

The deaf student and the process of teaching learning in professional education

O aluno surdo e o proceso de ensino aprendizagem na educação profissional

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ABSTRACT:

The research was carried out with deaf students of professional education. This objective was to identify the difficulties, the comprehension of the contents and the importance of the presence of the interpreter in the classroom for the deaf student of the vocational course. Methodology used to treat was the predominantly qualitative. In this study most of the interviewees studied in classrooms with listening and stressed the importance of the interpreter to the process of teaching learning in the classroom.

Keywords Professional education. Methodology. Deaf. Teaching Learning.

RESUMO:

A pesquisa foi realizada com alunos surdos da educação profissional. O objetivo deste estudo foi identificar as dificuldades, a compreensão dos conteúdos e a importância da presença da intérprete em sala de aula para o estudante surdo do curso profissionalizante. A metodologia utilizada para tratamento dos dados foi predominantemente qualitativa. Nesse estudo a maioria dos entrevistados estudou em turmas com alunos ouvintes e salientaram a importância da intérprete para que ocorra o processo de ensino aprendizagem na sala de aula.

Palavras chave Educação Profissional. Metodologia. Surdo. Ensino Aprendizagem.

1. Introduction

With the inclusion of the deaf community in the educational spheres, the educational system has undergone changes and adaptations to accommodate this public, which until then was very rarely found in the classroom.

The current foundation of the education of the deaf in the Brazilian legislation had a long course that was perfected over the years, passing laws, resolutions and ordinances to ensure the rights of the deaf student. As the deaf culture was discovered, along with the sign language, the legislation was expanded (MAINIEIRI, 2011; PERLIN and STROBEL, 2008).

Legislation that specifically aimed at the demand of deaf clients, are: Law 10.436, of April 24, 2002, which recognizes the communication and expression by the Brazilian Language of Signals – “Libras”; Decree 5,626 of December 22, 2005, which establishes the teaching of sign language to the deaf; And Law No. 12,319, on September 1, 2010, regulated the profession of translator and interpreter of the Brazilian Language of Signals - Libras.

The objective of this work is to identify the adaptation of the deaf student to the vocational course of a teaching institution of the City of Ponta Grossa, Paraná.

1.1. Education of deaf

To distinguish difference in the education of the deaf, it must be understood that the work is with a group of people who have their own language and cultural traits. Perlin & Strobel (2008, p.11) says that "the educational models present in the education of the deaf are Oralism, Total Communication, Bilingualism and Deaf Pedagogy that may be present in greater or lesser activity in schools that have deaf students".

Oralism is defined by Perlin & Strobel (2008, p. 12) as "the oration of the deaf, making a rehabilitation of the speech towards the normality demanded by society." Techniques were developed to try to see the deaf subjects speaking, such as: auditory training, speech development and lip reading.

Schulmeister (2011) points to the idea of joining oralism to sign language as a possibility for communication, in this sense, has arisen to total communication or bilingualism, where they foster communication either by acoustic signals or by visual signals.

Regarding total communication, Miranda (2010, p.31) highlights:

In this view, communication is emphasized as a pressing need to be met, implying a defense of the use of all available

resources to establish effective contact with the deaf person who, because of his sensory impairment, has communicative difficulties; Hence, more specifically, the designation Total Communication. In this sense, it should not be understood, therefore, as if it were a method: this alternative is established by fundamental presuppositions, from which it organizes its methods and modes of action.

Cezar (2014, p.53) presents the approach on bilingualism, where it says that:

The bilingual approach preaches that the deaf have sufficient competence to develop a language that allows their communication. This language is supported by the hands, the vision, among other aspects that are being described. For bilinguals, deaf people learn sign language more naturally and quickly.

