

MULTIMODAL TEACHING OF PORTUGUESE AS A SECOND LANGUAGE FOR THE DEAF

LETRAMENTOS MULTIMODAIS PARA O ENSINO DO PORTUGUÊS COMO SEGUNDA LÍNGUA PARA SURDOS

ALFABETIZACIÓN MULTIMODAL PARA LA ENSEÑANZA DEL PORTUGUÉS COMO SEGUNDA LENGUA PARA LOS SORDOS

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ABSTRACT: This article presents a pedagogical proposal that aims to build a multimodal video with the lyrics of Dorival Caymmi's songs, involving the multiliteracy (linguistic, visual, gestural, spatial and audio) in order to develop the communicative capacity of the deaf subjects involved in the teaching-learning process creating contexts of real productions, enabling multiple activities and, above all, activities that value the Bakhtinian principle of interaction, dialogism. The proposal is organized based on the procedures for the presentation of communication situations involving multimodal discursive genres considering students as protagonists of knowledge. The project was developed in the Specialized Educational Assistance - SEA, in the school context that has as a reference a bilingual perspective, where students use the Brazilian Sign Language as their first language (L1) and Portuguese in written form as a second language (L2), involving the areas of Libras and written Portuguese in order to bring deaf children closer to literacy practices. The choice of the author was due to the celebration of the artist centenary, his compositions that portray and value Bahia, the fact that the students are from Bahia and thinking about the level of complexity of the texts appropriate for the understanding of the deaf students in question.

KEYWORDS: Multiliteracy. Bilingual school. Sign language. Written Portuguese language.

RESUMO: *O presente artigo apresenta uma proposta pedagógica que visa à construção de um vídeo multimodal com as letras das músicas de Dorival Caymmi, envolvendo os multiletramentos (linguístico, visual, gestual, espacial e áudio) no sentido de desenvolver a capacidade comunicativa dos sujeitos surdos envolvidos no processo de ensino-aprendizagem, criando contextos de produções reais, possibilitando atividades múltiplas e, sobretudo, atividades que valorizem o princípio Bakhtiniano da interação, do dialogismo. A proposta organiza-se a partir dos procedimentos de apresentação de situações de comunicação envolvendo os gêneros discursivos multimodais considerando os alunos protagonistas do conhecimento. O projeto foi desenvolvido no Atendimento Educacional Especializado - AEE, no contexto escolar que tem por referência uma perspectiva bilingue, onde os alunos usam a Língua Brasileira de Sinais como primeira língua (L1) e a língua portuguesa na modalidade escrita como segunda língua (L2), envolvendo as áreas de Libras e Português escrito no sentido de aproximar as crianças surdas às práticas letradas. A escolha do autor deu-se devido à*

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comemoração do seu centenário, às suas composições que retratam e valorizam a Bahia, ao fato dos alunos serem baianos e pensando no nível de complexidade dos textos apropriados para a compreensão dos alunos surdos em questão.

PALAVRAS-CHAVE: *Multiletramentos. Escola bilíngue. Língua de sinais. Língua portuguesa escrita.*

RESUMEN: *Este artículo presenta una propuesta pedagógica que tiene como objetivo construir un video multimodal con la letra de las canciones de Dorival Caymmi, involucrando las herramientas múltiples (lingüísticas, visuales, gestuales, espaciales y de audio) para desarrollar la capacidad comunicativa de los sordos involucrados en el proceso de enseñanza-aprendizaje creando contextos de producciones reales, permitiendo múltiples actividades y, sobre todo, actividades que valoran el principio de interacción de Bakhtin, el diálogo. La propuesta se organiza en base a los procedimientos para la presentación de situaciones de comunicación que involucran géneros discursivos multimodales considerando a los estudiantes como protagonistas del conocimiento. El proyecto se desarrolló en el Servicio Educativo Especializado - AEE, en el contexto escolar que tiene como referencia una perspectiva bilingüe, donde los estudiantes usan el lenguaje de señas brasileño como su primer idioma (L1) y el portugués en forma escrita como segundo idioma (L2), involucrando las áreas de Libras y el portugués escrito para acercar a los niños sordos a las prácticas alfabetizadas. La elección del autor se debió a la celebración de su centenario, sus composiciones que retratan y valoran a Bahía, el hecho de que los estudiantes son bahianos y piensan en el nivel de complejidad de los textos apropiados para la comprensión de los estudiantes sordos en cuestión.*

