



Análisis de la interacción verbal mediada por una intérprete de lengua de señas venezolana en un aula de clases bilingüe bicultural para sordos [

Universidad Pedagógica Experimental Libertador,
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Analítica

The number of institutions for the hearing impaired that use local sign language as a teaching language is growing rapidly. The purpose of this preliminary study was to examine the interactions observed in a History class in which the teacher taught in Spanish to a mix group of deaf, hypoacoustic and hearing students helped by an interpreter using the Venezuelan Sign Language (LSV). The study was conducted from a discursive perspective using a qualitative methodology. The results pointed to three areas of interest. First, the performance of the interpreters. Here, the interpreters, even when perceiving their work as satisfactory, must work constantly in refining their abilities, become familiar with the LSV structures, and adopt intercultural attitudes. Second, the influence of basic western interaction structures in a classroom with hearing impaired students. And third, the interference produced by the interpreter when assuming the role of the teacher

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Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es