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TEACHER'S TRAINING
FOR THE EDUCATION OF THE DEAF SCHOOLCHILDREN

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FORMACIÓN DEL MAESTRO LOGOPEDA PARA LA EDUCACIÓN DEL ESCOLAR SORDO

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Suggested citation (APA, 7th edition)

Torres-Maceo, D., Calzadilla-González, O., & Labrada-Pérez, M. (2023). Teacher's training for the education of the deaf schoolchildren. *Revista Metropolitana de Ciencias Aplicadas*, 6(S1), 48-56

ABSTRACT

The initial training of the language therapist teacher in Cuba undergoes profound transformations from the demands of inclusive education and the strengthening of language therapist in the pedagogical field. The review of pedagogical practice, within it, the training content for the care of disorders in communication and language, in a particular way in the pedagogical field. For speech intervention with deaf schoolchildren, it identified a group of dissatisfactions that require their approach theoretical and methodological. For these reasons, the study aims to: analyze the essential ideas on which the training content of the language therapist teacher is defined, comprehensive speech care to deaf schoolchildren, depending on the achievement of communication. Changes made to the discipline language therapist and its application in the group of students who take the 4th year of the career offer evidence of their relevance.

Keywords:

Language therapist teacher training, content, speech-special care, deaf school.

RESUMEN

La formación inicial del maestro logopeda en Cuba experimenta profundas transformaciones a partir de las demandas de la educación inclusiva y del fortalecimiento de la Logopedia en el campo pedagógico. La revisión de la práctica pedagógica, dentro de ella del contenido formativo para la atención a los trastornos en la comunicación y el lenguaje, de manera particular para la intervención logopédica con escolares sordos permitió identificar un grupo de insatisfacciones que requieren de su abordaje teórico y metodológico. Por estas razones, en el estudio se propone como objetivo: analizar las ideas esenciales sobre las que se delimita el contenido de formación del maestro logopeda, para la atención logopédica integral a escolares sordos, en función del logro de la comunicación. Las modificaciones efectuadas en la disciplina Logopedia y su aplicación en el grupo de estudiantes que cursan el 4to año de la carrera ofrecen evidencias de su pertinencia.

Palabras clave:

Formación de maestro logopeda, contenido, atención logopédica, escolar sordo.

INTRODUCTION

At the present time, the changes in the conceptions and practical of the inclusive education they are integrated with velocity in the professor's formation. The curriculum of the future language therapist teachers is not excepting of this reality (Vázquez Campos et al., 2019; López et al., 2021). The main social value of this tendency agrees to the prospective transformations in its conceptions on the educational process and the language attention of children, adolescents and youths with dysfunctions of the language or the communication. Before this challenge the imperative arises of trafficking of a model of clinical intervention characteristic of sanitary contexts, to take step, to a school that recognizes the diversity like difference, like a quality consubstantial to the human nature and that conceives the educational environment as space supplier of resources and helps.

Since this purpose the language is not understood alone as communication instrument to be related in society, when positioning it from the bases of the Cultural Historical pattern, it is valued him to you as talkative function and complex process that it carries out other functions from the psychological point of view (mediator, in the regulation of the behaviour, in the generalization and cognitive); all essentials for the formation and development of the scholar when allowing him the transmission and assimilation of knowledge.

From this perspective in the manuscript is meditated about the necessity of a different look regarding the teacher's formation that highlights the work multi - and given transdisciplinary the nature of this science and profession. It is this way that the analysis from the Neuropsychology, the Psycholinguistic, the Socio-anthropological, the Pedagogy and the Didactics leads to the revision critic - reflexive of this formative process. In this respect, the author, it leaves of the following thesis: the necessity to pass over language therapist teacher, in the search of a more active list, in the execution of the professional functions leads to recognize its implication in the defence and promotion of the correct use of the maternal language, for the members of the educational community, by means of the teaching of the written communication and its acquisition for all the scholars and in the assumption in a way of different communication, like it happens in the deaf scholars.

