

ABSTRACT

The thesis deals with the topic of education of pupils with hearing impairment and a different mother tongue. The first part of the thesis contains basic theoretical background. It describes the issue of hearing impairment, the comprehensive rehabilitation of people with hearing impairment including its individual components, schools educating pupils with hearing impairment and the individual communication approaches used in the education of these pupils. The possibilities of educating and supporting pupils with a different mother tongue and pupils who have a different mother tongue and a hearing impairment are outlined. The theoretical part focuses on the support that is provided to the families of such pupils and to the educational staff working in this area. The practical part aims to describe and analyse the education and other support that is provided to pupils with a hearing impairment and a different mother tongue educated in a primary school for pupils with a hearing impairment. A qualitative research design is chosen to achieve the main research aim. Based on this aim, the sub-objectives and the research questions arising from them are set out. Furthermore, the research methodology, research sample and research site are characterized, followed by a description of the research process. Based on observations, interviews with respondents and document analysis, the information obtained is interpreted into individual case studies of the pupils involved in the research investigation. The results of the investigation are summarised in the sub-conclusions of the thesis, from which recommendations for practice and the conclusion of the thesis itself are drawn.

KEYWORDS

different mother tongue, educational support, special arrangements, hearing impairment, pupil with special education needs