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**Teaching English to pupils with hearing impairment in lower secondary
education**

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Declaration

Prohlašuji, že jsem závěrečnou písemnou práci zpracovala samostatně a použila pouze uvedenou, literaturu a elektronické zdroje.

V Olomouci

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Vlastnoruční podpis

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Abstract

This bachelor thesis deals with the issue of English language teaching for students with hearing impairment at the second level of primary school from the teacher's perspective.

The theoretical part introduces the basic issues of hearing impairment, the historical development of education of people with hearing impairment, classification of hearing impairment, methods of communication and specifics of teaching English to students with hearing impairment. The last chapter of the theoretical part briefly describes support measures.

In the practical part, this bachelor thesis should briefly explain the problems teachers encounter in teaching English language to students with hearing impairment. Problems with choosing the right methods, aids and support individually for each student. Teaching strategies and support measures, especially in the lower secondary education for people with hearing impairment.

Keywords:

Hearing impairment, education, special education, English teacher, lower secondary education, pupils with hearing impairment, integration

List of abbreviations

WHO – World Health Organization

ICIDH – International Classification of Disorders, Disabilities and Handicaps

ICF – International Classification of Functioning, Disability and Health

CODA – Children of Deaf Adult

KODA – Kids of Deaf Adult

PFL – People first language

TC – Total Communication

PPCC – Pedagogical-Psychological Counselling Centre

SEC – Special Education Centre

IEP – Individual educational plan

FEP BE – Framework Education Programme for Basic Education

Q – Interview Question

SEP - School Educational Programme

Introduction

“Blindness separates us from things, but deafness separates us from people”.

Helen Keller

This bachelor thesis is devoted to the topic of teaching the English language to hearing impaired pupils in lower secondary education.

The issue of education for the hearing impaired is one of the current topics addressed in the context of the paradigm change and integration in schools. Overall, it is about how to approach people with hearing impairment, how to communicate with them or how to educate them.

The main aim of the bachelor thesis, especially the theoretical part, is to get acquainted with the basic issues of hearing impairment. The theoretical part includes the historical development of education of people with hearing impairment, classification of hearing impairment, communication methods and the specifics of English language teaching for pupils with hearing impairment in lower secondary education and lastly it includes the use of support measures for pupils with hearing impairment.

The practical part describes the main aim, which is divided into three objectives for the purpose of the research. The objectives are to find out the main problems in English language teaching, then to find out what are the most frequently used teaching strategies and lastly to find out the forms of support that students can use in English language lessons. In addition, there are characteristics of the respondents and also the methodology that was used for this bachelor thesis. Moreover, there is an analysis and, above all, a comparison of two interviews conducted with English language teachers at a lower secondary education for the hearing impaired. At the end of this chapter there is a brief summary of the practical part.

The aim of the work is primarily to analyse the problems of teaching English to hearing impaired students in lower secondary education in the Czech Republic. Nevertheless, this work presents the issue of hearing impairment in general as well.

This thesis will provide insight into the teaching of English language to students with hearing impairments and highlight the problems that students may experience in their studies from teachers perspective.

THEORETICAL PART

1 Defining hearing impairment

The aim of this chapter is to acquaint the reader with general terms that may occur in this field of special education of people with hearing impairment and to introduce the special education topic of this bachelor's thesis. This work also describes the historical development of education for people with hearing impairment from ancient times to the present day and the classification and the methods of communication with people with hearing impairment.

In the Czech Republic, the issue of hearing impairment is addressed by a scientific discipline called Surdopedia from Latin *surdus* = deaf and Greek *paideia* = education (Horáková, 2012, p. 10). Horáková (2012) defined this science as follows: *Surdopedia is a special education discipline dealing with upbringing, education, development of an individual with a hearing impairment and the effort to fully integrate him (socially, at work) into society* (2012, p. 10). However, the term Surdopedia appears in foreign literature rather as Special needs education of people with hearing impairment (Kroupová, 2016, p. 144). There are many definitions; each author has a different one, depending on his/her beliefs and research.

The World Health Organization (WHO) presents the international definition of hearing impairment. They published the International Classification of Disorders, Disabilities and Handicaps (ICIDH) for the first time in 1980 and later in 2001 issued a new version under the name International Classification of Functioning, Disability and Health (ICF). A person is said to have a hearing loss if they are not able to hear as well as someone with normal hearing (Horáková, 2012).

Deaf studies became an independent field in 1983, when it was separated from speech therapy, which had previously been part of it (Hrubý, 1999). Special education of hearing impaired cooperate with other scientific disciplines that are divided into three large categories. They include social science (education, sociology, philosophy, psychology...); medical and biological fields (anatomy, audiology, phoniatics, pediatrics, neurology) and the last field are technical disciplines such as acoustics, engineering, computer technology (Hrubý, 2010).

It is also necessary to clarify the differences between the terms “deaf” and “Deaf”. Based on the model of the American Community of People Using Sign Language, a portion of Czech citizens with hearing impairments began to refer to themselves as Deaf with a capital “D” (Hrubý, 1999). When a person is labelled Deaf, it means that he or she is part of a community

that has several conditions for admission. A person must be a CODA (Children of Deaf Adult) or a KODA (Kids of Deaf Adult) (Preston, 1995, p. 201). The terms Coda and Koda are very important for people with hearing impairment. (Frank, 2019, p. 9): *"I call myself a CODA. I mean, firstly, I'm a male, secondly, I'm CODA, thirdly (ethnicity-censored), then I'm American. But really internally, I'm a CODA first and then I'm a husband, a brother, son and so on..."* There is also one condition that does not have to be met: being hearing impaired, which is more of an advantage rather than a requirement to join the community of the Deaf (Woll, Ladd, 2003, p. 151 - 163). The second term is a deaf person, which is written with a lowercase "d"; in this case, it is only an audiological definition for a person who is deaf defined by World Health Organization (Horáková, 2012, p. 127 - 141).

In general, one of the most important phrases is *"people-first language"* (PFL), which means that society prioritizes the individual over their disability, which is essential to know and understand. If the integration of people with disabilities is to be successful, society must integrate them into society by treating them with respect and support, which is why the term PFL is so important, it tells us not to use language that separates people with disabilities from intact people (Snow, 2007).

1.1 The historical development of education for people with hearing impairment

Teaching those who have hearing loss or impairment stretches back to ancient Egypt, when those who had such impairments were given the utmost respect. Ancient Egyptians thought that the Gods chose deaf individuals because they possessed particular abilities. In order to educate them, they typically used hieroglyphs and gesture signs (Eriksson, 1993). On the other hand, ancient Greeks had a more drastic approach. The Greeks, in contrast to the Egyptians, believed it was preferable to execute someone who had a disability. In Athens, anybody who was considered a burden to society was supposed to be executed, the deaf were particularly viewed as a burden to the state. (Hrubý, 1999). Famous Greek philosopher Aristotle said: *„...it is hearing that contributes most to the growth of intelligence. For rational discourse is a cause of instruction in virtue of its being audible... Accordingly, of persons destitute from birth of either sense, the blind are more intelligent than the deaf and dumb”* (Aristoteles in Ferreri, 1906, p. 461. - 473).