The necessity is inferred to propitiate in the formation of the language therapist the understanding of the consequences of the deafness and the argument of its impact in the processes of the scholar's socialization, for the limitations that it generates in the acquisition of mechanisms of the communication and the language. That exposed, seen as content of the formative process, it supposes the construction of arguments the Pedagogy and the current Didactics should reconsider the language attention to the deaf scholars on why, as inclusion scenario and of optimization of the educational process.

From the language therapist they are multiple the proposals on the educational attention to the deaf scholar to favour their communication and the acquisition of one in the language ways in the second language, either in the oral or written modality (L2) (Chevrie-Muller & Narvona, 2001 and Ruíz Vallejos, 2016; Díaz et al. 2018; Pérez et al., 2020). The consultation of investigations on the language therapist formation allowed to know of the boarding of problematic specific, that develan the evolution of the attention to the audition problems and language and how this it is reflective of the consolidation like science. They are exposed important taxes on the intervention in the qualification of the communication and the language in school deaf, that is: Bustos Rubilar et al. (2018).

In connection with that exposed inquiries developed in the Cuban context they take like object this teacher's formation, when approaching specific fields related with the conception of the professional's didactic formation (Torres-Maceo & Calzadilla-González, 2020), the list of this professional in the educational inclusion of the scholars with dysfunctions of the oral communication (Murguía et al., 2016) and the teaching-learning of the reading and the writing to school deaf in the space language therapist.

Nevertheless, the theoretical analysis and the results that he/she offers the study facto perceptual carried out in January of 2020, in the career Degree in Education Logopaedic of the University of Holguín, on the didactic formation of the fourth year-old students for the language attention to the deaf scholar, it allowed to abstract among the situations problematic:

- The documents rectors for the language therapist teacher's formation, don't reveal to fullness, their reach in the deaf scholar's.
- In the argument of the strategy of attention integral to school deaf the didactic foundations are weakly certain.
- The future language therapist in the solution of the professional problems related with the intervention the acquisition of the second language for the deaf scholars, doesn't achieve, the coherence in the boarding multi-disciplinary that requires the process.

The enunciated problems served as scientific conjecture and general problem to establish the objective of this work in the terms of: to analyse the essential ideas on those that the content of the language therapist formation is defined for the language attention to school deaf, in function of the achievement of the communication.

It is worth to highlight that the constructions that are shown in this article are bean of the work in investigation projects and of doctoral formation executed by means of applied investigation and investigation in the Degree in Education of the University of Holguín. This career was evaluated of Excellency in the year 2017 for the Meeting of National Accreditation of the Ministry of Superior Education of Cuba.

MATERIALS AND METHODS

The investigation is based in coherence with the paradigm of qualitative investigation. Of there the delimitation of investigation methods for the study of the problem and the construction of knowledge guided of a different look regarding the language therapist teacher's formation, for the language attention to school deaf. Of the theoretical level they were used: analysis-synthesis and induction-deduction, for the study of this teacher's formative process and I eat in this the categories communication and the deaf scholar's language are approached, talkative models, the educational attention, the language attention, the teaching-learning of the reading and the writing (L2) and the relationships among them. Also, of the theoretical level the historical-logical method and the system focus, respectively; the first one, for the study of the evolution of the educational attention to the scholar, the tendencies and models with their incidence in the language attention; and the second, to explain the essential ideas of the formative content for the intervention language in the deaf scholar.

Among the empiric methods they were used the interview, to verify the points of views, opinions and the level of this future teacher's preparation to intervene in the process of teaching learning of the reading and the writing, as communication system in school deaf. The participant observation, in practical classes and shops to verify the abilities pedagogic-professionals and to detect the transformations happened in the address of the process of language attention. Also, the method documental analysis, for the collection of information related with the professional's formation, the educational strategies of the career and of year in the Degree in Education Language Therapist of the University of Holguín and the Professional's Pattern (Cuba. Ministerio de Educación Superior, 2016).

Of the statistical level statistical-descriptive procedures were used as they are it the grouping of data in charts and graphics, and the percentage calculation.

