

  <https://doi.org/10.56238/alookdevelopv1-014>

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ABSTRACT

This study brings the experience report of deaf students in elementary school in a municipal school

in the city of Rubiataba/Goiás aiming to discuss the acquisition of language in the interdisciplinary process of teaching-learning of the deaf person. It also focuses on understanding deaf education as a Human Right of social action, highlighting the relevance of interdisciplinarity in deaf education and expose the main methods that guide the teaching of Libras in language acquisition. The study is supported by the current legal contributions and the works of Quadros (2007, 2008), as well as the contributions of Fazenda (1998), Strobel (2008) and Freire (1998). The results indicate the need to develop pedagogical strategies to stimulate the learning of the Deaf student in an interdisciplinary way, thus enhancing the formation of social and communicative autonomy of the active subject in cultural scenarios that make them become recognized and respected for their cultural identity.

Keywords: Inclusion, Interdisciplinary, Language, Practice, Deaf.

1 INTRODUCTION

This research came from an interest in studying the acquisition of language by the Deaf, precisely in the intramural context, that is, in the school environment. Thus, the theme is: Language acquisition by the Deaf: an interdisciplinary study.

This theme has great relevance, since it is a theme that has been little studied by researchers who work with issues involving the deaf. It is necessary to discuss these demands to promote the offer of opportunities for the deaf who, on a daily basis, face all sorts of obstacles.

The acquisition of language is essential to the communicative process of the human being because, through it, people begin to understand the world around them. Equally, for the deaf, the internalization of the acquisition of linguistic elements is of fundamental importance for language mastery, communicability and interactionist processes.

It is clear that communication is an essential condition in the acquisition of linguistic schemas and processes, indispensable for learning. Vygotsky (1991) states that all learning is mediated by language. When referring to the communication of the deaf, Quadros (2006) points out that by adopting a bilingual education, the school assumes a linguistic policy where two languages will coexist in the

same school learning environment. As can be seen, the school establishes itself as the vehicle for promoting the linguistic development of deaf students.

The Brazilian Sign Language - LIBRAS, is considered the second official language of the country and used by the deaf community in their communication process. It is a language with spatial narrative containing parameters that, with their combinations, form the mechanisms that make up the linguistic repertoire of the deaf for the acquisition of their mother tongue.

It represents the first language of the deaf (L1) with visuospatial modality, while Portuguese is taken as a second language in its written modality. Gesueli (2010) states that the practice of bilingual education is one of the ways that can be offered to deaf students, because it covers both the term deafness, as well as the deaf community.

According to Quadros, Pizzio and Rezende (2009), phonological elements according to expressions in American Sign Language (ASL) are not just ordered simultaneously. Instead, they identify that there is a significant sequential structure, since some phonological aspects occur through a trace, referring to a syllable.

In view of this, there are some recurring difficulties in the acquisition of written language in specific areas, such as orthographic mastery and textual organization, which need to be adequately addressed through qualified and interdisciplinary teaching.

Considering this problematic, we sought to combine the interdisciplinary teaching practices for the deaf, reveal the different meanings of bilingual education in the context of tolerance and highlight the formation of the language of the deaf person.

Following this prerogative, the general objective of this work is to discuss how the acquisition of language occurs in the teaching-learning process of the deaf person in the school environment in an interdisciplinary project in order to highlight the relevance of interdisciplinarity in deaf education and expose the main historical methods that guided the teaching of Libras in language acquisition.

The work presents an exploratory and qualitative methodological approach with a case study among students seeking to maintain direct contact with the phenomenon to be observed. For Gil (2002), the case study allows us to know the subject in depth without worrying about developing a theory.

The data collected and then analyzed were extracted from the activities used in the project. Thus, it was decided to report an experience in the context of elementary school lived by researchers and students in the pedagogical activities of everyday school life.

Thus, starting from the experience in the Project "Water" that was run with the students of Inclusive Education among students and listeners of elementary school in the State College Raimundo Santana Amaral of the Municipality of Rubiataba/GO.

The criteria established for the analysis of the respective didactic materials are based on the didactic object, the competencies and the linguistic skills and content. Backed by legal contributions in force and the works of Quadros (2007, 2008), as well as the contributions of Fazenda (1998), Strobel (2008) and Freire (1998) will be added to this study.

