LINGUISTIC RECRUITMENTS USED IN SPECIALIZED EDUCATIONAL ASSISTANCE OF PORTUGUESE LANGUAGE FOR THE DEAF: A PRACTICE LOCATED IN BASIC EDUCATION

RECRUTAMENTOS LINGUÍSTICOS UTILIZADOS NO ATENDIMENTO EDUCACIONAL ESPECIALIZADO DE LÍNGUA PORTUGUESA PARA SURDOS: UMA PRÁTICA SITUADA NA EDUCAÇÃO BÁSICA

CONTRATACIONES LINGÜÍSTICAS UTILIZADAS EN ASISTENCIA EDUCATIVA ESPECIALIZADA EN LENGUA PORTUGUESA PARA SORDOS: UNA PRÁCTICA UBICADA EN LA EDUCACIÓN BÁSICA

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ABSTRACT: The objective is to investigate which linguistic uses are recruited in the context of teaching and learning of the Specialized Educational Assistance (SEA) of Portuguese Language (PL) for the deaf. This study is characterized as a case study. The results indicate that the linguistic recruitments used in the SEA of PL for the deaf in Elementary School I of the school in question refer to Libras and the Portuguese oral and written language. Also, English and Spanish emerge during interactions, manifesting themselves as a translingual, transmodal practice and crossed by digital media.

KEYWORDS: Education. Language. Deaf.

RESUMO: *Objetiva-se investigar quais os usos linguísticos que são recrutados no contexto de ensino e aprendizagem do Atendimento Educacional Especializado (AEE) de Língua Portuguesa (LP) para surdos. Este trabalho caracteriza-se como um estudo de caso. Os resultados indicam que os recrutamentos linguísticos utilizados no AEE de LP para surdos no Ensino Fundamental I da escola em questão referem-se à Libras e à Língua Portuguesa oral e escrita. Além disso, o inglês e o espanhol emergem durante as interações, manifestando-se como uma prática translíngue, transmodal e atravessada pelas mídias digitais.*

PALAVRAS-CHAVE: *Educação. Língua. Surdos.*

RESUMEN: *El objetivo es investigar qué usos lingüísticos se reclutan en el contexto de la enseñanza y el aprendizaje del Servicio Educativo Especializado (AEE) de Lengua Portuguesa (LP) para sordos. Este trabajo se caracteriza como un estudio de caso. Los resultados indican que los reclutamientos de idiomas utilizados en el LP AEE para sordos en la Escuela Primaria*

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I de la escuela en cuestión se refieren a Libras y al portugués y al lenguaje oral y escrito. Además, el inglés y el español surgen durante las interacciones, manifestándose como una práctica translingüe, transmodal y cruzada por los medios digitales.

PALABRAS CLAVE: *Educación. Idioma. Sordo.*

Introduction

The focus of this research is to investigate the linguistic uses that are recruited in the context of teaching and learning of the Specialized Educational Assistance (SEA) of Portuguese Language (PL) for the deaf in Elementary School I of a federal public school in the State of Santa Catarina.

Since the recognition of Libras, educational institutions have adopted Bilingualism for the education of the deaf[3]. The first language of the Brazilian deaf is Libras, which will provide subsidies for learning the second, written Portuguese (PEREIRA, 2009). Bilingualism is taken as a methodological alternative in schools for the deaf and in the inclusive school it manifests itself as a culturally inclusive curriculum, incorporated into cultural and social traditions. It consists, therefore, in the dissemination and stimulation of Libras, as well as its culture and allows the deaf to participate in both culture and deaf communities, as well as society in general, since it is inserted in it (GOLDFELD, 1997).

Although the assumptions of the inclusive school are based on a bilingual education perspective for deaf people (BRASIL, 2008), under a critical eye, we understand that these assumptions are characterized as a "pseudo-bilingual" education, since pedagogical practices, most of them are conducted in the majority language, the Portuguese language. Thus, Libras is recruited as an accessory, occupying a secondary place in this context, as it is only in the SEA, in the opositte shift of classes, that the deaf student has the possibility of receiving a teaching mediated in Libras, his first language (L1) (SKLIAR , 2016; DARDE, 2018).