For the development of the investigation a procedure is used that begins with the itemized study of existent scientific publications in the databases Scopus, SciELO, Redalyc. Proceeds to the identification, selection, eligibility and inclusion of studies starting from the approaches: deaf boy, communication and language, educational attention and language intervention, a total of 76 sources. In the literature the treatment is looked for to the categories that are the nucleus articulator of the process of language attention: communication, language and intervention. Categories that have very peculiar expression in the deaf scholar's education and from them you proceed to the determination of the ideas theoretical essentials that sustains the contained communication and language in the professional's formation, and their didactic implication - methodological for the solution of their teacher's professional problems.

RESULTS AND DISCUSSION

In this section presents theoretical generalizations regarding the formative content that the teacher of language therapist requires from the initial studies for the language attention to school deaf. Therefore, the abstraction of this formative contents has as precedent the investigation applied with focus of carried out investigation-action in a direct way with students of fourth year of the career Degree in Education Logopaedic of the University of Holguín and the academic of the disciplines logopaedic, Formation Pedagogic, Didactic Matters and Investigative Formation. To such effects of the triangulation of the results of the sequences in hairspring of diagnostic participative and the systematizing of the theories and opposing investigations, with emphasis in those published in magazines indexes in the reference databases, to contain given their nature interdisciplinary diverse and rigorous visions regarding the investigation object.

This way, the determination of the formative content was guided to the construction of ideas essentials by means of theoretical generalizations whose content is expression of the one: to know, to know how to make and to know how to belong to the teacher of language therapist in the context of the work with the communication in the deaf scholar. These ideas contain the analysis categorial of the process of language attention, from the expressed relationship between communication and language in the deaf scholar and how this relationship it tinges all the valuations on the acquisition and development of the first one and second language; also, of the access roads to the written language. The ideas are summed up from the methodological thing in the evaluation subprocess and diagnostic, in that of intervention and in that of regulation and feedback; facilitating their concretion in the strategy of language intervention from the objective, the intervention areas and the actions or tasks deployed in the language class and activities, in the consultancy to the educational agents.

In this idea it is required of the theoretical analysis of scientific studies with deaf children that confirm that the transfer from the communication systems to the language is not so simple, because when not being able to acquire the language spontaneously, they are not able to go substituting the non-verbal primary systems of communication for the language. Likewise, the inability to acquire the language with talkative ends prevents him the language to pass to play the paper of symbolic mediator of the thought.

This way, they feel the bases for the treatment to the content on the grateful language of signs as the deaf boy's natural language, as a linguistic system and an instrument of the human communication. This is also valued as a fact of social nature that allows the symbolization process on the social reality of a human group is built. The language of signs is characterized according to Peluso (2010) to have a structure characteristic of nature slip-gestural, is carried out the speech with the hands and you nominalize

the world with the signs of the language. With this it can describe himself in different levels (phonological, syntactic, semantic and morphological), and in turn, to break down in parameters in which the minimum unit is the sign.

On this base you proceed to theoretical disquisitions from a look Socio-anthropological in which thinks about for Rey (2008), that the deaf scholar is member of a minority linguistic community that possesses a distinctive socio-cultural own and characteristic language. For such reasons, the deaf scholars develop sense of identity, pride of themselves and of their cultural inheritance, when having contact with other members of their group ethnolinguistic, and therefore, with their maternal language. This would facilitate them to reach in the educational process a harmonic, psychological and social development of agreement with the necessities to be unwrapped in the society.

They are these valuations those that take to include inside the contained the position socio-anthropological in which the bilingual education is privileged - bicultural for the deaf scholars, when specifying the capacities of the fellows to acquire or to learn two or more languages and the fact of not being forced to the forced comparison with the linguistic abilities that the listeners demonstrate. It also allows to approach the reach of the term bilingualism, because mentions in their pedagogic meaning according to Bejarano (2006), a bilingual education gives right to the fellows that possess a minority language to be educated in its language.

Also, the focus sociolinguistic that is approached by Jambor & Elliott (2005), offer a valuation of the deafness that moves away from the pathological thing, and they consider to the deaf ones as payees of a verbal system different to that of the listeners, the language of signs, therefore they are not valued as lacking of language. This position serves as argument to conclude that the deaf ones conform a minority group, with an own culture.