PALABRAS CLAVE: *Alfabetización múltiple. Escuela bilingüe. Lenguaje de señas. Lengua portuguesa escrita.*

Introduction

One of the central discussions in the area of education stems from the current national policy that advocates inclusive education, that is, the one organized to serve everyone. However, in order to obtain good educational results, with regard to the deaf child, their linguistic and cultural conditions must be necessarily considered. However, this is not what often happens in schools. Deaf children, in general, have not had their rights to education respected due to difficulties in accessing the language used by the majority, thus they are excluded from the teaching-learning processes; as a consequence, after years of schooling, it is common not to have a minimum mastery of the concepts and contents taught, necessary for their development and their adequate social insertion.

Based on the assumptions of the concept of multiliteracy and with the need to serve deaf students in their linguistic specificities, Specialized Educational Assistance - SEA was implemented through the Educational Association Sons no Silêncio - AESOS, an institution

associated with the Municipal Education Secretariat - SMED, of according to the text of the special education policy from an inclusive perspective. The SEA is a special education service that identifies, elaborates and organizes pedagogical and accessibility resources that eliminate barriers to the full participation of students' citizenship, considering their specificities, to promote a pedagogical practice in the perspective of multi-tools. SEA teachers build didactic materials, adapt textbook activities, children's books, among others, and when the concepts are very abstract, images, slides, informational text and video (simultaneous translation) with captions and other resources are used.

The difficulties that professionals encounter to work with deaf students are: the scarcity of didactic materials and the lack of an adequate methodological proposal, which generated a concern in relation to the methodological work developed in the SEA. It was noticed that multimodal videos, specifically, arouse a great interest in deaf students, who demonstrated a better understanding of the concepts worked in the service and overcome the fragmented linguistic views.

Multiliteracy Pedagogical Practice for Deaf Students

According to Fernandes (2006), the proposals for Brazilian education for the deaf have historically been based on the parameters established for the teaching-learning of the listening subject. The educational context (of the regular school) is organized in such a way that all interactions are carried out orally, which puts deaf students at an extreme disadvantage in the relationships established in the classroom, which are guided by the Foucaultian binomial knowledge/power, relegating to them to occupy the eternal "place" of ignorance, error, ignorance, inefficiency, eternal not-knowing in linguistic practices.

The education of the deaf needs to be based on legal principles that guarantee the deaf the right to difference. Reflecting on inclusion in Brazil, Lacerda (2000) warns of the fact that the deaf student does not share a language with his colleagues and teachers, being in linguistic inequality in the classroom. The inclusion of the deaf is being made without guaranteeing the deaf the right to linguistic difference and without understanding the consequences of this process for the student, without realizing that deaf subjects have a linguistic and cultural identity that differentiates them.

Literacy practices should be contemplated in the formation of readers from a Bakhtinian perspective as "responsive", that is, as someone who adopts an active responsive understanding posture: "agree or disagree (totally or partially), complete, adapt, get ready to execute" (*apud*

ROJO, 2013, p. 125, our translation) and fulfills its main role as a subject that interacts and communicates. In view of the needs of deaf students, the competences and skills desired in the teaching-learning of formal education make it necessary to work with the Bakhtinian concept of discursive genres.

