

ABSTRACT

This diploma thesis is dedicated to developmental language disorder (DLD) and particularly to studying how well future teachers are informed about DLD. The thesis is divided into two parts, theoretical and practical, both consisting of three chapters.

The first chapter of the theoretical part defines developmental language disorder, and examines and presents the basic terminology. Further, the chapter describes the epidemiology, pathogenesis, clinical symptoms (both verbal and non-verbal) and classification of DLD. The second chapter examines the individual components related to diagnosing DLD. The third chapter describes the therapy, prognosis and prevention of DLD, as well as the specifics related to educating persons with DLD.

The applied part of the thesis presents the results of a research survey conducted as a part of the thesis. The main objective of the survey was to determine how well the (under-)graduate students majoring in teaching in kindergartens and primary schools are informed about DLD in the course of their studies. The information was collected through surveys spread among the respondents. The collected data are processed and analyzed, the results are presented in the form of graphs and tables. Based on the data collected, the relevant hypotheses are tested.

Another goal of the applied part was to create and present a brief and well-arranged material containing the basic information about DLD that will help kindergarten and primary school teachers orient to the topic.

KEYWORDS

developmental dysphasia, developmental language disorder, future teachers, specific language impairment, child, speech, therapy