From these budgets you arrive to the debate about the acquisition of a second language for the deaf scholar that takes to value the acquisition of the reading and the writing in their written modality. The written language, considered as an indispensable tool for the social integration, because the written text is one of the most effective means so that they receive information and consent to the knowledge; in the same way, it is one of the medias that allows him to establish relationships with the other ones.

Also, of considering the vehicular character of the reading and the writing in the deaf scholar's education. In the analysis of this idea he/she leaves of the position of Blackish (2016): *"a boy or deaf girl in this school stage (that is to say first cycle) he/she is carrying out two processes in a simultaneous way, he/she is acquiring a first language to communicate, interactor, to conceptualize and he/she is also learning how to read and to write in another different language in grammatical structure, therefore the*

teaching of this second language cannot be developed under a traditional model of independent subject with previously established contents for the national standards, but rather it should be included like a vehicular language of other school contents". (p.790)

To consider the reading teaching and the writing from a position that keeps in mind the nature of a vehicular language of other school contents, contributes to attenuate one of the present difficulties in the scholars, the limited understanding of the text, attributed to the scarce vocabulary and the little domain of the syntactic structures (Bustos Rubilar et al., 2018). The terms of other school matters are systematized this way, either by means of the written word or oral and he/she consolidates the sign of the object, phenomenon or thing of which is. Also, he/she reveals the necessity that the teacher of language therapist has a deep domain of the school curriculum to project the content from relationships intra - and multidisciplinary and the necessity to approach the content on the access roads to the written language.

To learn the written language the deaf scholar he/she should appropriate of the alphabet that is a code or a system of rules that it assigns to each phoneme of the language a different graphic representation. It is pointed out that *"in the reading, the visual signs behave like auditory signs in the alphabetical and syllabic systems, because, the ocular information transmits phonological information and linguistics"*. (Defior et al., 2015)

The access to the lexicon in this scholar happens like in the listeners; the pattern of the double route proposes the use of a direct road, also visual or lexical call and of an indirect road, also known for phonological or sub lexica (Alegría, 1985, 2009).

The direct road according to Cuetos (2008), it is used when one enters from a direct way to the visual lexicon that has each fellow, being this formed by the orthographic representations of the words that the individual has gone adding during his time of experience with the reading. The access to this type of "deposit" lexicon, doesn't necessarily supposed to be able to obtain the concrete meaning of the word, but just the opposite, this is, to connect or to connect with the semantic system. That is to say, the reader can recognize a word without he truly knows his meaning. This way, this deposit organizes the concepts in diverse categories. If the reading takes place aloud, one will have to activate the phonological lexicon, formed by its respective phonological representations, proceeding to the articulation of the word that is wanted to read. Consequently, it outlines, Fernández-Domínguez (2021), the described route is constituted by three elements: the visual lexicon, the phonological lexicon and the semantic system.

The indirect road or phonological route is based on the recovery of the sound that corresponds to each graph,

for the conversion of the words in sounds by means of the rule of conversion grapheme-phoneme and to transform the letter into sound. This route is used to read new words and since pseudo palabras they are not represented in the lexicon. In this process the scholar to read part of the visual analysis of the written word, of this to the visual lexicon until arriving to the semantic system, of which passes to the warehouse of phonemes, to become auditory lexicon and to return to make semantic system until becoming speech.

In this last road it is evident the relevance of the phonological conscience, considered as the ability to carry out an explicit analysis of the speech in their such constituent elements as: the phonemes, the syllables and the rhymes; that in the learning of the reading in an alphabetical writing system is clearly established. The phonological conscience allows to carry out the connection between the segments of the speech and the letters of the alphabet.

In the teaching to school deaf the necessity is recognized of using different methods or alternative systems of communication, with the result that Leybaert (2000) and Happiness (2009) they defend the method of the supplemented word (complementary system to the labial reading that facilitates the visualization of the non-visible phonemes and it suppresses the ambiguities). Happiness (2009), affirms that the audition lack forces the deaf population to develop the phonological conscience being not only based on its auditory remains, but also, in the reading of the lips and of the face, the derived tactile feedback of the sensations that is obtained when articulating the sounds of the language, the dactylogy or manual spelling and the orthographic strategy that it allows them to spell the words remembering the letters of the written word.

