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**THE PERCEPTION OF ENGLISH LANGUAGE TEACHING-LEARNING AS
FL/L3 BY ICEPSA-ALTAMIRA DEAF IN NON-BILINGUAL SCHOOLS**

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RESUMO

O presente artigo visa investigar como ocorreu o processo de ensino-aprendizagem de inglês como língua estrangeira nas escolas de ensino público regular em Altamira a partir das percepções de alunos surdos associados ao Instituto Cultural Educacional e Profissionalizante dos Surdos de Altamira (ICEPSA), abordando as principais problemáticas vivenciadas no referido contexto escolar. Para esta pesquisa de origem qualitativa foram escolhidos quatro surdos pré selecionados. Concerne às referências teóricas, os estudos de Spasiani (2018), Roque (2018) e Silva (2019), dentre outros autores que discutem a relação dos aprendizes surdos no ambiente educacional. Os dados coletados foram adquiridos por meio da aplicação de questionários e entrevistas semiestruturadas e os resultados foram descritos em três categorias especificadas no escopo deste trabalho, as quais apontam para a falta de intérpretes de Libras em sala de aula, bem como a falta de material didático adequado aos alunos surdos. Contudo, percebe-se o reconhecimento da importância de aprendizagem do inglês como L3 no cenário individual e global atual.

Palavras-chave: ensino-aprendizagem; língua inglesa; surdos.

ABSTRACT

This paper aims to investigate how the teaching-learning process of English as a foreign language occurred in regular public schools in Altamira from the perceptions of deaf students associated with the Instituto Cultural Educacional e Profissionalizante dos Surdos de Altamira (ICEPSA), addressing the main problems experienced in that school context. For this qualitative research four pre-selected deaf students were chosen. Concerning the theoretical references, the studies of Spasiani (2018), Roque (2018) and Silva (2019), among other authors who discuss the relationship of deaf learners in the educational environment. The data collected were acquired through the application of questionnaires and semi-structured interviews and the results were described in three categories specified in the scope of this work, which point to the lack of interpreters of Libras in the classroom, as well as the lack of teaching materials suitable for deaf students. However, there is a recognition of the importance of learning English as L3 in the current individual and global scenario.

Keywords: teaching-learning; English language; deaf.

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1 INTRODUCTION

The social advance toward the deaf in society over time is notorious for covering principles, rights, and social representativeness. Although there have been many changes in the historical-social context favorable to the deaf, we must not forget that it is a category that represents the minority of the population, as well as others that have some differentiated needs, the achievements are still considered insufficient, but significant.

The objectives to be measured in this research involve the perceptions of the deaf in regular non-bilingual schools concerning the process of teaching and learning the English language as a foreign language/third language (FL/L3): training, relevance, and/or applicability of learning and identifying the problems pointed out by the deaf in the teaching-learning process of English language in their school experiences, regarding the pedagogical practices provided, such as methodologies, techniques, the assistance of interpreters and the training of teachers/interpreters about the English.

1.1 The deaf as a learner in Brazilian mainstream schools: from total exclusion to the possible inclusion.

When referring to the inclusive education of the deaf, it is necessary to understand in advance the definitions of social inclusion and its culmination in the education process.

Zuffo (2010) addresses social inclusion as an educational tool linked to the spheres of public policies by saying that social inclusion concerns the transformations resulting from social interactions promoted by public policies aimed at guaranteeing citizens' rights. The author presents a broader and more objective view, at the same time, dependent on investments from the public sector to support the proposal for inclusion in society through means of actions that promote equity in human diversities, for example, education.

The inclusion of deaf individuals in Brazilian education is currently the object of study that enables vast historical, political, and social knowledge and reveals the reality of many citizens who over time have been facing their limitations and engaging in groups in the search for achievements for their peers in society. To collaborate with this statement, some historical facts of great value to the education of the deaf need to be remembered to compare and discuss the improvements in education in the context of exclusion and inclusion.

Among them, one of great value was the creation of the first school for the deaf in 1857 by the deaf Frenchman Edward Huet in Rio de Janeiro city, currently known as Instituto

Nacional de Educação de Surdos-INES¹⁴. According to Strobel (2009) in there Huet used methodologies that contributed to the emergence of the current Brazilian sign language, described by Roque (2018) as the tool that uses visual and gestural activities for the communication of the deaf.