Bilingualism is a proposal in which the two languages are taught for the deaf, the first language would be sign language, for the deaf the mother tongue, and the second language would be the language spoken in the country, in the case of Brazil, Portuguese. Perlin & Strobel (2008, p.16), point out that:

Deaf children need to be first brought in contact with people who are fluent in sign language, be it their parents or teachers to develop the bilingualism system of ideas, thinking that the deaf do not have to be the same as listeners, thus deaf.

Most of the changes affecting the education of deaf children are made in the context of generalized education without specific attention to deaf students, as Gaudiot (2010, 67) tells us, and one must be aware of the artifice that is being applied in the classroom, that the deaf is not just another student in the classroom, he is a student in the classroom who needs to learn the content like everyone else.

Strobel (2008, p. 16) about her history as a deaf student and comments that:

[...]the greatest problem was not the difficulty of learning but the linguistic and cultural difference. Also the deaf person learns Portuguese is different from the listeners, and must be adapted to their cultural reality.

Therefore, teachers involved in inclusive education, in this case the deaf, have to be empowered and prepared for this reality. They have to look at the deaf student and have in mind the difference in their learning, and prepare their class thinking, almost exclusively, in these students.

The deaf student will need differentiated support material, only the written text will make it difficult to understand, will need illustrations, because they have great difficulties when they present to them long texts for reading and interpretation. The deaf person looks much more developed than the listener. Teachers need to understand how the deaf student learns, but this is not yet clear to some. Silva (2014, p.58) describes Portuguese language teachers:

The grammatical tradition, as teachers of Portuguese language, always rejected the existence of a plurality of linguistic manifestations within the universe of the Portuguese language on the part of the deaf ones; The school itself does not yet recognize the bilingual situation of the deaf and rejects intolerably any different linguistic expression, dealing in many cases with deaf students as 'language disabled'.

The path to deaf education today is based on difference, Perlin & Strobel (2008, p.19) argue that "education occurs when the deaf person is brought into contact with their difference in order for subjectivity and Cultural exchanges".

The deaf person must recognize himself as deaf, accept this difference and from that moment on the learning will gain another meaning, for he will learn in the way a deaf person learns, with the particularities that a language needs to be understood.

1.2. Learning with deaf student

In accordance with current legislation, from the point of view of inclusive education, deaf students should be in regular schools at all levels, from kindergarten to even higher education. And the school, according to what the legislation determines, must be prepared to receive and teach for these students and the other students with special educational needs.

In order for the deaf student's learning to happen in the regular school, there are four figures involved: education professionals (teacher), teacher, interpreter and the deaf student himself. The teacher and the interpreter must be in contact, reporting on the deaf student's learning, so that it is not harmed and inclusion happens, but it's not that simple. Mallmann (2013, p.4) reports that "students face barriers to communication and lack of information in schools, prejudices of classmates and difficulties in the teaching and learning process."

Questions arise about the teaching methodologies used in the classroom. According to Lacerda (2006: 6), "there are different pedagogical practices involving deaf subjects who present several limitations, and those at the end of the course do not have mastery of the content studied".

Teachers who work with deaf students should work on visual content, since deaf people have their visual literacy. Skliar (2000, p.19) brings about the visual in the deaf culture:

The visual is what matters. The experience is visual, from the physical point of view (meetings, parties, stories, houses, equipment...) to the mental point of view (language, dreams, thoughts, ideas...). As a consequence, it is possible to say that culture is visual. Linguistic, artistic, scientific and social relations are visual. The look overlaps with sound even for those who hear within a deaf community.

The use of images during the explanation of the content facilitates learning, becomes visual and doesn't leave the explanation in the abstract, Schneider explains (2012, p. 97) that:

The use of images in deaf teaching and learning strategies facilitates the development of linguistic competence, since the construction of the mental structures required for the learning of new concepts is directly affected by language, and in the case of the deaf, its main language, language of signs, is characterized by using space and image as the basis for communication.

At the time of preparing the lesson plan, the deaf student teacher should be concerned with the teaching-learning of this student, identify the gaps that are not being met, the difficulties and limitations of this student, without exposing him to the Large group, as this may cause embarrassment and the student will have greater difficulty in learning.