It is necessary to consider the specificity of the linguistic context of inclusive schools that do not favor a communicative link of linguistic interactions between deaf students and the school community. Deaf children, even though they are immersed in the listening culture, do not appropriate the Portuguese language due to the interaction with the family and society and, most of the time, due to their family members being listeners, they communicate through the oral Portuguese language, increasing the language barrier.

In this context, most children access the school with a language built in a family environment for communication purposes. According to Karnopp and Pereira (2004), the distance from reading and writing practices and little familiarity with Portuguese results in students who know how to decode some graphic symbols, but do not attribute meaning to what they read.

In view of the recognition of the Brazilian Sign Language as a legal means of communication and expression of the deaf citizen, Law no. 10,436, of 24 April, 2002, regulated by Decree no. 5,626, of 22 December, 2005, we present a pedagogical proposal: multimodal video to use in bilingual schools for the deaf. Article 2 of this Decree provides a definition of the deaf person as one who, due to hearing loss, understands and interacts with the world through visual experiences, manifesting his culture mainly through the use of the Brazilian Sign Language (BRASIL, 2002; 2005).

According to Rojo (2009), the child's participation in reading and writing practices depends on the degree of family literacy and school institution that will allow the subject to build a relationship with the writing of discursive practice. In this way, bilingualism has been thought of as a facilitator of this knowledge-building process, both in the family and in the school environment.

For Quadros (2008), deaf children and their hearing parents could share bilingualism: Portuguese and Brazilian sign language, discovering the cultures and identities that intertwine. The coexistence of the two languages in the school, as draws attention Quadros and Schmiedt (2006), favors the significant learning of written Portuguese because it allows the child, through his natural language, to give meaning and value to the learning of a second language, which it is also stated by Fernandes (2006).

According to Soares (2008), literacy is the state of one who not only knows how to read and write, but who also makes competent and frequent use of reading and writing, and who, when he becomes literate, changes his social place, his way of living in society, its insertion in culture. Expanding the concept of literacy for deaf children, Quadros (2006) states that the literacy process makes sense if it is meant through the Brazilian sign language, the language used at school for language acquisition to learn through that language and to learn about languages. The Portuguese language, therefore, will be the second language of the deaf child, being signified by the child in its written form with its social functions represented in the Brazilian context.

To promote a multiliteracy pedagogical practice, giving students the opportunity to try different types of languages, it is necessary to make use of digital technologies and develop media resources to favor the formation of reflective readers, critics with the skills to make new links, making productions necessary of multimodal digital media, using in their compositions the resources offered by technology, with hyperlinks, images, promoting interactivity and breaking with the linearity of the texts.

Working with multiliteracy may or may not involve (usually will involve) the use of new communication and information technologies (new tools), but it is characterized as work that starts from the student's reference cultures (popular, local, mass) and of genres, media and languages they know, to seek a critical, pluralist, ethical and democratic approach - involving agency - of texts/speeches that expand the cultural repertoire, in the direction of other literacies (ROJO; MOURA, 2012, p. 8).

From the pedagogical practice in the SEA of this school for the deaf in the city of Salvador/Bahia, in 2014, the multimodal video was built with texts by Dorival Caymmi with students aged 7 to 19 years old, with multiple disabilities, late graduates from bilingual school, having their first contact with schooling in a regular school without contact with LIBRAS, with other deaf people, or with multimodal literacies.

For the development of this article, we chose only one text by Caymmi, however, the others followed the same model. Next, the stages of the project will be described with the lyrics of the song "*O que é que a baiana tem?*" and the results that can be applied in the institution itself and in any others that have deaf students will be presented.

Visual literacy practices

Based on Kress and Van Leeuwen (2001), Visual Literacy is the ability to interpret visually presented information based on the premise that images can be read, and that their meaning can be decoded through a reading process. Skills to be developed: observe, identify details, understand visual relationships, think and critically analyze, create and communicate creatively through imagery.

From the perception of the deaf through vision, where their reading of the world is basically in the visual field, we use elements of visual pedagogy to favor the learning of the deaf student.