However, teaching practices were accompanied by rigid behaviors subject to the mistreatment of deaf students. In 1911, according to Lima and Lima (2014) INES began the practice of oralism (first of the three phases of the education process of the deaf) approved at the Congress of Milan in 1880. On that occasion, a method of education for the deaf was chosen, which was the oral one, and with that sign language was completely excluded from schools (ALMEIDA; CEZAR, 2018). In this context, the deaf were effectively forced to oralization in the attempt to rehabilitate the speech attributed to the listeners.

It shows the significant influence of Europe on the education of the deaf in Brazil as a reference in teaching methodology to in an attempt to include the deaf in schooling. However, the strong influence of oralism interrupted this process. In this perspective, the deaf were not understood in their educational needs, because they were submitted to an attempt to create the skills of listeners, disregarding the possibilities of teaching through their mother tongue: Brazilian Sign Language, in Portuguese, *Lingua Brasileira de Sinais (Libras)*. In the same way, the imposition of the culture of the listeners on the deaf culture suppressed social representation and excluded them from efficient education and educational spaces.

Failed to oralism for not meeting the communicative skills of the deaf, the total communication (second phase of education for deaf subjects) emerged, considering all the possibilities of oral and gestural communication (DILLI, 2010). In this context, Lima and Lima (2014) mention some authors' criticism about this method, because the attempt to acquire communication using Sign Language and Portuguese language simultaneously results in a distinct and inadequate linguistic modality: the Sign Language called Signed Portuguese.

Finally, bilingualism's proposal for the deaf aims to meet the specific educational demands of visual learners, whose L1 is the sign language, and L2 is the language of the listeners of their nationality. In Brazil, Libras, and Portuguese, respectively.

1.2 The process of inclusion of deaf Brazilian students: legislation and attitudinal practice

¹⁴ National Institute of Deaf Education-INES: The first school for the deaf was founded in Brazil in 1857, and it later created Libras under the influence of French sign language and the systems used in Brazil (STROBEL, 2009). For more information: <https://www.gov.br/ines/pt-br>.

The inclusion of the deaf is on the rise in the Brazilian scenario, being noticeable in different social segments that confer the presence of these individuals from both entertainment spaces and educational and vocational training. Therefore, it is necessary to think about the inclusion process as a social movement being reconstructed under relevant benefits that allow equity to the schools with people with disabilities. A movement that considers inclusion as individual and collective representation of the subjects in society.

Let's look at the main contributions of the legislation applicable to people with disabilities (the deaf, for this research) in chronological order relating them to teaching practices to this public.

The Salamanca Statement in 1994 established the principles, policy and practice in the area of Special Educational Needs, aimed at the regular education system, following as a reference for other inclusive legislations (BRASIL, s.d.). Next, the Law No. 9.394/96, Law of Guidelines, and Bases of National Education (LDB), Art. V., provided that school education for people with disabilities happens preferably in mainstream schools and emphasized the support for equal treatment, access to the labor market, and the use of methodologies and pedagogical resources specific to the educational differences of the apprentices (BRASIL, 1996). Even though that is not a specific law for deaf subjects, in the context of inclusion, the deaf became participants/inserted in the respective Law.

Subsequently, the Law No. 10.436/2002 was created to officialize the Brazilian Sign Language (Libras) (BRASIL, 2002). The parameters included in the Libras Law, as it is popularly known, encourage the dissemination of this language in the country in its most varied care systems, contemplating the area of inclusive education. They determined that the governmental spheres of education offer adequate training and the teaching of Libras as a mandatory curricular modality, enabling the emancipation of deaf subjects from other groups of people with disabilities, as well as the ones who are linguistically different from the listeners (BRASIL, 2002).

The Libras Law is, therefore, the milestone for the recognition of the Sign Language of Brazilian deaf subjects by valuing human differences and learning teaching processes in social inclusion relations. It is noteworthy that this event occurred in terms of legality because sign language had already been used by the deaf before this event. Consequently, Decree 5.626/2005 emerged to regulate the Libras Law and address the principles of identity construction of deaf subjects by using Brazilian Sign Language as a tool of communication, perception, and cultural manifestation through visual experiences (BRASIL, 2005).