Until the fifteenth century A.D., this concept was unquestioned. Aristotle's assertion was misunderstood, leading to the belief that those with hearing loss are uneducable. Renaissance

artist Roelof Huysman, known as Rudolph Agricola later criticized Aristoteles' claims, saying that one need not hear words in order to think. However, people with hearing impairment were generally treated poorly in ancient times; in other words, they were excluded from the society. (Hrubý, 1999).

With the advent of Christianity and the Middle Ages, there was no improvement; there was a negative attitude towards disabled people. Segregation of people with hearing impairment can also be discussed here. The only ones who got some kind of education at that time were the children of the nobles (Poul, 1996). This is connected to the first real program for pupils with hearing impairments, which began to appear during the Modern Age. Numerous institutions engaged in developing new methods of teaching pupils who have hearing impairments. This connects to the establishment of several schools (Hampl, 2013).

Pedro Ponce de Leon established the Spanish School in the 16th and 17th century. He was a monk who began a monastery school for deaf people, it was only for pupils from noble families. In this school, lip-stamping sounds and tracing letters were the primary educational strategies. The manual alphabet and the fact that the students learned to write, read, and count were other significant aspects (Potměšil, 2003). The Spanish School heavily influenced the English school in the 17th century. John Bulwer, an English doctor who focused on speech and how to improve it, is one of the most significant individuals in the history of education for people with hearing impairment. He helped to expand the finger alphabet. He also published *Philocophus: or, The Deaf and Dumb Man's Friend* (1648), which is one of the most significant works he published (Hrubý, 1999).

The French school in the 18th century was crucial, particularly in the publication of Diderot's scientific work about people with hearing impairment. Rodriguez Pereira was the representative who gained the most recognition. He translated the English school's finger alphabet into French (Poul, 1996).

In a German school from the late 18th century, the name of Samuel Heinicke, a teacher who adopted the finger alphabet and was inspired by the French school, is often heard. Later, however, he moved more into written language and spoken language. As he believed that teaching a language through spoken communication is the most efficient method, the German School is sort of the opposite of the others (Potměšil, 2003).

The Czech Republic took an example from what was happening in the world and adopted several things. The biggest breakthrough was the establishment of the first institution for the

deaf and dumb in Prague in 1786, where the French approach was applied (sign language, finger alphabet and spoken language teaching). The name associated with this institute is Václav Frost, who led the institution until 1841. Frost was also a huge supporter of sign language. After the establishment of this institution, many more schools for the deaf appeared, for instance in Brno (1829), or in Czech Budejovice in 1871. In this context, it is important to acknowledge a very important figure in the field of education, that is, J. A. Comenius, who promoted education for all and did not separate pupils (Hampl, 2013).

Then came the post-Milan Congress (1880) period, when speaking was prioritized more than the French approach (sign language). For deaf people, it was the 'dark period' (Hrubý, 1999). Speaking and reading were preferred during the world wars. Technical support for people with hearing impairments did not start to develop until after 1945. Professionals tried to make intact society more accessible for people with hearing impairments and slowly integrate them into it (Pulda, 1992).

Education and upbringing have undergone a major paradigm shift in the approach to people with hearing impairment. The Total Communication (TC), which is a method of teaching pupils with hearing impairments with all forms of communication (that includes formal signs, natural gestures, fingerspelling, body language, listening, lip-reading and speech) was usually used along with cochlear implants (Connor, 2000). This approach is used increasingly in schools. What is still significantly developing are educational facilities such as Pedagogical-Psychological Counselling Centre (PPCC) or Special Education Centre (SEC). In recent years, integration, and the growth of counselling facilities have received a significant attention, which leads to the highest possible level of achieving maximal development of an individual with hearing impairment (Hampl, 2013).

1.2 Classification of hearing impairment

There are many levels of hearing impairment. Numerous authors and sources differ in some way from one another. However, there are three main groups that are used to categorize hearing impairment. Depending on the location, the time, and the degree of impairment.

Classification depending on the location can be divided into two categories. The first is Peripheral meaning that the defect is located in the peripheral part of the analyser (outer, the middle, and the inner ear) up to the nuclei auditory nerve. The second category is Central defects, including central nervous system, connected to the brain (Mazelová, Popelar & Syka,

2003). Central nervous system regions that are crucial for receiving, identifying, and processing auditory impulses (in the sub cortex and cortex) can suffer critical injury, which can lead to central hearing abnormalities. Specifically, speech processing is impacted (Klozar, 2005).

Secondly, there is classification depending on the time when the defects occur. This classification can be divided into two categories. The first one is acquired defect, which appears in the perinatal (during or shortly after birth) or postnatal (after birth) period (Klozar, 2005). The acquired defects can be divided into two sections as well, since it depends whether the defect occurred before or after the child could speak. If the loss occurred before the development of spoken language, it is called a prelingual defect. On the other hand, in terms of defects that appeared after the development of spoken language, these are referred to as postlingual defects (Pipeková, 2010). Moreover, there is the second group called congenital defect, these kinds of defects occur in the prenatal period (before birth). These defects appear depending on the pregnancy of the mother of the child. Thus, it depends on the pregnancy process. For instance, if the mother is an alcoholic or has taken drugs or pills that were not recommended by the doctor, if the birth was difficult or dangerous, if she was under a lot of stress and other factors that can affect the fetus. Other factors are the genetic predispositions which have an impact on the child (Langer, Kučera, 2012).

The National Association of the Deaf defined the classification depending on the degree of the impairment. This classification is divided into three categories. Firstly, there is the term *deaf*, meaning that the hearing loss is so severe that there is almost no functional hearing. The second term is *hard of hearing*, which refers to hearing loss where people use hearing aids to provide adequate assistance to process speech. Lastly, the term *deafened* which refers to a person who becomes deaf as an adult (Langer, 2013, p. 21). Meaning that he/she faces different problems than a person who has been deaf since childhood or birth. According to the degree of the damage, The World Health Organization (WHO) made one of the most well-known classifications, which is also used in foreign language literature. It is more frequently used in medicine than in education.

Several classifications of hearing impairment based on the degree of hearing loss can be found in scientific literature. As for the global classification, it was created by the World Health Organization, mentioned above. WHO created five levels of the degree of hearing impairment (Olusanya, Davis and Hoffman, 2019).

Degree of hearing loss	Hearing loss range
No impairment	0 – 25 dB
Slight impairment	26 – 40 dB
Moderate impairment	41 – 60 dB
Severe impairment	61 – 80 dB
Profound impairment including deafness	81 and more

Figure n. 1: Classification of hearing impairment (WHO)

In the Czech Republic, the degree of hearing loss was classified by Doctor Lejska (2003). He divided this classification into seven levels based on the loss in decibels.

Degree of hearing loss	Hearing loss range (dB)
Normal hearing condition	0 dB – 20 dB
Mild defect	20 dB – 40 dB
Moderate defect	40 dB – 60 dB
Severe defect	60 dB – 80 dB
Profound defect	80 dB – 90 dB
Practical deafness	90 dB and more
Total deafness	Without Audiometric responses

Figure n. 2: Classification according to decibel loss (Lejska, 2003, p. 36)

1.3 Ways of communication with pupils with hearing impairment

Interpersonal communication in general is listening and sharing information. It is a social interaction important for everyone. Communication can be divided into verbal, which is a human interaction through the use of words or messages, and then there is nonverbal communication, which is any system of communication other than speech or writing (Key, 2011).

