

## **ABSTRACT**

This master's thesis is devoted to the topic of written expressions of students with hearing impairment educated at schools for the hearing impaired. This master's thesis consists of a theoretical part and a practical part. The theoretical part is devoted to the knowledge we have available about this topic both in domestic and foreign literature. Specifically, it deals with topics such as the language and communication of people with hearing impairments, the teaching of pupils with hearing impairments with a focus on language teaching, especially the Czech language and the literacy of people with hearing impairments.

The practical part of the thesis is devoted to a research investigation, the aim of which was to describe the differences between the texts of hearing impaired pupils educated in schools for the hearing impaired and the texts of intact pupils educated in mainstream schools. As part of the research investigation, the texts of pupils with hearing impairment and the texts of intact pupils were obtained, while both groups were given identical assignments. These texts were further analyzed and compared in terms of their scope, structure and content and subsequently errors were found in them, which were further categorized and described. The errors identified in the texts of the informants were further divided into four categories, namely formal errors, phonological word structure, vocabulary and morphosyntax. Specifics for both groups were identified in these categories, while it is possible to claim that pupils with hearing impairment made mistakes in more areas and with a higher frequency than intact pupils. Conclusions and recommendations for special pedagogical practice emerged from the analysis of the texts.