We understand that the de facto bilingual school should promote the coexistence of two languages in school language practices, Libras, in this context, as L1 of the deaf person, assumes the constitutive role of subject, through which everything is linked and not only an instrument to achieve certain results of the subject (SKLIAR, 2016). Thus, some questions hover over this problem: how are linguistic practices constituted in the SEA of Portuguese

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[3] The Bilingual approach in the inclusive school happens through the teaching of Libras and the Portuguese language in written form, as a second language of instruction. There is also the service of a translator/interpreter of Libras and Portuguese in the school context, as well as the other students also receive the teaching of Libras, so that communication between deaf and listeners is favored. (BRASIL, 2008).

Language (PL)? The PL SEA was constituted as a monolingual, bilingual, plurilingual space? How are the language(s) discursivized by the SEA teacher? What are the power relations between the languages that constitute this space? It is from these concerns that we launch ourselves into research, seeking to portray this context of practices and seeking to create intelligibilities about these linguistic uses that are constituted there.

Research paths

This research is a qualitative-descriptive case study, conducted in November 2018 in a municipality in the south of Santa Catarina. The Saramago school (fictitious name), is part of a federal public university and follows the educational policy adopted by this institution that aims to meet the teaching, research and extension triad. The school follows a proposal from an inclusive perspective: Pedagogical Proposal for Educational Inclusion (PPIE), which is permeated by guidelines of public policies for inclusive education in Brazil and the State of Santa Catarina. In this context, the deaf are the target audience of Special Education and receive the SEA of Libras and the SEA of PL (SANTA CATARINA, 2014).

The participant of this research was Lívia, fictitious name chosen by herself. At the time of data collection, she was 31 years old. Lívia has a degree in Special Education and has a postgraduate degree, with experience in teaching Libras to deaf and hearing people. At the time, she worked at the school where this research was carried out as a teacher of Special Education, working in the teaching services in Special Education and SEA for students targeting Special Education.

An interview was conducted with Lívia, composed of some guidelines carried out by the researchers, authors of this article. The discussion included the interaction between the teacher and a school attended by her in the SEA. Thus, all information that could identify this student was omitted. The interaction took place in the room of teachers of the Special Education discipline, in the educational institution itself. The interview was recorded in audio, lasting 23 minutes and transcribed later. The treatment of the data was based on the documents that prescribe Bilingual Education for the deaf at the national level and the prescriptive document of the institution itself, PPIE (SANTA CATARINA, 2014), which is based mainly on national documents (BRASIL, 2002; 2005; 2008) and other state documents (SANTA CATARINA, 2016a; 2016b; 2018). Throughout the analysis, we recruited other authors who corroborate to understand the events revealed during the interview.

Results and discussions

The SEA for deaf students is presented by PPIE (SANTA CATARINA, 2014) based on the policy of the Ministry of Education (MEC). According to the aforementioned policy, Special Education is responsible for carrying out the SEA, providing services and resources, as well as providing guidance for its use in the teaching and learning process in regular education. (BRASIL, 2008)[4]. About the SEA for teaching the Portuguese written language, the locus of this research, it is organized based on didactic-pedagogical situations that favor the development and learning of the Portuguese language written by deaf students. It takes place in the regular classroom, in the Multifunctional Resource Room (MRR), preferably by a teacher with a background in Literature who has knowledge of the linguistic and theoretical assumptions that support the work of teaching Portuguese in the written form for people with deafness. This service aims to develop the linguistic and textual competence of deaf students to be able to produce linguistic sequences and to develop skills and competences in writing (DAMÁSIO *et al.*, 2009).

PPIE (SANTA CATARINA, 2014) ensures SEA for deaf students in the school in question, pointing out that this service is constituted in the teaching of Libras and Portuguese. In this sense, it guarantees the teaching of both languages, with Libras as L1 and Portuguese as L2 in accordance with prescriptive documents. Thus, the teaching of Libras is performed by the Libras teacher and the teaching of Portuguese by a bilingual Special Education teacher. For deaf students who do not use sign language by their own choice or their guardians, the SEA performed by the Special Education teacher is ensured (SANTA CATARINA, 2014). Unlike what the MEC policy proposes, which indicates a preference for a Portuguese language teacher for the Portuguese SEA as L2, as it is a preference, it opens up possibilities for professionals with another formation base (as in the case of the participant of this research, who has initial formation in Special Education and specific formation in Education for the Deaf and, in addition, is a proficient user of Libras)[5].

