

## ABSTRACT

The dissertation *The English Language Teaching Methodology for Learners with Impaired Hearing* deals with the current situation in the field of ELT in special secondary schools for learners with impaired hearing.

It has two main aims: - 1) to gather knowledge from ELT methodology and combine it with information from other source disciplines, e.g. special pedagogy, pedagogy, psychology, and linguistics to form a coherent basis of special systemic English language teaching methodology for learners with impaired hearing; - 2) to carry out a research project in the field of reading with deaf and hard-of-hearing learners at secondary schools since reading is the skill which is practised by all groups of learners with hearing impairment.

The dissertation summarizes information on these learners, it describes their characteristics and needs. Main communication methods are presented, as well as some thoughts on the development of language and mind of the deaf. A substantial part of the work is devoted to motivation, emotional and personal development of deaf learners and to their practical communicative needs in the classroom.

The work sums up the ELT methodology findings and comments on them from the perspective of a special school teacher. The research part reflects the project findings in the field of reading and compares the results in terms of deaf and hard-of-hearing learners, lower grades versus upper grades, secondary school programmes versus vocational programmes.

Key words: ELT methodology, English, impaired hearing, the Deaf