

**Review of Dissertation (Mgr. Diploma) Work**

**Faculty:** Faculty of Education, Charles University, Prague; EMSEN study program

**Student/Author:** Greystone J. Alindiamao

**Supervisor/Tutor:** PhDr. Mgr. Libor Novosad, PhD.

**Dissertation Theme:** What are the Perceptions of Teachers on Teaching Learners with Hearing Impairment in an Inclusive Mainstream Primary Classroom Setting in Liberec and Prague in the Czech Republic.

**Academic year:** 2009 - 2010

**Summary:**

Presented work is focused on comparison of education of pupils with hearing disability on a special primary school and on a regular primary school. Consequently is finding explanation, why the most of teachers and advisors prefers education of those pupils on special schools. Text is compiled precisely, understandable, well arranged (except tables on pages 60-64), and has a logical structure.

In introduction the author spoke about an education of pupils with SEN on Malawi and CR with consideration to upbringing and education of people with hearing disability. Afterwards defines key, in practice used terms, summarizes and comments on chosen theses or knowing from science/professional literature, related to education of pupils with hearing disability and scholar inclusion of people with disability and SEN in context of actual minds „education for all“. Afterwards the author introduces with methodology of made quantitative research, which is based on use of combination of interviews, group discussions, questionnaires and analysis of school visits. Afterward structures and comments on his own research findings and results (incl. expectable fact, that really depends on seriousness and time of rise of hearing disability, type of preferred communication form and a level of word-thesaurus and adaptability of pupil), which is added by objective notes. In the end of work the author brings acceptable finding results and in a principle realizable recommendations.

**Notes, themes for discussions:**

- Although the presented research is limited by small number of samples (2 schools of different type, where not been used identical researching aids and methods) it brings obviously challenging findings and view on barriers in wider application of inclusive education concept of pupils with hearing disability in CR.

- Unfortunately, the author didn't much focus on:

- disproportional or distorted expectances from application of cochlear implantate,
- or position and perspectives hearing disabled children of parents, which have similar or the same disability.

**Questions for advocacy/defense:**

1) Teachers and head teachers of regular schools mentioned, that they aren't enough prepared for inclusive education of pupils with hearing disability and that they haven't conditions for that (in case of deaf pupils, they cast out that chance). Therefore, with link to better, more effective communications between pupil and teacher, recommend this teachers and advisors education on special schools, or special classes. Try to compare this findings to situation in UK and NL, where you studied to.

2) What important bring that work and whole EMSEN study for your activities in Malawi?

3) One of expectation of succesfull education and social inclusionis of pupils/people with disability is a generally good cooperation between children and family. Do you perceive in that section any differents between Malawi and CR?

**Evaluation of work:**

I really appreciate the authors efforts of compilation of that topic, and obvious benefits of that work. In consequence with all major matters of fact I evaluate work with mark „1“ .

In Prague/Liberec 05. 08. 2010