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[4] The SEA is not a substitute for ordinary education, but it complements and/or supplements the student's education in view of his autonomy and independence, both in the school and outside. It is offered during regular school hours, at the student's own school or at a specialized center (BRASIL, 2008).
[5] Another guarantee of the document, which extrapolates what the MEC policy proposes, but is in line with Libras' linguistic policies, is the teaching of this language to the other hearing students at the school. The teaching, therefore, is carried out by the Libras teacher, obligatorily in the 1st and 2nd initial years, as well as in the years that have deaf students, and the insertion of this language teaching is gradual in the other years. The document also mentions the Libras course offer for the institution's servers, technicians and teachers. In addition, it guarantees for the deaf student a professional Libras translator/interpreter in all areas of the educational context (SANTA CATARINA, 2014).

Language recruitment in the Portuguese Language SEA for the deaf: "*what language are we speaking?*"

In this work we assume a conception in which we understand that the tongue/language cannot be taken as a specific object, isolated from reality, but it must be understood from the physical, physiological and psychological spheres of reality, as well as from the organized social relationship. In this sense, the tongue/language is understood as a broad and complex object. Conceived as an essentially social phenomenon, this view does not allow the understanding of tongue/language as a stable system of scientific abstractions, since abstraction does not account for the concrete reality of the language, as it constitutes itself uninterruptedly in the social interactions between the interactants. In the same sense, language cannot be considered an individual act, as the enunciation is only effective among speakers, so the enunciation structure is purely social (BAKHTIN; VOLOSHÍNOV, 2014).

About the linguistic recruitments in the SEA observed through the statement of Professor Lívia, we have:

> ***Lívia****: I already had several conversations with him (student) in order for us to choose, I was open to it being his choice, in which language he was going to communicate during the SEA, because I speak in sign language and he answers me orally and sometimes he replies with his back turned, out loud, so I realize that I don't have his attention to my speech, what he says I am listening to, but what I say I depend on him looking at me and many times he turns around back or is doing something else... so several times during the assistance I stop and say **'ok, what language are we speaking?'** because I will not speak if he is not listening [...] Because it is difficult, there is no way for you to permeate in both languages using the structure of each one and what prevails in it, I think it is the Portuguese language, only it doesn't have a return and then I give him the freedom to choose the language and he always opted for Libras, maybe because he think he is supposed to do it, maybe it's not his own choice, but when he's free, he uses both at the same time* (authors' highlights; our translation).

We see in the speech of Professor Lívia, that in the space of the SEA of PL the two languages are recruited, Libras and Portuguese, in their different modalities (visual, oral and written), which intertwine to produce meanings in interactive exchanges with pedagogical purpose. In this context, Libras is produced and encouraged by the teacher in her mediations with the student. The written Portuguese Language is the "target" language, which is why the lesson materializes, as the focus of teaching. The oral Portuguese language is also recruited by the student who, being a user of Cochlear Implant, has the possibility to also experience the language in this modality in the spheres of human activity of which he is a part. In addition, the teacher reports the appearance of English and Spanish during the interactions. Thus, we observe

an intertwining of languages and modalities to account for a specific discursive situation of the SEA, that is, transmodal translational practices (LIMA; REZENDE, 2009).

This attempt at language governance with tendencies towards the use of Libras as the predominant language for student communication in the SEA, is justified by the theoretical and militant position of Professor Lívia in relation to the education of the deaf, as it presents a formation trajectory focused for deaf studies from a cultural perspective. We can see the manifestation in the course of his speech, when he positions himself on the inclusive school and the bilingual school as opposing spaces, questioning, even, the proposed bilingualism:

> ***Lívia:*** *What I wish for deaf students is a really bilingual school. I would not risk saying that we have bilingualism, both languages are in school, but they do not occur in the principle of bilingualism, which is Sign Language as instruction and Portuguese as a second language, what we have is the reverse, a translation from Portuguese to Sign Language is offered* (our translation).