2. Methodology

This research, from the point of view of technical procedures, is classified as a survey that is when "research involves the direct interrogation of the people whose behavior one wishes to know" (SILVA, 2005, p.21). The data collection instrument was a questionnaire containing 10 questions, 6 of them objective and 4 descriptive, about schooling and about the understanding of the content taught, shown in Chart 1:

Chart 1 - Survey on the Interpersonal Relations of the Deaf Student Community

| | |
|--|-------------------------------------|
| Personal Information | |
| 1. Sex (<input type="checkbox"/>) Male | (<input type="checkbox"/>) Female |
| 2) Age: | |
| Education | |
| 3) What course do you do? | |
| 4) What is the period of the course you are in? | |
| 5) How do you consider yourself literate in Portuguese on a scale of 0 to 10? | |
| 6) Have you ever studied in classes with listeners? | |
| (<input type="checkbox"/>) Yes | (<input type="checkbox"/>) No |
| 7) Do you know any other foreign language? | |
| (<input type="checkbox"/>) Yes | (<input type="checkbox"/>) No |
| If yes, which one? | |
| Interpersonal Relationship in the School Environment | |
| 8) As you evaluate your understanding of what the teacher teaches in the classroom, with an interpreter? | |
| 9) What is your greatest difficulty in the classroom? | |
| 10) What do you suggest to improve your learning at school, thinking about your entire school life? | |

Source: Own authors (2016)

The treatment of the data was predominantly qualitative, because it will analyze the reports, "the researcher can't make judgments nor allow their prejudices and beliefs to contaminate the research" (GOLDENBERG, 1997, p.34).

The research site was an institution of vocational education in the city of Ponta Grossa, Paraná. The deaf students of this institution answered the physical questionnaire prepared by the authors of this article, with the help of the interpreters. The total time for completing the questionnaire was 30 minutes, carried out in a single visit to the Institution. The 6 students enrolled in the 1st semester participated in the research.

In order to not directly identify the respondents, a caption was elaborated, according to Chart 2:

Chart 2 - Student caption participant in the research by course

| | Student 1 (S1) | Student 2 (S2) | Student 3 (S3) | Student 4 (S4) | Student 5 (S5) | Student 6 (S6) |
|---------------|-----------------------------------|------------------------------|--------------------------|--------------------------|------------------------------|-----------------------------------|
| Course | Automotive Maintenance Technician | Electromechanical technician | Administrative Assistant | Administrative Assistant | Electromechanical technician | Automotive Maintenance Technician |
| Period | ----- | 4º period | 2º period | 2º period | 3º period | 1º period |

Source: Own authors (2016)

The students who participated in the research, before answering the questions, agreed to sign the free and informed consent form (TCLE) and were informed that their names would not be disclosed.

3. Results

The students answered the survey and the answers to the objective questions thus were grouped in the Chart 3:

Chart 3 - Answers from Deaf Students Interviewed

| | Student 1 | Student 2 (S) | Student 3 (S) | Student 4 (S) | Student 5 (S) | Student 6 |
|--|------------------|----------------------|----------------------|----------------------|----------------------|------------------|
| | | | | | | |

| | (S1) | 2) | 3) | 4) | 5) | (S 6) |
|--------------------------------------|-----------------------------------|------------------------------|-------------------------------|-----------------------------|------------------------------|-----------------------------------|
| Sex | Male | Male | Male | Female | Male | Male |
| Age | 21 | 24 | 21 | 28 | 26 | 36 |
| Course | Automotive Maintenance Technician | Electromechanical technician | Administrative Assistant | Administrative Assistant | Electromechanical technician | Automotive Maintenance Technician |
| Period | ----- | 4º period | 2º period | 2º period | 3º period | 1º period |
| Alphabetized in Portuguese | 8,0 | 5,0 | 8,0 | 8,0 | 5,0 | 8,0 |
| Studied in class of listeners | Yes | Yes | Yes | No, only with deaf students | Yes | Yes |
| Foreign language | No | No | Yes , a little bit of Spanish | No | No | No |

