

Summary

Foreign language teaching as communication including oralists/ deaf people using oral language

The purpose of the book is to answer the following questions: How do people with hearing impairments learn? How do they communicate with hearing people? Is it possible to contact them using the sound language (as oralists)? Is it possible to learn foreign languages? Was there a place in the foreign language teaching for research on the dysfunctional student / visually in the direction of inclusive teaching (the incorporation), to integrate deaf and hearing students.

The goal of teaching and learning foreign languages is to enable interpersonal communication, i.e. the relationship between the sender and the recipient, to understand and be understood. This can be achieved using linguistic and non-linguistic means.

Learning proceeds (just like exploring the world) with the help of the senses which are transmitted to the brain, where the proper cognitive processes are carried out for memorizing. To learn the language (also foreign) the eyes, ears and mouth are needed (and for well-functioning reason): the man is equipped with two eyes and two ears and one mouth to see and hear twice what to say. Dysfunction of hearing or seeing seriously hinders access to learning, which becomes an obstacle in dealing with people who can hear / see. This does not mean it is impossible to learn a language, including a foreign language.

A good example is Sarah Neef, 37, a deaf person who has learned the language of sound, from the science of proper breathing through the science of sound production (articulation + prosody) to conversation. This is accompanied by wide-angle vision along with reading from the mouth of the people with whom he speaks; from an early age, sensitized musically and mechanically (dancingly), she developed sensitivity to the vibrations of the sounds of the surrounding world (listening to, German *Horchen*). In this way, she mastered not only her mother tongue (German), but also foreign languages (Latin, English, French, Russian); for young years she danced on the stage. Thanks to great diligence, she is an independent and respected person: she graduated with honors from the matriculation and studies, she is a doctor of psychology, she has a driving license.

Fortunately, since 2010, learning a foreign language is compulsory in a Polish public school. This is correct, because students with hearing impairments have no difficulty with conscious learning of the language: they learn their mother tongue consciously, using a speech therapist; therefore, learning a foreign language should not be difficult, at most complementing the learning of a native language. All that is needed is to create the right conditions, like the individualization of learning and evaluation.

In conclusion: There is a need to broaden the scope of foreign language teaching to teach pupils with hearing / sight dysfunctions as part of inclusive teaching.