To implement the demands established, the proposal for inclusion in the education of the deaf must meet the specificities in teaching-learning practices, such as the profession of translator/interpreter of Libras in the classroom. To this end, Law 12.319/2010 was established to guide training, areas of activity, and responsibility/social conduct intrinsic to this professional, as well as to ensure the presence of translators and interpreters of Libras in the Brazilian mainstream schools (BRASIL, 2010).

About this observation, Silva (2019) contributes by contextualizing Brazilian inclusive teaching in two modalities: one through translators/educational interpreters of Libras-Portuguese language in mainstream schools of teaching, in which interpreters play the role of mediators of teaching-learning, and another that meets the specific characteristics of bilingualism, with Libras being the primary language for instruction and then the acquisition of L2 being the Portuguese oral and/or written (DIZEU; CAPORALI, 2005). Finally, it was created the Law no. 13.146 of July 6, 2015, which also considers deaf learners in the group of people with disabilities to inclusive education (BRASIL, 2015).

It is necessary to contemplate the importance of current legislation to guarantee the rights of deaf individuals in society. However, it is perceived the subjectivity of the texts/laws when addressing this subject, at the same time that they guarantee access, permanence, and learning, for example, they do not specify how this should be done in practice. It is required other spheres of education/public policies for such proposals to be implemented, culminating directly to schools and teachers in an objective way, the responsibility of teaching-learning for people with some type of disability/difference.

1.3 Sign languages as an identity element of the deaf

The concept of deafness addresses the construction of the linguistic identity of the deaf person, which has its own characteristics, cultural manifestations, and the use of sign languages for communication (ROQUE, 2018). Deafness is specified as a particularity of people who understand the world through visual experiences and use sign languages for communication. (SPASIANI, 2018).

In fact, it is essential to raise awareness about the definition of deafness as a difference and no longer a deficiency in the way it was seen previously. This thought permeates even the mind of many deaf people who still understand deafness as a disability before the listeners, a fact that directly interferes with the positioning of the deaf and their social relations. The

awareness of the difference between deaf and hearing is the way to the construction of inclusion for both parts.

Such observations culminate in the demystification of the deaf and their participation and importance in the process of deaf identity definition in society. Deaf identity, in this sense, is a process of self-knowledge, because it encompasses people who use Sign Language as L1, which happens more often with children of deaf parents, having more political awareness (DILLI, 2010).

Entering the area of education, inclusive education for the deaf aims to provide the necessary conditions for these learners to develop the linguistics skills belonging to their culture and identity. Therefore, linguistic, cultural and deaf identity conceptions must be exalted so that the deaf subject is contemplated at its most diverse levels of representation, inclusion, and belonging in society. Through these perceptions, information and strengthening in the relationships between hearing and deaf people are more likely to happen.

Lima and Lima (2014) point out a problematic in the inclusion of deaf people in the regular education system. On the one hand, inclusive education is suggested by public policies for the deaf to adapt to the experiences and linguistic model of the Portuguese language (L2), justified by the need for coexistence between deaf and hearing in daily and teaching-learning contexts. On the other hand, deaf students automatically lose the possibility of using sign language (L1) meaningfully for cognitive, culture, and identity training intrinsic to the pedagogical area in the classroom. Relating the learning of a foreign language, in this case, English, and the identity of deaf subjects, Silva (2019) points out the importance of the deaf, in addition to the relevance of learning one more language (L2), they should be aware of their own identity as a deaf person that uses sign language as L1 and has, therefore, sociocultural/representative entail to their communication. In this context, teaching-learning English for deaf learners aims to the expansion of individual knowledge, the culture of other people, and other linguistic/identity representations through an L3.

1.4 English language teaching-learning as FL/L3 for the deaf in non-bilingual schools

In Brazil, the deaf use Libras as L1 and Portuguese (L2), the language spoken by the hearing people of the community in which the deaf belong, being the language necessary for the development of reading and writing skills, and the English as a foreign language (L3) (CARVALHO, 2014; PINTO; SILVA, 2016).

In the proposal to teach English as L3 for these individuals, Zuffo (2010) approaches English today as a lingua franca, and explains that for teaching practices in this area qualification is necessary for the exercise of inclusive education.