The results show the need to develop pedagogical actions that stimulate the deaf to learn in an interdisciplinary way, favoring the formation of social and communicative autonomy of the active subject, in cultural contexts that make them known and respected for their identity and language.

With this in mind, developing and applying satisfactory educational practices allows the educator to better understand and interrelate the content, to provide quality learning opportunities and effective cognitive development, thus consolidating learning and making it meaningful.

2 THEORETICAL ASSUMPTIONS

2.1 HISTORICAL FOCUS ON THE DEAF

Before the Middle Ages, Egypt was the only place that had a positive view of the deaf, they were considered privileged because they believed that there was a secret communication between them and the gods. According to Veloso and Maia (2009, p. 27) "there was a strong humanitarian feeling and respect, they protected and tributed the deaf to worship". However, the deaf were not educated and did not engage in professional activities.

In other places of ancient civilizations, however, people with "imperfections" were not accepted, and therefore, "they were sentenced to death, thrown down from the top of cliffs, in the waters of Barathere and the survivors lived miserably as slaves and abandoned" (VELOSO and MAIA, 2009, p. 27). Disabled people, including the deaf, lived an aggravating process of social exclusion.

These discriminatory practices according to Dante (2013) were also observed in Greece because as the deaf could not understand what the other spoke as well as they could not articulate the word so they were considered as non-educable people.

In the Middle Ages, with the dominance of the Christian religion, the Catholic Church, according to Cordeiro (2014, p. 16), was "who dictated the rules" and often created laws that were prepared by priests and accepted by the people as absolute truths. The deaf then were seen as strange subjects and reason for curiosity of society. The deaf "were forbidden to receive communion because they were considered unable to confess their sins" (VELOSO and MAIA, 2009, p. 29).

The period between the 15th and 18th centuries is marked by the first actions on behalf of the deaf and their schooling, such as:

- a) The foundation of a school for the deaf architected by the Benedictine monk Pedro Ponce de Leon;

- b) The actions of Pablo Bonet, precursor of oralism;
- c) And the main one, Charles Michel de L'Épée, considered the "Father of the deaf", who devoted his life to help the poor and needy, and argued that "sign language is the natural language of the deaf and is a true means of communication and development of thought" (VELOSO and MAIA FILHO, 2009, p. 33)

Throughout history, all over the world, three methods have been used for the education of the deaf, and they have not been extinct.

The first is the oral method. Defended arduously in the II Congress of Milan in 1880 and established at the time as the most appropriate method for deaf education. This era is called the oralist empire, because the use of sign languages was forbidden, under penalty of "warnings, punishments and even the punishment of having their arms tied in schools" (CORDEIRO, 2014, p. 20-21). This purely oral methodology abolished Sign Language because

The methodology is based on teaching words and such attitudes are supported by the claim that the deaf have difficulty in abstraction. Learning to speak has greater weight than learning to read and write. Thus, the deaf is considered as hearing impaired that must be cured, corrected and recovered. (SOURCE, 2005, p. 32).

Faced with this reality, it was clear that this was an unsuccessful attempt, since it was not respected the individuality and specificity of deaf students, unifying oral reading strategies that they had been using collectively with the group of listeners.

Thus the education of the deaf remained immersed by a clinical vision and, in this sense, hearing impairment was seen as a pathology that should be cured and recovered.

And so it was for about eighty years until a second method appeared: Total Communication. The intent of the Total Communication method was to blend teaching through various forms and linguistic resources, using gestures, sign language, manual codes, and oral language in an attempt to advance the teaching-learning processes of the deaf.

Created by Dorothy Shifflet, this method united the use of speaking and gestures at the same time, and could include other means such as writing, mimicry and drawing. In the conception of Meserlian and Vitaliano (2009, p. 3744) this method "aimed to develop in the deaf child a real communication with their families and teachers, building their internal world. In view of the studies of Total Communication says

The deaf is one who does not hear, but has his own characteristics of communication, his world and his language. The deaf treated since the first days of life can easily be socialized. The support of parents and teachers in this link between deaf and society is of paramount importance, otherwise he will hardly elaborate his learning to assimilate the study, work and social coexistence. (CICCONE, 109, p 190)

In this sense, this method gave an opening for the educational environment to experience various resources in the active search, to then return the language skills such as: manual codes, oral language, oral language and sign language and sign language itself; joining viable strategies and facilitator in the action of communicative practice between deaf and hearing.