Corroborating the concept of tongue/language that we assume in this work, there are some notes based on the National Common Curricular Base (BNCC) (BRASIL, 2017), in which it is said that contemporary language practices involve new textual/discursive genres increasingly multisemiotic and multi-media. Thus, the school must also consider them in their teaching practices, including them critically in the new ways of producing and practicing language, without disregarding the traditionally established discourse genres.

To that end, we also observed as a linguistic recruitment of the PL SEA, the multisemiotic and multimedia resources that convey Libras and PL written for the deaf, thus revealing a diversity of discursive genres circulating in these spheres of human activity in which teacher and student participate as social subjects. We note, once again, the intertwining of the recruitment of linguists from Libras and oral and written PL. Lívia tells us:

> ***Lívia****: We also produce videos (for a possible YouTube channel with deaf people), the arrangement is that they are in sign language and written Portuguese, because in our conversation we came to the conclusion that it would be as accessible as possible, because sometimes the deaf cannot he master Portuguese and the subtitles would be insufficient, so he would do it in Libras, but in many parts he speaks a lot (oral) and makes some signs...* (authors' inclusions; our translation).

Bakhtin and Voloshínov (2014), when talking about the sphere of activity or circulation of discourses and discursive genres, point out that in everyday life the subjects circulate in different spheres of social activities (domestic and/or family, work, school, academic, journalistic, advertising, bureaucratic, religious, artistic, etc.), and assume different positions as producers or recipients/consumers of discourses, in different genres, media and cultures. Thus,

according to the author, each sphere of human activity also acts as a sphere for the circulation of discourses, as well as the use of language. Each sphere of use of language elaborates its types of statements, what it calls discourse genres. The gender or statement reflects the specificities and purposes of each sphere. In the excerpt of speech below by Professor Lívia, we infer that multimedia speech genres are recruited both by the teacher and the student, as recipients, consumers and also producers of these textual/discursive genres:

> ***Lívia****: I have been working with media, such as Youtube, with the aim of producing recipes and games in Libras and subtitles in written Portuguese. The student himself asks for work with media using sign language. The student produces videos of recipes, teaching games to other children, among other topics of interest, in sign language, and working with Portuguese is the construction of the subtitles for the videos. So we did the whole process of filming in sign language, editing the video, I do it at home because it takes a long time, but the student also wants to learn and the idea is that he also learns to do it, because he does the choices for the production and editing of the video, for example that such part appears at the end as a "recording error", what he wants to appear or not in the final video, the construction of the subtitles in Portuguese...* (our translation)

When it comes to literacy - and here in this study, specifically, the literacy of deaf people in written Portuguese language - it is necessary to consider the sphere of human activity in which the subject is inserted and the discursive genres to which they have access in their interactive social practices for thus, understanding and directing teaching and learning practices, which is evidenced in the teacher's speech. In this way, literacies are in constant movement, new uses and social practices are created, remodeled, depending on the socio-historical contexts, the actors and the real uses of language in society. Currently, digital literacies are social practices and uses of reading, writing and signaling/orality allowed with the advent of Digital Information and Communication Technologies - DICT (DONIDA *et al.*, 2019).

We note, therefore, that the work aimed at teaching PL, in this case as a second language (L2), is not understood as a repetition practice, it is based on interactional exchanges, a co-construction of knowledge and meanings of the language to be learned by the student and to be taught by the SEA teacher. The practices located there, therefore, are permeated by social practices that the student already uses in his daily life, such as the use of digital media. This work, using social media mediated by digital literacy practices on online platforms (such as Youtube), allows the co-construction of knowledge about the Portuguese language and the use of Libras as L1 can be situated in a real context practice and use of language.

Although it is through visuality that the deaf experiences the world, it cannot be generalized and understood as natural to the deaf. This depends on the experiences of the world "of" and "with" the subjects that give meaning to the images. Thus, it is important that the deaf student in initial contact with sign language is provided with different visual language possibilities with which he can interact to build meanings (TAVEIRA; ROSADO, 2017). Situations must be created for the development of visual acuity, for the student's expressive potential, in addition to vision, including other senses. As well as developing a "visual metaphor", that is, thinking visually, linguistically and artistically, creating abstractions, the ability to symbolize, which are attributes of a language (TAVEIRA; ROSADO, 2017). In this way, we perceive approaches to this type of practice in the teacher's discourse, both in the use of digital technologies and in the way she conducts her pedagogical mediations, valuing Libras, visual experiences and the contextual aspects that give meaning to her discursive productions.