Thus, the English language acts as a tool to access various sectors in society and through it the students' become builders of their social practices. Pinto and Silva (2016) emphasize that the knowledge of a new language allows the learner to know about other cultures, other people, and better opportunities for academic and professional training. Therefore, the teaching-learning for deaf learners strengthens the proposal of inclusive education, to enable other means of communication and social interaction. However, the process of teaching-learning an oral language (foreign language) to deaf learners concern important factors to be discussed in pedagogical practices and the very meaning of inclusive education as a whole. Silva (2019, p. 34) contributes with his words:

Deaf people will use the visual channel even in the acquisition of an oral language. This is a crucial detail, which always guide the teaching and learning of non-native languages for the deaf, not only in methodological character but also involves a whole educational approach and philosophy. (SILVA, 2019, p. 34, my translation²).

It is verified, in the author's speech, the need to understand the specificities related to the teaching of these learners. Taking into account the development of visual ability to acquire a new language and the perception of the deaf subject as an individual in the construction of knowledge, it is important to start from the principle of obtaining support for its linguistic peculiarities in learning.

1.5 Teacher training for the teaching of English to students whose L1 is Sign language

Educators who work with people who have some educational disability/difference, need to have an intrinsic desire to contribute to their education and to participate directly in the proposal of inclusive education, because it represents the guiding hand for education to occur effectively (ZUFFO, 2010). Obviously, it is not only the competence of the teacher that has to meet all the requirements for inclusive education to happen meaningfully, but this is the one that shows itself face to face to the deaf student. The teacher is responsible for searching and

² From the original: Pessoas surdas utilizarão o canal visual mesmo na aquisição de uma linguagem oral. Esse detalhe muito importante deve sempre orientar o ensino-aprendizagem das línguas não maternas para os surdos, não apenas no caráter metodológico, mas envolve toda uma abordagem e filosofia educacional (SILVA, 2019, p. 34) .

improving techniques, methods, and so on, that enhance visual stimuli and overcome the lack of hearing for deaf students.

Spasiani (2018, p. 40) states that “o surdo aprende de forma distinta”³, that is, by visual means, the teacher then needs to adapt the materials and use the technological resources available in their teaching-learning practices. However, ensuring access to regular education and the use of visual and/or technological resources do not guarantee the learning of these students (TAVARES; OLIVEIRA, 2014).

It is important to analyze the inclusive contexts, the paths the teacher follows to be able to perform its function with discernment and skill. The training of teachers has a regiment to be followed, to provide the necessary conditions for effective teaching, and for that the LDB (1996) suggests training to work in regular classrooms (BRASIL, 1996).

In addition to the needs for support from public policy and regulation, factors internal to teachers require attention. Dizeu and Caporali (2005) talk about teachers' perspectives on sign language, considering it inferior with respect to the practice of orality in the classroom, being used as an "alternative" communication, not conferring the meaning of the sign language of the deaf. In this sense, the relevance of teaching English to the deaf in teachers' perceptions needs to be taken into account. Using appropriate pedagogical practices to specific audiences, in addition to knowledge in the area, demands motivation, autonomy, and credibility in teaching activities.

Borges (2016) believes that the training of English teachers for deaf learners should start from contact with Libras and deaf culture, because many times the discipline of Libras during teacher training is perceived superficially and without contact with the deaf community. Silva (2019) adds that specifically in deaf education it is necessary to have knowledge about deaf culture and visual-spatial language.

Similarly, Scheibe (2016) suggests training as a way for teachers to perceive the importance of their practices in the inclusion process and to signify them. In addition to observing the limitations of students, the teachers can work on the teaching possibilities for these individuals.

2. THE DEAF STUDENT AS A FOREIGN LANGUAGE LEARNER: PERCEPTIONS AND EVALUATION OF LEARNING

³ My Translation: the deaf learns in a different way.

Through the possibility of learning this language, some questions related to teaching and learning English as L3 for the deaf are necessary to be asked. For example, Carvalho (2014) in her production *Desafios do Ensino da Língua Inglesa para-Suroz* describes some experiences acquired from her work as an English teacher and Libras interpreter for deaf students in inclusive mainstream schools. The author evidences the impossibility of the practice of the four desirable skills to the teaching of the English language (listening, speaking, reading, writing) due to the absence of orality of deaf learners, the listening and speaking are not produced.

This scenario presents the challenge of teaching-learning a foreign language to this audience in today's current inclusion. If, on the one hand, English is a necessary language to be learned, on the other hand, the appreciation of this learning, in many cases, leaves to be desired.

