazyk, což může být zapříčiněno slabou identifikací s neslyšící kulturou a tím pádem slabým užitím znakového jazyka. Další otázky poté již směřovaly k výuce cizích jazyků. Ukázalo se, že velké procento respondentů nemá rodiče, kteří by používali cizí jazyk. Dle mého názoru jsou rodiče jedním z důvodů vyšší motivace žáka učit se cizím jazykům a mohou mít na své děti velký vliv.

Pokud by rodina žáka v cizích jazycích podporovala, mohlo by to vést k jeho lepším výsledkům. Dále jsem ve svém výzkumu zjišťovala, jestli by neslyšící žáci chtěli cestovat do zahraničí. Potěšující bylo, že nikdy žák neodpověděl, že nechce cestovat, protože mu v cestě stojí jazyk. Avšak tři z žáků v další otázce odpověděli, že jim učení se cizím jazykům nepřijde důležité, protože žijí v České republice. To ukazuje lehce omezený pohled ve vnímání světa těchto třech žáků a slabou motivaci k učení se jazykům. Na druhou stranu se v další části dotazníku dozvídáme, že důvodem, proč by se 7 z respondentů rádo učilo cizí jazyk je ten, aby mohli komunikovat s cizinci.

Dále bylo z dotazníků patrné, že velkou roli v žákově motivaci k učení se jazykům hraje učitel. Jedenáct z respondentů odpovědělo, že pokud mají dobrého učitele, tak je hodiny baví. Dále je patrné, že hlavním zdrojem nových slovíček je pro žáka škola, přičemž si nejspíš osm žáků myslí, že je to dostačující, protože nemají potřebu mít hodiny angličtiny

i mimo školu. Potěšující informace z dotazníků je ta, že se devět z respondentů snaží komunikovat v cizím jazyce, i přesto, že ví, že jejich angličtina není na vysoké úrovni.

Po dotaznících následuje další část výzkumu – Rozhovory s učiteli, které byly vedeny se třemi učiteli na Základní škola Štefánikova pro neslyšící a nedoslýchavé. Učitel č.1 má sice pouze dva roky zkušeností, ale dobrý vhled do problematiky neslyšících a nedoslýchavých z důvodu tlumočnické praxe. Učitel č.2 má 15 let zkušeností, přičemž tyto dlouholeté zkušenosti s neslyšícími a nedoslýchavými, protože má sama neslyšící dceru.

Třetí učitelka, se kterou jsem vedla rozhovor má pouze jeden rok zkušenosti učení cizího jazyka, avšak již deset let zkušeností s učením českého jazyka pro neslyšící a nedoslýchavé žáky. Sama je nedoslýchavá, takže rozhovor probíhal s pomocí tlumočnicka.

Z rozhovorů vyplývá, že se učitelé snaží neslyšící a nedoslýchavé učit pomocí vizuálu tedy obrázků a znaků. Učitelé také říkali, že je pro žáky jednodušší gramatika anglického jazyka než českého. Z důvodu rozdílného rozsahu žákovy nedoslýchavosti je také nutný individuální přístup učitele. Často je nutný individuální plán. Z rozhovorů je také patrné, že žákova motivace nepramení tak často z rodiny, ale spíše popkultury a sociálních sítí, kde je možné na cizí jazyk narazit častěji. Při učení se novým slovíčkům je nutné vždy použít psanou formu slova. Důležité je využívání textů, avšak v ideálním případě za použití překladu do znakového jazyka. Problém však činí nedostatečný výběr učebnic pro neslyšící a nedoslýchavé. Jazykových učebnic zaměřujících se na tyto žáky (neopírajících se o schopnost slyšet) je opravdu málo, nebo jsou zastaralé. Učitelé říkají, že postrádají nějakou organizaci pro učitele jazyků pro neslyšící a nedoslýchavé děti, která by dělala semináře pro učitele a poskytovala materiály. Nicméně jedna z učitelek zmiňuje ANELP, která tyto semináře údajně dělá.

Učitelé v rozhovoru také tvrdí, že ideálním učitelem neslyšících a nedoslýchavých je ten, který ovládá na vysoké úrovni jak znakový, tak cizí jazyk, který učí. To je velká míra kompetence a je nutné zohlednit, že učitelé vedle toho všeho musí mít speciálně-pedagogické vzdělání. Dle mého názoru to je opravdu velmi mnoho požadavků na učitele těchto žáků.

Dále jsem dělala rozhovory se dvěma žáky. Nedoslýchavým maturantem a neslyšící slečnou ve druhém ročníku nástavby na Střední škole pro sluchově postižené. Kvůli pandemické situaci musel rozhovor s dívkou nakonec probíhat formou dotazníku.

Z dotazníku a rozhovoru vyplývá, že je pro neslyšícího žáka velmi náročná fonetika, především proto, že jak samotný žák říkal, učitelka angličtiny k jeho třídě vždy přistupovala jako k neslyšícím, tudíž v hodinách nezahrnovala mluvení a poslech. To však tohoto žáka ovlivnilo i do budoucna a dnes preferuje španělštinu před angličtinou. Z toho by mohlo vyplývat, že nedoslýchaví žáci potřebují zvukovou verzi jazyka. Z rozhovoru s neslyšící slečnou vyplývá, že neslyšící nemají dostatek informací, co se týče pandemie, je prý jenom málo zpráv, které jsou tlumočeny do českého znakového jazyka. Studentka také zmiňuje důležitost kvalitního učitele jazyka, protože její rodiče cizí jazyk neovládají. Učitel je tedy největším zdrojem motivace.

Vzhledem k pandemické situaci probíhající v době mého výzkumu bylo velmi náročné sesbírat dostatek výzkumného materiálu. I přesto si myslím, že se mi podařilo sehnat nemalé množství, a to především díky mým ochotným kolegům na ZŠ Štefánikova pro sluchově postižené. Zpracování této diplomové práce mi přineslo mnoho poznatků týkajících se výuky cizích jazyků neslyšících a nedoslýchavých žáků.

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List of abbreviations

ASL	American sign language
CSL	Czech sign language
DHH	the Deaf and Hard of hearing
FEP	Framework education program
HI	the Hearing impaired
SfDHHF	School for the Deaf and Hard of hearing
SFP	School framework program

Introduction

Recently, there have been a few changes in the educational law which intend to create a more inclusive educational system in the Czech Republic. This system aims to involve both pupils with disabilities and pupils with extraordinary abilities in Czech elementary schools to sustain the equal development for both these groups without affecting the learning process of regular students without special needs. However, it has become clear that this extremely complicated issue is applicable only under certain conditions. A regular Czech elementary school faces challenging situations in which a pupil requires an independent approach in language learning. It is also no less demanding task for teachers, who need to base their lessons on providing information in accordance with pupils' needs.

In this diploma thesis, I would like to focus on language learning and its possible compensation and support measures for deaf and hard of hearing pupils based on the § law 561/2004, Education act about an equal access to education. The first theoretical part includes a categorization of pupils requiring support measures, focusing on deaf and hard of hearing pupils.

Afterwards, there will be a deeper look into the three different branches- Educational system in the Czech Republic, organization of the lesson and methods and forms of the work with such pupils. This part will be dealing with the experience of Czech schools and what has been done for the compensation and support in language learning so far. There will also be a mention of the issue of inclusion of the deaf and hard of hearing in the mainstream school system.

The theoretical part will also be dedicated to a deeper look into the means of teaching foreign languages that could be considered the most useful for both the deaf and the hard of hearing. In other words, it analyses what the possible methods in setting up foreign language class for those pupils who need some sort of compensation or support are.

It is crucial that this thesis focuses on two underprivileged groups of pupils with special needs, the deaf and the hard of hearing. I want to analyze the current situation in the Czech Republic (how the legislative body as well as society more generally approach

pupils with hearing impairments). This part serves as an introduction to the following practical part.

The practical part will be dedicated to a research project conducted in one of the few elementary and secondary schools for the hearing impaired in the Czech Republic in Hradec Králové. The research will be initiated by a questionnaire focusing on foreign language classes in this school and will continue with interviews with the individual teachers and pupils. The outcome of this research should reveal the answer to this question: "What do the hearing impaired in the language learning process have the most difficulties with?".

Since Czech can also be a foreign language for the hearing impaired, because it is not always their first language, the thesis also includes the chapter about teaching Czech to this group of pupils.

This research will help us create a better image of what an adequate way of teaching HI foreign languages is (in this case focusing on English) so that an effective class environment that would enhance pupils' knowledge and raise motivation can be sustained.

Due to the current Covid-19 pandemic, my initial objectives of having a wider research project have not been met and the situation became more complicated. My original intention was to have more resources as well, but since the libraries were closed, I had to rely on the internet. I had access to more sources of American literature to the topic of hearing impaired, which is the reason why I use American English in my thesis.

Since there are male and female teachers and pupils in schools for the hearing impaired in Hradec Králové, I would like to determine a gender in my thesis and use masculine pronouns to simplify matters, without meaning any harm or impoliteness.

THEORETICAL PART

1. Pupils with special needs

One group of pupils that needs compensation and support are the pupils with special educational needs. MŠMT's description of such pupils is: "A pupil who needs support measures according to his own individual needs to apply and use his own rights on the same level as the others. Support measures are determined by his health conditions, difference of cultural environment or other living conditions." (MŠMT, 2018 [online])

In other words, support measures help pupils/students with different kinds of handicaps to achieve the same goals as unhandicapped pupils/students (ibid). MŠMT has recently passed a law Act no. 561/2004 coll. on preschool, basic, secondary, tertiary professional and other education.

Schools, school classes, school sections and groups can be provided for pupils and students with mental, physical, sight or hearing impairment, severe speech handicap, severe handicap in pupil's development, severe behavioral disturbances, and autism. Pupils can be admitted to such school, group, or class only after the approval of an advisory center.

The advisory center decides according to the character of the special needs of the pupils, realizing that only support measures (according to paragraph 2) would not be sufficient for employing pupils' educational capabilities and the usage of their right for education. Pupils are required to hand over a written request either signed by his legal representative or a pupil of legal age himself and the school advisory center's report in order to be placed in such group. (MŠMT, 2018 [online])

This law proposed a new definition of all the types of pupils requiring support measures. There are different types of pupils in need of support measures. MŠMT determines as follows:

- Pupils with support in education due to their physical handicap
- Pupils physically, visually, and aurally handicapped, pupils with subtle mental retardation, combined weaknesses, pupils with health weakening, long-term illness or subtle health disorder leading to the learning disorder. (Žáci se speciálními potřebami, 2020, [online])

One of the groups that fall under the pupils requiring support measures is the group of pupils with physical handicaps.

Pupils with support in education due to their physical handicap are further divided into six subgroups. Framework educational program outlines as follows: (RVP, 2016 [online])

1.1. Prelingually deaf

They are either born with hearing impairment or became hearing impaired during the time of unfinished development of speech. They are incapable of perceiving spoken speech. Their hearing is damaged and not developed. Therefore, the ability to hear perishes quickly due to the lack of consolidation. They prefer to use sight, so sign language becomes their natural communication tool.

1.2. The Hard of hearing

They have a remaining sense of hearing. They can communicate using speech sometimes with the help of cochlear implant. Under good lightning conditions and correct mouthing, they can lip-read without difficulties.

1.3. Post-lingually deafened

They lost their sense of hearing after the end of speech development. Their speech is adequately developed, but their spoken expression can sometimes be monotonous and include errors in pronunciation. The causes of the loss of hearing could be psychological trauma, social isolation, and the loss of independence.

1.4. Progreident hearing-impairment

Progreident loss of hearing ability usually leads to intuitive lip-reading. Therefore, this impairment is, mainly in the beginning, hard to recognize. Not reacting to

the spoken expression, pupils are considered as problematic rather than hearing impaired. (RVP, 2016 [online])

Hearing loss is usually compensated by a tool called a cochlear implant. RVP stated that "it is an intro-ear electrical sensual supplement that conveys sound perceptions by direct electronical stimulation of hearing nerve inside of cochlea. (RVP, 2016, [online]) Nevertheless the cochlear implant does not fully compensate the hearing loss. As Jungwirthová argues: "However, sound perceptions are not an equal supplement to natural hearing. A pupil with cochlear implant capability to hear is comparable to the one with light or middle heavy hearing loss." (Jungwirthová, 2015, p. 37)

1.5. Pupils with combined handicaps

RVP also mentions pupils with combined handicaps. "Such pupils are usually hearing impaired and autistic, etc. Therefore, the educational and pedagogical approaches need to be adjusted to the situation and severity of handicaps. It is advisable for these pupils to not attend mainstream schools." (RVP, 2016, [online])

1.6. Hearing children of deaf parents (CODA – Child of deaf adult)

One group that is very specific and cannot be omitted is Hearing children of deaf parents (CODA – Child of deaf adult). The website ruce.cz (ruce, 2009 [online]) stresses that it is a very specific group. Hearing children can be, due to their family environment, exposed to an inadequate spoken language, but if they have an exposure to the hearing environment, their development is normal. Rather than language issues, the problems can be cultural. The traditions and rituals for the deaf are usually based on visual perceptions and often different than the ones of hearing society. (ruce, 2009 [online])

2. The Deaf and the Hard of hearing

In the next chapter, I would like to focus on two individual groups requiring support measures that come under the category Pupils with support in education due to their physical handicap. The two groups are the deaf and the hard of hearing.

In the Czech Republic there is no united view on hearing loss. There are different approaches of understanding it. Hrubý claims that "a hearing-impaired person is anyone with any loss of hearing, that could emerge in different time periods." (Hrubý, 1999, p. 13) Furthermore Hrubý on p. 40 labels hearing-impaired as a general term, superordinate to the terms such as the hard of hearing, deafened, prelingually deaf, deaf, deaf-blind, persons with tinnitus and parents of hearing-impaired children. (Hrubý, 1999, p. 40)

This is a rather medical view on the issue. Personally, I would like to avoid the term hearing-impaired, mainly because the people with hearing loss rather refer to themselves as the Deaf with capital D. For example, Lane defines the Deaf as a cultural approach to which he adds: "This cultural approach considers the Deaf as members of language and cultural minority that uses her own language (sign language), culture and traditions." (Lane, 2013, p. 31) Nevertheless, using the term the Deaf instead of hearing-impaired is slightly impractical due to the legal terminology and school programs that view Deaf children as those, belonging to the group of hearing-impaired. That is the reason I will be using the term hearing-impaired in my thesis.

Houšková explains the deaf with capital D as "people that feel like or more precisely are the members of language and cultural minority (not ethnical one). This minority of Deaf is specific for having their own culture and the usage of sign language." (Houšková, 2004 [online]) However, the term the Deaf with capital D is not determined in legislation as well as not being commonly used in Czech literature. Therefore, I will be using the term the deaf to avoid misunderstandings, though. I personally view the deaf as members of a cultural group.

Czech schools for the hearing impaired usually include two groups of pupils: the deaf and the hard of hearing. These two categories help when organizing school classes. Even though pupils with hearing loss cannot be divided into only two separate groups, these two groups help in better organization of the school setting in schools for HI.

2.1. The Hard of hearing

The hard of hearing, as well as the deaf, usually attend schools for deaf and hard of hearing and since they are included in the research part of the thesis, the features of hard of hearing will be presented. Deaftec has the following view on hard of hearing people. "A Hard of hearing person is usually referred to as an individual who has a mild-to-moderate hearing loss and who may communicate through sign language, spoken language, or both." (Deaftec, 2020, [online])

According to Hrubý the loss of hearing can have a range between minimal, middle to heavy hearing loss. The development of spoken expression and ability to understand can be also affected. A person can have different severity of hearing loss in each ear. The hard of hearing is a highly diverse group that can be represented by people with gerontic hearing loss as well as those who define themselves as members of the deaf minority. (Hrubý, 1999, p. 38) Hrubý in Houšková states that "Hard of hearing people, however, communicate thanks to compensatory aids, that allow them hearing practice and better perception of speech. They communicate orally and with the help of lip-reading. However, everything is dependent on the severity of hearing loss. A spoken language of some hard of hearing is accompanied by the usage of signs." (Houšková, 2004, p. 37)- the quote was translated.

In my personal experience, many hard of hearing people I have met have compensatory aids and use sign language at the same time. Using the Czech sign language and having a compensatory aid could enable them to be part of both cultures, the hearing and the deaf one. However, I think it must be very difficult for them to master sign and spoken language on a high level, and this thought evokes a question, if it is not better to communicate only in one language. Nevertheless, I lack experience and immersion in this topic to claim what is right or wrong for the hard of hearing.

2.1.1. Compensation of hearing loss

Some hard of hearing start using different tools to increase their hearing ability. These tools are implemented mainly when they are younger and serve as person's support in communication. They can use either a hearing aid or a cochlear implant.

2.1.2. Hearing aid

Jungwirthová presents one of the compensatory tools for children with hearing loss. It is a digital hearing aid. Hearing aids are useful only for those children that have certain amount of remaining hearing. These tools help them perceive speech and they are placed behind an impaired ear. They increase the volume of an entry sound, so an impaired ear can perceive it properly. They enable high quality perception of speech and unlike analogue aids, they suppress disturbing sounds and stressed speech. It is advisable to wear them all day so that the effect is adequate. (Jungwirthová, 2015, p. 42-43)

2.1.3. Cochlear implant

A tool of slightly different character is a cochlear implant. Jungwirthová presents this tool as follows. "If a hearing aid did not help the development of sense of hearing, cochlear implant usually comes into use. A cochlear implant enables hearing perception by direct electrical stimulation of the hearing nerve inside the cochlea of inner ear, where he substitutes damaged or missing fiber cells. After an implantation, a person loses his ability to use the remains of his hearing and the sound is only provided by means of cochlear implant. However, this aid cannot fully substitute normal sense of hearing. A person's ability to hear is usually the same as of someone with mild or middle hearing impairment. Therefore, it is usually a very tough decision for them to make." (Jungwirthová, 2015, 45-46)

The question is whether a cochlear implant does not do more harm than good. Is it advisable for people with hearing loss to lose even the last remains of their sense of hearing? Lane questions this issue: "Is it a deaf child that has been, as well as June, deaf since birth or that became deaf in early age able to understand normal communication after a surgery and long-time practice? Probably not. Will he be able to speak comprehensively? Probably not. Will he be able to acquire higher level of English with implant? Probably not, but we are not sure. Will he be able to study at mainstream school with hearing children? Probably not. Will he rely on his vision more than his sense of hearing? Yes." (Lane, 2013, p. 27)

Lane also stresses another issue "Although implanted deaf child will not have it easy in a world of hearing, it is highly improbable that he is going to be able to keep up

with the deaf community, learn sign language and acquire basic values of this community. There is a real danger of growing up without being immersed in communication either in spoken or sign language. He could have issues discovering his personal identity, emotional balance or even mental health."(Lane, 2013, p. 29)

In my opinion, having a cochlear implant can both contribute and worsen person's ability to communicate. A pupil with cochlear implant is closer to the hearing people and therefore can together with lip-reading understand more. However, I think it could lower his motivation to learn the sign language, which is the key competence in being deaf or hard of hearing to be integrated in the deaf society. Nevertheless, many deaf and hard of hearing are surrounded by the hearing people, therefore it is more reasonable to have a cochlear implant so that they can understand their hearing relatives. I think it is based on what the person's environment is.

