Assessment of the Dissertation

The author: Godwin Irokab, MEd.

Title: Facilitating Academic Achievements in Deaf and Hard of Hearing Learners in Inclusive Education Programmes Using Bilingual Educational Methodologies: A Case Study of Inclusive Special Schools in Akwa Ibom State – Nigeria.

Supervisor: prof. PhDr. Marie Vítková, CSc.
Author of assessment: prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.

Godwin Irokab submits for assessment and subsequent defense of the doctoral thesis that furthers knowledge in the field of bilingual education of persons with hearing disabilities in inclusive settings in one of the states of Nigeria. This is a topic that is current, in the local conditions of the author’s country, which is unsolved in detail and for both theory and practice. Therefore, it is undoubtedly interesting and useful.

The formal quality of text
Formally, the thesis is clearly divided into six chapters. Theoretical solutions are processed in two chapters (13 subchapters) in the range of 68 pages of text. The overall scope of thesis consists of 164 pages and 16 pages of annexes.

The language quality is not subject to this assessment. If the author thought about later publication, the language quality of thesis would merit a revision to remove the infrequent typos or errors "what was later know - page 12," "is 6 year long - page 49", "which recommenosws - p. 143". Otherwise, from a formal point of view, the thesis is very good as well as the graphic design. Perhaps greater care should be taken to embedded tables and graphs (the way of embedding and the remains of Czech text).

Literature sources are referenced in the regular form to a sufficient extent. The form of citations corresponds with the norm. So much for the formal side of the thesis.

Conclusion: In terms of formal requirements, the thesis meets the requirements.

The assessment of the professional and scientific level of the dissertation thesis

Theoretical part
Here, the author details the very bases of the submitted thesis. The theoretical part is written carefully and current specialized sources are utilized. On about 68 pages of text, the author demonstrates the ability to work with literature, compare and probably the most valuable part to the dissertation is his exercise of his own opinion in the search for answers to important questions. As already mentioned, the text for this part is of a compilation and comparative nature, properly balanced and takes into account the current state of affairs in the observed geographic area. Efficiently and at a reasonable length, he presents the basic concepts and theoretical bases - relevantly for the focus of the research. The author demonstrates knowledge outside of the normal special educational field, which makes the thesis clearly conceived and observing the selected issue. Everything is always related to the
issue of age and category of hearing impairment with relevant judgements or quotations. For readers, the most interesting part is the comparison of sign languages of different national variants. Here, the author points out that further research work is needed, which he or his successors may continue to investigate.

**Conclusion:** The theoretical part is written comprehensively and is well-arranged with interdisciplinary knowledge and a clear understanding of the issue in a broader context. From the perspective of an opponent, it is possible to declare that this part is satisfactory for the defense.

**Research part**

The author presents his own research in the second part of the text, which is of a logical structure and an adequate length. The author describes the basis of the research. He established four research questions that are listed at the end with a final opinion. A sufficient scope is dedicated to the research methodology - especially for the use of research tools which are shown including the procedures and pointing out weaknesses - the inability to intervene in the selection of the respondents in the case of teachers.

With regards to the application of the research procedure, the author describes the genesis and justifies each item including the consequences. The research method was presented outside the workplace of the doctoral student (Faculty of Education of Charles University in Prague) and was also found to be functional and acceptable for research work.

The next twenty-five pages of text are devoted to the processing and interpretation of data. This stage is formally processed correctly and clearly with the appropriate graphic tools.

The conclusions are summarized in the discussion, which meets all the parameters of a scientific debate at this level. What is valuable is that the author does not try to "transport" any foreign successful practices to the conditions of his country but shows a tendency to create his own procedure that takes into account the specifics of this environment.

The author of the work suggests possible outcomes for practice - not just special educational practice but also related to other fields or departments. Areas for further investigation have been identified as well.

**Conclusion:** The author demonstrated his ability to do scientific work and it is expected that he will be able to express himself in a knowledgeable manner in the defense concerning the outlined topics.

With regard to the latter, I **recommend** the doctoral thesis for admission to the defense and in the case of a successful defense, to grant Mr Godwin Irokab, MEd the academic Ph.D. degree.

As part of the defense, I propose to discuss the following topics:

1. With regard to the results, try to propose principles for efficient work of a teacher with regards to "Translanguaging".
2. The communicative approach of "Total Communication" was demonstrated in your research as ineffective. Does this approach have justification in some areas of the education of children and pupils with hearing impairment? Is it possible to take
advantage of some of the positives that the publication “Total Communication: Structure and Strategy” by Lionel Evans lists?

3. Can you introduce an appropriate and objective method of a written evaluation of knowledge of pupils with hearing impairment in order to remove the impact of problematic mastery of the majority language, even in a bilingual approach to teaching?

In Olomouc, 18.4.2017