

ABSTRACT

The dissertation deals with the reading literacy of students with hearing impairment, the possible level of reading literacy achieved during the 2nd grade at the primary school for the pupils with hearing impairment. More specifically, it is focused on deaf pupils who prefer Czech sign language in face-to-face communication. First part introduces the issue of reading literacy and anchoring it in school legislation. The most famous international researches on reading literacy and readership are also presented. Following part of the thesis is devoted to deaf pupils, the specifics of bilingual education, the Czech sign language and the Czech as a second language. It also refers to the specifics of the acquisition of reading skills by these pupils. The thesis presents a research investigation aimed at finding out to what extent pupils with hearing impairment in the 2nd grade of a primary school for the hearing impaired manage reading literacy at the A2+ level according to the European Framework of Reference for Languages. The respondents were tested with a modified test of the unified entrance examination for the Czech language as a second language for the deaf. From the results of the research investigation, it was not possible to conclusively confirm the connection of the achieved level of reading literacy with age, preferred language or educational approach.