2.2. The Deaf

The second group that usually attends schools for the hearing impaired are the deaf, who differ from the hard of hearing by having no remaining sense of hearing and speech. There can be different perspectives on deafness. Does a person refer to himself as a member of the deaf community, or is the deaf only a medical view on the issue?

The term deaf usually refers to an individual with very little or no functional hearing that often uses sign language to communicate. However, in the Czech Republic the term the hearing-impaired (sluchově postižený) still prevails over the Deaf (Neslyšící). Even though, this term describes an individual with any degree of hearing loss, it is offensive to many deaf and hard of hearing individuals. According to Deaftec "They consider the terms 'deaf' and 'hard of hearing' to be more positive. Although, it is true that their hearing is not perfect, they prefer not to be labeled 'impaired' as people." (Deaftec.org, 2020 [online])

This differentiation in capital D is represented mainly in foreign literature. Paddy Ladd has the following view on the deaf and the Deaf. "The deaf is a person, who was born with total or partial hearing loss, or lost his hearing during his life. He usually does not consider himself as a member of Deaf community, that uses sign language. He tries to stick to his membership in the majority society, in which he was raised and socialized." (Ladd, 2003, p. 33)

On the contrary Paddy Ladd presents the Deaf as those who belong to the deaf culture from an early childhood. "Deaf with capital D were born deaf or lost their hearing in an early childhood. Sign language community and the culture of Deaf symbolize basic experience and trust for them. They present their life experience with outer world similarly as other language minorities." (Ladd, 2003, p. 52)

Kosinová also stresses the importance of culture. "Deaf with capital D define themselves mainly by means of culture, not their hearing loss. The Deaf culture is an important factor for the creation of a deaf person's identity. A person's identity is created throughout his whole life. Identity represents positive acknowledgement of self, one's space in society and the ways we are perceived and understood by others. If a person approaches oneself positively, he is on a good path to building his self-esteem." (Kosinová, 2008, p. 14)

Kosinová also notes that identity is built thanks to our family and a group of people we identify ourselves with. On the other hand, Duquette has a different perspective "The deaf people build their identity on the basis of their deafness". (Duquette, 1991, p.28) However, Ridgeway supports Kosinová's point and states that "deaf children identify themselves with the deaf community they have, except for the deafness, many things in common with (language, culture, history)". (Ridgeway, 1998, p. 14) Moreover, Kosinová claims that it is very significant for a child's early development to meet not only deaf peers but also deaf adults. Deaf children need to be exposed to information about the community, culture, history and language accessible for them. (Kosinová, 2008, p. 14)

The biggest part of the culture for society is usually the language. The deaf use language that does not require spoken expression – sign language.

2.2.1. Sign language

Sign language is very different from other spoken languages. Some hearing people may not even acknowledge it as an actual language, but only as random gestures that represent expression in an actual spoken language. However, sign language is a significant part of Deaf culture that has its own structure.

According to every sign language differs from spoken language by the means of transfer of a material sign holder (what we can sense), a type of channel. A spoken language is heard and spoken. A sign language is seen and shown. In other words, unlike spoken language (that uses audio-oral channel), communication of the deaf takes place mainly in visual-motoric channel. Sign language is not based on sound, but on handshape and hand-movement. Sign language is not perceived audially, but visually. (Macurová, 2018, p. 12).

Macurová also states that language of the deaf is based on visible, physical activity perceived by vision, it is visual-motoric language. (Macurová, 2018, p. 18).

Another interesting thing which many people in the society are not aware of is the fact that there is not only one sign language, because as NIDCD presents "Many people tend to think that sign language is universal (there is only one in the world). However, they are mistaken. There is no universal sign language. Different sign languages are used in different countries or regions. For example, British Sign Language (BSL) is a different language from ASL, and Americans who know ASL may not understand BSL. Some countries adopt features of ASL in their sign languages. "(NIDCD, 2019, [online])

2.2.1.1. Czech sign language

Czech sign language is a language used by deaf people in the territory of the Czech Republic. However, it is not the only communication system used by the deaf. Some other are for example, sign tactile language, finger alphabet, brail alphabet etc.

Nevertheless, sign language did not always have it easy because as Kosinová mentions, in the past years, there has not been much faith in sign language and there is a need in the Czech Republic to fight for the usage of this language. Yet, the sign language is and was a communication tool of deaf people and a tool for conveying their culture. (Kosinová, 2008, p. 16)

One of the reasons of such disrespect towards this language could be the myth presented by Macurová that Czech sign language is derived from grammar and syntax of Czech language. Based on the research conducted in the past thirty years, sign language

has become a natural language of the deaf with its own vocabulary and grammar, (not derived from spoken language). (Macurová, 2018, p. 121)

However, to delimit the borders of sign language was always very difficult, Hrubý claims it was mainly due to the hearing people who wanted to communicate with the deaf and did not know how to learn the proper sign language. So, they started to build their own language using signs learned from the deaf. This is so called signed Czech. (Hrubý, 1999, p. 101) Hrubý also mentions that sign language is not a language but an artificial system, an aid created by the hearing with the purpose of getting closer to the deaf. (Hrubý, 1999, p. 105) Macurová also supports the claim that signed Czech is derived from the spoken language "Their dictionary however, to certain degree, uses signs from sign language, but also uses other signs that are created to mediate the deaf a structure of given spoken language, including its written form. This language is usually not used in the communication between two deaf people." (Macurová 2018, p. 121)

Despite the existence of signed Czech, Redlich states "Czech sign language stays the primary tool of Czech deaf. CSL (Czech sign language) differs from other sign languages mainly by the number of signs but also systematic features, such as grammar that connects individual signs into bigger meaning units. Thanks to sign language research the deaf self-esteem has been created. Nowadays, interpreters of signed Czech are replaced by interpreters of sign language and the artificiality of signed Czech is being gradually eliminated from people's minds." (Redlich, 2007, [online])

Based on my humble experience that I have gained as a teacher at the school for hearing impaired, I have a feeling that the situation in the Czech Republic is slowly improving. It is mainly thanks to new sign language programs either at Czech universities or high schools. The people should be aware that it is not ok to only communicate in sign language, but they should really know it well, with all the grammar, syntax, etc. The more people using sign language instead of Signed Czech, the better the situation for the Deaf in the Czech Republic gets.

2.2.1.2. American sign language

American Sign Language is a communication system used as the primary mean of communication of the deaf in the United States of America. Apart from ASL, other language varieties are used as primary languages among the deaf in the USA.

According to Clearinghouse ASL has a slightly longer tradition than the Czech CSL. As early as 1541 at first contact by Francisco Vázquez de Coronado, there were reports that the Plains Indians had developed a sign language to communicate between tribes of different languages. (Clearinghouse, 1995, [online])

However, the supporters of American sign language had to push ASL through, which proved to be difficult. One of the obstacles in using sign language in schools was the first international conference of deaf educators held in Milan, Italy in 1880. It is commonly known as "the Milan Conference". After deliberations from September 6 to 11, 1880, the conference declared that oral education (oralism) was superior to manual education and passed a resolution banning the use of sign language in school. After its passage in 1880, schools in European countries and the United States switched to using speech therapy without sign language as a method of education for the deaf. (Gallaudet, 1881, p. 1-16)

Despite this long-standing oppression, Lane describes how Americans accepted the premise in 1968 that children's education is most efficient when taught in their most fluent language. Since then, ASL has been used predominantly in the United States and in many parts of Canada. (Lane 2013, p. 136) Since then "ASL is accepted by many high schools, colleges, and universities in fulfillment of modern and "foreign" language academic degree requirements across the United States." (Deaf, 2020, [online])

This could be a good example of how the views of U.S society have developed over the years. From my humble experience as a teacher at a school for HI, Czech society still struggles with acknowledging deaf culture and sign language as a legitimate language. This is then reflected in legislation and how the law approaches the deaf.

Educational system in the Czech Republic and the support for deaf and hard of hearing pupils

3. Equal access to education

According to the Education Act one of the basic principles of education in the Czech Republic is the equal access of every citizen of the Czech Republic or other member of the European union to education without discrimination by race, skin color, gender, language, religion, nationality, ethnics or social status, property, family and state

of health of a citizen (Act No. 561/2004 collection of law), on pre-school, secondary, tertiary professional and other education (the Education Act, 2019, [online])

Applying this principle also means that each pupil has equal access to education. If a pupil is handicapped (his state of health – e. g. deaf pupil), he needs to be provided with certain support measures, so that he has equal opportunities as others, for example as a deaf pupil he needs to have the possibility to learn English (§ 16 education act – Educational support for children, pupils, and students with special educational needs.) (MŠMT, 2018, [online])

Therefore, using specific forms and methods for English lessons with deaf pupils is not only a matter for the school and pupil, but also a necessary requirement to follow the legal code.

3.1. Strategy of educational policy 2020

This principle is then slightly connected with the Strategy of educational policy 2020, which is one of the key education legal documents in the Czech Republic implemented by an Amendment to the education act. As Eacea states, the document includes the following three key principles:

- Reducing inequality in education.
- Supporting high quality lessons.
- Responsible and effective management of the educational system.

(Eacea.ec., 2020, [online])

The first priority – reducing inequality in education determines supporting compensation of all kinds of handicaps, based on the principle of individualized support. Even the Strategy of educational policy 2030+ is currently being prepared to include the sustaining of equal conditions for all pupils. (Štoček, Rukověť základní školy, 2020, p. 33)

3.2. Collective education in the legal code

3.2.1. Hearing impaired children, pupils, or students

Štoček in his publication states that pupils with hearing impairment are defined in § 16 article 9 school law. According to this law, special schools or special classes can be organized. A pupil can be integrated in such school after a school receives to the school advisory center's report. Such pupil transmits a written request, signed by the pupil of legal age or his legal representative, and the school advisory center's report, which is in accordance with the pupil's interest. (Rukověť Základní školy, 2020, p.31)

3.2.1.1. Providing support measures

A school provides support measures based on the school advisory center's recommendation. Support measures are continuously evaluated. If necessary, support measures of higher or lower degree are recommended. A list of support measures is given by 27/2016 regulation., regarding educating pupils with special educational needs, pupils talented – appendix 1 of 27/2016 regulation – Education Act. (Rukověť Základní školy, 2020, p. 32)

3.2.1.2. Support measures for the deaf and the hard of hearing

Another category of support measure is support measures specifically for pupils that are deaf or hard of hearing. Štoček explains these pupils cannot be placed in a mainstream school without a certain degree of support. The ministry of education in the Czech Republic has recently enforced a supplement to the legal regulation n. 27/2016 (abstract for the hearing impaired). This supplement includes five stages of support measures. However, the hearing impaired do not fall under the first degree, but under the second, third, fourth and fifth. (Rukověť Základní školy, 2020, p. 31) In the following chapter, I will be pointing out what the legal body's approach towards the hearing impaired is and present all four stages of support measures.

Another Act that defines the education of deaf pupils is The Act on Sign language stated in European-agency "which was approved in 1998 and amended in 2012, legally recognizes and highlights the importance of sign language for the education of

pupils with hearing impairment. It also recognizes other alternative communication systems, including specific systems of communication for people who are deaf-blind. The Act guarantees deaf children's right to education by means of sign language. It guarantees access to sign language interpretation for upper-secondary level pupils, and access to sign language courses for parents of deaf children. " (European-agency, 2019, [online])

Štoček in his *Rukověť základní školy* describes that there are 5 degrees of support measures. However, the issue of pupils with hearing impediments is addressed only in the second- to fifth-degree support measures providing different support according to the pupil's hearing loss severity. Even though this Act mentioned above highlights the importance of the presence of a sign language interpreter in classes, only pupils with fourth and fifth degree support measure are entitled to have a sign language interpreter in class (Štoček, *Rukověť základní školy*, 2020, p. 33-63).:

3.2.1.3. Examples of support measures for the hearing impaired

In this chapter I will be presenting the support measures for HI pupils which should enable a pupil an equal access to education.

3.2.1.3.1. Sign language interpreter

According to Štoček a hearing-impaired pupil has a right to have a sign language interpreter in class.

However, it is difficult to determine who is a hearing-impaired pupil that needs support of an interpreter therefore Štoček presents a description:

A deaf pupil that cannot perceive spoken expression, who prefers Czech sign language to other languages. An interpreter of CLS is used during every class, at every educational level (pre-school, elementary, secondary, post-secondary education). He can be used as an interpreter for a group of pupils or for communication among peers in a school. (Štoček, *Rukověť základní školy*, 2020, p. 33-63).:

In the case of a deaf pupil that prefers the use of other communication systems to the sign language, the school advisory center decides based on the pupil's needs.

However, in such cases a transcriber needs to be used. (Štoček, Rukověť základní školy, 2020, p. 33-63)

In the field of interpreting CSL, it is a well-known fact that the Czech Republic lacks interpreters of this kind. It is said there are around 75 interpreters of Czech sign language, and some of them might even work only part time. Since the deaf in the Czech Republic need an interpreter for arranging every-day activities such as meetings in a bank, doctor's visits etc., this lack of interpreters causes a great number of issues.

However, the Covid-19 pandemic situation might help raise people's awareness of the need for CSL interpreters, since they need to be present during press conferences, government briefings and broadcasts. An interpreter's presence at such events could help raise awareness of the topic of Deaf people in the Czech Republic, and so increase the number of potential applicants for studies of Interpreting CSL.

Another support measure that helps hearing impaired pupils in everyday class is a transcriber.

3.2.1.3.2. Transcriber

Another support measure that could help hearing impaired pupils in everyday class is a transcriber. Štoček in his Rukověť explains a transcriber is used in these cases.

If a sign language interpreter is not a sufficient support for pupils with hearing impairment, a pupil can be also supported by a transcriber who is at the disposal of pupils with the fourth and fifth degree of support measures.

A pupil that cannot or only partially perceives spoken expression, and whose preferred language is Czech language or communication systems of the deaf and deaf-blind usually uses the services of a transcriber for the deaf. However, pupils' preferences need to be respected. Using technical support, (projector, iPad), it is possible to provide transcription for more pupils at one time. (Štoček, Rukověť základní školy, 2020, p. 33-63)

3.2.1.3.3. Subject – special pedagogical treatment

Štoček also mentions the subject Special pedagogical treatment which is usually implemented for pupils with fourth- and fifth-degree support measure. Its goal is to reduce pupil's speech impediment by means of using different logopedic activities.

The subject is a result of pupil's difficulties that are intended to be reduced. For example, the development of rests of hearing and visual perception, mouth-reading, understanding spoken and written expression, environment orientation, pupil's independency. (Štoček Rukověť základní školy 2020, p. 70)

However, it is difficult to decide, whether this subject is useful since the opposing theory of oralism, a method of improving pupil's spoken expression, applied in schools could be an issue. According the deaf community.weebly "Oralism is the education of deaf students through oral language by using lip reading, speech, and mimicking the mouth shapes and breathing patterns of speech." (Oralismthedeafcommunity, 2018, [online])

3.2.1.4. Framework Education Program (For elementary education)

In order to sustain an equal level of education for all pupils, including the hearing-impaired, there has been an Amendment to the Education Act updating methods, according to which hearing-impaired pupils should be educated.

In agreement with Education act amendment (§ 16 Support for children, pupils, and students with special educational needs) and new regulation 27/2016 about educating pupils with special educational needs and talented pupils, since 1. 9. 2016 school education program has been adjusted. (Štoček, Rukověť Základní školy, 2020, p. 18)

The Minister of Education has updated and supplemented the Framework education program. Schools should rearrange their school education program accordingly.

According to Štoček some of the adjustments were e.g.:

- Extending teaching methods for pupils with special educational needs (Individual plan).

- Focusing on individual skills, possibilities, and interests of a pupil (including those with SEN – special educational needs), and optimal development of their skills. (Štoček, Rukověť základní školy 2020, p. 75)

For illustration, I would like to use an excerpt of the School education program from the school for HI in České Budějovice since SEP from Štefánikova school was not displayed on their website, and therefore not available to public. In the following excerpt the goal of English classes from 7 th till 10th grade is defined. (ZŠ pro Sluchově postižené České Budějovice, [online]):

- a pupil can read an easy text using phrases he has learned and
- translate them into sign language and Czech,
- knows all English-speaking countries and can show them on a map,
- understands a text with a small number of unfamiliar words,
- can derive the meaning of words from context,
- can write a polite request,
- can grammatically and formally create an easy written message,
- understands basic communication phrases in written form,
- can write a story or describe an event, ... (ZŠ pro Sluchově postižené České Budějovice, [online]):

3.2.1.5. Themes used in a language class

The Framework Education Program also includes so called themes that advise teachers, but the word theme could be misleading. Therefore, rather than using the expression themes I would refer to them as guidelines. ZŠ pro Sluchově postižené Budějovice outlines as follows:

- Work with an easy text, corresponding with the language abilities of a pupil, give answers to questions.
- Development of reading comprehension skills.
- Work with an authentic, easy text.
- Orientation in a dictionary.
- Formal request and information (ZŠ pro Sluchově postižené České Budějovice, [online]).

4. Education of hearing-impaired pupils

Educating deaf pupils is a very difficult issue to define since they legally fall under the categorization of pupils with other challenges, such as children with ADHD or autism. As defined in 563/2004 legal code the teachers should have a degree in special pedagogy. However, "who can guarantee teachers will have an individual approach towards the pupils using other communicational systems than Czech? Will they use sign language or will they rather incline to the method of oralism (method of assimilation to hearing society)." (Oralism and the deaf community, 2018, [online])

In Macurová's view one of the main preconditions of deaf education is successful class communication. To sustain functional communication, there are several conditions for both participants e. g. conditions of shared language code. School communication is therefore mainly about using the same language and understanding on both sides. The matter of language choice is therefore fundamental. (Macurová, 2018, p. 30)

Even though there are some attempts to integrate deaf students into mainstream schools (regulation no. 27/2016), most of the pupils are still placed in special schools. The reasons might be the need to have teachers with special pedagogy education or simply the tendency to attend a school that is attended by pupils of the same community and language.

Sheetz presents seven myths that could have something to do with why society and legal representatives tend to label deaf pupils certain ways, so they could integrate them in special rather than mainstream schools.

According to Sheetz one of the first Myths would be: People who are deaf cannot hear anything. The cause, type and severity of one's hearing loss and the age at onset all contribute to the extent to which the disability becomes a handicapping condition.

Another myth is that all children who are deaf have deaf parents. Sheetz states that frequently the assumption is made that deaf parents produce children who are deaf and therefore, all children who are deaf have parents whose hearing loss mirrors that of their offspring. (Sheetz, 2012, p. 6-25) However, according to the research of Bess and Humes, this is generally not the case. Although between 150 and 175 types of hereditary or genetic deafness and hearing loss have been identified (Bess and Humes, 1995, p. 120).

