

SUMMARY

Name: Reading with understanding with hearing-handicapped children

Object of study: Creating a coherent survey referring to contemporary possibilities of reading practice with hearing-handicapped pupils in conditions of educational process in basic schools, ways of text modifications for hearing-handicapped pupils including testing the contribution of text modification to their understanding.

Method: The study is divided in two parts – theoretical and practical. Organs of hearing, hearing defects and handicaps are described in the theoretical parts. Some methods of communication of hearing-handicapped children and reading and education problems are included there. Problems appearing in the process of reading and modifying texts are described in the practical part. Beforehand determined hypotheses referring to reading problems and text modifications for hearing-handicapped children were verified by questionnaire method and by Testing the reading according to Matějček.

Results and conclusions: Stating the profit from text modifications for reading with understanding practice with hearing-handicapped pupils. Creating suitable methods of text modification and facing possible difficulties appearing during the work with a text.

Key words: hearing, hearing handicaps, hearing-handicapped persons, bilingual education of hearing-handicapped persons, reading of hearing-handicapped persons, sign language, total communication, text modification, reading with understanding