Source: Own authors (2016)

Analyzing the answers in the questionnaire, it is observed that most of the students have a very clear portuguese writing, being easy to understand. When asked if they studied in a class of listeners, only one student answered that they studied only with the deaf and, checking the answers of the descriptive questions of this student, it is observed the difficulty in writing, in the moment of conjugating the verbs, of making the nominal agreement and also to have felt the phrase formulated. For Perlin and Strobel (2008, p. 15),

Bilingualism is the most appropriate proposal for the teaching of deaf children, where it considers sign language as the mother tongue (L1) and Portuguese, written or oral, as a second language (L2), so it can be observed in practice, students who had contact with the L1 and with L2 has greater ease in writing.

And their self-perception in relation to literacy is adequate according to the answers that were obtained in the questionnaire: mostly well-written texts with correctly written Portuguese and adequately interpreted the questions that were asked.

The students evaluated the importance of the interpreter in the classroom, they wrote that without the presence of the same they can't understand what the teacher explains. In the institution studied there is an interpreter for all deaf students, and the institution itself is responsible for hiring these professionals.

The S3, when asked about his in-room understanding of what the teacher teaches, with the help of the interpreter, asks the following question for reflection: "The teacher only has an interest with the listeners in class satisfaction and not with the deaf, because He thinks that he has an interpreter, he explains the same to everyone. ", With this phrase it is observed that the presence of the interpreter is not enough for inclusion to occur, several adjustments are necessary for the student to be attended to adequately. As reported by Lacerda (2006, p. 14) "Curricular adequacy must be made, didactic and methodological aspects, knowledge on deafness and on sign language".

Regarding the question: what is your greatest difficulty in the classroom, 100% of the students respond that is to understand the theory, the technical texts and the descriptive evidence, since they do not have images.

And when asked about what it suggests to improve their learning at school, the students responses are that there are a greater number of trained teachers and more visual teaching material, the S1 responds: "You need to explain more with more examples, need to put pictures, show things. Example pieces lesson: bring the pieces or photos, to look and understand ". Understanding and understanding content for the deaf student should be extremely visual. Skliar (2000, p.14) evidences the visual appearance of deaf people, reporting that "the deaf as a group have an essentially visual experience because it begins with the acquisition of language that is a visual-spatial language".

4. Conclusions

From the students' answers in this study, it was possible to perceive that they are literate in the two languages, Libras (L1) and written portuguese (L2); Showed no difficulty in interpreting and responding to the descriptive questions. The majority of the interviewees studied in classes with hearing students.

The presence of the interpreters is of fundamental importance for these students, because without them the understanding of the content taught by the teachers does not happen. Some students make it clear that the teacher transfers the obligation to explain the content to the interpreter and does not care about the deaf student. According to Law N^o. 12,319 of September 1, 2010, which regulated the profession of translator and interpreter of the Brazilian Language of Signals - Libras, in article 7, subsection III:

Art. 7^o The interpreter must exercise his profession with technical rigor, taking care of the ethical values inherent to it, respect for the human person and the culture of the deaf and, especially:

III - By the impartiality and fidelity to the contents that he can translate;

The function of the interpreter, according to the law, is to translate the contents, and it is incumbent upon the teacher to teach

and clarify the possible doubts that may arise. And it is not only the presence of the interpreter in the classroom or in the dependencies of the school that will guarantee the inclusion of the deaf student, it is necessary that the whole school community is involved in the inclusion process, that the deaf student, when it needs service by any sector Of the school, be attended and leave with your doubts clarified.

The teachers need a continuous education related to the education that considers the inclusion of the deaf student, since these students are in the schools, studying and improving for the labor market as a way to exercise their citizenship.

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