Moore and Levitan stated, congenital deafness is prevalent in only a small percentage of families (Moore and Levitan, 2003). Research indicates that 9 out of 10 children born to deaf parents hear normally (approximately 88 %). Although hearing loss can be attributed to genetic causes, it does not occur frequently, affecting only a small percentage of the population. (Sheetz, 2012, p. 6-25)

Sheetz also states that a myth that might be also influencing the current situation for deaf pupils is that People who are deaf cannot read. Although the majority of deaf and hard of hearing can read, their levels of comprehension vary dramatically. Some hard of hearing people (possessing a mild to severe loss) achieve reading levels that are comparable to their hearing counterparts. However, others who experience a severe to profound loss rarely become veritably skilled readers. (Sheetz, 2012, p. 40)

Many people do not consider sign language to be a proper language. They tend to say that it is just gestures using Czech language grammar structure. This claim could develop into the myth that American sign language is just English on the hands. "People may think so because they are unfamiliar with the language, they may attempt to assimilate what they see into their schemata of language and unknowingly assume that the motions they observe are designed to depict word-for-word representations of the English language. Later, if and when they enroll in formal coursebook, they discover that ASL is an independent language complete with its own vocabulary and syntax." (Sheetz, 2012, p. 5)

In my opinion, all these myths could have contributed to society's viewpoint on the deaf community and the way hearing impaired pupils are educated these days. Pupils receive a label – the hearing impaired, and legal representatives have no need to adapt educational conditions to the needs of deaf pupils that are significantly different.

Another reason why only a small number of systemic enhancements have been adopted is the deaf community's lack of calling for change. Many deaf people are satisfied with the separation of deaf schools from the mainstream ones. They can prevent possible language misunderstandings by assuring that there is always someone using sign language, a pupil would overcome fear of not being accepted by others due to his difference etc.

Moreover, as Cripps notes, "Deaf culture exists in residential Deaf schools. Many Deaf view it as THE vehicle for community development. Deaf children in

residential schools are naturally enculturated. This is not to say that all children must live in the dorm, but rather they must have access to the Deaf environment it provides e. g. after school activities. There may be hearing people who do not know or follow the customs, traditions and norms of the Deaf community. There may be Deaf or hard of hearing people who were not previously in a situation to be enculturated – those who have not experienced a Deaf environment. They may use hearing aids, they may have cochlear implants, they may choose to speak in certain situations, they may be able and choose to respond to hearing people who speak to them, etc. In the residential schools, people establish “shared meanings”. When trying to communicate from different cultural perspectives, shared meanings can be difficult to achieve. So, in some ways, it might be safer to stay within one’s own known cultural boundaries – that is, it might be easier and feel safer NOT to assimilate or be mainstreamed." (Cripps, 2019, [online])

This could be one of the main reasons why deaf pupils tend to attend schools that are established mainly for them. Pupils should be provided the maximum amount of adaptation to their needs. In other words, not only facilities, textbooks, but also a teacher should have a toolkit of possible methodical strategies at his disposal.

4.1. Methods for teaching the hearing-impaired

In SfdHH many specific methods, designed particularly for deaf pupils, are used, which should sustain the most efficient study possibilities for these pupils. There are many methods that originated in the U.S. and then were adopted in the Czech Republic after 1990.

Vzdělávání neslyšících (Vzdělávání neslyšících, 2017, [online]) presents that the education of deaf pupils can currently take place in institutions designated for pupils with hearing impairment or by means of integration in mainstream schools. Pupils are divided into schools not according to their level of hearing disability, but according to their preferred means of communication and talent. Individual schools usually pick from three approaches:

Oral method – this is based on a teacher’s spoken expression and pupil’s lip-reading. All information is received through the spoken language. It is a very demanding method and does not bring much success to deaf pupils.

The next method, maybe rather philosophy, is **total communication** that uses all accessible communication methods according to the individual needs of a pupil. They use spoken language, fingerspelling, reading, lip-reading, facial expressions, pantomime, drawing, gesturing and sign language. It is important to find an adequate communication tool for each pupil individually. Unfortunately, it often happens that using a communication system resembles the skills of a teacher rather than of a pupil.

Bilingual-bicultural method is said to be the most appropriate one for deaf children. The approach comes from respecting the cultural and language specific features of the deaf community. Classes are taught in sign language, but also include materials with written Czech. Czech is taught as a foreign language, the focus is on its written form, reading comprehension and writing. It is also the most natural tool to teach pupils both languages, especially when there are both a hearing and a deaf teacher. Each of them has his own role thanks to which pupils gradually acquire both languages. (Vzdělávání neslyšících, 2017, [online])

Having a teacher who has a qualification in Special pedagogy is a must in schools for the hearing impaired. However, a teacher's education is not the only tool for making classes for HI effective. Applying methods mentioned above to classes requires a teacher's patience and the use of certain strategies to make these methods work. Some of the strategies are mentioned below.

"Encourage students with a hearing loss to seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip-reading, relying on visual clues or using a hearing aid which has a limited range. Be aware that some students may not be comfortable with this suggestion or have alternate strategies. Respect their choices." (Clearinghouse, 2018, [online]) This strategy could indicate the necessity of using visuals and implying lip-reading.

"Use assistive listening devices such as induction loops if these are available in the lecture theatre. Hearing aids may include transmitter/receiver systems with a clip-on microphone for the lecturer. If using such a microphone, it is not necessary to change your speaking or teaching style." (ibid) This strategy requires the usage of technical devices which are usually not at one's disposal in the Czech setting. However, using

technology could also improve the process of lesson planning. The importance of using technology is mentioned in the research part – interview with teachers.

"Do not speak when facing the blackboard. Be aware that moustaches, beards, hands, books or microphones in front of your face can add to the difficulties of lip-readers. Students who lip-read cannot function in darkened rooms. You may need to adjust the lighting in your teaching environment. If a sign interpreter is there, follow the hints for working with a sign language interpreter. Etc." (Clearinghouse, 2018, [online]) This strategy stresses the importance of lip-reading and the practical side of sustaining an adequate environment for hearing impaired pupils.

4.2. English language for the deaf

Teaching a foreign language is a very demanding task, considering that the deaf or the hard of hearing sometimes do not have their first language (mother-tongue) defined. If so, they should focus on their mother tongue – which could be for the deaf – sign language and for the hard of hearing – Czech. This is mainly influenced by their families and the level of immersion in their mother tongue. This does not need to be a problem for the children of deaf parents, but rather deaf children of hearing parents. In the first case, as Strnadová states, an infant does not have a developed knowledge of language, but he features an inborn precondition to acquire a language and the need to communicate with others thanks to his instincts. (Strnadová, 1998, p. 172). Another claim that supports Strnadová is the one of Hronová in Hudáková. "A child is capable of mastering his mother tongue in which he can use his senses, even without bigger supply of information." (Hudáková, 2005, p.74).

When mastering a mother tongue to a sufficient level, there is a need for a pupil to learn a foreign language, either Czech, in order to sustain written communication, or English, to be able to be oriented in today's global world.

As Vzdělávání explains, nowadays, schools mainly focus on teaching Czech at the primary school level of education. Acquiring certain communication and language competences is an essential condition (and tool) so that a pupil can be fully and meaningfully educated and so that his potential is developed. (Vzdělávání, 2018, [online])

So that a pupil becomes oriented in today's world, there is a strong need to be able to communicate, which may sometimes prove difficult for the deaf who belong to a community that uses a different language than the people they are surrounded by. Therefore, Czech language could be considered a deaf pupil's second language and English as his third language. Following a step-by-step method may be of use in such a situation, learning Czech first and then English. This process could be compared to the curriculum of Czech schools where a second language is taught from third grade and a third language from seventh or eighth grade.

4.3. Czech language for the hearing-impaired

Since many pupils' first language is sign language and not Czech. The lessons of Czech in schools are important for a pupil, only so he can practice language in everyday situations. Moreover, Czech in schools for the hearing impaired is represented not only in lessons of Czech language but also in other study subjects. Komorná concentrates on two main goals that need to be taken into an account according to the current legislation – study and language/grammatical. Certain parallels can be found in an approach called CLIL – content and language-based learning. What these two have in common is working with a mother tongue as well as a first or second foreign language. Another similarity could be their problematical aspects for realization: teacher's competences (language and didactical), school's organizational support and teachers' teamwork. (Komorná, 2018, [online])

Jungwirthová, suggests focusing on "risk moments" in individual subjects. For example, when describing those in Czech. She states: "As teachers we can teach by means of dictation (for hard of hearing pupils), but it is not possible to grade it without consideration". (Jungwirthová, 2015, p. 176)

In other words, we as teachers should keep in mind that a student might have difficulties listening and then producing the language. Not speaking about the pupils that are deaf and need to be taught by means of assigning written tasks.

Even though teaching Czech to the deaf is somewhat demanding task, there are only few, if any textbooks or methodological guidelines for teachers. Nedbalová mentions that even if teaching Czech could be based on the same principles of teaching Czech for foreigners, it is important to remember that a hearing-impaired pupil has also other issues

that differ from those of other foreigners learning Czech. It is necessary to take into an account when using other accessible materials.

Nedbalová also notes that teachers usually combine several teaching materials, since there are none described as for deaf pupils only. Such materials are combined with the ones that a teacher created or adjusted himself etc. (Nedbalová, 2018, [online])

However, "it is common for Czech deaf to not understand texts written in Czech at all, or on an adequate level so that they could successfully find certain information that they could then use in their private and professional life." (Macurová, 2018, p. 201)

Macurová explains that problems with Czech pupils' illiteracy are rooted in not only the lack of knowledge of language, but also of the world. This claim contributes to our surviving view of deafness as a handicap to which illiteracy closely belongs. (ibid) However, foreign research (e. g. Schirmer 2000) shows that these obstacles can be easily overcome, because as Macurová presents it can be done mainly by changing the upbringing of a child in early childhood and adjusting his early education. The first language would be the sign language, Czech (its written form) would be the second one. (Macurová, 2018, p. 232)

4.4. Teaching English to the hearing-impaired

Teaching English to deaf and hard of hearing students has not always been a common part of the school curriculum. However, as Jeřábková, Hatašová note, in 2000 there was an international conference in Prague called International seminar on teaching English to deaf and hard of hearing students at secondary and tertiary levels of education, which was followed by another conference in 2004 with the same topic. Participating experts declared that a foreign language is an indispensable part of education for deaf. At the time of the research in 2004, 14 elementary and secondary schools for the hearing-impaired had foreign language classes. 11 of them had English. The situation in elementary schools has changed due to the implementation of RVP (School framework program-SFP) thanks to which it is not a director's decision whether choosing a first and second foreign language becomes voluntary, but they are already included in the School education program. (Jeřábková, Hatašová, 2006, p. 97)

Implementing a second foreign language in schools for HI could be an outcome of rising usage of computers and the internet. Jeřábková and Hatašová claim that English language has become a tool for receiving information from the world. That way, hearing impaired people from all around the world can be connected and use English as a language of communication. (Jeřábková, Hatašová, 2006, p. 105)

However, there are not many textbooks and materials for English classes in deaf schools. Teachers usually create their own materials adjusted to the needs of pupils, sometimes even individuals.

Nevertheless, one of the textbooks used in elementary schools, *Headway* textbooks for deaf students by Hejlová, presents some methodology guidelines that should be followed. Hejlová mentions that when any foreign language is taught, students are usually expected to master four basic skills: speaking, writing, listening, and reading. The former two are productive skills; the latter two are receptive skills. When teaching the deaf however, two aforementioned skills – speaking and listening – could be mastered at a limited (if any) level. (Hejlová, 2003, p. 4-7)

As Hejlová explains a teacher needs to adjust his materials, we need to forget about materials based on translating because we cannot be sure which language we are teaching and testing: if English or the national language. The solution is to use materials based only on English. On the other hand, the national language is likely to be present during the teaching process as well – students need to take notes and write down new vocabulary, but they do so after everything has been explained in sign language. (Hejlová, 2003, p. 4-7)

On the other hand, Jeřábková and Hatašová state that a deaf pupil should study English using Czech sign language in classes, because there could be an appearing problem with terminology that does not have an equivalent in sign language. Therefore, a teacher would have to discuss adequate terminology in sign language. This could, however, happen to be an issue when having a hearing teacher who cannot fully understand the grammar, syntax, and semantics of CSL. This situation could be solved by the presence of a deaf teacher in English classes who would have an appropriate level of English (Jeřábková, Hatašová, 2006, p. 101).

Some experts in pedagogy have objections against foreign language lessons at a pupil's early age. They fear children would be stressed by the collision of two or more

languages. With hearing-impaired children, there is a synchronized collision of three or even four languages. (Czech, sign, English, or German.) (Brožík, 2010, [online])

However, in 2011 a second foreign language became obligatory for secondary school pupils and deaf children today are obligated to face the demands of the framework education program and most importantly the demands of teachers that must follow this program. Even though there is no unified system regarding how to proceed during language classes in a SdDHH, there are certain patterns that should be followed.

4.5. Specific methods used in English classes for the hearing-impaired

Some methods for classes with the hearing impaired have already been mentioned. However, there are certain methods used for improving skills. Those skills are pronunciation, grammar, reading comprehension, writing. Since listening is not very often represented in the classes for the hearing impaired and appears to be a similar problem such as pronunciation, the topic of listening will not be mentioned.

Different skills mentioned below are not listed according to their importance for the hearing impaired, but according to the organization in methodological guidelines that propose the following order. However, starting with pronunciation, it is the most problematic skill for a hard of hearing pupil, not taking into an account a deaf pupil. The skills listed below are pronunciation, grammar, vocabulary, reading comprehension, writing.

4.5.1. Pronunciation

One of the most demanding tasks for a teacher in school for the hearing impaired is teaching pronunciation. This is of course possible only for the hard of hearing pupils, pronunciation activities for the deaf are substituted by reading and visuals. Practicing pronunciation is possible only with hard of hearing pupils, but the question is: "How much time should we dedicate to pronunciation?" "What if a child was forced to oralism even if he did not want to speak aloud?" From my personal experience, hard of hearing pupils are usually taught by means of oral method, mainly due to the high number of hearing teachers in schools for the hearing-impaired.

However, Hrubý states that it is the terminology that causes an issue with defining what the demands on hard of hearing pupils are. He claims that it is the basic right for the hard of hearing to be equipped with all accessible technical tools and to be integrated in the oral program, in which hearing practice and logopedic support is included. In addition to that, these pupils should get a chance to learn sign language as well, which could even become the most important language for them. It is also necessary to be mindful of the fact that pupils are not deaf, but they can eventually, based on their own free will, become Deaf (with a capital D). (Hrubý 1999, p. 70)

Jungwirthová on the other hand is against practicing pronunciation in schools for the hearing impaired: "We should not evaluate pupil's pronunciation, a teacher can pronounce a word or phrase if necessary. We could put down word's transcription, mainly for the parents of a pupil to practice with them at home." (Jungwirthová 2005, p. 107)

This is of course different for a group of deaf pupils. Belanská for example proposes that deaf pupils should pronounce English words by means of fingerspelling. (Belanská 2012, p. 37)

From my humble experience, teaching English to pupils in seventh grade, young pupils do not know where they belong. Therefore, it is hard for them to decide which language will be the one they would focus on. Moreover, pupils in deaf schools must deal with the analysis of so much information that they simply cannot digest it. I myself, asked my hard of hearing pupils to pronounce some words, but they never wanted to. Therefore, I think it is good to skip teaching pronunciation in language classes.

4.5.2. Listening

Listening is a skill that seems not to be of any relevance for the deaf and the hard of hearing pupils. Machová states: "There is no representation of this skill in maturita exam neither for the hearing impaired, nor for the deaf. However, listening is an inseparable part of spoken maturita exam for the hard of hearing. (the deaf do a test as the substitution for listening.)" (Machová 2015, p. 128) Since listening is one part of maturita exam for the hard of hearing, I decided to briefly present this skill in my thesis as well. Nevertheless, it is clear that exercises studying the level of this skill are taken away for deaf pupils. For example, the Headway textbook for deaf by Hejlová does not present any listening activities. She argues: "Listening and speaking exercises are replaced with other activities based on written text. In some cases, they are simply adaptations of the speaking exercise to a written form. For example, this could be using a questionnaire instead of asking questions." (Hejlová 2003, p. 10)

Nevertheless, this is slightly different for hard of hearing pupils, who are expected to develop their listening skills, even though it is often problematic for them: Because they expend more effort to listen and pay attention, they experience greater listening fatigue as compared to typically hearing peers. Greater effort for less comprehension, at a higher level of fatigue, all play a role in reducing the pace of learning

and an increasing gap in achievement across school years." (Supporting success, 2020 [online]):

Even with hard of hearing pupils, we cannot apply the same exercises as for their hearing peers: "It is necessary to consider abilities and possibilities of concrete pupils in order to achieve successful communication, as well as to think the efficiency of listening through." (Machová, 2015, p. 128)

4.5.3. Grammar

Teaching the deaf pupils grammar should be theoretically without any bigger problems, grammar can be explained in sign language and better understanding of a language system has nothing to do with hearing or speaking ability. However, there are certain principles that are not to be taken lightly:

The teacher should definitely explain grammar in the language that is the closest to the student, which in this case means using either Czech sign language or Czech. Moreover, the teacher should be aware of using visualization as a tool for teaching English grammar.

Hejlová for example states that she considers it beneficial to use sign language when teaching English for the deaf. She would omit exercises from English into the national language as the national language is yet another foreign language for the deaf students. However, these exercises can be translated into sign language and discussed by the teacher with students.

Hejlová also explains that the national language will be necessary when students need to write down new vocabulary or information about grammar. Still, they should try to use other ways to explain grammar and vocabulary effectively, such as pictures, giving opposites or synonyms, giving examples in sentences etc. (Hejlová, 2003, p. 70)

It is highly advisable to explain grammar rules by implementing logical thinking. A hearing-impaired pupil finds it, unlike a hearing pupil, very demanding to use intuitive perception of grammatical rules in a foreign language. This is a time when regular individual work by a child with a teacher could help. (Jungwirthová, 2015, p. 185)

Nevertheless, a teacher cannot dedicate his whole time to one student. Therefore, there are many existing techniques how to teach English grammar. Many deaf pupils find

English grammar more logical than Czech grammar. One example would be the expression of grammatical relations.

Berent presents the fact that unlike languages with freer word order, such as Czech, English has a strict basic word order for expressing the grammatical relations SUBJECT VERB OBJECT (SVO) in simple sentences. English language learners quickly acquire this basic SVO word order and, in the case of deaf learners of English, come to overgeneralize SVO order to other structures that actually exhibit non-SVO orders. Consequently, whenever the basic SVO order is "disturbed" in a more complex sentence, the resulting sentence structure is one that often poses a challenge for deaf students in their reading comprehension and written expression. (Berent, 2001, [online])

One of the most used approaches is MVL method (Manipulative visual language) by James Gore. "Manipulative Visual Language tool is a complete classroom approach that addresses key elements that help visual learners achieve literacy." (Gore and Gillies, 2003, p. 32).