As previously mentioned, Libras is the Sign Language of the Brazilian deaf and therefore has a very important role in the acquisition of an L3 for the deaf, acting as a mediator and linguistic basis in this process. However, according to Tavares and Oliveira (2014), many deaf people do not have mastery of their mother tongue (Libras) for this acquisition. Thus, they need to acquire L1, L2, L3 simultaneously in regular education.

In this perspective, the intrinsic complexity to teaching included in non-bilingual schools is perceived. The same authors point out another problem concerning Libras' intervention in the acquisition of English: the deaf "spell" in Libras the vocabularies derived from English. The translation is at the discretion of L1, and the teaching of English as L3 in this context should be through the American Sign Language, which does not occur.

There is a lack of awareness about learning English among these students, considering that they do not understand the usefulness of these classes. However, research elucidates that the deaf/hearing impaired to learn English takes into account individual factors of each learner (lip-reading skills, interest, etc.), but in addition to attending mainstream school classes with the listeners, they can present good results (TAVARES; OLIVEIRA, 2014).

3. METHODS

The present research has qualitative analysis, which, according to Ferreira (2015, p. 117), "é essencial para o entendimento da realidade humana"⁴, making it possible to understand the behavior of the individuals involved in the research.

⁴ My translation: It is essential for understanding human reality.

The data collection was divided into three stages. In the first stage, the aim was to investigate (a) how the research participants' first contact with English language teaching occurred and what methodologies and material/resources were used by teachers in the classroom; covering in this context, the practical issues involved in this process (4.1); and (b) the help of the Libras interpreter (4.2). Subsequently, in the second stage, strategic analysis aimed to address elements of individual perception about the teaching-learning of English as L3 to the participants, based on their empirical experiences and their expectations of this language (4.3).

For this, the methodology used was based on Franco (2018), which aims to analyze the content of the interviewees' answers by creating thematic categories that can answer questions previously raised, as well as point out new follow-ups in the analysis. Each section is a category of analysis, in which the participants were mentioned under fictitious numerical names (P1, P2, P3, P4) and the bibliographic content in this research was used to complement the data triangulation during the third phase.

3.1 The Research Context

The research was carried out to address the teaching-learning of English as LF/L3 to the deaf community of Instituto Cultural Educacional e Profissionalizante dos Surdos de Altamira (ICEPSA⁵) in the city of Altamira. It represents a significant space for deaf culture and its members/associates. Pagnussat (2018) emphasizes the importance of deaf associations, initially created to guarantee labor rights and access to the labor market and later adapted to social purposes that promote the integral formation of the deaf, providing in these spaces the construction of knowledge, socialization, and valorization of their mother tongue and cultural values.

3.2 Participants

For the data collection of this study, four participants were selected by individual consent form (Appendix 1). The inclusion criteria of this public are deaf people who are

⁵ My translation: Educational and Professionalizing Cultural Institute of the Deaf of Altamira-ICEPSA. For more information, visit the website: <https://www.facebook.com/icepsa.inclusiva>.

associated and/or attend the ICEPSA, have studied the English language discipline in regular non-bilingual schools during basic education, and have acquired Libras as L1, excluding the deaf with associated deficiencies. Table 1 shows the participant's profile.

Table 1- Participants' profile

PARTICIPANT	GENDER	AGE	DEAFNESS	SCHOOLING LEVEL
P1	FEMININE	26	BORN DEAF	HIGH SCHOOL
P2	MASCULINE	35	BORN DEAF	HIGH SCHOOL
P3	MASCULINE	25	BORN DEAF	UNDERGRADUATE STUDENT
P4	MASCULINE	31	BORN DEAF	GRADUATED

Source: (Paper's author, 2022).

3.3 Instruments

The data from this research were acquired through questionnaires (Appendix 2) and semi-structured interviews (Appendix 3). Such interviews allow the dialogue conducted by the researcher and free expression of opinions of the participants (MORÉ, 2015) In this case, they were mediated by an interpreter because the researcher is not fluent in Libras.

The application of the questionnaire and interview was carried out in October 2020, via an online application, during the pandemic period⁶. The data triangulation was used to acquire specific results proposed in this research, considering this procedure as the combination of different data collection methods that collaborate to qualitative research, as they combine empirical data analysis to be validated. (NUNES et al., 2020).

