

Abstract

This thesis focuses on teaching Czech language to deaf Czech-signing children in the first five grades of elementary school. It analyses the use of videos with subtitles in language teaching. In the introductory chapters, the legislation regarding the education of deaf children is outlined, together with the terminology delimiting the target group for the thesis. The following part looks at the reasons why subtitles are added to audiovisual works, considering the language learning and the development of communication competence in Czech as a second/foreign language. Here, it is especially the reading competence that is stressed, and the process of reading is therefore also discussed here. Based on these, the thesis then lists the various components of an audiovisual work with subtitles and also the benefits that come from watching such a work. The condition for effective learning from the subtitles is the relevancy of the subtitles for their addressees. The subtitles have to fulfill certain requirements, both on the technical level and the appropriate language demands. Supported by relevant research literature, this thesis explains the *time limitations of subtitles* (speed of the subtitles aimed at children, minimal and maximal duration of the projection, breaks between the subtitles, etc.) and *spatial limitation of subtitles* (number of lines, number of characters, size, font, color, background, etc). Furthermore, it explores the language education of Czech language for (deaf) children in the first five grades of elementary school. Apart from technical limits of the subtitles, every adjustment has to respect the child, their language level (acquired communicative functions, lexical and grammatical skills), their needs, and, in connection to that, the aims of language education. The thesis brings a list of necessary adjustments for subtitles which is followed by the suggested steps on how to proceed when adapting subtitles for language teaching. These are underlined by specific examples from the author's own materials and this section also lists potential difficulties. The thesis also contains educational material based on watching a video with subtitles.

Key words: Audiovisual Work, Czech as a Foreign Language, Language Teaching, Communicative Function, Communicative Competence, the Deaf, Subtitles, Text Adaptation.