MVL utilizes American Sign Language as the language of instruction, manipulatives derived from Montessori, and other pioneers in kinesthetic learning techniques, character icons based on the manipulatives, color coding, and innovative uses of ASL logic, in the instruction of visual/kinesthetic learners in English literacy. Manipulatives as used in MVL provide support and inspiration to ESL learners by providing a "short cut" in conventional grammar instruction. Gore also designed a textbook that conveys his vision of instruction for visual learners (Gore and Gillies, 2003, p. 45).

Thornley also stresses that students using Gore and Gillies' MVL learn to recognize grammar patterns visually and can self-edit their grammar use. Rather than teaching students to recognize the parts of speech via words such as verb, noun, adjective, or subject, predicate, and so on, or through spoken exercises, the MVL learning tool leads students to encounter grammar structure from a visual standpoint. Instead of words such as noun, verb, adjective, etc., the markers in this system are color coded manipulatives, user friendly character icons, a textbook designed for visual learners that employs the visual logic of American Sign Language, a teaching philosophy, and whole classroom approach, that addresses the learning needs of this group. (Thornley, 2003, p. 72)

MVL method is an interesting method that proposes to explain grammar using a narrative. The story could bring grammar closer to students and make them understand how sentences are structured into smaller units.

As Gore and Gillies say we often use stories to introduce the shapes as symbols to students. Besides providing a memory aid, this technique helps explain a symbol's origins and purpose. For example: "The little blue triangle [which denotes the article] was looking for a friend one day and approached the big 'N' triangle [proper noun]. 'N' was very proud and said: "Go away! I don't need you! I prefer to be alone!" Luckily for the little blue triangle, there was a kinder triangle, the "T" triangle [common noun], and it was very happy to have a friend. The two of them became inseparable." (Gore and Gillies 2003, p. 73)

Down below, we see an example of a sentence structured by MVL. The small triangle represents article, the big one noun with a letter corresponding to the type of noun (name, thing, place noun) and the circle stands for a verb, in this case his simple form.

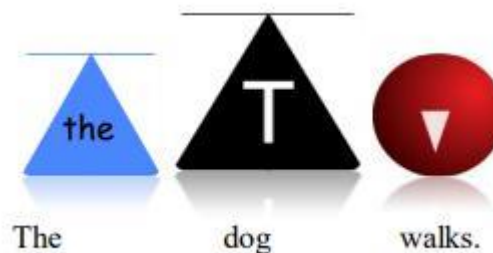


Figure 1 Thornley (2003)

Below, we see how different tenses are defined.

When	Timeline			
	Simple	Continuous	Perfect "finished"	Perfect Progressive
Present	I	V ing V ing	H ← H ←	H been ing H been ing
Past	—	— ing — ing	H — H —	H been ing
Future	—	— ing — ing	H — H —	H been ing

FIGURE 2

Figure 2 Thornley (2003)

When teaching grammar tenses to deaf students, which is probably the most demanding task, it is appropriate in addition to any other visualizations or depictions to also use gestures (signs) for certain tenses. Such signs or gestures could serve as a hint and expand on some information. (Thornley, 2003, p. 75)

4.5.4. Vocabulary

Teaching vocabulary is no less demanding than any other category of acquiring a language competence. We need to remember that learning vocabulary is only based on visuals of a deaf or hard of hearing pupil.

As Böhmová mentioned, the most important thing for HI is to understand the meaning of a word. Learning new vocabulary in English and translating it into Czech helps them to also enlarge their vocabulary in Czech. New vocabulary can also be presented using synonyms, antonyms, using definitions, degrees, multiple meaning, word structures, and pictures. Vocabulary should be presented as much as possible in context.

Presenting and practicing vocabulary, especially articulation, takes a relatively long time even in higher classes. (Böhmová, 2000, p. 158)

A different perspective on the topic of vocabulary is the one of Brožík. He states that pupils in elementary and lower secondary school focus on developing mainly their vocabulary. Although not based on translation from Czech to English, but because deaf pupil's vocabulary in Czech is very weak, acquiring new vocabulary must be linked with an image presentation or concrete situation. Understanding the content of a foreign word can help with its translation by means of the sign language. It often happens that when practicing English vocabulary, pupils often mix them with Czech words. Pupils often do not know equivalents in either Czech or sign language, and therefore it is difficult to demand from them to acquire the active vocabulary in English. (Brožík, 2010, [online])

According to J. Anderson a basic approach in ESL that allows students to use their bodies to associate the word with its meaning is Total Physical Response (TPR). The teacher holds up a card with a printed word. The teacher silently acts the word out. The students are then expected to act the word out whenever the card appears. The students then write the word down and often do not soon forget it. Some problems with TPR have to do with the imperative mode being dominant, short phrases or single words being taught only, and passive language being used. (J. Anderson, 2000 in International seminar, p. 75)

However, this method can be expanded by storytelling and descriptive modes. (J. Anderson in International seminar, 2000, p. 76)

Jungwirthová on the other hand highlights the cooperation with parents and proposes that parents should get a copy of vocabulary so the pupils could practice before a class and expand on if necessary. This could be a helpful strategy, but only if we had a built-up relationship with all parents. Moreover, who can guarantee that a parent will dedicate his time to practicing with a pupil. This could evolve into a lack of fairness in class, which the students with a better family background could profit from at others' expense. (Jungwirthová, 2015 p. 120)

However, from my personal experience the hearing impaired will never be able to pronounce the word clearly, and it is hard for them to remember the sequence of letters in word. When learning Czech, the ability to acquire the correct transcription is supported

by materials that are in Czech even in other classes (textbooks, worksheets, etc.). This is then different for the hard of hearing, they can hear the word, and therefore remember it.

Furthermore, Shumaker presents another perspective "To close, I find that students become more interested in their own development in English when they assume the responsibility for their own learning. Rather than prescribing my students a fixed list of words and grammar rules, I tell them that they need to find English for themselves and show them different strategies that work for them. For example, a student who is very interested in swimming as a sport will read materials about the sport and learn the words about swimming by using the tools she has for internalizing new words. Additionally, she may become interested in how materials about swimming, are constructed and written, contributing to her development in writing." (Shumaker, 2000, p. 139)

4.5.5. Reading comprehension

Reading comprehension is one of the two most important skills for a deaf pupil, because having no ability to listen to the speaker, understanding written texts is essential. During testing, a pupil should be supported by a written form of expression since he cannot rely on the spoken version. However, as Jungwirthová states, teaching reading comprehension to deaf pupils in the same way we teach hearing children would not be a good strategy. (Jungwirthová, p. 184)

On the other hand, Hrubý says that in this case, teachers need specifically adapted texts that would be attractive and interesting (reading method, direct method) for pupils and include every-day English. In classes, a teacher should use a diverse scale or different practice techniques and exercises (audio-lingual method). (Hrubý, 1999, p. 63)

Hrubý also stresses the importance of reading easy, short texts, that include familiar vocabulary as well as acquired grammatical structures. All the unfamiliar vocabulary should be translated to the sign language first and then matched to the meaning in Czech. (Hrubý, 1999, p. 72)

Another strategy is to provide the same texts both on the board via projector and on paper, as pupils get easily distracted and having support for their visual channel in more places could help them. (Hrubý, 1999, p. 72)

Hejlová notes that all the exercises should be available for students in two forms, on paper (a page of the textbook or a copy of the prepared material) and projected on a data projector on the board. The best (and easiest) practice is projecting from an overhead projector onto a white board. Then, students can see the exercise on the board, underline difficult passages in the text and make notes on the board while doing the same in their textbook. Slides can be also filled in with a special pen or cut into parts and then matched. (Hejlová, 2003, p. 9)

In my point of view deaf pupils sometimes struggle with the understanding the deeper meaning of vocabulary and since English vocabulary is vague, they need to dedicate more time to focusing on comprehending the meaning.

Anderson mentions using graphic organizers since they are great tools for students to demonstrate understanding of an abstract topic. Graphic organizers are visual systems that organize and present information. They speed up communication and help improve comprehension skills through organizing and remembering information. Complex relationships among elements can be explained and concepts that cannot be communicated through words can be clarified. Some graphic organizers include fishbone diagrams, Venn diagrams, story structure maps, concept webs, network trees, continuum scales, problem/solution outlines, chains of events, and cycles. (Anderson in International Seminar, 2000, p. 73)

On the contrary, deaf pupils usually struggle to learn reading in a foreign language when all the materials deal with the themes connected mainly with the hearing world, such as pop music, interviews, movies without subtitles etc. Even the Deaf need role models, and in today's hearing world, it is difficult to find information about some.

Anderson points out, sometimes deaf readers are not motivated by information that is beyond their normal realm of experience. Reading about deaf people succeeding in the very areas of difficulty for the readers would be inspiring for them to achieve success beyond normal expectations. There are enough famous people who are deaf that make for entertaining and thought-provoking reading and discussion. (Anderson in International Seminar, 2000, p. 74)

4.5.6. Writing

No less important skill in learning a language is writing because as Šrejbrová in International seminar presented at a conference in Prague in 2000, the ability of the hearing impaired to write in a foreign language means having a connection with the whole world. (Šrejbrová at International Seminar, 2001, p. 50)

Even though writing is one of the most important competences for deaf pupils in learning a language, it is time-consuming and often requires teacher's patience. The written communication between the student and the teacher is much slower than with speaking activities. Interpreting the instructions (into sign language or into the national language) can consume more time. It is useful to take this into account when preparing the lessons and teaching. (Hejlová, 2003, p. 9)

Nevertheless, Jungwirthová supports the idea of implementing mainly the written expression in the lessons of English. A hearing-impaired child is able to remember the written form of words and sentences, but not in terms of hearing. (Jungwirthová, p. 187)

As Scheetz presents one of the approaches when teaching pupils writing in English could be **The process approach to writing** that divides learning writing in a foreign language into several components. The components consist of prewriting, composing, revising, editing, publishing, skill instruction and conferencing. (Scheetz, 2012, p. 154)

This process approach would definitely be highly effective; however, the framework education program does not allow a teacher to dedicate so much time to only developing written expression. However, a teacher could follow these steps in subjects of selective education, but it might be better to work on basics first. According to Hejlová the following steps are:

Sitting at a desk and focusing on writing is very tiring for the students. It is therefore favorable to use various activities during which the students must get up and move around. Some of them are:

- Students swapping written dialogs
- Making posters in groups
- Making questionnaires and passing them around the class.

- Completing an exercise on the board (when finished on paper)
- Putting words on cards in the correct order on the floor (Hejlová, 2003, p. 43)

All these skills are of great importance to enable the student to communicate smoothly, without any bigger issues. However, we must consider pupils' communicational barriers, which still influence pupils' language development to some extent. Therefore, it is advisable to strive for the better but note, that teacher's main goal is to maintain the pupils' ability to communicate in a language. We must be considerate, and focus on whether the message has been conveyed, rather than focus on proofreading.

PRACTICAL PART

5. Research aims and methods

The purpose of the research was to find out what the most efficient and useful methods for teaching English to the deaf and hard of hearing could be. More precisely, how these pupils view classes of English and what could be done to raise their quality due to the specific features that are connected to teaching the hearing impaired. As first, the research studies the language of the respondents since it is not always clear whether it is a Czech language or a Czech sign language. This is studied in the theoretical part in research part 1. Furthermore, the research studies the importance of learning English language and pupils' attitude towards it. Another aspect of the research is a research question. What is it that evokes pupils' interest in English language? It studies whether it is a school that has the biggest contribution to pupils' knowledge or activities done by a pupil outside the school. Moreover, it asks whether it is a teacher who influences pupils' attitude or today's world that requires certain level of English for individuals so they could be successful in the labor market. The research part also focuses on what situations are the most common for pupils' usage of English. In other words, where a pupil uses English the most. This part of the research could indicate which tools a teacher should use to make his classes purposeful and therefore evoke the interest of a pupil.

The research was conducted in Štefánikova School for the deaf and the hard of hearing in Hradec Králové. The initial intention was to distribute questionnaires also to other schools for HI in the Czech Republic to have another variable, and the individual schools could be compared. However, due to the Covid-19 situation, it was very difficult to communicate with these schools, since they were mostly closed and only with limited number of employees present. Luckily, my colleges in Štefánikova school were very cooperative, and, thanks to them, I was able to gather enough research material, even if the situation proved challenging.

The first research part focuses on only one group of the hearing impaired, the deaf. Nevertheless, the questionnaire shows that the major language of some is Czech language, which is slightly surprising. However, it is difficult to define the exact group some hearing impaired pupils belong to, since the classes are not always homogenous.

The research includes answers of 16 respondents from classes that should include only Deaf pupils. Since the language of questionnaire is written Czech, the questions could not be clear to deaf students. Therefore, I decided to provide instruction videos translated into sign language. Thanks to the help of my college, who videotaped herself on the video, the completion of questionnaires went more smoothly. The research tool for quantitative data collection was a questionnaire. In the practical part, each question from the questionnaire is described in detail and the collected data are further displayed in graphs that are situated under the description of each question.

The first part of the research will be supplemented not only by my comments, but also parts of the interviews from research part no.2 and 3, whenever the two parts (research part no.1,2) overlap in their results. The teachers and students will be further described in this chapter as well.

The second part of the research includes interviews with three teachers of English in Štefánikova school.

The third part of the research presents another interview with one hard of hearing student who is due to graduate this year and is strongly affected by the current situation. His background and interview is included in the chapter 4. My initial plan was to gather an interview with a deaf pupil as well. However, due to the Covid-19 I managed to only receive a written interview with a deaf pupil, who is then further presented in the chapter 5.

5.1. Research part 1

In this research part there are 16 respondents, and in the following paragraphs I will be analyzing their answers one by one. The respondents were lower secondary and secondary school pupils ranging from 13 to 18 years old.

Before distributing questionnaires to pupils. I required the written consent of a legal representative or a pupil above 18. I made a commitment to use this information for the purposes of my research only and promised I will not reveal the identity of any pupil.

Since the respondents were all deaf, the questionnaire has been translated to sign language, so the pupils would have had some support when not understanding the written text. Both questions and answers were translated. The pupils received translated videos together with questionnaires and each video was named and marked according to a question.

Below in the pictures, it is clearly visible that the sign language uses not only variety of handshapes, but also facial expressions and mouth-reading.

Every question from the questionnaire will be supplemented by the comments from the teachers whose background and experience are presented in the chapter 7. Interviews with teachers. Research part number 1 consists of the charts, followed by my comments and the comments of the teachers from 7. Interviews with teachers. For better understanding of the teachers' backgrounds, they are marked by numbers and further explained above.

5.2. The Description of the teachers

For the purposes of my research, I interviewed three teachers, one of whom was deaf and two of whom were hearing. The interview with a deaf teacher was conducted with the presence of a sign language interpreter. For better identification of the teachers, I will refer to them as teacher 1, 2, and 3. Though, in this thesis I would like to present their pedagogical background and experience. Teacher 1 is a teacher with only 2 years of experience, however with a good insight into the topic of hearing-impaired children since she is a sign language interpreter. In her classes, the sign language is used as the main mean of communication. Teacher no. 1 teaches only in classes for deaf pupils and her major subjects are English and Czech. She has a degree in Special pedagogy.

Teacher no. 2 is a teacher with 15 years of experience, who teaches classes with hard of hearing pupils. As she herself mentioned, at first, she did not know sign language and used signed Czech. She is a class teacher. She teaches mainly Czech and English, but also other subjects as Math and Geography in her class. Her daughter is deaf, so she is experienced and aware of the issue of teaching the deaf and hard of hearing children English. She has a degree in Special pedagogy.

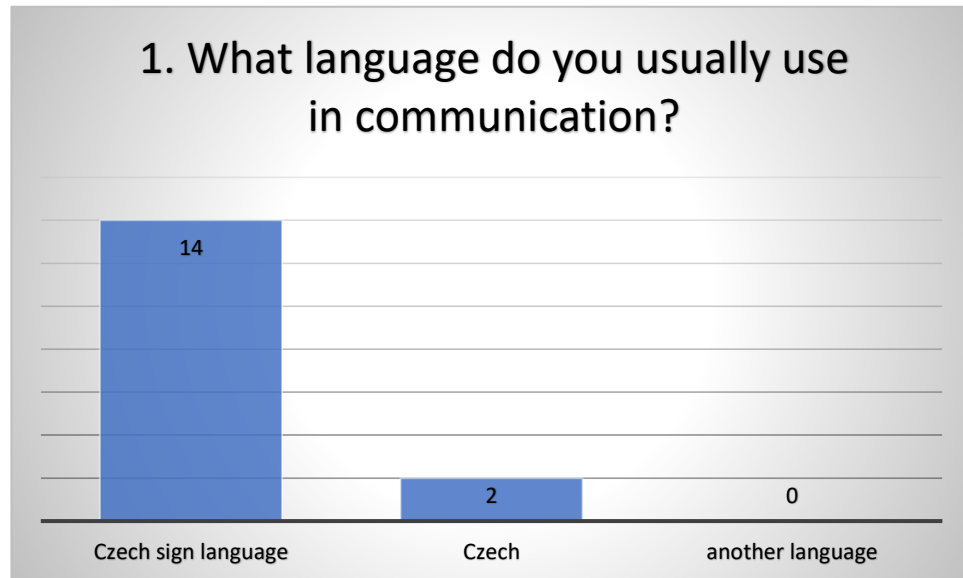
Teacher 3 is deaf, and this is the first year she has taught English. However, she has 10 years of experience and used to teach mainly Czech language. She is a member of the deaf community, so she uses the sign language in her classes.

None of the teachers has the pedagogical qualification to teach English.