From the discussions undertaken above, we can see that the language is the mediator of social interactions, allows the organization and mediation of SEA's work for teaching and learning, as well as the socio-political-cultural positioning of the actors involved there. The languages recruited there, both in Libras, as well as oral and written Portuguese, and the social literacies derived from them, are not only instruments, but also become a ""means" for the transmission of meanings instead of the space where senses are constructed, a conception closer to the vision of language as discourse" (JORDÃO, 2014, p. 18, our translation).

The place of bilingualism/monolingualism in the SEA: "*I always start from the sign language to Portuguese*"

The discussion of bilingual education for the deaf today requires much more than thinking about mastering two languages as a pedagogical resource. It is a political discussion of a historical, cultural and social nature, as well as part of the power relations that cross educational proposals (SKLIAR, 2016). Here we have an excerpt from a pedagogical action of an inclusive school with a bilingual perspective for working with the deaf manifested through the PL SEA, in which a broader political action materializes, as a result of a political listening project of deaf education, since it is organized under the logic of bureaucratization of sign language within the school space through the services of the SEA and the presence of the Libras/PL interpreter. We see that Libras in the inclusive school is not spontaneously experienced by the deaf in the discursive situations and interactive exchanges of the deaf with

their peers, there is always the crossing of the Portuguese language and the dominant oral culture, as we can see in the speech of Professor Lívia:

> *Lívia: In the classroom the student has an interpreter and has some children (all listeners, the student is the only deaf user of Libras at school) who know some signs, more for the moment of playing, of the break, of communication, has a colleague, especially, that tries to talk in Libras with the deaf student, much more than the deaf student himself, who responds to his colleague most of the time with orality, so there is a one-way conversation in sign language, as if it were more a resource than a language, because she uses the "resource" to understand what others are saying, but her answers are in another language (oral Portuguese)... I think that this does not encourage other colleagues to learn Libras [...] On the part of the teachers (teachers of ordinary education), none that I know, has knowledge in sign language, so the whole communication goes through the interpreter and there is the Libras class, which is taught by the deaf teacher to teach the listeners a second language* (our translation)

We understand that in the space of the inclusive school from a bilingual perspective, Libras has a place and a scheduled time to manifest itself in a concrete situation of language use where it seems to exercise supremacy, it is only in the SEA (from L1 and L2) that Libras is experienced as first language of the deaf. In the case of PL SEA, mediated in Libras by the teacher, even if the objective is to learn the written modality, the oral modality is also recruited by the student, thus acting as a *centripetal force* of linguistic unification, as it reflects and refracts a more realistic range of student experiences in school and social spaces where PL is predominant (BAKHTIN; VOLOSHINOV, 2014).

However, on the other hand, we also observed *centrifugal forces* of linguistic heterogeneity (BAKHTIN; VOLOSHINOV, 2014) in the space of SEA of PL, in the performance of language governance made by the teacher, who as a user of Libras, directs her pedagogical practice with mediations in the student's L1, as well as encouraging and negotiating for the student to interact, learn, build meanings first in his L1 to signify the teaching of L2: "*I always start from sign language to Portuguese*". About this practice, the teacher presents the following details:

> *Lívia: Two things that I think are very important is the language internship that the student is in, both in Portuguese and in sign language, because when I work in teaching Portuguese to the deaf I always try to start from the knowledge that the student already has, the concepts in their language, the sign language, when we are working with a student who signs... I always work on that, the elements that are missing, not focusing on the sentence structure, grammar, but on the concepts that he cannot remember when registering in Portuguese, this shows that the language he feels most comfortable with, in more detail, is the sign language...* (our translation)

We observe in this account of her practice as a teacher, a capacity to work with both languages in a contrasting way, that is, she transforms the contents of the Portuguese language to Libras, so that they favor the explanation of the textual elements, comparing the expressive means between the languages, that is, learning to read and write Portuguese and sign language become a unique process (SVARTHOLM, 2014).