The analysis of these roads leads to the revision of the content in the discipline logopaedic, so, we reveal that when the direct road is used in a deaf scholar, its relationship with the global methods. The phonological road implies the treatment up to now not to a content approached: how they are formed the phonological processes in the deaf scholar, what the phonological conscience is and how from its study the intervention areas are identified in the process of language attention. The relationship with the methods of march phonetics and the combination with the method phonic - analytic-synthetic.

From these knowledge rules settle down for the preventive work in general, because it is considered by several authors like Figueroa & Lissi (2005); Costa de Souza & Motta Bandini (2007); Domínguez-Gutiérrez & Alegría (2009); Galicia Moyeda et al. (2015), mentioned by Hael (2018), the preponderant value of the phonological conscience to learn the written league. Just as Torgesen et al. (1991), proposed the gradual evolution of the phonological conscience would suppose a slow displacement of the focus of attention that the boy locates in a beginning

in the meanings of the language toward the conscience of his structures, this is, a migration of the bottom to the form of the language.

In this aspect the psychological analysis of the process of the reading, the factors neuropsychological that assure it and the understanding reader like activity neuropsycholinguistic, they are contained of obligatory boarding in the Career, because it would be the base for the understanding of the pattern of nature neuropsycholinguistic of Chevrie-Muller & Narvona (2001), as well as to improve the structuring of the evaluation of the communication and the language. This model argues three approaches for the classification of the dysfunctions of the language: the nature to modulate of the language, it considers that each clinical square is in correspondence to a deficiency in some of the linguistic components, so much at understanding level as expressive; the associations that take place between these deficiencies and the pathologies related with the defects of the base instrumentation (audition, apparatus specialized neuromotor) and the deficit of the processes intermediary gnosis and praxis that allow the teacher of language therapist to optimize the diagnosis and the language intervention.

Considering the character processual of the language attention the actions is conceived in those that the professional future is implied, according to the academic year and in the performance way to form in that year. One plans their immersion in learning tasks those that are closely fixed the organization, planning, execution and control of the language work. In this study agree with Sabala (2000) on the task like analysis unit. The learning tasks or activities allow to verify the advance or setback in the formative process, because from them the professor verifies: how he/she takes place the relationships and interactions among the personal agent of the process student - student, student - professor and of these with the personalized components of the process, that is to say, with the technical means their disposition, with the study material, with those subject with dysfunctions of the language and the communication, with other professionals and educational agents. They also allow to evaluate their acting's and the derived necessities of the curricular demands to restructure the formative process.

The study of the categories communication and language and of the process of learning of the second language in the deaf scholar the language attention connotes, reveals an area that renovates the conceptions on the school logopaedic, of its reach and ethical commitment with these scholars

In this study in this respect the analysis of the activity is contributed that the person deploys when faces a text, in this point Vega et al. (1990) they consider the consequence of the following processes:

- identification of the letters;

- transformation of the letters in sounds;
- it builds a phonological representation of the word;
- it consents to the multiple meanings of the word;
- it selects an appropriate meaning to the context;
- it assigns a syntactic value to each word;
- it builds the meaning of the sentence;
- to integrate the meaning of the sentences to elaborate the global sense of the text;
- it maintains the information in the memory and to relate it; and,
- carries out inferences based on the knowledge of the world.

It is indispensable to stop in the integral boarding of the process that goes from the lowest subprocess, level sense-motor, until those of more complexity, semantic level, and each one of them would require of a time in the strategy of language intervention that appears specified in the didactic sequence that one makes from: specific objectives, activities, resources and the evaluation. On this base they are considered the intervention areas (Figured, 2020) that in turn constitute content of the language work: 1) language signed (L1); 2) processes associated to the production and understanding of the oral language, abilities metalinguistics, reading and it notarizes (L2); y,3) socio-educative and development of the personality, in general.

The introduction to the formative process of the language therapist teacher of the ideas on the acquisition and development of the communication and the language in the deaf scholar, offers as a result.