5.3. Research part 1

Research question no. 1



My comment:

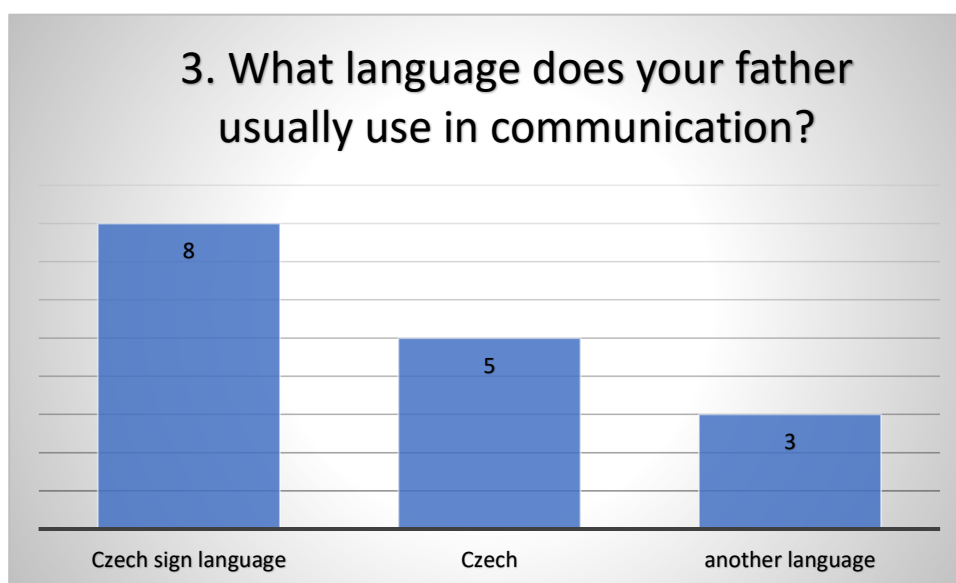
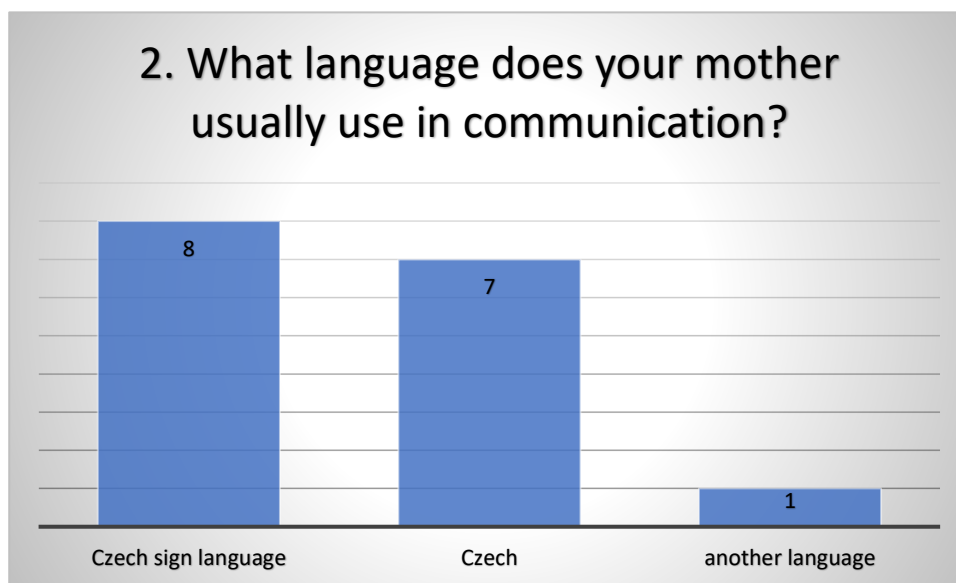
The first question studies whether the respondents prefer to use Czech language, Czech sign language or some other language. The largest figure is the first one with 14 out of 16, which means Czech sign language is used by 90.9 % and Czech language by 9.1 %. The option-some other language was not chosen by any of the respondents. This result indicates the lack of identification with pupils' mother tongue and the fact that they are placed in a classroom for deaf pupils where mainly the Czech language is used. However, these pupils might not consider Czech sign language as their first language and think of themselves as users of some form of signed Czech rather than the users of sign language.

The fact that it is not clear what pupils' first language is, is being further researched in the second part-Interview with teachers.

Teacher 1 comment:

"I do not know. I guess it is both languages. In my point of view, the pupils do not have their mother tongue set. It is clear for a deaf pupil, but not for a hard of hearing one. I think, it is such a difficult situation for them..."

Question no. 2 and 3



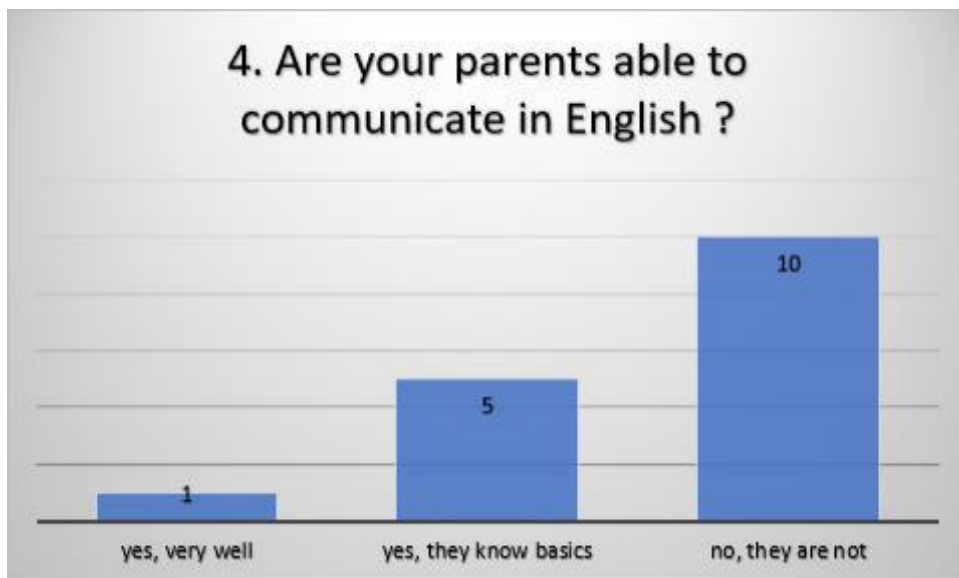
My comment:

Questions 2 and 3 study the origin of pupils' hearing impairment and the language background of his family. Some pupils were born into families where both parents were hearing, some have been using sign language since childhood. The figures show that there are 50 % of mothers that use Czech sign language and 43.75 % of those using Czech and therefore are Hearing. None of them uses another language. The second graph shows similar result when asking about fathers. Eight pupils responded their father

uses sign language in communication, and five pupils responded that their father uses Czech. The number of respondents whose father uses some other language is 31.25 %, 18.75 %.

Assuming that it is highly improbable that three fathers are foreigners, the pupils might have misunderstood the question and supposed that when their father uses signed Czech instead of sign language, he is using some other language. However, the chart was not made in a way that would clarify whether there are more pupils who have both parents deaf, which is a bit confusing. Unfortunately, the research has already been conducted and such an answer cannot be found out anymore. However, supposing that deaf people tend to be surrounded by people of the same culture, and therefore usually start families together, it is probable to assume that those eight people in chart 2 correspond with the chart 3. Unfortunately, we do not know for sure.

Question no. 4



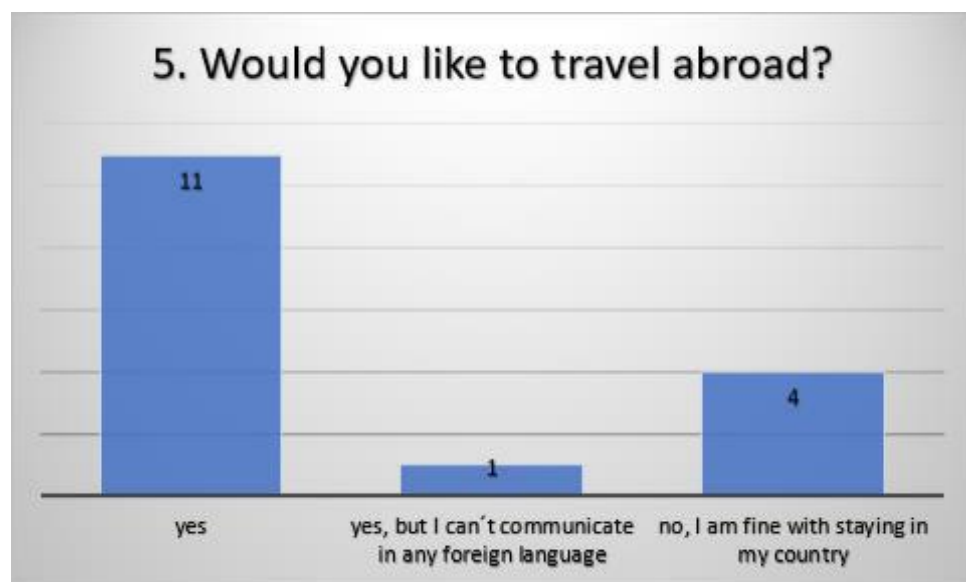
My comment:

Question nr. 4 studies pupils' possible influence of a family. The result showed parents have a great influence on pupils' motivation for studying. They can raise their child's interest by building awareness of the importance of speaking a foreign language. The lowest figure shows that there was only one respondent who could communicate in English very well. Five of 16, which is 31.25 % knew basics and 62.5 % are not able to

communicate in English. This does not necessarily mean that such parent does not support his child in studying English. However, it could play a role. Considering the age of pupils as mentioned in the practical part introduction, their parents were likely to be born in the 1970's and 80's when English language was not represented in the school curriculum yet, so they might not have had access to English language.

Unfortunately, I forgot to add a question ascertaining which parents are deaf and which are hearing to my research. Therefore, I cannot tell whether their loss of hearing affects their ability to learn a language.

Question no. 5



My comment:

Question no. 5 studies whether the respondents want to travel abroad and if the lack of knowledge of English does not limit their interest. 68.75 % responded that they want to travel, which is gratifying. Traveling abroad could raise their motivation in studying English. The second figure shows another interesting aspect. Only one person expressed the fear of not being able to communicate in any foreign language, which shows that the language barrier is not such a broad issue. However, 25 % of respondents answered they have no desire to travel abroad and they are fine staying in the Czech Republic. This does not necessarily mean they have no interest in English, yet they would

lack the possibility to communicate in the language and encounter different variations of the language.

Teachers comments that support the chart's result:

Does traveling help pupils to raise their language knowledge?

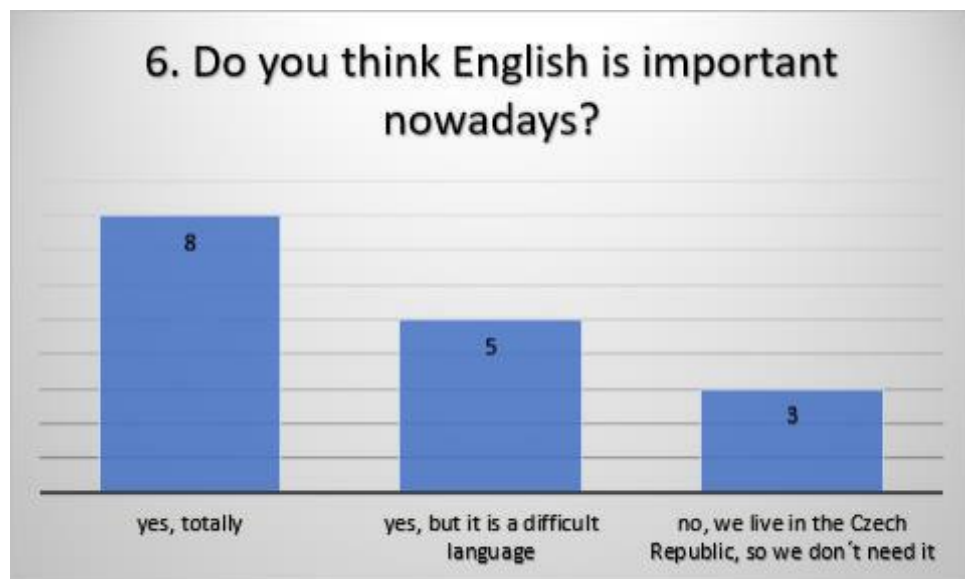
Teacher 3:

"If they have such motivation, maybe to even meet other people. Because I think their friend circle is not that wide. So, we do projects. They write a letter to a pen-friend and then go to visit him and then guys play computer games..."

Hard of hearing pupil:

"No, I don't that much, but I would love to travel one day."

Question no. 6



My comment:

In question no. 6 the pupils were asked if they consider knowledge of English to be important. The answers could be influenced by the general view of society in the Czech Republic and their personal beliefs. Fifty percent of respondents answered that English is an important language and 31.25 % think it is important, but difficult. Only 19 % of

respondents answered English is not important for them since they live in the Czech Republic. This answer could indicate pupils' focus on their second language Czech rather than English. Another reason for choosing such answer could be the previous number of respondents in figure no. 3. Four respondents answered they do not need to travel abroad which could have a connection with no desire to learn English either.

Teacher's comment on question:

What do you think is more demanding for pupils – Czech or English?

Teacher 1:

"English is less complicated. Less options on how to conjugate the word. Also, it is not required to leave school with such an advanced level as it is with Czech."

Teacher 2:

"It differs, but it is up to each pupil, but I know that English has a fixed word order and in Czech it is more demanding. So, the deaf find English easier than Czech. "

However, the response – yes, but it is a difficult language contradicts claims of the teachers below. This result could be connected to the language barrier, some pupils might have:

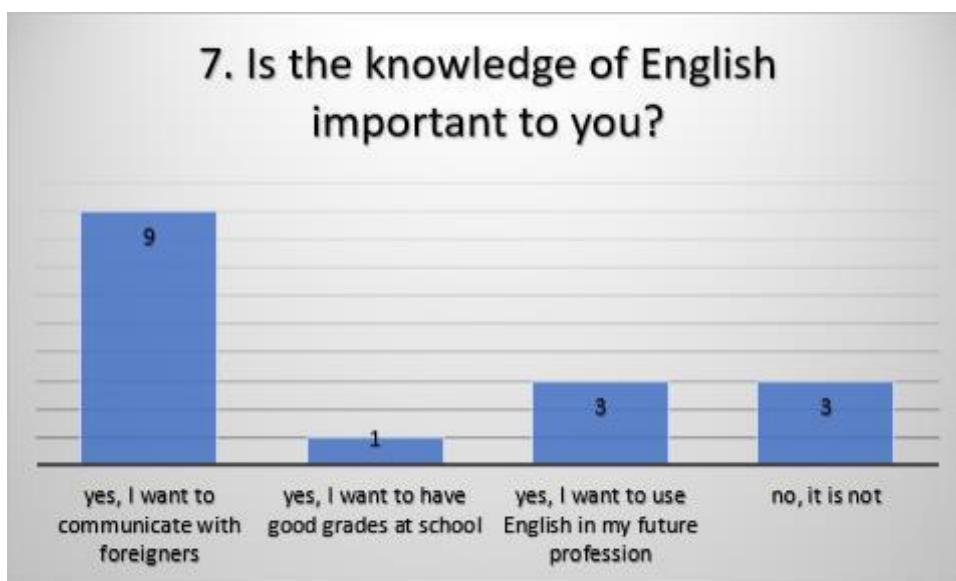
Teacher 1:

"Usually, it is the grammar of Czech that is easier for the deaf in Czech than in English. In English pupils often make mistakes, but in Czech there are usually endings, there is a lot of declination and it is similar for English. The deaf find grammar very difficult in general."

Teacher 2:

"I would say it is Czech, because in English you do not have endings and less cases and so on, but it also has its specific features. But if we do English grammar, pupils often say: This is easy..."

Question no. 7



My comment:

Question no. 7 is similar to the previous one. Nevertheless, this question studies pupil's personal standpoint. In the chart below there are four types of answers. The highest figure, 56.25 %, shows the percentage of respondents who want to communicate in English with foreigners. This result could indicate that the practical usage of a language is important for them.

Only one respondent – the second figure (6 %) – expressed the desire to study to have good grades at school and 19 % of pupils responded the main reason for them to learn English is to use it in their future profession. 19 % of respondents answered the knowledge of English is of no importance to them. The result could show how the current globalized world supports the idea of meeting people from abroad and therefore is mirrored in the pupil's viewpoint. However, there are still some pupils who view knowledge of English as unimportant.

The deaf pupils might be overwhelmed since the school curriculum is excessive. However, the teachers could use the information studied above in their classes to create lesson plans based on either every-day communication or maybe vocabulary a pupil could use in his future profession.

From the interviews with teachers, one teacher commented on this.

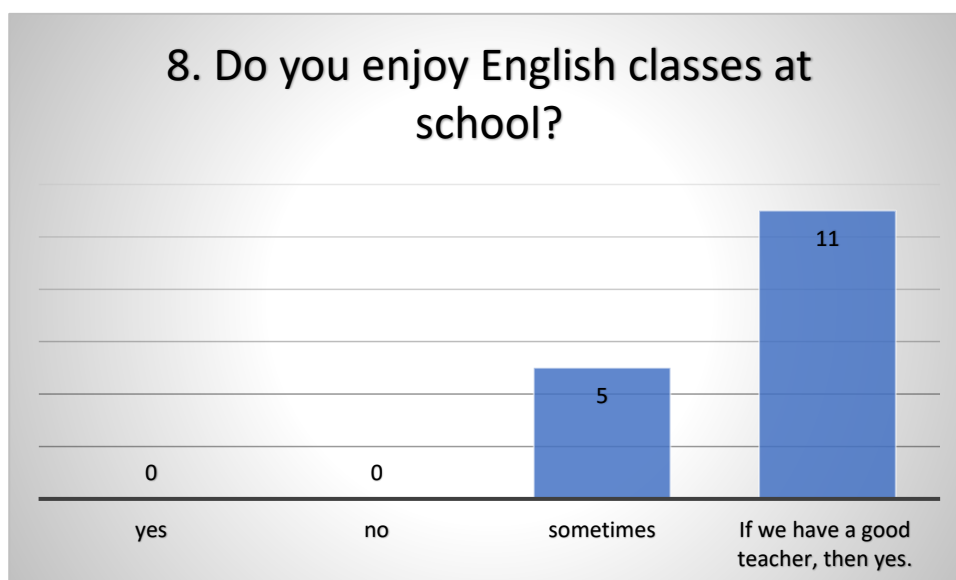
Teacher 2:

"Sixth graders know that if they type in something in English when watching videos on YouTube, they can find so many options, so I think computer literacy plays a big role as well."

Hard of hearing pupil:

"English is important for me, mainly because it is the third most spread and nationally recognized language. You can use English everywhere."

Question no. 8



My comment:

The question no. 8 asks whether pupils like English classes at school. Since there is no direct answer, I suppose it really depends on the mood of the pupil. The last figure shows the importance of having an experienced teacher. Almost 69 % of respondents view a good teacher as an important aspect of English class. This could demonstrate the high amount of dependency of deaf pupils on authorities. Thirty one percent of pupils responded that there are some classes they enjoy, some they do not. This could indicate that it really depends on their mood or topic of the class. Unfortunately, the following answers do not look deeper into what could be the reason for pupils' indecisiveness.

Comment of Teacher 1:

"It is hard to tell. I think we should start with younger pupils, because the younger ones get excited easily and there is a strong influence of teacher's personality."

The comment below shows that there is a strong influence of the teacher due to the usage and creation of his own materials.

Teacher 2:

"I have my textbooks I gain inspiration from, but I don't use them that often. Right now, I don't have a class where pupils would have their textbook and workbook, I create materials on my own."