4. RESULTS AND DISCUSSIONS

Considering the data collected through interviews and applied questionnaires, the scenario experienced by students entering mainstream education and, consequently, learning

⁶ More information: https://docs.bvsalud.org/biblioref/2020/07/1103209/2020_p-028.pdf.

the English language, showed the specifics of teaching-learning to this target audience described in the following categories.

4.1 Contact with the English language in educational settings: materials and methodologies used in teaching and learning English.

When analyzing the responses, it was noted that all participants were introduced to English language skills in the period that includes the fifth and sixth grades of mainstream schools, approximately, and that there was no previous contact with the English language.

In line with this observation, when asked if there was any English language training offered by the association they attend, all agreed that up to the time of the research there was no English language course/training (ICEPSA). To this end, considering the introduction of a foreign language in regular public schools from the fifth grade onwards, the participants were taught in a timely manner in the same way as hearing students, period suggested by the Brazilian National Common Core Curriculum, in Portuguese, Base Nacional Comum Curricular (BNCC) (BRASIL, 2018). Based that, they got the subject offered through high school, except for P3, who chose to study Spanish in high school. According to him, from the seventh and eighth grades on, there was a change of interpreter and English became very difficult. P3 said he was lazy to learn English, and what he had learned, he forgot. Therefore, a relevant question arises: what is the motivation for deaf students to learn English in the context of meaningful learning?

Carvalho (2014) in her research, addresses the motivation to learn a foreign language: for listener students, tools such as music, movies, games are the main motivations for learning, the same does not happen with deaf students due to the lack of hearing and speech, because of these auditory/oral stimuli lose their effects. The elements of motivation identified in the present research encompass factors relatively external to the students, relationships in which learning English would enable communication, interaction/inclusion under active action of the deaf through society, and not only related to the students' personal tastes and interests.

P2 refers not only to the amount of content (writing and reading), but also to the little time offered by the subject. P2 mentions the absence of an interpreter and teacher training as the main difficulties experienced while learning English (subject of question number 3 of the interview). P3 says, regarding English classes, that there was too much reading, too many sentences, and low performance in the subject.

This may indicate that the practice of the main skill suggested by the BNCC (reading) was being applied in the checked teaching context. The respective skill receives greater focus

in the guiding document of Brazilian basic education, which aims to prepare the individual to understand the reality in which they live and develop meaningful learning skills.

For P4, he missed a lot of information about the contents and did the evaluations alone. He copied and, with the help of the listeners, passed the year.

Regarding the use of materials and methodologies for teaching English to the interviewees, only P4 had the adaptation of the didactic material available and there was also a resource room where the visual resource enabled him to learn basic contents in English, such as: colours, numbers and family members. However, he emphasizes that the adaptation was little, and made by the usual teacher: "There was no adapted material. The book was the same book that was given to the listeners. Exactly the same".

The other participants answered that there was no differentiated methodology to attend them and that the teaching materials designed by the school were not adapted. For P3, it was the interpreter who did the adaptation, because at the time, she knew English. In this context, we clearly infer the importance of the visual resource to the learning of the deaf, as discussed previously by Silva (2019) and confirmed in the words of P1, "*if there is no visual adaptation for us, it's no use, it gets really complicated*" (*My translation*⁷), a statement consistent with P3 when explaining that when the interpreter knows English and the teacher knows Libras, the adaptation happens.

Given the circumstance, the interpreter took the initiative/responsibility to make the necessary adaptation, due to the lack of appropriate teaching materials, as confirmed in the findings by Rubio (2010) in her research on students' perceptions of teaching English as a foreign language in mainstream schools. She identifies (among other results) the lack of adequate teaching material that meets the needs of apprentices with some disability in the process of inclusion. For deaf learners, the responsibility to adapt the materials lies with the teachers. These, under Rubio's analysis, should not be understood as disinterested in their teaching practices, but perhaps theoretical and practical knowledge was absent during the formation of teaching.

