

Educational Strategies for the Acquisition of Venezuelan sign Language in the Families of Deaf Students

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ABSTRACT

The arrival of a deaf child in a household of hearing parents interrupts the natural flow of linguistic transmission and exposes the child to a risk of language deprivation that compromises higher cognitive development. In response, this article aimed to propose educational strategies to facilitate the acquisition of Venezuelan Sign Language (LSV) within the family of deaf learners in the first stage of the “Ofelia Delón de Llamozas” Special Education School, in Calabozo, Guárico state. The study was framed within the positivist paradigm, with a quantitative approach, a field research type, a descriptive level, and a feasible-project modality. The census population comprised the families of the seven deaf learners of the first stage and the specialist teachers in charge. A survey technique was used, with a polytomous questionnaire administered separately to parents and teachers, validated through expert judgment and Cronbach’s alpha coefficient; data were processed through descriptive statistics. The results revealed a marked gap between affective disposition and effective practice: 55% of caregivers expressed motivation to learn LSV, but 47% acknowledged not sustaining a formal linguistic environment at home, while 47% relied on facial gestures and 31% on improvised homemade signs. Regarding teachers, only 38% provided systematic guidance with progress records, 58% used visual resources, and 66% focused feedback on basic vocabulary. It was concluded that latent family motivation does not translate into real linguistic competence due to the lack of contextualized support, which justifies designing family-mediation educational strategies that transform the home into a bicultural space.

Keywords: Venezuelan Sign Language; family mediation; educational strategies; bicultural bilingualism; deaf education.

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