Hard of hearing pupil's comment:

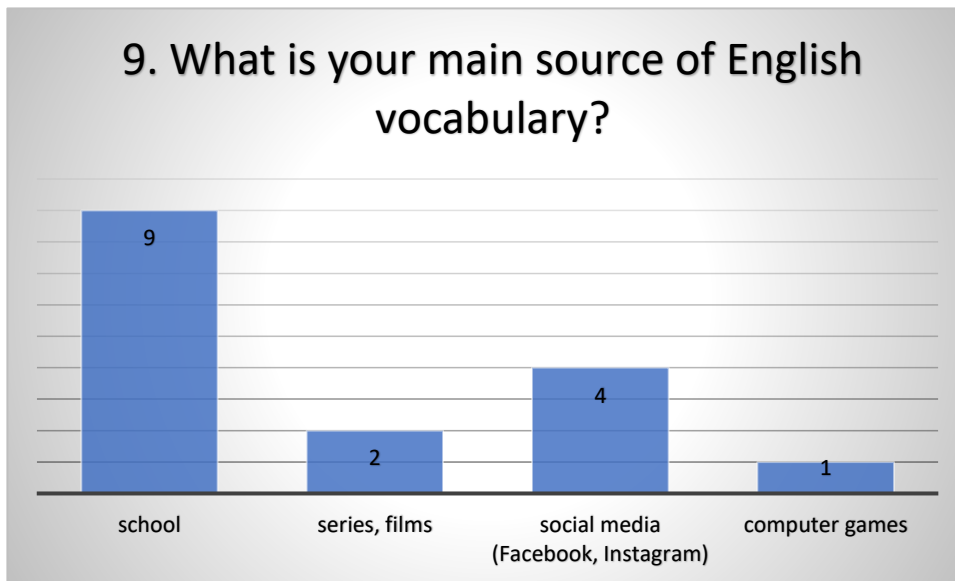
Do you think a teacher plays a big role in the knowledge of pupils?

"I think he does, because each of them has a different approach...I remember, when I was in the sixth grade the teacher said they would not teach us pronunciation, since we are deaf, but I am hard of hearing, and I did not like it. I have no interest in learning the language I can't pronounce. So, this might be a reason why I am so skeptical about the language..."

"It depends, what I don't like about our school is that each year we have a different teacher. So, a pupil needs to adapt to new requirements or some new approach and a following year he needs to adjust to something else. I don't like this."

According to the interview with the hard of hearing student, it seems the teacher has a big influence over a pupil, but if the teacher changes every year, pupils need to constantly adapt.

Question no. 9



My comment:

Question no. 9 analyses what pupils' main source of vocabulary is. Again, 56 % responded it is the school, which shows that the school has a big influence over the knowledge of a pupil. Only 12.5 % rely on series and films and 25 % gain vocabulary knowledge from social media. A surprising factor is that only 6 % gain their vocabulary knowledge from computer games. This could help to inform the teacher about the media he could connect his lesson plans with.

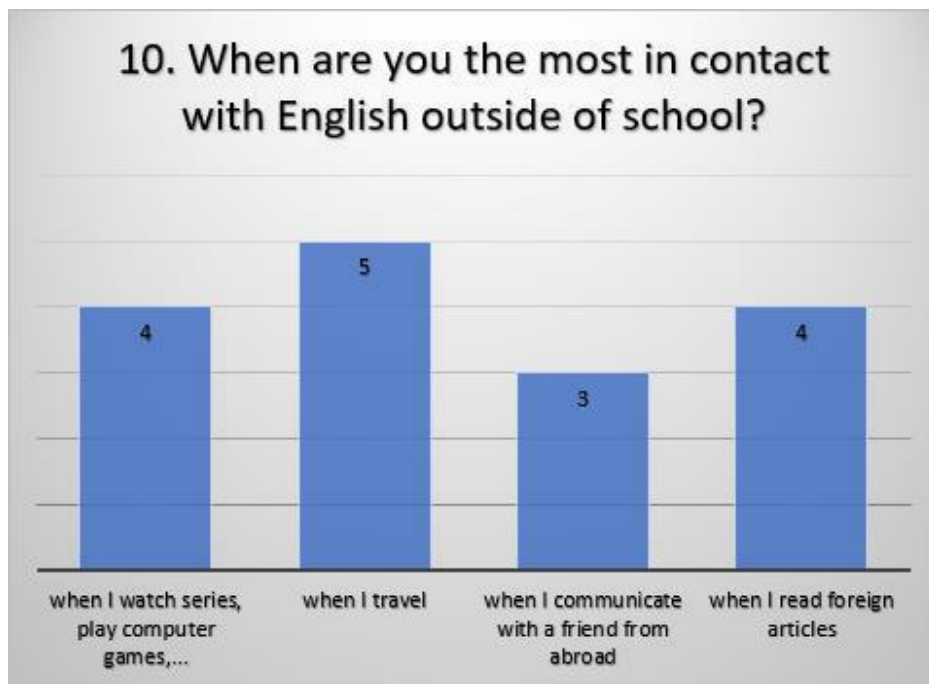
In my opinion, nowadays teenagers get the most information from social media (Instagram, FB), and reading posts in English could help them understand vocabulary in a deeper context. Hopefully, teachers will start using social media to make pupils' learning process more effective. Since there are many ways of watching movies with subtitles nowadays. The teacher could also raise pupils' interest in English by telling them about Netflix, HBO, etc., where each film has subtitles. There is a possibility, the pupils do not know about these media-services providers since the awareness is spread mainly in the hearing society.

Hard of hearing pupil's comment:

Where do you gain your English knowledge the most?

"In school because lot of people told me I should watch movies with subtitles, but I could not pronounce those words and on Netflix I listened to the English with perfect pronunciation. So, I did not know how to write those words, not even recognize what word that is."

Question no. 10

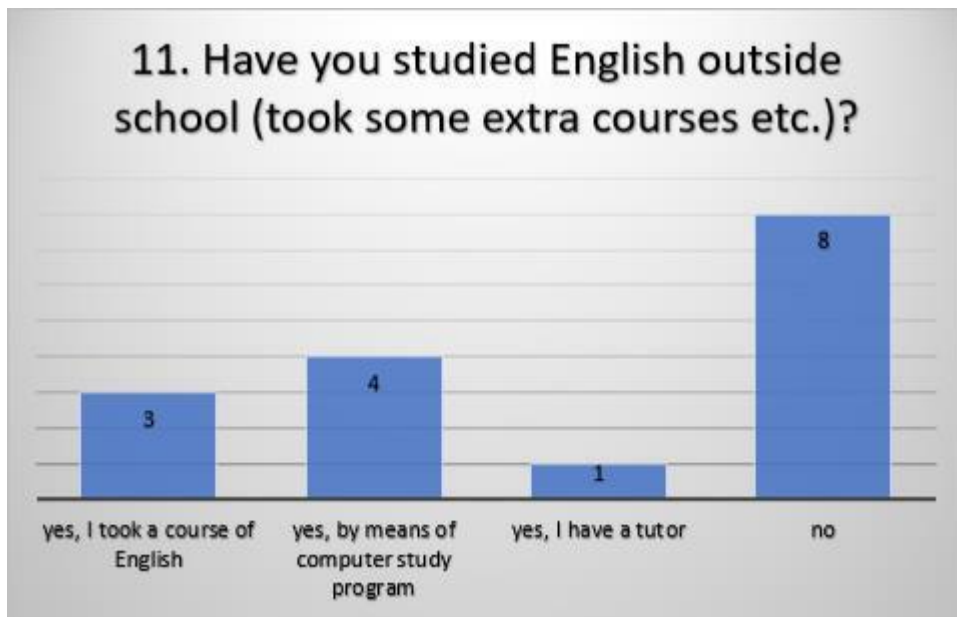


My comment:

Question no. 10 studies what activities respondents do when using English. Thirty one percent responded they use English when traveling and 25 % responded their knowledge of English is used when watching series and playing computer games. A surprising aspect is that 25 % noted they are in contact with English outside of school the most when reading foreign articles.

This result could indicate that reading comprehension is an important skill for a deaf pupil and teachers should take it into consideration. Nineteen percent of pupils answered they use English to keep contact with friends from abroad. This information could be of use as well. Teachers could create activities that would include writing letters or having online chat conversations in classes.

Question no. 11



My comment:

Question no. 11 analyses if a pupil only relies on knowledge acquired in school or takes some additional courses to practice or develop his skills. The first figure shows that 19 % took an extra course of English. Twenty five percent rather used a computer program to enhance their knowledge and 6 % prefer to have a tutor. The biggest figure (50 % of pupils), on the other hand shows that most pupils do not take any other classes and rely only on school lessons. This could indicate either that pupils do not have much spare time to take extra classes or they lack motivation to even improve their English after school. Supposing the deaf pupils must take classes with a deaf teacher or have an interpreter present, the possibilities are limited and the situation is not that easy for them. It might be the reason why the second highest figure is the computer learning program where interpreters and teachers do not need to be present.

Hard of hearing pupil:

Where do you learn English the most?

"Probably at the school, I also take extra catch-up classes of English, so it is somehow ok for me, but the worst is reading. There are so many words that I don't even know. I fear the didactic maturita test."

Question no. 12



My comment:

In question no. 12 a pupil is asked if he watches movies and series in English. 37.5 % of pupils responded they watch movies with English subtitles and 62.5 % watch movies with Czech subtitles only. It is very satisfying fact because nowadays Netflix offers subtitles in Czech either, so it could mean 37.5 % of pupils are not too lazy to watch films and series with English subtitles and practice at the same time as relax with their favorite show. The teacher of English could also influence pupils and recommend some films or series, in which simple, every-day English occurs.

This result could be linked with the teacher's claim of pupils preferring written forms, and since it is better to use only one language at a time as mentioned in the practical part 2, the teacher could inform a pupil of variety of possibilities for watching movies with English subtitles and maybe even include some similar activities in classes.

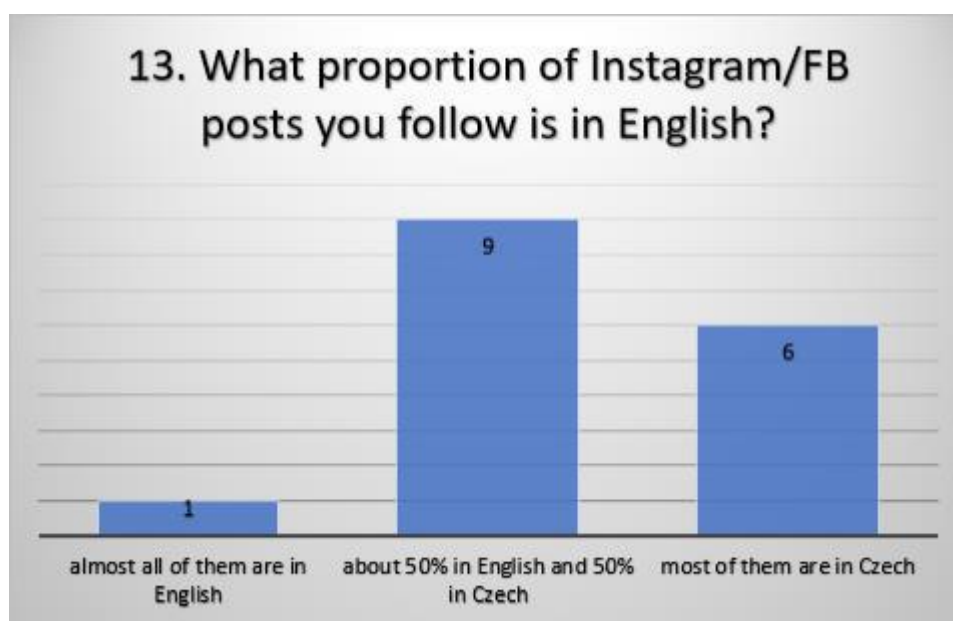
Teachers' comments:

Is there any special method you use in your classes?

Teacher 1:

"I don't think there is any particular one, but I use different apps to practice vocabulary where you can play with words etc. Then of course, fingerspelling. I always try to use written form of a word, and the word order as well. We must remind them that by learning new vocabulary, they will be able to communicate in English. Therefore, we have texts and we stick to the sign language and visuals (e.g. pictures). In my opinion, it is better to follow this rather than Czech, which is their second language."

Question no. 13



My comment:

Question no. 13 analyses which Instagram and Facebook channels do children follow, namely whether they are in Czech or English. Only one pupil follows channels mainly in English and 56 % of pupils have almost equal representation in both Czech and English. Still, 37 % of respondents claim they follow channels that are mostly in Czech.

This information could be used by the teacher and he could implement some English or American videos with influencers so that it raises pupils' awareness of the entertainment industry in English. That way, the pupils could start watching those videos on their own and maybe even increase the number of Instagram and FB posts they follow in English.

Since the research shows that 16-24-year-olds spend a median of 3 hours a day on social media. (statista.com, 2019), it is a lot of time in a day which could be used effectively by implementing English language, even in its written form. This could increase the level of pupils' written expression.

Hard of hearing pupil's comment:

"I usually follow my friends on Facebook because they share content in their mother tongue, but on Instagram I follow the whole world technically, the posts are mainly in English there."

This supports the result of the chart above that the number between social media posts in Czech and English has an equal proportion.

Question no. 14



My comment:

The next question studies whether a pupil uses his practical skills of English when being abroad. The number of 12.5 % pupils responded they always use English as an international communication system when they are abroad. Fifty six percent claim they at least try to use English, even though they are not fluent and 6 % responded they rely on someone else or fear interaction in English. Nineteen percent of pupils do not travel, so using a foreign language abroad is not an option for them.

This chart shows that the highest figure – yes, I try to communicate could indicate pupils' willingness, but still the lack of self-esteem which is hidden in the word try. A teacher of English should develop pupils' self-confidence by including every-day life English in their classes and make a pupil express himself as often as possible. That way, a pupil could overcome fear and be ready to communicate when needed.

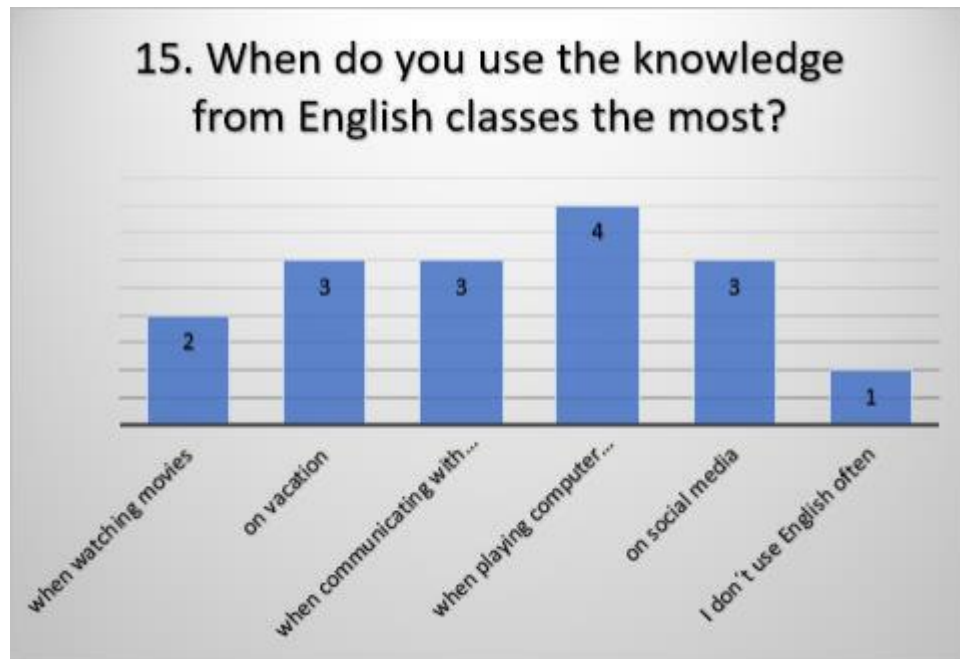
Hard of hearing pupil's comment:

Do you use English when you are abroad?

"Yes, I tried in Italy. Even though it had some flaws."

Pupils statement above supports the research result that pupils try to communicate, but still do not feel secure when speaking the language.

Question no. 15



My comment:

The last question studies the practical use of English and there are 6 options. The first figure with 12.5 % shows that pupils use the English knowledge acquired in school mainly when watching movies or series. Nineteen percent of pupils uses English mainly when being abroad – mainly on vacation. Other 19 % claimed they use practical skills of English when they communicate with foreigners.

Twenty-five percent of respondents are helped when they play computer games the most and again, 19 % use English from classes the most while browsing the social media. An interesting point is that only one respondent answered he does not use English often. That way, it seems that 93 % of pupils participating in my research are in regular contact with the English language. The chart above could help the teachers of English propose activities pupils could do after school. Some of activities could be taken into consideration when creating a lesson plan etc. It seems pupils have many chances to practice their knowledge of English outside the school. So, as teachers we should not be using this as an advantage, and we should connect pupils' free time with school homework etc. in a fun and entertaining way.

"What makes pupils to be more interested in a foreign language?"

Teachers' comment:

Teacher 3:

"It is mostly connected with the culture of the deaf. If a pupil has an idol, someone who is famous, then it could motivate him. "

Teacher 2:

"If they have such motivation, maybe to even meet other people. Because I think their friend circle is not that wide. So, we do projects. They write a letter to a pen-friend and then go visit him and then pupils play computer games..."

The teachers' comments express pupils' ability and desire to meet foreigners. This supports the third figure, from which we know that 3 out of 16 pupils use English the most when communicating with foreigners.

Hard of hearing pupil:

"I usually learn most on social media. When I read the comments, on Instagram or so."

5.4. The summary of the first research part

The first research part – the questionnaire shows the approach of pupils from Štefánikova school. The initial goal of the research was to find out what the best methods of teaching English to deaf pupils are. The key limitation of this research is that I included only the answers of deaf pupils, since this group has its specific features and the answers could differ from the hard of hearing group, which would be confusing. Another key discovery and limitation would be the pupils' lack of mother tongue identification. It also shows how family background influences the pupil, since most parents are not able to communicate in English. However, the research stresses the importance of having a qualified English teacher, because the pupils rely on him a lot. For such a teacher, it would be helpful to use activities that would include using every-day phrases, IT vocabulary etc. Social media could also serve as a tool for creating lesson plans more effectively. To support this, a satisfying fact discovered in this research would be that pupils do not fear communication in English and share the desire to travel abroad and want to pursue English in their professional lives. These are all aspects that help us create a better picture of what pupils need and what possible ways of presenting English to them could be.

6. Interviews with teachers

In the following chapter there will be interviews with teachers whose description I mentioned in the previous chapter. The interviews were recorded in May 2020 with the employees of ZŠ Štefánikova.

How do you think are the two groups the deaf and hard of hearing pupils different?

Teacher 2:

"A hard of hearing pupil can learn a lot by listening, while a deaf pupil needs to see the word visually and he relies on reading a lot. I have a feeling that when pupils are hard of hearing they read more often than the deaf pupils. I think they can manage, even though the deaf like to read too, it is not that easy for them in that language. However, it depends on whether there are some other additional factors such as dysphasia etc."

