

G. J. Alindianmao

Very good dissertation. It is focused on perception of teachers on teaching learners with hearing impairment in an inclusive mainstream primary classroom setting. The topic is closely related to Greystone's professional knowledge and practice.

The abstract covers the research problem; the method used; the main findings.

The first chapter places the research report into the context of Malawi where Greystone comes from. (There are interesting data provided such as classroom ratio.)

The literature review chapter demonstrates Greystone's academic credentials. Particularly Greystone's attempt to link his professional expertise with earlier and current studies has to be acknowledged. For the viva I suggest to summarise the review &#8211; evaluation of the previous work with the findings presented in dissertation (in the light of the completion of data analysis).

The research design is presented in the chapter 3. The research methodology is justified on the broader same as specific level. On p. 35 the chosen research methods are justified using the Canadian Iceberg Model ;This is in line with the Canadian Iceberg Model...&#8221; would need to have deeper explanation.

Justification of the research methods using &#8220;the Freudian model&#8221; seems to be rather simplistic.

Greystone describes procedure of questionnaire construction in details same as other methods applied. This information might be more adequate to be a part of discussion chapter/subchapter.

The evaluation chapter provides the data collected and information gathered. This chapter only partially follows its title. It sounds more like a research analyses than evaluation or discussion.

The final chapter give answers to the research questions In the viva a link of the findings with the between previous studies /literature review/ can be made.

Overall, it is well written dissertation (however sometimes subjective and emotive &#8211; for example p. 110 I admired...&#8221;;, p. 107) with extensive ~~scale of resources~~ applied.

Marking Z  
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