ABSTRACT

This thesis deals with observing differences in vocabulary in sign language with hearing impaired kids at school age who visit elementary school for hearing impaired. This work is divided between two parts, theoretical and practical. This part is divided into three chapters. First chapter deals with the importance of hearing and classification of the hearing impairment and diagnostics. In this thesis is also included speech development of hearing impaired children and hearing children. Next part also contains of specific features occurring in speech of the hearing impaired people. It includes a list of tests which can be used to evaluate vocabulary with children. The last chapter of the theoretical part describes the development of the child during school age. The theoretical part deals with vocabulary in sign language of children with hearing impairment at primary school for the hearing impaired. The research is processed in qualitative form and the main goal of the thesis is to see what differences can be observed in vocabulary of children with hearing impairment and verify whether the selected test material is suitable for working with these children. The test material could be a guidance for people how to work with these children while verifying their vocabulary knowledge.

KEY WORDS

hearing impairment, vocabulary, school age child, primary school for children with hearing impairment, communication, importance of hearing, diagnostic of hearing, speech ontogenesis