The advantages of this method consist in favoring the return of contact of the deaf with the signs that was not possible in oralism and brought an opening for the inclusion of the deaf, although immaturely, since the oral language prevailed as one of the skills to be developed so that the person with deafness played the real value of communication understood at the time.

However, this philosophy disregarded the rules governing the grammar of the languages involved so that the sign language is suppressed before the authenticity that educators in their practice favor oral language; making this as sovereign in the act of teaching.

Because of the mixture of methods, total communication became ineffective and strengthened the return to the use of Sign Language, reinforced by the studies of the American linguist William Stokoe.

After many studies and advances, we arrived at the Bilingual method, advocated today by the deaf community. This method is "a teaching philosophy that recommends access to two languages in the school context, with sign language considered as a natural language and through it the teaching of the written language will be carried out" (MESERLIAN AND VITALIANO, 2009, p. 3746).

Thus, its advocates argue that this method provides the deaf person the rescue of the teaching of sign language and the opportunity to build their concepts through the use of two languages: the Oral Language and Sign Language.

Bilingualism emerged in the 1980s, focusing on the service that provides the student with the learning of two languages. In the educational context for the Deaf, its axis is the teaching of L1 (Brazilian Sign Language), the mother tongue of the deaf community and L2 (Portuguese Language) in written form, and as a second language.

This type of education was made official in Brazil by Law 10.436/2002, which provides for the Brazilian Sign Language as a means of legal communication through which the Deaf gain their identity.

In approaching bilingualism one can understand that

It is a teaching proposal that aims to make two languages accessible to the child in the school context. Studies have pointed to this proposal as being more appropriate for the teaching of deaf children, in view of the fact that it considers sign language as a natural language and uses this assumption to teach the written language. (QUADROS, 2008, p. 27)

In the reality of the classroom, we realize that there is much to develop for bilingualism to be used as a method of teaching the Deaf. However, Government Decree 5.626 of December 22, 2005, in Chapter VI Article 23 § 2, delegates the educational mission of institutions by providing that

The private and public institutions of the federal, state, municipal and Federal District education systems will seek to implement the measures referred to in this article as a means to ensure that deaf or hard of hearing students have access to communication and education.

To enhance deaf accessible means of communication in the school context, to subsequently make it a social practice, it is necessary to base teaching on bilingualism, which has as an object of significant learning, the acquisition of language as a resource for protagonism. For several linguistic scholars, bilingualism is the viable method to contemplate teaching in line with the educational policy for this group. How this will be understood as subject and active agent in bilingualism.

When we understand the essence of the word bilingualism, we note that it is linked to a socio-cultural circumstance, which is recognized in Brazil as: Deaf Community, which is also inserted into other groups that make up the nation. When referring to the deaf community and its insertion in society

We understand that the deaf community is in fact not only deaf subjects, there are also hearing subjects - family members, interpreters, teachers, friends and others - who participate and share the same common interests in a certain location. (...)In which places? Usually in deaf associations, deaf federations, churches and others. (STROBEL, 2008, p.29).

Thus, it is necessary that the deaf community has contact with listeners so that the deaf develop their learning by understanding the social function of language, not depriving themselves of the knowledge of the L2. The practice of two languages, (L1 and L2) is part of the life of the deaf before he reaches the formal education.

Bilingualism is not only the use of two languages, but, in addition, it is necessary that there is an assimilation of language processes for both deaf and hearing people. Understanding the Deaf and his relationship with LIBRAS is the next step.

2.2 THE DEAF AND THE BRAZILIAN SIGN LANGUAGE (LIBRAS)

Historically, Libras was not valued or respected by the hearing society, because they did not see Libras as a language but as pure gesture or mimicry for lack of understanding of the hearing society.

With the emergence of Libras, bilingualism has become one of the most used means in the teaching-learning process, to enable the deaf to learn Portuguese in written form and the acquisition of his mother tongue the Brazilian Sign Language.

According to Goldfeld (1997 apud JESUS; NERES 2015, p. 05) "the deaf must acquire the sign language as a mother tongue and the language of his country as a second language" even though there

are opinions that the language of the country should be the first language to be learned orally and in writing.