There are many ways how to correctly approach a person with hearing impairment. There are several factors that can be taken into account. If a person is hard of hearing, if they use special technical aids, then they can easily hear and communicate with us (Tarciová, 2005).

Another way is by touch, the most common is touch on the shoulder. Physical touch is a part of nonverbal communication called haptics which always ensures 100% of a person's attention. Another way to attract attention is by light. Most often when a person walks into a room where an individual with a hearing impairment is sitting, they simply turn the lights on or off. Another

way to draw attention is by vibration. When a person with hearing impairment touches a table and another person knocks on it, the person feels the vibration and it draws their attention, or we can stomp on the floor, which also helps. Lastly, the device can be used through another person, which means that if the hearing impaired person is with another hearing person, contact is made first with the intact person or by moving/waving the hand. It is recommended to move our hand with an open palm (Langer, Kučera, 2012).

Strnadová (2009) describes ten rules for communicating correctly with a person with a hearing impairment:

1. Before the conversation starts people should make eye contact with people with hearing impairment.
2. People should ask every person with hearing impairment whether they want to speak, use lip-reading, write or use sign language.
3. Lip-reading is a difficult method to use. People have to inform before the conversation starts about the topic they want to discuss.
4. People do not raise their voice or shout when talking to a person who is hard of hearing.
5. If an interpreter or another person accompanies a person with hearing impairment, people should always address directly the person they want to talk to. People should not talk to the person through the one accompanying them.
6. People have to indicate in advance what they will talk about, possibly what kind of cooperation they will need from the person.
7. Important messages or questions should be repeated and not hesitate to use the written form.
8. Sometimes asking a person with a hearing impairment to tell us in their own words what they understand is useful.
9. If communication is not successful, people need to remember that this is a consequence of hearing impairment.
10. The communication preferences of each person with a hearing impairment are individual.

Communication systems are categorized into audio-oral communication systems. - spoken language, reading, writing and lip reading (Muknšnáblová, 2014). Secondly, there are visual-motor communication systems (finger alphabets, artificial sign systems and sign language).

The oral communication system is mainly used by an intact (not impaired) society. In special schools, this communication system is used in combination with the visual-motor system so people with hearing impairment are able to make as much progress as possible (Langer, Kučera, 2012).

Spoken language in verbal communication is used worldwide mainly by the intact society. In special schools, people with hearing impairment often encounter spoken language teaching, as it is the most common means of communication important for integration to intact society in either spoken or written form. There are many individual specifications on how teachers are supposed to teach spoken language to pupils. Most people with hearing impairment have difficulty with intelligibility (Souralová, Langer, 2005). There is also an immense difference between people with prelingual disabilities which is a person who usually does not know that spoken language is used with a sound component (vibration) and often has a very unnatural voice. Furthermore, people with post-lingual disability usually have a problem with intonation and dynamics in spoken language. Also, their articulation gets worse later on (Hronová, Motejízková 2002).

Reading (reception) and writing (production) are the second most used forms of communication after spoken language. Despite the fact that reading and writing are not directly dependent on the use of hearing, it is usually not possible to use the written form of language for full-fledged communication with people with hearing impairment. This limitation is mainly due to the insufficient functional literacy of people with hearing impairments and their very frequent reluctance to communicate in the written form of the language (Souralová, Langer, 2005).

Lip-reading is an immense part of intact and deaf communities. Krahulcová states (2002, p. 193): *receiving information by sight and understanding its content based on speakers' movements, facial expressions, hand gestures and general body postures, situational factors and the context of the spoken content*. Several conditions have an effect on lip-reading, which Krahulcová (2014) divides into external conditions that can be influenced to some extent. This includes the distance when communicating. Commonly when communicating with a child it is better to be at the same eye level (Doležalová, 2020). Another important condition is lighting. For people with hearing impairments, lighting is very important in lip reading, especially on the face of the person speaking. Along with pace and tone of our speech as well as appropriate facial expressions, gesticulations and generally the correct use of other non-verbal communication. The second group of factors are internal, which include age, level of language

competence, range of vocabulary, current mental state or perhaps level of lip reading ability (Langer, Kučera, 2012).

The visual-motor communication system is a set of visual movement systems formed by the hand, which show and imitate the individual concepts that the given person wants to tell us. This communication system can be divided into natural systems (sign languages) and artificial systems (finger alphabets, Czech sign language, Gestuno), (Langer, Kučera, 2012).

Another communication system is signed Czech, which is artificially created. It uses the grammatical system of Czech language and together with Czech words, people with hearing impairment use movement and positions for individual signs which are shown by hand, taken from the Czech sign language (Hrubý, 1999). According to Horáková (2012) signed Czech is mostly used by deafened or hard of hearing people. Horáková (2012) stated: *In contrast, prelingually deaf people who do not show a good understanding of the Czech language, this communication system is not accepted* (Horáková, 2012, p. 62). The communication system of the Deaf is defined in the act No. 384/2008 Coll. about sign language. In § 4 paragraph 1 it says: *Czech sign language is the basic communication system of those deaf people in the Czech Republic who consider it their main form of communication.*

The finger alphabet or dactylology has two forms, one-handed or two-handed. The majority of the world uses one of the forms. The Czech sign language is unique as it implements both forms of dactylology (Peet, 1922).

Lastly, there is the term Gestuno which was developed as a global sign language system, with the purpose of interpreting official documents. It is similar to the national spoken language - Esperanto. Only a small group of professionals uses this system (Krahulcová-Žatková, 1996 in Camperová, 2013).



Figure 3: Czech one-handed alphabet (Potměšil, 1992, p.11)



Figure 4: Czech two-handed alphabet (Strnadová, 1998, p. 140)

2 Education of pupils with hearing impairment

The aim of this chapter is to introduce the acts and decrees that relate to the topic of the hearing impaired. It also covers the issues of school selection and the concept of integration. This will be followed by a description of teaching English language at the primary and lower secondary education for hearing impaired pupils and finally a description of the forms of support for the hearing impaired provided in the Czech Republic to pupils with hearing impairment.

The education of pupils with special educational needs is enshrined in the Education Act 561/2004 Coll. which states that “...*children, pupils and students with special educational needs have the right to education, the content, forms and methods of which correspond to their educational needs and possibilities, to the creation of the necessary conditions that will enable this education, and for the counselling help of the school and the school counselling facility.*” Another document is Decree 27/2016 Coll., which is about the education of children, pupils and students with special educational needs and exceptionally gifted children, pupils and students. This decree mentions support measures, separated into five degrees of disability, used in special education, such as organization in classrooms, special methods, intervention, special school supplies, modification of classroom environment, provision of pedagogic-psychological services, reduction of the number of pupils at schools and others. It also deals with the creation of an Individual Education Programme (IEP), which is often a prerequisite for the successful involvement of a student with a disability. IEP is one of the support measures that are used to support the education of children, pupils and students with special educational needs or with exceptional talent.

The act 384/2008 Coll. applies to the education of people with hearing impairment as it deals with sign language. Later, sign language also appeared in the Framework Educational Program (2005, p. 108) where it appeared as a separate subject.

