Abstract

The present work deals with one of the topics of the research project: Reading and writing acquisition in deaf children in a bilingual school, and the general objective is to define what strategies favor reading and writing acquisition in deaf children, using as a starting point the knowledge of the world derived from sign language. It is part of a diachronic study now in its final year. The research is based on a qualitative, case-study approach. This paper focuses on the spoken language, a polemic topic in discussions about education for the deaf, and to which it aspires to make a small contribution.

Keywords
literacy, education for the deaf, bilingual and bicultural education, spoken language.