This rule can not be imposed for the Deaf person, it comes to be a disrespect with the deaf and with the legislation that recognizes the Brazilian Sign Language as the second official language of our country.

It is necessary that the Deaf acquire knowledge of his language, so that he can develop his linguistic competence since Libras is composed of its own grammatical structure containing the five parameters that are: hand configuration, movement, point of articulation, orientation and facial expression and/or body.

With the approval of Law 10436/2002 that makes official the Libras as a legal means of communication and expression in Brazil, Libras gains strength and gives visibility to the first dictionary of Libras published in 2001, becoming essential in the education of the deaf and people who study this language.

According to the Decree 5626/2005 and Decree 7.611, everyone has the right to specialized education, also called Specialized Educational Assistance (AEE), in which the deaf student will have the reinforcement of the Portuguese language, Libras classes and other skills that will help him/her within the school environment.

There are three moments of great importance for the learning process of the deaf within the AEE program: the teaching of the Portuguese language in written form, the teaching in Libras, and the teaching of Libras with a specialized teacher, teaching in a contextualized way, developing clear communication and coherence in spatial narrative.

Once the deaf acquires the acquisition of sign language, and employs the use of language consistently, there are no barriers to express themselves in any context, whether educational or social. With Libras the deaf will be able to communicate as well as listeners, the only difference is the form of communication.

Sign language is considered the most adapted to the deaf person, because it relies on the integrity of the visogestual channel. Because interactions can flow, the deaf child is then exposed as early as possible to sign language, learning to sign as quickly as hearing children learn to speak. By signaling, the child develops his capacity and linguistic competence in a language that will serve him later to learn the spoken language of the majority group as a second language, becoming bilingual, in a mode of successive bilingualism. (LACERDA, 1996, p. 77)

Given the above, it is necessary that the teacher offers learning conditions using methodologies and visual resources that facilitate the process of acquisition of Libras for deaf students. Thus, it is believed that in the school context, the Brazilian Sign Language (LIBRAS) is an indispensable tool in

the education of the deaf, and this has been a struggle for the deaf community to ensure access to quality education.

2.3 LEGAL ASPECTS AND THE INCLUSIVE PROCESS OF THE DEAF

The manifestations in favor of deaf education are strengthened with the regulation of their struggles, through laws and official documents, both international and national.

In Brazil, with the promulgation of the Federal Constitution of 1988, it was established the "equal conditions of access and permanence in school" (Article 206, item I). Thus, all students, including students with some specific limitation, became entitled to education in regular schools and, according to Article 208 of the same legal provision, the provision of specialized care became a duty of the State, preferably in the regular school system.

In 1994, the National Policy on Special Education (PNEE) was published, focusing on integrationist orientation, formulated from homogeneous standards in which the access to common classes would be directed to those who "(...) are able to follow and develop the curricular activities programmed in common education, at the same pace as students considered normal" (p. 19).

Law number 9.394/96, known as the Law of Directives and Bases for National Education (LDB), presents in its Chapter V, the devices for Special Education, among others, assure that they would have the right to education offered "preferentially" in regular schools, not excluding, the offer of special educational attention in special classes.

In Article 58, then, there is a definition for Special Education referring to

school education modality offered preferably in the regular education system, for students with disabilities, global development disorders and high abilities or overdose. (BRASIL, 1996)

Accompanying the process of change, in 2001, the National Education Plan (PNE) was approved, Law No. 10.172, which establishes as a ten-year goal the construction of an inclusive school that ensures, to diversity, specialized care in the public school system, being carried out in a complementary or supplementary way.

Among its 28 proposed objectives and goals, it is important to highlight item 11, which emphasizes the goal of

implement, in five years, and generalize in ten years, the teaching of the Brazilian Sign Language for deaf students and, whenever possible, for their families and for the staff of the school unit, through a program of training of monitors, in partnership with non-governmental organizations. (BRASIL, 2001)

With the Law No. 10.436/02, the Brazilian Sign Language - Libras began to be recognized as a legal means of communication and expression respecting its characteristics as a linguistic system, own of the Brazilian deaf community.

