

This dissertation reports on the findings of a qualitative study done in a special school in Liberec/I and a mainstream school in Prague. Using a questionnaire, a semi-structured interview and a // focus group discussion the researcher found that the teachers both in a special school and the [/ mainstream school depend very much on medical and social experts to made decisions regarding the nature of education provision of the learners with hearing impairment. With the expert analysis of hearing loss, learner^with hearing impairment are regarded as deficient commonly referred to as."/the handicapped" and not fit to learn together with hearing learners in a mainstream primary classroom setting. The special education teachers argue that the learners who are placed inffiemain stream classroom settings are only sitting in class and gets very littl^ from the regular teachers who fail to communicate effectively with these hearing impaired learners.