What are the specific features of teaching a group of deaf pupils?

Teacher 1:

"A person cannot rely on his sense of hearing. All the listening, speaking, conversation tasks need to be substituted by writing – articles etc. Another specific thing is the usage of fingerspelling, we do not need to stick only to a written form."

Teacher 2:

"Mainly the visuals, pictures, sign language and also the need for vocabulary."

What language do you think pupils prefer English or Czech?

Teacher 1:

"It is hard to tell. I think we should start with younger pupils, because the younger ones get excited easily and there is a strong influence of teacher's personality. (this supports the result of question no. 8 in questionnaire, where for 11 out of 16 the interest in language depends on the quality of a teacher) For older pupils – it depends on whether it is a deaf or a hard of hearing pupil. I have a feeling that the deaf prefer English,

because the structure of the language is just easier, there is not the conjugation, at least not as it is in Czech, we basically have 14 types, even the word order is fixed."

Teacher 2:

"It varies, each pupil does things differently, but from what I know, English has the fixed word order, it is more difficult so for the deaf English is easier than Czech."

"Six graders know that if they type in YouTube something in English, they can find so many options, so I think computer literacy plays a big role as well."

Teacher 3:

"I do not know. I guess it is both languages. In my point of view, the pupils do not have their mother tongue set. It is clear for a deaf pupil, but not for a hard of hearing. I think, it is such a difficult situation for them. If a child does not have enough vocabulary knowledge in Czech, how can he communicate in English? The classes I teach in, I must say, none of these two languages is their favorite one. "

What language do pupils find easier English or Czech?

Teacher 1:

"English is less complicated. Less options on how to conjugate the word. Also, it is not required to leave school with such an advanced level as it is with Czech."

Teacher 2:

"It differs, but it is up to each pupil, but I know that English has the fixed word order and in Czech it is more demanding. So, the deaf find English easier than Czech. "

What is easier for pupils from the grammatical point of view, Czech or English?

Teacher 1:

"Usually, it is the grammar of Czech that is easier for the deaf in Czech than in English. In English pupils often do mistakes, but in Czech there are usually endings, there is a lot of declination and in English, it is similar. The deaf find grammar very difficult in general."

Teacher 2:

"I would say it is English, because in Czech you do not have endings and less cases and so on, but it also has its specific features. But if we do English grammar, pupils often say: This is easy..."

Do you think School framework program is excessive and puts a lot of pressure on a pupil?

Teacher 1:

"It is ok to pressure them, but we still keep experimenting with methods and possibilities and I cannot tell, that there is one in the Czech Republic, considering reading and writing that would work well. It takes time before a pupil reaches certain level and we have nothing to rely on."

Teacher 2:

"It is very individual. In my point of view if I have a look into the classroom where I teach. Every student has a different level. Some might need an individual plan some do not go to school etc."

Where does a pupil get a motivation?

Teacher 1:

"The family is definitely important. As a teacher, I can tell whether a pupil receives an assistance or not. E. g. with hearing parents, the pupils do not get a chance to sign and if there is no functioning communication system in the family, you can direct a child by means of some commands and that is not the proper way of assistance. This is then further connected with some emotional deprivation and other issues, but there are many families where there is an assistance between siblings. The older supports the younger. It is such a motivation for the younger one."

Teacher 2:

"It is mostly connected with the culture of the deaf. If a pupil has an idol, someone who is famous, then it could motivate him. "

Teacher 3:

"If they have such motivation, maybe to even meet other people. Because I think their friend circle is not that wide. So, we do projects. They write a letter to a pen-friend,..."

What methods do when teaching deaf pupils work?

Teacher 1:

"I don't think there is any particular one, but I use different apps to practice vocabulary where you can play with words etc. Then of course, fingerspelling. I always try to use written form of a word, and the word order as well. We must remind them that by learning new vocabulary they will be able to communicate in English. Therefore, we have the texts and we stick to the sign language and visuals (e.g. pictures). In my opinion, it is better to follow this than Czech, which is their second language."

Is there any method that you used to use and then found useless?

Teacher 1:

"Maybe global reading method. It is said that the deaf learn most when using global reading approach and the words are remembered as a unit. I don't think so, and often I inclined to practicing new vocabulary in pupils' mind and then repeating what is written on board. It occurred to me that children still do not remember the composition of phones. So, they either write or spell and then drop it."

Teacher 2:

"In the past, I used to present simplified version of a word, written form and pronunciation, but then there were classes where this was not possible."

Do you use textbooks?

Teacher 1:

"The textbook sometimes appears to be worked out well, but I know that some pupils will use it fully and some will not. I'd rather focus on the visuals. What we really

liked with my colleague was not to include the Czech word, but only English one and a picture..."

Teacher 2:

"I have my textbooks I gain inspiration from, but I don't use them that often. Right now, I don't have a class where pupils would have their textbook and workbook, I create materials on my own."

Are there any textbooks or methodical guidelines with focus on teaching English for the deaf?

Teacher 1:

"Yes, there are some. It is for example ABC book, as I've already mentioned or textbooks and methodological guidelines which are outdated. There are not many that are new. There are few for Czech and almost none for English. If textbooks are very old, there are certain things notable, for example ABC book, some texts are so simplified that even become agrammatical."

Teacher 2:

"Usually, there are some textbooks for the deaf including CD with grammar, so an overview and the translation to Czech, so this is the only good thing, but the problem is that the CD is outdated."

"We tried MVL method with one man that had an internship here and had classes with children. So, it is a visual form, each word has a certain sign, nouns are triangles, verbs are circles and based on this scheme pupils learn how to write in English. It is interesting. It is easier in English, there were attempts to apply it on Czech, but it did not work. I think it is good, but a teacher needs to go through some tutoring, which I personally have not had, so I only got some inspiration."

Teacher 3:

"I usually choose textbooks that have lots of colors, there is some vocabulary, but the textbook is not excessive. I also like comics in every unit, so the visuals are represented."

Is there any association for teachers of deaf pupils in the Czech Republic?

Teacher 1:

"In general, I think there is a lot of competition in the Czech Republic. That there is some kind of rivalry between these schools and they do not cooperate, which is a pity...but I think if we founded an association, it would work and it would break the ice."

Teacher 2:

"Yes, there's been an association founded 4-5 years ago and it is called ANELP. The association of deaf lecturers and pedagogists. First, it was for the lecturers of sign language and then a group of teachers joined. We meet once a year and there are workshops on how to teach different subjects for the deaf. Usually, rather Czech than English, but it all depends..."

Do you think it would help if there was some association of the teachers for the deaf?

Teacher 1:

"Yes, but honestly there are not that many deaf pupils so that some national association would be founded. On the other hand, we have philosophical faculty (philosophical faculty – Charles University) and they do research etc."

Do you think your pupils will be able to succeed in Maturita exam?

Teacher 1:

"It depends on the pupil's intellect, of course and it also depends on his first language if it is the spoken or sign language. It all has been being developed from the early age of a pupil, but most of the pupils will manage Maturita exam."

Teacher 2:

"I like that they work with the sign language and an interpreter is present for the whole time etc. I think it is great."

Teacher 3:

"If I think of the pupils that want to go to the secondary school, I think they are on a good level, they have a good family background, support..."

Is there any topic in which pupils would stand out?

Teacher 1:

"I have not found one yet. It would have to be some topic in which sign language helps, and such theme does not exist..."

Teacher 2:

"I do not know about any. It depends on what surrounds him, if he has some additional handicap, but I do not think we could specify that. I am not saying they are not good at it, but we can't generalize..."

What do you think helps pupils in English the most?

Teacher 1:

"I think that the teacher who signs and is able to communicate in English helps the most. And the direct method (somebody comes and only communicates in English) is not very useful. It is because the languages are so different, and also by the fact that the person can pick out nuances and explain the rules in their mother tongue. So, I think signing and written text help."

Teacher 2:

"Most definitely the individual approach. So, I think, it depends on that individuality. So, it is not about you learn this and you learn that."

Teacher 3:

"The most maybe, so that the teachers meet and discuss the methods, because we keep changing it and nothing is clear. Maybe some kind of tutoring."

What is your vision for teaching deaf pupils English?

Teacher 3:

"My goal would be the textbooks for Czech classes in the fifth grade. I would like to have enough textbooks, materials and notice boards where students could see the materials and immediately find where the problem is... This is something I saw in England. There are different classes for different subjects the equipment materials are visuals and the children had so much of it and it helped them a lot. So yes, they write and still have it visually in front of them."

The interviews with teachers are summarized and compared with interviews with pupils in the chapter 8.3.

7. Interview with the hard of hearing and the deaf pupil

7.1. Interview with the hard of hearing pupil

Another part of the research is an interview with the hard of hearing student, who is did the Maturita exam in June 2020. During the interview, he did not express much excitement about studying English since he wants to focus on Spanish instead. After finishing his studies at the secondary school, he wants to continue his studies at University in a Computer engineering program.

How do you deal with the pandemic situation?

"Actually, quiet well. On one hand it has its advantages, you do not have to go to school and so on."

Are you afraid of the upcoming Maturita exam?

"Yes, I am, because for example I do not have all the prepared Maturita topics and the time pressures me. The feedback from the teachers is slightly vague these days."

Can you use sign language?

"Yes, I use sign language. I still have a lot to learn, but I do."

How long have you been learning sign language?

"For roughly fourteen to fifteen years. My both parents are hearing, so I come from the hearing family."

Do your parents speak English?

"No, not at all."

Do you think English is important these days?

"Today, English is definitely important because it is the most spread language, but I personally do not like the language. I find the pronunciation difficult. I prefer Spanish."

Why is English important to you?

"Mainly because it is the third most spread language, and it is a nationally recognized language. You can communicate everywhere in English."

Do you travel abroad?

"No, I do not that much, but I would love to one day."

Do you use English when you are abroad?

"Yes, I tried in Italy. Even though I still have a lot to learn."

Do you think your deaf peers have the chance to communicate in English?

"They do, but because Czech is also really demanding for them, I think that they should focus on Czech first."

Do you enjoy classes of English at school?

"It depends, what I don't like about our school is that each year we have a different teacher. So, a pupil adapts to new requirements or some approach and the next year he needs to adjust to something else. I do not like this."

What do you find difficult about English?

"Mainly the phonetics. Maybe I have some kind of block there, because I don't like English, so I force myself. I really can't find the right path."

Is there something in which you find English easy?

"Maybe the conjugation. You have some form and only add -s..."

Do you think a teacher plays a big role in the knowledge of pupils?

"I think he does, because each of them has a different approach...I remember, when I was in the sixth grade the teacher said he would not teach us pronunciation, since we are the deaf, but I am hard of hearing, and I did not like it. I have no interest in learning the language I can't pronounce. So, this might be a reason why I am so skeptical about that..."

Where do you gain the knowledge of vocabulary the most?

"In school because lot of people told me I should watch movies with subtitles, but I could not pronounce the words and in those movies, I listened mainly to pronunciation, so I did not know how to write that, what word that is and then, when I saw it written I realized what word that was."

What helps you the most in improving in English?

"Probably the school, I also take extra catch-up classes of English, so it is somehow ok for me, but the worst is reading. There are so many words that I don't even know. I fear the didactic Maturita test."

Do you find your textbooks for English adequate for the deaf and the hard of hearing?

"I have experience with many textbooks and there wasn't any that would suit me, but I can't assume how the hearing person has it. I usually relied on materials from the teacher rather than a textbook."

So, you don't use a textbook very much? "

"I don't like using it."

When do you use English outside the school?

"Usually on social media. When I read the comments, on Instagram or so."

What is the proportion of social media posts you follow?

"On Facebook I usually follow my friends, because they share in their mother tongue, but on Instagram I follow the whole world technically, so the posts are mainly in English."

When do you use English in every-day life?

"I can't really tell. For me, English is not that important. It's hard to tell."

What about English and job opportunities?

"I have found many job offers and part time jobs but whenever there is English, I backed up..."

The interview will be further summarized and compared with other interviews in the chapter 8.3.

7.2. Interview with the deaf pupil

My thesis includes an interview with a deaf pupil with the intention to find out how she views the English language. My goal was to compare the interview with the hard of hearing pupil, however, due to the pandemic situation, I only managed to receive a filled out written interview with one of the pupils of Primary school Štefánikova for HI. The interview is attached bellow.

The deaf pupil is a teenage girl who is a graduate of a Secondary school cooking program with average grades. Today, she studies a secondary school program with maturita. She has a cochlear implant. She used to attend classes with hard of hearing pupils, but now she has English classes with deaf students. She has been picking up English quickly.

The deaf pupil thinks there is not enough information for the deaf about the pandemic. Of course, there is a rising tendency to have sign language interpreters in media, news etc. However, this deaf person thinks it is not enough. One of the sources of information for the Deaf could be Tiché zprávy¹ that translate news into sign language. This could support the fact that deaf people lack access to information.

Another aspect mentioned in the interview is that the pupils' parents do not use English. This supports the following answers where a pupil mentions she has never been abroad and that she is not in contact with English language very often. This could support the fact mentioned in the interviews with teachers that family background plays a big role in pupils' dedication to studying English.

However, the pupil also mentions she enjoys English classes and that she finds English classes easy. Moreover, she stresses the importance of a good English teacher which could support the fact that a teacher also plays a big role on pupils' development and dedication as mentioned in the interviews with teachers.

¹ www.tichezpravy.cz

Plus, a pupil mentions she has never been abroad, but she would love to travel. This could also indicate the teachers' credit in developing a good attitude towards English in pupils.

Nevertheless, it is gratifying that the pupil answered she wants to continue studying English.

7.3. The summary of interviews from teachers and pupils

Even though it was not intended, the research gathers the thoughts and experiences of the teachers working in a school for the hearing impaired and their pupils, who represent both groups: the deaf and the hard of hearing. It studies what the most effective ways to teach to English HI are. My initial aim was to meet both these pupils; however, the Covid-19 pandemic made it impossible. Therefore, I was only able to do an online interview with the hard of hearing student without the presence of an interpreter and then provide the written version for a deaf student so that we could compare the two. The teachers claimed hard of hearing pupils are better at reading, on the contrary deaf pupils are focused more on visuals. Considering the language preference of both these groups, the research shows the pupils find English easier (mainly from the grammatical point of view), but both Czech and English are foreign languages for them. Moreover, the teachers complained there is no set method or strategy on how to teach hearing impaired pupils English, which makes it more difficult for them. Plus, every pupil needs an individual approach, which makes e. g. group work almost impossible. Nevertheless, it all depends on the pupil's family background, which affects him a lot. On the other hand, the teachers use some strategies they've found effective over the years such as fingerspelling, using visuals, focusing on the written form. One of the methods they became inspired by is MVL method mentioned in the theoretical part p. 39. Some teachers are also not aware of any association for teachers of hearing impaired and the fact that only one of them mentioned one shows that that information is not very well spread. The teachers also said they think their pupils have a chance to succeed in the Maturita exam but having an English teacher who can sign and use English would be useful. All things considered, organizing meetings of teachers would help to unify the strategies and methods on how to teach HI.

The interviews with pupils also brought some interesting findings. Both pupils consider English to be an important language, however, only one of them enjoys the language. It is also notable that both pupils gained the most knowledge from school and

Therefore, they are dependent on their teacher of English, who influences them a lot, since they do not rely on textbooks, but on the materials given to them by the teacher. Comparing these two groups, the deaf and hard of hearing, there were no remarkable differences when interviewing them. This could be supported by the fact that both attend the same school and probably shared the same teachers to a certain degree.

8. The summary of the research findings

To be able to study a first or second foreign language, it is important to have a certain level of a mother tongue acquired. However, this appears to be an issue for deaf pupils. As the first research part shows, pupils often struggle with identifying sign language as their mother tongue. This is also apparent in research part 1, question 2 and 3 where some pupils claim their parents use either sign language or Czech, but also some other language. This result could indicate there is the lack of focus on the deaf identity, which might be influenced by society's lack of knowledge of deaf culture. However, this situation could improve in future, mainly due to the current pandemic that requires more sign language interpreters on TV, and therefore raises society's awareness.

The outcomes also showed that around 50 % of parents are deaf and 50 % are hearing. Even though, it is not apparent from the research, but I am assuming based on my experience, I think that those first 50 % are deaf partners, since it is a known fact that deaf people make couples with the deaf, mainly due to their culture and language. However, it seems parents do not influence pupils in studying foreign languages that much, because my research shows that only one parent was able to communicate in English and 63 % did not know English at all.

One of the aspects of raising pupil's interest in language could be traveling. 69 % of pupils responded they want to travel, which is something they should do, because it could widen their friends-circle, which is now not very big.

Fifty percent of pupils stresses the importance of English language and 31 % agree but expresses the insecurity by responding it is a difficult language. This is then contradicted in the further research where teachers claim English grammar is easy for pupils.

A satisfying research outcome is that 56 % of pupils expressed willingness to communicate in English, which could be rooted in today's promotion of globalized world and the stress of importance of English for the purposes of widening options. Even teachers said that some pupils understand that with English knowledge, they would have more options in life.

Sixty nine percent of pupils highlights the influence of a teacher, which is also supported further in research, where teachers stated they create their own materials

instead of using textbooks. Whenever there is a good teacher of English, pupils enjoy the classes. As researched, teachers are important for pupils of elementary school. Nevertheless, this is hard to measure, since all their teachers do not have English language qualification and teach mainly based on their knowledge of special pedagogy. Moreover, the research project shows that teachers should only use two languages, CSL and English (for the deaf), or Czech and English (the hard of hearing), so the situation is not so confusing. The interview with a deaf pupil also stresses the importance and influence of a school to a family and media (social, films, etc.) The deaf pupil stated her parents do not have any relationship towards English, but she learned English in school and wants to continue studying it.

The research also showed that 56 % of deaf pupils gain the most vocabulary knowledge from school. Twenty five percent responded it is social media. This could indicate the need of implementation of social media in language classes, either in form of exercises, or projects. However, a surprising aspect is that only 6 % of deaf pupils watches movies with English subtitles. A teacher could use this information to promote media-services such as Netflix, ... that include films with English subtitles.

The research also illustrated that 50 % of respondents do not take any extra courses or catch-up classes, which shows that pupils are satisfied with the number of themes studied at school. Research part no. 2 – interview depicts that students take extra classes whenever they have some important exam such as Maturita exam etc. This could also be a wake-up call for teachers. They could raise pupils' motivation by organizing school competitions etc.

The research also illustrates that pupils watch movies with Czech subtitles more often than English ones. Of course, it is important to enhance pupil's knowledge in either Czech or English, especially if you are deaf or hard of hearing and you do not have an adequate exposure to the language as hearing people do, but this information could again serve to a teacher. That way, he could raise pupils' motivation by including film projects etc. The interview with a deaf pupil shows that it is common not to teach pronunciation in classes for the deaf. Of course, it is understandable, but in such cases, pupils should be placed in classes according to the level of their hearing impairment. The interview with hard of hearing pupil shows that in his case apparently a mistake had happened, and he was placed in the deaf class, which affected his relationship to English for the whole life, because as he mentions in the chapter 4, not knowing correct pronunciation, he had no

desire to keep improving his knowledge of English. However, the teachers should note that it is highly advisable to use only one language at a time in their classes. This became clear in the chapter 3 and I can support that from my personal experience teaching hard of hearing pupils.