The degree of the pupils' impairment and other specific requirements should be taken into consideration while selecting a school for a child with hearing impairment. The criteria of the Framework Education Programme for Basic Education (FEB BE) at a regular school are manageable for pupils who wear hearing aids. For pupils with severe hearing impairment, education at primary schools for hearing impaired is more suitable.

According to Decree 27/2016 Coll, people with hearing impairment can be educated in kindergarten for hearing impaired, regular schools and secondary general education for people

with hearing impairments (secondary vocational school, vocational school and grammar schools all with a focus on students with hearing impairments). Pupils for whom integration is not suitable, especially pupils with severe hearing impairment, are educated in these schools. The advantages of these schools are a strong emphasis on the development of pupils' personality, speech therapy care, speech education, hearing re-education, and the development of oral and manual communication systems.

If parents decide to put their child to a regular school, it is important to manage integration: The most important prerequisites for successful integration include timely screening, examination of the child's hearing, allocation of a hearing aid, hearing and speech re-education, cooperation of experts with the family. It is important to take into account the child's entire personality, his/her intellect, sociability and his/her ability to adapt (Souralová in Valenta et al., 2003, p. 216).

Vítková (2004, p. 35) states the general conditions for the education of pupils with hearing impairment in relation to the FEB:

- The right to choose an educational path (e.g. bilingual program, oral program, total communication program).
- Lower number of students in the class.
- Knowledge of the issue of hearing impairment by all pedagogues.
- The possibility to modify the curriculum content of individual subjects.
- The use of special methods in teaching the hearing impaired.
- To continue speech therapy care according to the needs of each student.
- Material and technical equipment, use of compensatory aids (rooms adapted for teaching, individual hearing aids, sufficient equipment, video recorders and televisions, computers, typewriters, fax machines, induction loops...).
- Regular and special textbooks, teaching programs, didactic aids, PC programs.
- Hearing impaired students with a reduced level of intellectual abilities should be taught according to a special educational program.

Potměšil (2003) mentioned the right to choose an educational approach based on preferred communication system and listed several educational approaches.

The first one is total communication approach where the combination of sign language, finger alphabet, spoken language and writing, as well as gestures and facial expressions is used. This

strategy is combining manual and oral communication (Horáková, 2012). The next one is oral approach where it is essential to use auditory training for proper development of perception and communication (Horáková, 2012). This approach is used mainly for students who are hard of hearing. They have to work with residual hearing (how well can pupils hear without the use of hearing aids) and the pupil's ability to speak and lip read. They have the same communicational system as the intact society (Michalík, 2011). Then there is an approach suitable for students with cochlear implant where it is essential to know when the cochlear implantation occurred. Cochlear implant users are expected to develop spoken language, i.e. the oral approach, but they can also use the bilingual approach (Michalík, 2011).

The next approach is bilingual. Therefore, this approach is presented in both communication systems – Czech language and Czech Sign Language. Essential is the cooperation between an intact teacher who is teaching the students the correct oral speech pattern as well as a written form of Czech language and a teacher who uses sign language (Jabůrek, 1998). Lastly, there is an approach for integrated pupils with hearing impairment who are taught in regular schools. Since pupils are included among hearing peers, the oral approach is mainly used, and therefore spoken communication is used. The pupil may be provided with an assistant or interpreter who uses Czech sign language (Horáková, 2012).

2.1 Primary education for students with hearing impairment

English is taught in primary school from third year, and in some schools from first year of education. Pupils with hearing impairments who attend regular schools thus take English lessons alongside their classmates, unless they have a certain level of support measure that excuses them from English lessons or somehow regulates English classes. On the other hand, students with hearing impairments who attend special schools do not start learning English until the fourth grade, as they have already taken two other languages by then. Either they learn Czech Sign Language or Czech Language (Act n. 561/2004 Coll - the Education Act [online]).

At FEB BE, foreign language is divided into several categories, which pupils acquire during their compulsory schooling, whether they attend a regular school or a special school. This means that both, special and regular schools are based on the FEB BE and on that basis the school creates its own School Educational Programme (SEP). At primary school level, the expected outcomes are divided into the following areas: speaking, listening comprehension, speaking, reading comprehension and finally writing in a foreign language.

Sound and graphic form of language - this includes phonetic features, basic pronunciation habits, relationship between sound and graphic form of language

Vocabulary - basic words in communicative situations of the topics discussed, work with a dictionary

Topics - home, family, school, leisure, occupation, human body, food, dressing, shopping, home, means of transport, animals, nature, weather, calendar year

Grammar - basic grammatical structures and sentence types (FEP BE, 2020 as amended [online]).

2.2 Specifics of English language teaching for students with hearing impairment in the 2nd grade of lower secondary education

Education in basic school is divided into primary and lower secondary. Students attend their primary education from the first until their fifth year. Then continues the lower secondary education which lasts from the sixth to the ninth year. However, the special schools have one year extra in the lower secondary education, meaning that students attend school until their tenth year. This extra year gives students more time to prepare for upper secondary education (School Educational Programme, SŠ, ZŽ, MŠ Kosmonautů, 2016).

At the lower secondary education, the expected outcomes include listening comprehension, reading comprehension, speaking and writing. The curriculum is divided as follows:

Sound and graphic form of language - development of sufficiently intelligible pronunciation and the ability to distinguish the first phonological systems of the language by ear, word and sentence stress, intonation, control of spelling of words of the acquired vocabulary

Vocabulary - developing sufficient vocabulary in oral and written communication related to the topics and communication situations covered, working with a dictionary.

Topics - home, family, housing, school, culture, leisure, sport, health care, feelings and moods, eating habits, weather, nature and the city, shopping and fashion, society and its problems, career choices, modern technology and media, travel, country realities

Grammar - developing the use of grammatical phenomena to realize the learner's communicative intention (FEP BE, 2020 as amended [online]).

Based on the FEB BE, teaching English language at primary school is compulsory. For pupils with hearing impairment who have Czech sign language as their mother tongue, English is the second foreign language and Czech is considered the first (Machová, 2015). Machová (2015) also stated that listening, spoken language and pronunciation skills are not included for pupils with hearing impairments; pupils with hearing impairments acquire these skills if they have sufficient language skills, compensatory aids and experience. Therefore, people should always keep in mind the individual needs and abilities of the learner.

First, the specifics of teaching vocabulary will be defined. Machová (2015) points out that because deaf learners' language is not audio-oral but visual-motor, deaf learners learn vocabulary on the basis of visual form. This means that when learning vocabulary, it is recommended to use visual supports such as flashcards, pictures or pictograms.

To maximize visuals, it is recommended to use a variety of flashcards and interactive whiteboards. It is advised to utilize gestures and pantomime, referring to body parts in order to gain better perception. Additionally, it is advised to have students participate in games and pantomimes to help individuals with their use of grammatical tenses. (Machová, 2015).

Another important part of language teaching is grammar teaching. The English language has the advantage over the Czech language of having a relatively stable grammatical pattern, which makes it easier for deaf pupils to learn. On the other hand, a disadvantage of the English language is the large number of tenses (Machová, 2015). Deaf learners sometimes confuse grammatical phenomena of the Czech language with those of the English language (Machová, 2015). In addition, deaf learners usually find it difficult to use pronouns, conjunctions, the genitive case and adjectives or "could", "should" or "might" (Wolbers, Dostal 2014).