We presented the photo of Dorival Caymmi so that students could get to know the composer, then we worked on his biography, image reading, we used slides with photos and videos (simultaneous translation) with captions to expand the student's knowledge. The teacher asked questions from the image: Do you know? Where he was born? What is the profession? It is worth mentioning that the activities that took place before, during and after reading images were guided and mediated by the bilingual teacher and the deaf teacher through Sign Language, providing the student with reading practices in his own language, valuing the discursive specificity of Libras.

With the observation of Caymmi, *Baiana e o casario* (1984), the students had more freedom to build the narrative in Sign Language. The aim was to awaken the students' interest in the painter, to suggest a name for the painting, to find implicit and explicit information in the visual text, to raise and check hypotheses.

We observed the image of a Bahian woman, the dress, and made the description to work with the written text later *O que é que a baiana tem?*, starting from the observation of the image to promote intertextuality with the image previously presented. We used elements of the clothing that represents the lyrics of the song so that students could handle the objects, know the signs, the words, dynamics, using typewriting (using the manual alphabet), build meanings with the text and experience the text in motion.

Picture 1 – Construction of the concepts of the lyrics of the song “*O que é que a baiana tem?*” through concrete



Source: author's personal archive (2019)

Picture 2 – Construction of lyrics concepts “*O que é que a baiana tem?*” through concrete



Source: author's personal archive (2019)

Picture 3 – Construction of lyrics concepts “*O que é que a baiana tem?*” through concrete



Source: author's personal archive (2019)

Multimodal Literacy Practices for Teaching Portuguese as a Second Language

One of the great challenges for teachers of deaf students is to teach Portuguese in written form, thinking of specific methodologies that contemplate social practices. In this way, the use of written Portuguese can gain meaning for deaf students and, later, they will be able to understand the relevance of their learning and the social function of writing in everyday life.

Teachers make adaptations of textbooks and literary texts, among others, looking for elements of Visual Pedagogy to favor the learning of the Portuguese language in the written modality, but these adaptations are not satisfactory if one considers that, in these publications, the deaf are not represented. In order for deaf individuals to recognize themselves as social actors, it is necessary to contemplate their culture and identity in different contexts. Perlin and Strobel (2006) add that they are cultural narratives, speeches of subjects or groups that are marked by cultural practices that pass through the transmission of knowledge and information through sign language, identity narratives in which the subject's subjectivation and recognition as subjects occurs deaf.

According to Kleiman (2008), literacy means a discursive practice of a certain social group, it does not necessarily involve specific activities of reading or writing, but it uses social practices of reading and writing. As a starting point, it will be up to the school to promote literacy practices that allow deaf individuals to acquire Libras as a first language and learn Portuguese as a second language. Thus, the deaf will appropriate a system of writing by processes of their visual experience in interactions with society.

Based on these assumptions, there was a need to present the Portuguese language in a functional way, promoting the desire to use it in different contexts. In this way, the construction of a multimodal video was thought to enable the interaction of the reader in an intense way, promoting space for collaborative production in order to enhance the interactions between deaf and listeners, using different languages. According to Magalhães, knowing how to “use” technologies is not enough, it is necessary to have a technological posture. From this, the technological culture gradually establishes itself in the institutions. This work proposal aims to stimulate the use of technologies in inclusive and bilingual schools, creating new possibilities for expressions and communications.

According to Lemke (1998), when we allow our students activities with multimodal and multisemiotic texts, the set of conventions, already used in the production of meaning in written texts, is expanded and reframed, which explains the multiplicity of possible readings for multimodal texts. It is understood, therefore, that means built for the purpose of the reality of

inclusive and bilingual schools are useful for pedagogical practices, making them closer to the technological manifestations accessible to students.