In addition to other contexts that permeate different levels of involvement, support and dedication, for example, during teacher training may be requirements for the teaching-learning of English as an L3 to become meaningful. Under these conditions, it is worth mentioning the particularities in the curricular composition involved in the pedagogical education process

⁷ From the original: Se não tem adaptação visual pra gente, não adianta, fica complicado.

contained in the Pedagogical Course Project, for example, the current formative document of the Federal University of Pará (UFPA) of Altamira.⁸

Therefore, it does not broadly meet the requirements implicit in the inclusive formative proposal in English; there is an insufficient workload of the Libras discipline, composed of 68 hours ensuring only basic/conceptual requirements related to the deafness theme, as well the lack of a specific subject addressed to inclusive education, perhaps one possibility to change that situation would be proposing a discipline of English as L3 for Brazilian deaf students. This is one of the factors that indirectly exclude non-hearing students from being contemplated in training in Brazilian higher education courses, but there is the possibility of adapting materials when the English teacher knows Libras, as exposed by P3, if the workload offered to teachers allows this practice to happen.

The need for training of teachers is undeniable and presented as a possible "solution" to the impasses involved in the teaching-learning of the deaf. However, it is necessary to analyze the teaching conditions, such as the socioeconomic viability that was present in the teacher's training process. Carrying out specializations, courses, and incentives relevant to continuing education is not easily accessible to all teachers of inclusive education. For that, the educators need educational public policies that comply with these requirements.

It is also worth noting on this occasion, to resume the sense of perception, the intrinsic elements to the educators and the school structure of P4. They used individualized teaching strategies and offered material/physical support, because they understood the educational needs of students (in this case, deaf students) as desired and proposed by Scheibe (2016) and Lima and Lima (2014) when describing about the process of inclusion of the deaf in the educational field.

These authors argue that although the education of the deaf does not concern only to the school, since parents and educators are directly involved in this process, it is in the school environment that the discussions about education are effectively presented. For this to be possible, the school must be prepared to receive students with or without some need for differentiated education, both in terms of physical and pedagogical structure, that is, to provide materials necessary for teaching-learning, as well as to ensure flexibility to meet the individual needs of students.

⁸ For more information: <http://letrasaltamira.ufpa.br/index.php/en/editoria-f>.

4.2 Libras interpreter

According to the answers given to the question about the presence of Libras interpreters in the classroom it is understood that the reality experienced regarding the participation of interpreters of Libras was another relevant issue. When they said that there were interpreters in the school, since in some years there were not, they had to live situations like strikes, change of teachers together with the class interpreters or even the absence of this professional in the classroom for some unjustified reason.

The results are not in accordance with the decree No. 5.626, December 22, 2005 which represents the Libras interpreter as a facilitator of the inclusion of deaf people in regular schools, guaranteed by law (BRASIL, 2005).

As perceived in this context, the reality of many schools does not fit the documentary theory, that is, guaranteeing the right to this pedagogical support is sometimes not applied in practice. In this sense, the entry of deaf students in mainstream schools underlies the idea of inclusive education for all as guaranteed by the Brazilian Educational System.

In addition to the rights of deaf individuals to education contemplated in the Brazilian legislation, it is necessary to provide pedagogical tools to schools, teachers and sensitize them in their pedagogical practices, knowing the trajectory of the deaf in society, their struggles, achievements and educational needs, so that learning really happens as Scheibe (2016) describes in her research *Conquistas e desafios na inclusão dos alunos Surdos*, factors that agree with the results presented. Among the peculiarities, P4, in turn, states "*There was an interpreter for the other subjects, but not for English*" (My translation⁹).

As seen, there are unknown reasons to justify the lack of interpreters in the classroom, in general, as said by Monteiro (2018) interpretation is not exclusively the responsibility of the interpreter; for this mediation to happen, public policies are needed that correlate school, teachers, interpreters and students. In that way, the interpreter is essential for the deaf to understand English, however, for the effectiveness of teaching-learning to happen the representation/presence of this professional in the classroom must be accompanied collaboratively among the other protagonists involved in the act of teaching and learning.

4.3 Perceptions about learning the language and its relevance

⁹ From the original: *Tinha intérprete para as outras disciplinas, mas para inglês, não.*

The data revealed adjectives such as "strange," "very difficult," and "complicated" to describe their first perceptions of language assimilation in a school setting.,

For this discussion, perception is considered by Perin and Behar (2015) as:

the ability of organisms to collect information in the environment analyze them in various stages of processing, relate them to information already existing in the organism and combine them with other cognitive functions in order to allow the organism to operate in the environment. In this sense perception is not a "thing" but a process (PERIN; BEHAR, 2015, p. 6, my translation¹⁰).