- The incorporation as formation content inside the discipline logopaedic: the communication in the deaf scholar, evolution in the ontogeny; the learning of the reading and the writing like second language in it is school L2, from the logopaedic space. Access routes to the reading. The paper of the phonological conscience. The Alternative Systems of Communication. Vehicular nature of the reading and the writing in the teaching - learning of the reading and the writing.
- The carried out a differential analysis among the secondary delays of the language in the deaf boy and their peculiar state of development, valuing the development reaching in the language gestural.
- The analysis of the deafness like difference in opposition to the term decapacitate. Their social and pedagogic implications for the educational processes and of social inclusion, from the discipline General Pedagogic Formation.
- The incorporation inside the professional's formative route, the moments from the investigative thing, the academic thing and the labour thing that the development of the communication will be approached in the deaf scholar; their methodological treatment is stood

out in every academic year. It drove to the location in the first year of the career in the own curriculum the Course: Cuban language of Signs.

They are necessary inside the content the language attention:

I. The determination of the specific objectives for area, leaves of the analysis and personalized valuation of the results of the process of language diagnostic of each fellow, in a general way in each area is aspired:

- Language signed (L1): I use of the pantomime, the expression, the displacement; domain of the Cuban Language of Signs and their employment in the process of the reading and the writing for the development of the abilities of the language.
- Production processes and understanding of the oral language: to develop phonological abilities by means of the processes implied as visual perception, ocular movement, visual memory, auditory recognition (from the auditory remains), memory, sequence and slip-auditory association and slip-gestural for the employment in the process of the reading and the writing.
- Abilities metalinguistics: to recognize for via lexical words written in correspondence with the objectives of the grade and for via phonological the composition of unknown words.
- Reading and it notarizes (L2): to dominate the structure of the components formative quiesces and to establish correspondence among querela-phoneme-grapheme in new words, pseudo-words for the employment of the acquisition of the reading and the writing.
- Socio-educative and development of the personality in general: to incorporate the scholars to the activities with deaf people and listeners of the school, the group and the community to achieve a development in the personality and the language written as vehicular language.

The pursuit to the students in the didactic structuring of the process of this teacher's formation offers that:

- They were integrated to the arguments of the strategy of language attention to school deaf the didactic foundations, facilitating the didactic sequence on the part of the students, from the bonds of the knowledge and knowledge to make on contained neuropsychological, psycholinguistics, anatomy-physiologic and of other sciences that contribute scientific explanations on the deafness and the acquisition of the first one and second language in school deaf.
- Forms of the knowledge are verified to make in the students that offer new learnings around the teaching of the reading and the writing, from the logopaedic space. The students recognize the value of contents related with the relationships between communication and the language, oral and written language, the phonological conscience and their implication in the written language. The biggest difficulties are presented in the

temporalization of the logopaedic actions by intervention areas.

- The results are superior in the elaboration of didactic materials, means, educational resources and their use in the logopaedics activities. He/she also stands out the employment of contents of the subjects of the disciplines Didactic Matters and Pedagogic Formation in the language intervention.

CONCLUSIONS

The study directed to the analysis of the essential ideas on those that the content of the language teacher's formation is defined for the language attention to school deaf, in function of the achievement of the communication it contributed from an effective way to the solution of the identified problematic situation, it is verified in the following asseverations:

In the documents rector of the career he/she is necessary the content of the teacher of language therapist formation to fulfil the professional list of directing the process from the language attention to the deaf scholar. The content is defined in the strategy of the career and of the academic years and in the programs of the disciplines Formation Pedagogic General, Didactic Matters, logopaedic and Investigative Formation.

In the essential ideas the knowledge, the knowledge is revealed to make and the knowledge to be of the professional future: the categories communication and language, and their interpretation in the deaf boy; acquisition and development of the first one and second language in the deaf one; access roads to the language written by the deaf scholar and the language intervention to the deaf scholar as task of this teacher's learning

In the didactic foundations that you/they argue the strategy of language attention to school deaf squatter an important place those related with the subprocess of the reading: of the level sense-motor and semantic and the combination of methods and of alternative communication systems that facilitate the acquisition of the language written by the scholar. He/she is necessary the didactic sequence from: specific objectives, activities, resources and the evaluation.

The pursuit to the formative process, with the employment of different methods, offers evidences of the transformations that are operated in him and they give sample of the positive changes that are operated.

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