There are also writing lessons in English, Machová (2015) says that deaf pupils may have difficulty understanding the assignment or may have difficulty expressing their thoughts. Wolbers (2014) adds that deaf learners' sentences and sentence structures are often very simple. Mostly they look like this: subject - verb – object for instance: You work hard. He plays football. Pupils who use Czech sign language as their main language are used to a different grammatical pattern, so they do not learn any complex sentences. Rather, the lessons are focused on vocabulary.

Teaching reading is an integral part of English language teaching because texts are a source of vocabulary, grammatical structures, and they test comprehension of the text at a certain level. When translating the source text, deaf students often make mistakes when translating auxiliary

verbs, specifically "do", "did", "have", which they translate as “does”, “did”, “has” (Machova, 2015). Another difficulty can be understanding the text itself due to weak vocabulary (Belánská, 2012). Machová (2015) further points out that it is advisable to adapt and simplify texts to meet the needs of the deaf. In addition, texts should be selected to engage the learners, i.e. select texts related to their interests and hobbies or Deaf culture. It is also advisable to link texts to pictures to make them more visual. Belánská (2012) adds that these texts can be supported not only by images, but also by videos or interactive software.

2.3 Forms of support measures for students with hearing impairment

If a pupil's special educational needs require adjustments to their education, then the pupil is provided with support measures. This is support for teachers who work with pupils with special educational needs. Support measures are defined by the Ministry of Education, Youth and Sports as: *Supporting measures are used to support the teacher's work with the pupil when the education requires adjustments to varying degrees in the pupil's learning. The aim of the adjustments is primarily to equalise the educational conditions of a pupil who, for various reasons, is at a disadvantage compared to other pupils* (MŠMT ČR). Support measures are provided to children, pupils and students with special educational needs or exceptionally gifted pupils. The aim of the support is to level the conditions for pupils' education (Michalík et al., 2015; § 16 of the Act 561/2004 Coll.). The Decree No. 27/2016 Coll. of the Education Act on the education of pupils with special needs, special educational needs and gifted pupils, deals with support measures, introduces their exact form in different stages and divides them into three parts (MŠMT ČR). Part A sets out the rules for the provision of support measures from level 1 to level 5. Part B describes the rules for the provision of compensatory aids, special textbooks and special teaching aids, divides them into grades according to the recommendations, and gives rules for their use by the school. In Part C there is a chart that shows how many hours per week or per year of support should be provided. (Decree n. 27/2016 Coll., as amended [online]).

Support measures are provided for free to pupils with special educational needs and are divided into five levels according to organizational, pedagogical and financial requirements. The reason for dividing the support measures into five categories is to create sufficient classification to ensure that each pupil's individual special educational needs are met accurately according to the depth of his/her disability (Adamus, 2015).

Support measures of the first level represent the minimum adjustment, methods, organization and evaluation of the pupil's education. The first level of support measure is diagnosed only by the school, as it is a mild difficulty. After a certain period of time, it is determined whether it is effective, if it is not, the school counselling centre is contacted (Michalík, Baslerová & Felcmanová, 2015). Support measures from second to fifth level can only be applied by the schools on the basis of a recommendation from school counselling center. In order for the support measures to be applied to a pupil, the consent of an adult pupil or his/her legal guardians is required. The levels of support within the second to fifth level may be combined, but a particular type of support measure may only be applied within one level (Decree n. 27/2016 Coll., as amended [online]).

Michalík, Baslerová, Felcmanová et al. (2015) described the system of support for inclusive education in the Czech Republic and presented the following areas of support for special education:

1. Organization of teaching
2. Modification of teaching methods and forms
3. Intervention
4. Aids
5. Modifications of educational content
6. Evaluation
7. Preparation for teaching
8. Social and health support
9. Working with the class team
10. Environment modification (Barvíková et al. 2015, p. 21 – 186)

The components of special education and psychological support are included in these categories. The different areas are interconnected and recurrent rather than strictly separate (Michalík, Baslerová, Felcmanová et al., 2015).

Summary

The theoretical part introduced the terminology related to Surdopedia. It also summarised the history of education of people with hearing impairment and defined the classification and ways of communicating with people with hearing impairment. Furthermore, this thesis discussed Education. The chapter on education was sectioned into the education of people with hearing

impairment at primary education, then at lower secondary education with a focus on English language teaching and lastly there was a chapter introducing support measures.

PRACTICAL PART

3 Research objectives

As already outlined in the introduction of this thesis, practical part will focus on the issue of English language teaching for the hearing impaired. The theoretical part of the thesis forms the basis for the practical part as mentioned above. The main goal of the work is to present the topic of English language teaching for people with hearing impairment in lower secondary education. Furthermore, three objectives were set, based on the aim of the thesis, for the practical part and for the research itself. Each of the objectives had additional interview questions which can be found in the list of figures and attachments. The interview questions will be further indicated by the abbreviation (Q) with a number according to the order.

The first objective was to find out the main problems in teaching English language to pupils with hearing impairment in the lower secondary education.

Q1: *In what ways do you find that students with hearing impairments have the greatest difficulties in learning English language?*

Q2: *On the other hand, where do you find that pupils with hearing impairments have the least difficulty in learning English?*

Q3: *How do you evaluate the home preparation of pupils with hearing impairment for English lessons?*

The second objective focused on investigating the teaching strategies teachers use with students with hearing impairments in English language lessons.

Q4: *Which teaching methods do you use most in your English lessons?*

Q5: *Do students with hearing impairments seek your help?*

Q6: *Do your students use any forms of support to make the lesson easier for you and your students?*

The third objective asked about supports that pupils with hearing impairment can use in English language classes

Q7: *What are the support options for pupils with hearing impairment in English language teaching?*

Q8: *What form of support do you use most in your teaching?*

Q9: *Do you find the support options sufficient?*

Q10: *What would help you in teaching English to students with hearing impairment?*

3.1 Research methodology

This thesis focuses on a minority of people in our society and therefore qualitative research was set out. Qualitative methods are used to gain new or different perspectives into already known phenomena and get detailed information on the subject (Strauss, Corbinová, 1999, p. 11). In this bachelor thesis this is presented in the form of an interview. The purpose of qualitative research, according to Šed'ová and Švaříček (2014), is to uncover and express human experience. For the purpose of this research, two English teachers were involved.

There are three types of interviews we can use. Unstructured, structured and semi-structured (Hendl, 2005, p. 166 – 181). The chosen method for this practical part is the semi-structured interview, which can be called a compromise between the three interview methods (Chráška, 2016, p. 177). The main characteristic of the semi-structured interview is that the interviewer prepares a list of questions or topics to be asked in advance of the actual interview. This plan is binding, but the interview itself does not have to follow a precise order of topics; it rather takes advantage of the fluidity of the interview and often changes the order of questions depending on the specific circumstances of the interview. The researcher may add new topics to the interview if they are relevant to the research or ask for clarification of information already given. (Miovský, 2006). The reason for semi-structured interview was that pupils' education is a very individual matter and therefore it is important that teachers have the opportunity to explain and defend their answer they have been asked and adding their own additional commentary.