Since the research indicates 56 % of deaf pupils follow social media posts in both Czech and English, social media's influence is indisputable. Therefore, it should be of teacher's interest to know what his pupils follow and potentially use this knowledge in his English, as well as Czech classes.

The satisfying fact is that 93 % of respondents are in regular contact with English language, mainly thanks to foreign language articles and computer games. Plus, 56 % respondents answered they try to communicate when they are abroad. This could mean they are willing to use their knowledge, but might feel insecure, which is why they picked an answer that includes the word try.

Interviews with teachers provided following outcomes. The strategy, the teachers stressed the most was the strategy of using visuals and the individual approach. These are according to teachers' opinions the ones that enable the most efficient development of a deaf or a hard of hearing pupil. However, it is sometimes difficult to sustain individual approach and include all the topics in school curriculum. Moreover, the teacher usually does not use textbooks and creates materials on his own, which is also slightly connected to the lack of organizations, that would focus on creating materials for DHH pupils. As well as practical part no. 1, practical part no. 2 revealed the amount of influence of a teacher on foreign language classes. The reasons are all mentioned above. Therefore, it would be good to have a teacher (at least in classes for the deaf) who has a good level of sign language, which would allow him to work with two languages only (English and Sign language). That way, pupils' language confusion could be avoided or at least minimized.

9. Conclusion

When learning English or any other foreign language, it is important to be surrounded by it as much as possible. This theme is much more problematic for a deaf than any hearing pupil. English is usually not deaf pupils' first foreign language. Therefore, it is sometimes very complicated to reach a certain level of the pupils' knowledge in English. That is why my thesis was focusing mainly on the possible ways of organizing foreign language classes for deaf, but also hard of hearing pupils.

The theoretical part serves as an introduction to the issue of the hearing-impaired pupils by describing a superordinate term for these two groups in the school setting-pupils with special needs. This group is then further divided into more groups of pupils with physical handicap, focusing mainly on the deaf and hard of hearing pupils. As mentioned in the introduction, the thesis is written in U.S English due to the number of American resources used.

The theoretical part proposes different compensations of hearing loss and outlines the commonest communication systems for the deaf and hearing impaired. The theoretical part also focuses on the educational system in the Czech Republic and the possible means of compensation and support for the hearing-impaired pupils, which are based on the law about the equal access to education. In other words, every pupil should have the same possibilities. The theoretical part studies the possible ways and specific features of teaching FL to the hearing impaired too.

The thesis then outlines a small research project conducted in the school for hearing impaired Štefánikova. As the research shows, the hearing-impaired pupils in elementary school Štefánikova often struggle with lacking knowledge what their identity as hearing impaired is, which might be influenced by the society's lack of knowledge of the deaf culture. Thanks to this, it is then more difficult for these pupils to have a clear image of what their mother tongue is. However, this situation could improve in future, mainly due to the current pandemic situation that requires more sign language interpreters on TV, and therefore stresses the necessity of society's awareness.

The research project also shows what the hearing-impaired pupils at Štefánikova school are influenced by in FL learning. It is obvious that the importance of teacher's role is substantial. However, the interviews with teachers revealed the necessity of using only two languages at a time (one that pupils know well and one FL), and therefore using sign

language in FL classes would be the key. Moreover, not only a teacher, but also the whole school has a big impact on pupils' knowledge and an attitude towards English, since most pupils responded they gain most knowledge at school. Another influencing factor is none other than social media. That is why teachers should focus on their implementation in their FL classes.

A surprising outcome was that only a small number of pupils watch movies with English subtitles. Therefore, I think it is teacher's duty to promote movies in English more and that way sustain student's more frequent contact with the language. It is also highly advisable not to omit pronunciation exercises when teaching the hard of hearing, since, as the research part no. 3 showed, the pupils' sense of hearing might develop and no knowledge of English pronunciation could cause students' refusal of studying English language further.

Another factor that has been studied was the amount of influence of traveling. It seems, many students would love to travel, and traveling would not be just good for increasing their knowledge of the world, but also for widening their friends' circle, which is, in view of the fact they have a communication barrier in their home country, very small. Nevertheless, the students expressed insecurity when communicating with foreigners. However, as the research part no. 2 shows, they have an advantage of finding English grammar easy which could be beneficial for them.

During year 2020 many of us were influenced by the covid-19 situation and DHH pupils are no different. From the interview with a deaf pupil, it is clear, that current situation influenced his future, since he has no clear information about how his Maturita exam is going to look like. Nevertheless, there are not only bad things coming from the pandemic situation. Česká televize reacted to the current situation with program called UčíTelka that also included the presence of some deaf teachers and most importantly, interpreters. Therefore, I hope, the current situation will help raise awareness about DHH theme and the situation will improve soon.

The thesis studied FL classes for hearing impaired from the two perspectives, teachers' and pupils' point of views. Therefore, I think the outcomes of this research project can help to build a clearer view on teaching FL to HI, as well as unifying some ideas (teaching strategies) which are well-known, but due to the teachers' different approach and ideas vary.

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Appendices

Appendix 1 – pupils with special needs

Appendix 2 – support measures

Appendix 3 – classes for hearing-impaired

Appendix 4 – Interview with the deaf pupil

Appendix 1 – pupils with special needs

Pupils with speech impediment

One of the groups that falls under the pupils physically handicapped is the group of pupils with speech impediment.

Speech impediment is a handicap in processing language information, either in its receiving or production. The issue is not a spoken language disorder, which does not influence the understanding of language and it is caused by other causes such as stuttering and rhoticism. (MŠMT 2018[online])

Pupils with support in education due to their physical handicap:

Pupils physically, visually, and aurally handicapped, pupils with subtle mental retardation, combined weaknesses, pupils with health weakening, long-term illness or subtle health disorder leading to the learning disorder.

Pupils with speech impediment

Other speech impediments are involved such as:

Aphasia: disorder of production and the understanding of language.

Dysphasia: disorder of production and the understanding of language (less severe)

Dysarthria: articulation disorder

Dyslalia: speech disorder due to the late speech development.

Mutism: voicelessness

Atactic (chanting) speech following brain disorder

Pupils with specific learning, attentive, and behavior disorder

These disorders cause difficulties with learning process in educational curriculum as the result of inadequately developed skills of a pupil. Under these come typically:

Dyslexia: disorder in terms of learning reading through usual methods and understand a read text.

Dysortographia: difficulty with acquiring spelling

Dysgraphia: difficulty with written expression

Dyscalculia: specific disorder of counting and mathematical symbols

Dysmusia: disorder connected to musical abilities

Dyspinxia: low ability to draw

Dyspraxia: disorder of nimbleness

Not only there are disorders in terms of learning, but also attention. MŠMT divides these into two categories:

Attentive disorder can be labelled as:

ADD (attentive deficit disorder): development disorder characterized by the problems with keeping attention during activities. The typical ones are usually the problems with organization of activities and solving the tasks requiring attention. These pupils are easy to distract, forgetful. They have difficulties with perceiving and following instructions and finishing the tasks.

ADHD (attentive disorder with hyperactivity): development disorder caused by disproportionate degree of attention, hyperactivity and impulsiveness. The difficulties are usually connected to inability to follow the behavior rules and working on a task for a longer time-period.

Behavior disorders are negative deviations from norm in behavior, where a pupil does not respect norms of behavior that correspond to his age and intellect. Although he understands them, he does not accept them, or he is not able to follow them because of

incapability to control his behavior. Disorder behavior is usually represented by the three following signs: non-respecting behavior towards social norms inability to maintain acceptable social relationships aggression as a feature of personality or behavior.

MŠMT also mentions Pupils of different cultural and living conditions. These are pupils with low social and cultural status. Pupils with enjoined institutional education or pupils with enjoined protected education. This category also includes pupils, whose mother tongue is not Czech. These pupils are children of foreigners that stay in the region of Czech Republic and have a residence permit or residence permit for the purpose of research. Further, pupils from the families of asylum-seekers, people requiring supplementary or international guarding as well as people with temporary guarding.

Talented or extraordinarily talented pupils create according to regulation n. 27/2016 Sb., (about education of pupils with special needs and talented pupils) an individual group. A talented is considered a pupil who, at adequate support, shows, in comparison to his classmates, high degree in one or more areas of the powers of intellect. It could be motoric, manual, artistic or social skills. An extraordinarily talented pupils are pupils, whose abilities are of an exceptional level, showing a high level of creativity in the whole range of activities or the individual fields of powers of intellect. We can call them pupils with special needs only in case of need for additional special education support. These are typically pupils with so called double exceptionality. To the most common combinations of intellect power and special educational needs belong:

Talented pupils and specific educational development disorder (e. g. dyslexia, dysorthographia, dysgraphia)

Talented pupils and attentive disorders (ADHD, ADD)

Talented pupils and Asperger syndrome (<http://www.msmt.cz>, 2013-2020[online]):

Appendix 2 – support measures

Second degree support measures

A character of pupil's educational needs is influenced by his current medical state. For example, if a pupil suffers from mild weakening of hearing functions, mild speaking disability or weakening of communication skills. (Štoček, Právní minimum učitele Základní školy, 2020, p.32)

Educational needs require:

Individual approach to pupil's educational needs

Adjustments in organization, lesson methodology and pupil's evaluation. Appearing problems can be considered as mild, they can usually be compensated using special textbooks and special study materials with a support of subject Special pedagogical treatment. A teacher should adjust his pedagogical work too. (Štoček, Rukověť základní školy, 2020, p. 61)

Third degree support measures

Using third degree support measure is based on School's advisory center's report, which does a diagnosis of pupil's special educational needs. The third support measure requires notable adjustments in teaching methods, organization, educational process and pupil's evaluation. These also require special strategies and raising motivation of students.

A character of special educational needs usually requires pedagogical assistant's support, using communicational systems for the deaf and the hard of hearing or alternative communication according to the pupil's needs. A support of special pedagogical center is also adequate for practicing orientation skills and using alternative forms of communication.

If a pupil is interested, inviting experts in this field could also be a key (doctors, social workers, therapists, ...). The length of a support measure is set according to the character of pupil's educational needs. It could be around couple of months till a school-leaving age, it can be adjusted accordingly. (Štoček, Rukověť základní školy, 2020, p. 62)

Intervention

When having a pupil that cannot perceive sounds, it is necessary to develop pupil's hearing perception, mouth reading, understanding spoken language and its production and developing skills in Czech sign language. (Štoček, Rukověť základní školy, 2020, p.59)

This claim that pupils should be taught lip-reading and understanding sign language, rooted in legal body supports the idea of oralism. (oralismandthedeafcommunity, 2018, [online]) Oralism is the idea that deaf individuals should be educated through the means of lip reading, mimicking mouth shapes, and practicing certain breathing patterns as well as vocal exercises that were meant to help deaf individuals produce oral language. This concept was also referred to as the oral method. Supporters of oralism believed that it was important for the deaf community to assimilate into the "hearing world."

According to the deaf community [online] Oralism still prevails in most schools all over the world, however an opposing argument exists. It was that although oralism would allow for deaf individuals to communicate with the hearing world, it would be more difficult for the deaf community to communicate amongst themselves. For this reason, many schools in the U.S do not apply an oral method anymore.

Another point belonging to the third-degree support measures is the Adjustment of conditions for entrance exams mentioned in Rukověť základní školy. The school's director adjusts entrance exams for the pupils with special needs. He respects his illness or health condition that can influence an entrance exam's process. If necessary, a school director enables the presence of a supporting person, usage of another communication system for the deaf and the deaf-blind or usage of alternative communication tools. A school proceeds according to school advisory center's report.

As well as an Adjustment of conditions for final exams.

Final exam in higher secondary schools. A school director enables a pupil his degree of support measure to be considered even during the final exam, on the basis of school advisory center's report. All pupil's health challenges or impairments are considered. The amount of support usually requires extending the amount of time for exam, creating positive environment and adjusting the exam procedure in a way that Brail

alphabet, communication systems for the deaf and the deaf-blind or the need of using tools of alternative communication could be used if necessary. (Rukověť základní školy, 2020, p. 33)

Another stage of support measure is the Fourth degree support measure. According to the supplement to the legal regulation n. 27/2016 (abstract for the hearing impaired) fourth degree support measure is mainly for pupils with severe hearing impairment and severe speech handicap.

A character of pupil's special educational needs requires significant adjustments in methodology and educational organization, school curriculum focusing on the development of pupil's skills and compensating outcomes of pupil's health conditions. (Rukověť základní školy, 2020, p. 63)

Working hours of sign language interpreter

Working hours: it equals pupil's number of hours, maximum 40 hours including providing services for school. It is also necessary to consider interpreter's preparation and his work during breaks between lessons.

Fourth degree support measure

Methodology

A school arranges lessons for pupils taught in the most adequate communication system for blind, the deaf and the deaf-blind, preferred by a pupil himself.

Personal support

Enables a usage of pedagogical assistant or other pedagogical employees (interpreter, transcriber, school psychologist or school special pedagogist.) (Rukověť základní školy, 2020, p. 63)

Fifth degree support measure

Štoček also presents Fifth degree of support measure for the hearing impaired released by MŠMT, which is based on the previous support measure regulations. A character of pupil's special educational needs requires the highest possible adjustment of organization, school curriculum and support for the development of pupil's competences and compensation due to the pupil's health challenges.

Fifth degree support measure is an extended version for the pupils with severe hearing impairment and other challenges. (Štoček, Právní minimum učitele Základní školy, 2020, p. 31)

Pedagogical employee qualification

Štoček's documents also study the Pedagogical employee qualification which is defined in 563/2004 legal act about pedagogical employees, § 2 - § 22. Here, we have requirements for pedagogical employees. (nursery school teachers, secondary school teachers, educators etc.)

For some pedagogical employees in special schools the demand is a university degree in special pedagogy. These are for example:

Nursery-school teacher – special educational needs § 6 article 2

Elementary school teacher – SEN § 7 article 2

Lower secondary school teacher - SEN § 8 article 2

Teacher of preparation degree in special school - § 8b

Higher secondary school teacher § 9 article 7

Educator in after school club for children with SEP, § 16 odst. 2

Special pedagogist § 18

School psychologist § 19 c

Law n.563/2004 of legal code about pedagogical employees allows:

Requalification of pedagogical employees that received different university degree than pedagogical one.

Exceptions in qualification:

Teachers of some subjects working part-time

Native speakers

Pedagogical employees with years of experience

Unqualified pedagogical employees in case of difficulties finding a qualified one. (Rukověť základní školy, 2020, p. 50)

Financing support measures § 16 school law, article 9.

Most hearing-impaired pupils are integrated into special classes or schools, which are organized according to § 16 school law, article 9. (www.msmt.cz/file, 2018)

Financing of such classes and schools has been adjusted in school's regulations since 1. January 2020. It is so called financing based on PH max. PH max is the maximum number of hours of direct pedagogical activity financed from state budget by given school.

The basis of PH max calculation are records sent by a school to MŠMT:

Executive record, reporting the number of pupils, classes and school's operation.

Personnel records, reporting the number of pedagogical employees or their working hours.

From these records MŠMT calculates a budget for each school.

Additional allowance for support measures stated in appendix 1, regulation n. 27/2016, about educating pupils with special educational needs and talented pupils are released for the period of one year e. g. year 2020.

Code	Support measure	Finances	
		in Total	Finances without DPH
040 03A01	Transcriber for the deaf – School	9 640,-	7 099,-
04052AA01	Czech sign language Interpreter	9 640,-	7 099,-

(Rukověť základní školy, 2020, p. 23)

Appendix 3 – classes for hearing-impaired

Aspects of classes for the hearing impaired

Firstly, classroom itself can help or hinder the student's success in your class. Most students who are deaf or hard of hearing depend on their vision to either speech-read the teacher or to watch an interpreter, so the physical aspects of the classroom become very important. (Sharon Downs, p. 145)

Secondly, it's the communication with deaf pupils that might sometimes be confusing due to their usage of many communicative methods. Mainly the hard of hearing sometimes struggle with sticking to one language, because they are immersed in more languages since their childhood. Therefore, it is better for a teacher to pick one language, that will be used in class.

Third aspect of lessons in deaf schools is using interpreters in classes. An interpreter is someone who facilitates communication and conveys all auditory and signed information so that both hearing and deaf individuals may fully interact. There are many types of interpreters, including American Sign Language (ASL), oral, tactile, and cued speech. For the purposes of this training, they will be referred to as simply 'interpreters.' All interpreters (Sharon Downs)

"While many theories have emerged over the years as to which approach is most effective, experts agree that the teaching method should adhere to the individual student's capabilities, needs and personality." (Sharon Downs)

Appendix 4 – Interview with the deaf pupil

Jak zvládáš současnou pandemickou situaci? DOBRĚ

Bojíš se maturit? NEVÍM

Myslíš, že je dostatek informací o pandemii ve znakovém jazyce? NE

Jaký jazyk používáš v běžné komunikaci? HLAVENĚ REČ

Jak dlouho se učíš znakový jazyk? OD ZŠ

Jaký jazyk v běžné komunikaci používá tvoje matka? HLAVENĚ REČ

Jaký jazyk v běžné komunikaci používá tvůj otec? -1 -

Umí některý z rodičů anglicky? NE

Myslíš, že je v dnešní době AJ důležitá? ANO

Proč je pro tebe znalost AJ důležitá? ABYCH SE DOHLAVILA

Chtěl bys cestovat do zahraničí? ANO

Využíváš AJ i v zahraničí? (na dovolené, při exkurzích atd.) V ZAHRANIČI JSEM NEBYLA

Baví tě výuka AJ ve škole? ANO

V čem ti přijde AJ těžká? NENÍ TĚŽKÁ

V čem ti přijde AJ jednoduchá? VE VŠEM

Myslíš, že učitel hraje velkou roli ve znalosti AJ žáka? ANO

Odkud získáváš slovní zásobu AJ? ZE ŠKOLY

Co ti ve zlepšování se v AJ nejvíce pomáhá? KOMUNIKACE PŘI VYUČ. HODNĚ

Přijde ti, že je pro výuku neslyšících a nedoslýchavých žáků málo materiálů? NEVÍM

Učíš se z učebnice? ANO

Kdy se setkáváš s AJ mimo školu? NESETKÁVÁM SE S NI (JEN FB)

Učil jsi se anglicky i mimo školu (kroužky, poč. hry)? ANO

Sleduješ zahraniční filmy v angličtině? NE

Pokud jsi na FB/Insta, kolik příspěvků v AJ sleduješ? HODNĚ

V čem ti pomáhá angličtina v běžném životě? MOC MI NEPOHĚBÁ

Chceš s angličtinou pokračovat a nadále ji studovat? ANO