This teaching practice reported by Professor Lívia, who values Libras and seeks the balance of the two languages presents a basis that dialogues with an understanding of bilingual education for the deaf under a cultural bias and understands the deaf person by cultural and linguistic difference, which we can see it manifested in the following excerpt from her speech:

> ***Lívia:*** *What I wish for deaf students is a really bilingual school. I would not risk saying that we have bilingualism, both languages are in school, but they do not occur in the principle of bilingualism, which is Sign Language as instruction and Portuguese as a second language, what we have is the reverse, a translation from the Portuguese to the Sign Language is offered [...] The linguistic difference of the deaf in the inclusive school I compare with the situation of a foreigner, because first we have to teach the language and then the contents, there is a learning gap. In bilingual schools, this happens at the same time. In the inclusive school, we don't have that, we have the parallel of SEA, which is minority taking into account the reduced time* (our translation).

In this way, these imaginary extremes produce a sense of political domination that affirms cultural impositions and creates a "false bilingualism" or a "pseudobilinguism", which we can see manifested in the education policy for the deaf in an inclusive school with a bilingual perspective. This, because the power that the Portuguese language raises in these educational spaces still remains, relegating Libras to a place of "non-belonging", "non-allocation" in this space of linguistic activities such as the teaching of PL as L2 mediated by L1 of the student. In other words, Libras becomes almost an "instrument", although the discourse constituted in the interaction between the real actors involved there make it possible to materialize the language(s) recruited as a space for negotiation (JORDÃO, 2014).

This discussion corroborates the problem pointed out by Lima and Rezende (2019, p. 12) when realizing that, although Libras assumes the "place" of L1 and the Portuguese language written as L2, these practices represent

> [...] a monolingual conception, which sustains the colonial difference, expressed in the legal obligation of the deaf person to write in Portuguese. In other words, even if it seems paradoxical, the bilingualism imposed by the State is monolingual, demonstrating the officiality of the monolingual culture, one of the strategies to support linguistic and epistemic coloniality by the State (our translation).

In this sense, the authors point out that there is a need to know(reckonize) translanguaging and transmodality, that is, a trans/plurilingual and multimodal frontier specific to these linguistic interactions. The fact is that there is not a single language recruited in the school context and, in this work, it is observed that even in the SEA there is no linguistic "purism". There are other languages that cross the daily life of the student served by the teacher of SEA, such as English and Spanish. Thus, Libras, oral and written Portuguese, English and Spanish are plurilingual practices that require transmodality to occur. The digital literacies recruited by the teacher and the student end up breaking the Libras idea of foreignness, allowing it to transcend the use of one or the other language as the majority and dominant while allowing the school to be a space "for all languages", All exchanges, uses, practices and social manifestations of agents.

Final considertaions

The results of this research indicate that the linguistic recruitments used in the PL SEA for the deaf in Elementary School I of the referred school refer to the Libras and Portuguese Language (PL) oral and written. In the space of the SEA of PL researched here, Libras does not constitute itself as a resource, but as a language inherent to the deaf for the appropriation of knowledge of the world. The recruitment of oral PL in the SEA is performed by the student, refracting and reflecting a broader reality of the student's experiences in other school and social spaces where oral PL is predominant. In the interactional and discursive event located in the practices and recruitment at SEA, we see that there is a translanguaging: Libras and the Portuguese Language co-occurring (and with the help of digital platforms, Spanish and English also occur as additional foreign languages) in practices transmodal (vision-spatial/oral-auditory).

It is also observed that digital literacy and visual literacy are mediators of SEA's linguistic practices, both for the discursive exchanges in Libras and for the promotion and appropriation of PL in the written form that is treated as L2 for the deaf student. Therefore, we understand that the SEA PL for the deaf in Elementary School I of this school manifests itself as a translational, transmodal practice and crossed by digital media. However, it is still a practice pervaded by a power struggle between languages, which marks the mandatory teaching and learning of the Portuguese language, even in the written form, marking the attempt at language governance.

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