3.1.1 Characteristics of the research sample

I chose two schools for hearing impaired pupils and conducted the research with two English language teachers in the lower secondary education. Both teachers were of similar age, forty-five to fifty, and both teachers also had approximately 20 years of experience. Both interviews took place in the teacher's office around three o'clock in the afternoon. To maintain teacher anonymity, I divided them into Teacher A and Teacher B for the data analysis below.

During the interview, the teacher A was calm and positive. She answered questions with enthusiasm and was happy to elaborate and discuss her answers further. Before each answer, the teacher first thought about the question. She answered the questions asked openly and respectfully. It was obvious that she enjoyed her work and the topic of the interview.

Throughout the second interview, the teacher B was positive and dynamic. She answered the questions very quickly and with excitement, but didn't want to go into her answers any further. The teacher answered the questions as soon as they were said without thinking for too long. She seemed nervous at times, her voice was occasionally shaking. Despite this, she gave off the feeling that she loves her job as an English teacher, especially for students with hearing impairments.

3.2 Analysis of obtained data

Each objective has its own interview questions (Q). Each subchapter is one objective and below it are broken down the responses of both teachers A and B to each interview question and their summary and comparison. At the end there is a general summary of the statements and what emerged from the two interviews.

3.2.1 Objective one

To identify the main problems in teaching English to pupils with hearing impairment in lower secondary education.

Teacher A:

Q1: In what ways do you find that students with hearing impairments have the greatest difficulties in learning English?

“I think that English language is very hard for people with hearing impairment in general. The group of pupils with hearing impairment is very wide, it is impossible to generalize. The specific needs of individual pupils are always taken into account when teaching English language. Of course, we always respect the degree and extent of the pupil's hearing impairment and take this into account. For example, for a deaf pupil, we focus on the written form of the English language. As I said it is very individual so if I focus on students with severe hearing impairment, on students who are deaf then English is a very difficult language, just from the point of view that it is not their first foreign language, but their second. If pupils are having difficulties, an individual approach is required. “

Q2: On the other hand, where do you find that pupils with hearing impairments have the least difficulty in learning English?

“It always depends on the individual child with a hearing impairment. Of course, when I think about it and look back on all those years of learning, the easiest thing in English language for them is writing”

Q3: How do you evaluate the home preparation of pupils with hearing impairment in English language teaching?

“You can't make that assessment, it's completely individual. Some people have a positive relationship with English and their preparation is exemplary, others do not prepare at home. Homework is not every lesson, it is always from the material covered, and usually one or two simple exercises from the workbook. Preparation for tests is similar.”

Teacher B:

Q1: In what ways do you find that students with hearing impairments have the greatest difficulties in learning English?

“If possible (hearing impaired pupils who can speak), we also try to ensure correct pronunciation. This is often a problem and takes longer for pupils to learn. Similarly, listening, (again if possible), preferably needs to be accompanied by the opportunity to echo or support in the text. We have pupils with hearing impairments and associated disabilities, such as dysphasia, where there is often a problem remembering both the pronunciation and the graphic form of words.”

Q2: On the other hand, where do you find that pupils with hearing impairments have the least difficulty in learning English?

“In grammar. They usually understand the grammar rules quickly and are able to use them. Pupils with more severe disabilities are then able to work with the support of grammar charts.”

Q3: How do you evaluate the home preparation of pupils with hearing impairment in English language teaching?

“Every child is different, some prepare at home with the help of their parents, others manage everything on their own and just need parental supervision. Some parents do not know the English language and the child prepares without their help...it depends on the type of

homework, the individuality of the child, his/her abilities...the same as for children without hearing impairment.”

The aim of the first objective was to find out the main problems in teaching English to pupils with hearing impairment in lower secondary education. Both teachers A and B agreed that it is essential to think about the individual needs of pupils. Everyone has a different degree of hearing impairment or other combined disabilities. Opinions differed slightly on the question of what pupils usually do and do not struggle in English language lessons. Teacher A stated that the easiest thing for the hearing impaired is to learn to write in English and the most difficult thing for most students is the language itself. On the other hand, teacher B said that grammar is the easiest for the students and the hardest thing for them to learn is pronunciation and listening. Subsequently, however, both teachers again agreed that it is an individual matter. Regarding the question of students' home preparation, teachers agreed that it is very similar to home preparation of intact students. It depends on whether they enjoy the English language, if their parents can help them, or if they are skilled enough to do it on their own without getting any help.

3.2.2 Objective two

Exploring the teaching strategies teachers use when teaching English to students with hearing impairments.

Teacher A:

Q4: Which teaching methods do students prefer the most?

“It is important to keep in mind that students with hearing impairments cannot sustain attention for as long as intact pupils. They like varied teaching, alternating activities, working with a textbook, workbook, videos, games, interactive whiteboard, practicing on a tablet. I have to admit that I don't like working with technology, but students do, so I try to adapt. Even though I don't like to admit it, video games help my students. Any kid who plays them has slightly better English than students who don't play video games.”

Q5: Do students with hearing impairments seek your help?

“To the same extent as other pupils. Of course, we take into account that all support measures are in use in the classroom and a teaching assistant is present.”

Q6: Do students use any forms of support?

“Pupils mostly have behind-the-ear aid or in-the-ear aid, some of the children have cochlear implants.”

Teacher B:

Q4: Which learning method do students most prefer?

“Again, this is completely individual. But recently I think all teachers can agree on technologies such as tablets, interactive whiteboards, or even the use of mobile phones that even I enjoy”

Q5: Do students with hearing impairments seek your help?

“Each pupil receives support according to their needs, I respond to the current situation in lessons. A teaching assistant is also present in some lessons. We also work in groups so that pupils have appropriate challenge and my help. But I don't think they seek help more often than others.”

Q6: Do students use any forms of support?

“They use behind-the-ear aid or in-the-ear aid, some of the children have cochlear implants, bone conduction hearing aids, and various types of cochlear implants.”

The aim of the second objective was to find out the teaching strategies of students with hearing impairment in English language lessons. Teacher A said that pupils like varied teaching and often have to change activities because pupils do not maintain attention as long as intact pupils. Most often they work with a textbook and workbook, but videos, games, interactive whiteboards and tablets are also used. When it comes to seeking help from the teacher, pupils tend not to ask for it more often than others. Pupils mainly use hearing aids or some have cochlear implants. Teacher B agreed with Teacher A on the use of technology in English language classes. Despite the fact that Teacher B enjoys using technology while Teacher A does not want to encourage it as much. Teacher B likes to work in groups so that the students have a proper challenge and her help. Teachers also agreed on the hearing aids that students use.

3.2.3 Objective three

What forms of support can pupils with hearing impairments use in English language classes.

Teacher A:

Q7: What are the support options for pupils with hearing impairment in English language teaching?

“Pupils always have an individual approach, according to their abilities. Some pupils have an individual education plan recommended by special education centre, which reflects their reduced abilities in some respects, especially pupils with combined disabilities. Some pupils have the use of an assistant.”

Q8: What form of support do you use most in your teaching?