Relating the sense of perception to the students' answers shows how the information about English teaching and learning was absorbed.

All respondents answered that it was important/necessary to learn English and two participants exemplified the usefulness of English in their perspectives. For example, P3 is interested in learning American Sign Language (ASL) and mentions the possibility of using it when traveling. He thinks it is important for ICEPSA to make an ASL or English for the Deaf course available. The desire to learn ASL is also shared by P4, who mentions situations of everyday use where there is information communicated in English, such as in a bank agency or to contact deaf people in another country. For him, learning English for these purposes is about inclusion, as Pinto and Silva (2016) explain. According to the authors, the English language is found in several areas of knowledge, such as politics, internet, science, for example, and is considered the predominant language for communication in the world.

Although only half of the participants gave examples of the real applicability of using English in their lives, they all demonstrated awareness of the importance of learning the English language by giving them the possibility of communication and social interaction promoted by this language, contrasting the results obtained in Carvalho (2014)'s research. The lack of interest in learning English and practicing it outside the classroom was found for both deaf and hearing students in the conducted research.

In light of the above, it is essential to consider how the teaching of English has been conducted, what would be the appropriate way to teach this language that would meet the needs of this audience?

¹⁰ From the original: a capacidade dos organismos coletarem informações no ambiente analisá-las em diversas etapas de processamento, relacioná-las com informações já existentes no organismo e combiná-las com outras funções cognitivas de maneira a permitir que o organismo opere no ambiente. Neste sentido a percepção não é uma "coisa", mas sim um processo (PERIN; BEHAR, 2015, p.6).

Among the results obtained by Silva (2019) regarding the teaching of English as L3 for deaf learners, according to the narratives of the participants, it was revealed the indication of the inadequate methodology used in the classroom, the "desire" for teacher training to be based on the use of Libras during English classes, as well as the superficiality in learning this language. However, according to Miccoli (2005) cited by Silva (2019) the learning of English through the understanding of the written modality allows the deaf access to the virtual environment, research, and autonomy in the search for knowledge derived from this language. Understanding this modality could provide real possibilities in the inclusion process.

5. FINAL CONSIDERATIONS

Based on the content presented in this paper, it is important to build reflections about the teaching-learning of English to deaf people, thus, discuss the issues identified in order to contribute to the theoretical and practical purposes of meaningful teaching.

In addition to the particularities discussed in the previous sections, it is necessary to pay attention to factors that directly or indirectly can affect the development of educational practices in the teaching-learning process. Among them there are the good relationship between deaf and hearing students in the classroom, the interest and individual/professional sensitivity related to the training of teachers and interpreters contribute positively to the development of collaborative attitudes to inclusion.

As seen, the school has a great responsibility for inclusive education for deaf students, because it must be in these teaching and learning environments that the individual differences of deaf and hearing people are considered, facilitating the practice, diversity, and respect of the teacher. However, the prospects of inclusive education for deaf people involve ongoing and challenging processes, including claims, adaptations, guarantees, and enforceability of the rights of the deaf person in a society that still needs to be achieved in Brazilian schools, because they represent spaces for teaching, interaction, and socialization that enable harmonious and collaborative environments between deaf and hearing people.

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APPENDIX 1

INDIVIDUAL CONSENT FORM

APPENDIX 2**QUESTIONÁRIO APLICADO À PESQUISA**

1. Identifique o seu sexo:

2. Qual sua idade?

3. Qual sua escolaridade?

4. Sua surdez é Pré ou Pós lingual?

5. Em que ano escolar você começou a ter o ensino da disciplina de inglês e a partir desse ano, houve a disciplina até o término do ensino médio?

6. Houve profissional intérprete em sala de aula?

APPENDIX 3

ENTREVISTA SEMIESTRUTURADA

1. Você acha importante o surdo aprender Inglês?

2. Você percebia se professores de inglês utilizavam metodologias diferenciadas ao público surdo? Havia material didático específico para o ensino de inglês para surdos fornecidos pela instituição de ensino ou eram adaptados pelos professores?

3. Com base na resposta anterior, quais as dificuldades vivenciadas por você no ensino e aprendizagem de inglês nas escolas regulares inclusivas?

4. O ICEPSA já promoveu alguma capacitação ou curso relacionado à língua inglesa?