Multimodal video was produced to provide a new environment for communication and incorporation of literacy practices, promoting cultural and language diversity at school and beyond. Developing videos with hypertext characteristics, interactive at various linguistic levels, allowed collaborative productions, broadened the vision of the deaf students' worlds and enabled its use as a pedagogical resource for students who attend SEA, deaf students from inclusive schools and deaf students Association itself.

The students watched the video in Libras with the lyrics of the song *O que é que a baiana tem?* seeking to promote language appropriation. They performed the reading and textual production in Libras based on the texts presented in their language and in the recordings of the students themselves, then they had access to the printed biographical text to carry out the reading in Portuguese, providing the student with a reading posture and the teacher a survey of the knowledge of the lexicon (L2) of the deaf student, read through the images worked, we present the images referring to the text requesting that they make a relationship between the images and the text. For Fernandes (2006), the fundamental idea of reading hypotheses is realized through imagery and textual clues. Therefore, the importance of the teacher relating the image to the written text so that it gains meaning for the student and awakens the desire to read in it. We promote reading circles using the procedures of anticipation and inferences, in order to draw the students' attention so that they explore as much information in the texts as possible, we watched the videos produced by the students strengthening the reading practices in Libras.

With these activities the students went through several stages of reading; read the word represented through the image and through Libras, established a relationship between the sign and the word using the online dictionary libras (<http://www.acesobrasil.org.br/libras>) and the hand talk application as a support for expansion of knowledge in both libras and written Portuguese. They used the manual alphabet to do typewriting, associated the written word with the manual alphabet and read the words in the text. These reading steps are described in the book *Idéias para ensinar português para alunos surdos*, by Quadros and Schmiedt (2006). The students constructed meanings between previous knowledge of the Portuguese language and the knowledge conveyed in the text. Thinking about the construction of the multimodal video from this activity, the students reinforced the internalization of the written text.

The project culminated with the presentation in the auditorium of AESOS, for all students of the school, of the multimodal video built by the students with some lyrics of Dorival

Caymmi's songs. We promoted an afternoon with cultural elements from Bahia, when students were able to watch and participate in the capoeira circle and we had the presence of the acarajé from Bahia. We recorded the moments through photos.

Picture 4 – Afternoon with cultural elements



Source: author's personal archive (2019)

Picture 5 – Afternoon with cultural elements



Source: author's personal archive (2019)

Picture 6 – Afternoon with cultural elements



Source: author's personal archive (2019)

Results and discussions

Our pedagogical proposal points out a significant relevance in the education of the deaf,

since students problematized, analyzed some multimodal texts, read and produced texts in Libras and in written Portuguese, appropriated a system of writing by processes of their visual experiences and elaborated new texts from the existing text. They experienced a discursive dimension, built concepts in both languages, established dialogues with a Pedagogy of Multiliteracies, contributing not only to the construction of didactic resources based on a bilingual pedagogy, but also to the development of theoretical reflections on the multiliteracies for deaf people. The construction of the video in Libras by deaf students has become a differential factor for the development of literacy practices. Some studies (LODI, 2014; PELUSO, 2007; 2011) indicate that texts/speeches produced and elaborated in sign language, if recorded in videos, can constitute an instrument for the perpetuation of statements in sign language, discourse genres, instituted historically, from the new verbal interactions of the deaf in different spheres of activity.

Bakhtin (1992) proposes an approach with a focus on the social environment, language and verbal interactions that postulate dialogue. The text is not seen in isolation, it correlates with other close discourses. The multiliteracy practices during Dorival Caymmi's project enabled students and teachers to experience both languages in their social use. From the performance of the deaf in the multimodal video, they became involved in discursive practices in contact with their peers, Caymmi's texts dialogued with each other promoting intertextuality and students built new knowledge.

It is worth mentioning that the regent teachers of the 4th and 5th years used Caymmi's texts for the evaluations of the third unit, contemplating the other disciplines in an interdisciplinary proposal, and the students obtained a positive result in all areas of knowledge.

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