“We use a wide range of didactic aids, from cards with English language concepts, pictures with English language concepts, dictionaries, language games - dominoes, pexes, etc., grammar overviews, textbooks, workbooks, technical aids - interactive whiteboard, computer, tablets. Various English language learning platforms to practice vocabulary, grammar rules, listening and reading comprehension, etc.”

Q9: Do you find the support options sufficient?

“Yes, but the problem arises in the case of a class with a very different level of pupils, where, for example, there is not an assistant in every class.”

Q10: What would help you in teaching English to students with hearing impairment?

“Skilled students can handle the level of regular textbooks, with the limitation of listening exercises. There is a lack of textbooks for pupils with severe hearing impairment or textbooks for pupils with combined disabilities. Mostly these pupils do not master the range of vocabulary and also the more difficult grammar.”

Teacher B:

Q7: What are the support options for pupils with hearing impairment in English language teaching?

“Individual education plan, possibility to work with a teaching assistant.”

Q8: What form of support do you use most in your teaching?

“In addition to textbooks and workbooks, there are tablets, interactive whiteboards, online tutorials, and online support for textbooks.”

Q9: Do you find the support options sufficient?

“Yes.”

Q10: What would help you in teaching English to students with hearing impairment?

“In general, reducing the administrative burden on teachers would help.”

The third objective was to find out what forms of support students use in English language classes. Teacher A says that pupils must always be approached individually and they have an individual educational plan (IEP) or an assistant based on the recommendation from the special education centre (SEC). The forms of support are mostly didactic aids, flashcards, pictures, dictionaries, workbooks, technical aids such as interactive whiteboards, computers and tablets. The teacher finds that the support for her and her pupils is sufficient, the only problem is the lack of assistants in the classroom, especially for pupils who have multiple impairments. Fast learners can manage a higher level of English as in basic schools, with only limited listening exercises. What Teacher A would welcome are textbooks for those with severe hearing impairment, or for pupils with multiple disabilities. Pupils do not have the ability to handle more complex grammar or more words. Teacher B only mentioned individuality, IEP and the possibility of a teacher assistant, where she agrees with Teacher A. Teachers also agreed on aids, using textbooks, technology, most often tablets, interactive whiteboards, online tutorials, or online support for textbooks. Teacher B says that technology in English language for pupils with hearing impairment is very helpful and she likes to use it. As said earlier, the teachers disagreed on technologies. Teacher B finds the support options to be sufficient. What she would welcome is a relief from administration, which is a huge burden for teachers. She would like to do more preparation for her students and elaborate the lessons better, but she cannot afford it due to lack of time because of the administration.

3.3 Summary

The practical part focuses on interviews with two teachers. Based on the set objectives, questions were developed and answered by each teacher.

The first objective concerns the main problems in teaching English to pupils with hearing impairment at the lower secondary education. The first question set for the first objective concerns the major difficulties that pupils may encounter in learning English. Teacher A claims that English language is generally very difficult for pupils with hearing impairment. She also claims that it is difficult to directly specify the main difficulties because each individual has different difficulties in learning. However, it is important to always respect all their impairments and take an individual approach. Teacher B has a similar view when asked, but clarifies that the biggest problem is pronunciation or listening.

In question number two, we try to find out what students have the least problem with in English lessons. Teacher A again mentions that an individual approach is important, but further mentions writing.

Teacher B responds that grammar is the easiest for pupils, mainly due to the help of various grammar charts.

The third question concerns students' home preparation. Teacher A again mentions individuality and also that each student has a different approach to learning English. They are saying that students do not have homework every lesson, and if they do, it is simple exercises. Teacher B's response is relatively the same as Teacher A's. It always depends on the personal relationship with the English language and also takes into account the home environment of pupils with hearing impairments.

Through the first objective, it was found that an individual approach is always important. Each pupil's disability is individual, and this is reflected in their struggles. We have found that in English language teaching for the hearing impaired, writing and grammar are taught mainly. We also found out that listening and pronunciation are the most difficult skills for students with hearing impairments, which they usually do not have to learn. The heterogeneity of student groups can also be a big problem, as the teacher has to create an environment in which each student is treated individually according to their needs.

The second objective relates to teaching strategies in the education of students with hearing impairment.

The fourth objective relates to the methods that students prefer in their learning. Teacher A's response states that students with hearing impairments cannot sustain attention as long as intact students, so it is important to choose teaching methods accordingly. It is important to always come up with something new to keep the pupils entertained. Teacher A states that it is good to use modern technology such as tablets or playing video games. Teacher B again comments that everything is very individual, but agrees that using activities that require technologies are very popular with students.

The fifth question focuses on whether students need help from the teacher. Teacher A compares the use of help-seeking by hearing-impaired pupils with that of intact pupils. She also mentions the presence of a teaching assistant in the classroom who is always helpful to the pupils. Teacher B has a similar answer, also mentioning the presence of an assistant and that he always tries to help the pupils in the classroom, but their needs are similar to those of intact pupils.

Question six is about student support. Teacher A and Teacher B respond that students at both schools use cochlear implants and other hearing compensatory aids.

Objective number two found that it is important that teaching is always varied enough for pupils. It is good to use the approach of modern technology, which pupils appreciate when learning English. It is also important to consider the individual needs of pupils with respect to their disabilities. Individuals with hearing impairments cannot sustain attention as long as intact pupils since they need to concentrate on several things at once and not just on the lesson itself. Based on teachers' responses, it was found that pupils would benefit from instruction that is activating and demonstrative. They need to see pictures,

photos or videos. If necessary, a teaching assistant is present in the classrooms and together with the teacher, he/she always provides the necessary help to the students.

The third objective was to find out what forms of support are provided to pupils in English language classes.

The seventh question relates directly to the support provided to pupils. Teacher A mentions an individual approach, for instance, an individual education plan or the use of a teaching assistant. Teacher B's answer is the same as the previous answer - an individual education plan and an assistant.

The eighth and ninth questions asked what forms of support the teacher most often uses and whether they are sufficient. Teacher A mentions specific didactic aids (e.g. flashcards, textbooks, language games as well as technical aids or websites) and admits that the main problem in using these supports is the heterogeneous classroom. Teacher B mentions similar aids - textbooks, workbooks, but also technical aids and considers all types of support.

The tenth and final question asked what is most helpful in teaching English to students with hearing impairments. Teachers' responses here varied, with Teacher A answering that there was a lack of aids for students with severe hearing impairment or for students with combined disabilities, and also stating that students were then unable to learn a greater amount of vocabulary and more complex grammar. Teacher B only states that the main help would be to reduce the administrative burden on teachers.

The main aim of objective three was to find out what forms of support pupils use. In both cases this was an individual educational program or the use of an assistant. It is also advisable to use aids that will make it easier for the pupils to learn English, this could be various didactic aids, textbooks, workbooks and technological aids. The problem then is heterogeneous groups of pupils, where each needs an individual approach. Also mentioned was the overall burden on teachers when educating pupils with hearing impairments.

Through interviews, it was found that the education of pupils with hearing impairments varies from school to school. Each teacher chooses different approaches according to the needs of the pupils. The needs of the pupils are specified in the individual educational program and a teaching assistant or the teacher himself acts in the classroom to facilitate their learning. It is important to use various teaching methods to keep pupils as busy as possible and facilitate their English language learning. It is also a good idea to use modern technical aids to make learning English more enjoyable for the pupils. Finally, it is important to mention that everything is always very individual - each pupil has different needs that the teacher must consider.

Conclusion

The aim of the bachelor thesis was to present the issue of hearing impairment especially in English language lessons at lower secondary education. The first chapter focused on introducing hearing impairment especially the terminology related to the topic. The discipline called Surdopedia is described there and what it is closely related to it. Next, the meaning of CODA and KODA is described, and finally the term people-first-language is explained. Then there was a short introduction to the history of education for people with hearing impairment. There was a description of the origins of education for the hearing impaired from the ancient times to the 18th century. This was followed by a description of the education of the hearing impaired in the Czech Republic up to the present day. The next chapter focused on the classification of hearing impairments, which can be classified into hearing impairments by place, time and degree. There is also a table from the World Health Organization (WHO) that summarizes the impairments in terms of degrees. And lastly, introducing the ways of communication. How to communicate with people with hearing impairments and how to approach them properly. There are also rules for communicating with people with hearing impairment and communication systems are also described. In terms of communication systems, they were divided into audio-oral, where we described spoken language, reading, writing and lip-reading and visual-motor where the finger alphabets, signed Czech, Czech sign language and Gestuno are described.

The second chapter discusses the education of pupils with hearing impairment. In the chapter on education, the main laws relating to the topic of people with hearing impairment were introduced. The same chapter mentioned the importance of choosing a communication system. The next two chapters were an introduction to primary education and then the specifics of English language teaching in lower secondary education. Lastly, a short description of support measures was presented. There we mentioned the legislation and areas of support measures.

Qualitative research and semi-structured interview was chosen for the practical part. As for the respondents, the interview was conducted with two English language teachers who teach at the lower secondary level. Next, the practical part analyses and compares the two interviews, for which three objectives were created and interview questions were formulated. In general, it was found during the interview that teaching English to the hearing impaired is very difficult. Based on the responses to the first objective and its associated questions, we found that pronunciation and listening are the most difficult things to learn for people with hearing impairments. On the

other hand, grammar and writing are generally easier for them. Based on the second objective, it was found that students do not need more help than intact students if all support measures are met and the individual needs of the pupils are taken into account. Lastly, the third objective found that the materials provided to teachers were sufficient except for materials for the profoundly hearing impaired.

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List of figures and attachments

Figure 1: Grades of hearing impairment. World Health Organization WHO (available from: www.who.int)

Degree of hearing loss	Hearing loss range
No impairment	0 – 25 dB
Slight impairment	26 – 40 dB
Moderate impairment	41 – 60 dB
Severe impairment	61 – 80 dB
Profound impairment including deafness	81 and more

Figure 2: Classification according to decibel loss (Lejska, 2003, p. 36)

Degree of hearing loss	Hearing loss range (dB)
Normal hearing condition	0 dB – 20 dB
Mild defect	20 dB – 40 dB
Moderate defect	40 dB – 60 dB
Severe defect	60 dB – 80 dB
Profound defect	80 dB – 90 dB
Practical deafness	90 dB and more
Total deafness	Without Audiometric responses

Figure 3: Czech one – handed alphabet (available from: Potměšil, 1992, s. 11)



Figure 4: Czech two – handed alphabet (available from: dvourucni_prstova_abeceda.pdf (muni.cz))



Interview questions:

Q1: In what ways do you find that students with hearing impairments have the greatest difficulties in learning English language?

Q2: On the other hand, where do you find that pupils with hearing impairments have the least difficulty in learning English?

Q3: How do you evaluate the home preparation of pupils with hearing impairment for English lessons?

Q4: Which teaching methods do you use most in your English lessons?

Q5: Do students with hearing impairments seek your help?

Q6: Do your students use any forms of support to make the lesson easier for you and your students?

Q7: What are the support options for pupils with hearing impairment in English language teaching?

Q8: What form of support do you use most in your teaching?

Q9: Do you find the support options sufficient?

Q10: What would help you in teaching English to students with hearing impairment?

Résumé

Tato bakalářská práce se zabývá problematikou výuky anglického jazyka pro žáky se sluchovým postižením na druhém stupni základní školy z pohledu učitele.

Teoretická část seznamuje se základní problematikou sluchového postižení, historickým vývojem vzdělávání osob se sluchovým postižením, klasifikací sluchového postižení, metodami komunikace a specifiky výuky anglického jazyka pro studenty se sluchovým postižením. Poslední kapitole teoretické části jsou stručně popsána podpůrná opatření.

V praktické části by tato bakalářská práce měla stručně objasnit problémy, se kterými se učitelé setkávají při výuce anglického jazyka pro žáky se sluchovým postižením, strategie výuky a podpůrná opatření, zejména na druhém stupni základní školy pro osoby se sluchovým postižením.

Annotation

Jméno a příjmení	Georgia Sofianidu
Katedra nebo ústav	Ústav cizích jazyků
Vedoucí práce	Mgr. Jana Kořínková, PhD.
Rok obhajoby	2023

Název práce	Výuka anglického jazyka pro žáky se sluchovým postižením na druhém stupni základních škol
Název v angličtině	Teaching English to pupils with hearing impairment in lower secondary education
Anotace práce	<p>Tato bakalářská práce se zabývá problematikou výuky anglického jazyka pro žáky se sluchovým postižením na druhém stupni základní školy z pohledu učitele.</p> <p>Teoretická část seznamuje se základní problematikou sluchového postižení, historickým vývojem vzdělávání osob se sluchovým postižením, klasifikací sluchového postižení, metodami komunikace a specifiky výuky anglického jazyka pro studenty se sluchovým postižením. Poslední kapitole teoretické části jsou stručně popsána podpůrná opatření.</p> <p>V praktické části by tato bakalářská práce měla stručně objasnit problémy, se kterými se učitelé setkávají při výuce anglického jazyka pro žáky se sluchovým postižením, strategie výuky a podpůrná opatření, zejména na druhém stupni základní školy pro osoby se sluchovým postižením.</p>
Klíčová slova	Sluchové postižení, vzdělávání, speciální pedagogika, učitel angličtiny, druhý stupeň základního vzdělávání, žáci se sluchovým postižením, integrace
Anotace v angličtině	<p>This bachelor thesis deals with the issue of English language teaching for students with hearing impairment at the second level of primary school from the teacher's perspective.</p> <p>The theoretical part introduces the basic issues of hearing impairment, the historical development of education of people</p>

	<p>with hearing impairment, classification of hearing impairment, methods of communication and specifics of teaching English to students with hearing impairment. The last chapter of the theoretical part briefly describes support measures.</p> <p>In the practical part, this bachelor thesis should briefly explain the problems teachers encounter in teaching English language to students with hearing impairment, teaching strategies and support measures, especially in the second level of primary school for people with hearing impairment.</p>
Klíčová slova v angličtině	Hearing impairment, education, special education, English teacher, lower secondary education, pupils with hearing impairment, integration
Přílohy vázané k práci	4 figures, 10 Interview questions
Rozsah práce	47
Jazyk práce	Anglický jazyk