This law was regulated by Decree No. 5. 626/05, which consists of nine chapters that deal with the inclusion of Libras as a curriculum subject, the training of teachers and instructors of Libras, the use and dissemination of Libras and Portuguese language for the access of deaf people to education, the training of translator and interpreter of Libras / Portuguese language, the guarantee of the right to education and health of deaf or hard of hearing people and the role of the government and companies that hold concession or permission of public services, in supporting the use and dissemination of Libras.

This document ensures "the care of special educational needs of deaf students, since early childhood education, in classrooms and also in resource rooms, in opposite shift to the schooling". (BRASIL, 2005).

In Chapter VI that deals with the guarantee of the right to education for deaf or hard of hearing people highlights the performance of schools or classes of bilingual education that are "those in which Libras and the written modality of the Portuguese language are languages of instruction used in the development of the entire educational process.

Decree No. 9,465 of January 2, 2019 outlines guidelines regarding the current Directorate of Policy for Bilingual Education of the Deaf that has the competence to carry out a work in partnership with the systems that serve deaf people as well as to execute affirmative actions for the preparation of teaching materials and educational training, as well as on the attributions of the National Institute of Education of the Deaf (INES).

Finally, deaf education has been the focus of many discussions gaining space in society, and improvements to the educational process of the deaf student being guaranteed by means of Decree No. 10,502 of September 30, 2020. This decree has given visibility in the valorization of bilingual care in educational spaces as well as allowed the consolidation of education through the use of two languages, the Brazilian Sign Language and Portuguese as a second language in written form.

2.4 A LANGUAGE ACQUISITION AND IDENTITY BUILDING

For communication to occur in a satisfactory way, there must be interaction between people through language, since the subject is inserted in various social relationships. It is through these mechanisms that man can build and rebuild structures of ideas, thoughts, and speech.

When we conceptualize language and language, we observe that they are interrelated and can even be confused. However, the field of linguistics is concerned with clarifying the concepts.

In the Manual of Linguistics, language is defined as being "a system of vocal signs used as a means of communication between members of a social group or a linguistic community. (MARTELOTTA, 2009, p. 16). In other words, natural languages, which are instruments that allow the communicative process between people of a society, are forms of language expression, having their linguistic signs as the Portuguese Language and LIBRAS.

In this same understanding, Alencar (2016) points out that language is part of language, or rather, a product of it, representing a set of linguistic signs with its components: phonology, phonetics, semantics, syntax, etc., agreed upon by society and used by all individuals. In this context, it is observed that language represents

an organized set of words, which follows a certain norm for a collective of people", allowing an utterance to be expressed clearly, objectively and precisely. (TAVARES e AGESSI, 2018, p. 24)

Thus it needs to be learned, because it has a complex of values such as sounds and ideas, because in order to fulfill its social function in the communicative process it is necessary that, according to Tavares and Agessi(2018, p. 25), "the words have a meaning, that is, that each word represents a concept".

In relation to language, it can be interpreted as

is one of the fundamental ingredients for life in society. As such, it is related to the way we interact with our peers, reflecting socially defined behavioral tendencies. Each social group has its own peculiar behavior and this will also manifest itself in the way its representatives speak (MARTELOTTA, 2009, p. 19)

Indeed, language is a human phenomenon associated with social practices. "Thus, being immersed in a group that uses language will make us able to develop it." (TAVARES and AGESSI, 2018, p. 13). In this sense, social interaction produces an expansion of communicative capacity because individuals, in addition to language, employ and combine sounds, gestures, expressions, and movements to communicate efficiently.

From this interpretation, one can infer that LIBRAS, as a language used in communication with deaf people, provides elements such as signs produced with the hands to communicate, thus, the development of human language is related to interactionism because the social environment is a determining factor for the exchange of experiences of the deaf individual and his identity formation.

Thus, by having contact with an environment that stimulates learning is that the subject begins to acquire language and, consequently, build their identity structure as a social being. LIBRAS provides the deaf with the necessary means for this acquisition of language.

The theoretical and epistemological bases of interactionism

understands that language acquisition is made from the association and mutual influence between the child and the social environment. It focuses, therefore, on the continuous interaction between human beings that allows the child to develop a repertoire of skills. Participation in the symbolic world of adults is made through a mediating tool: language.(MARTELOTTA,2009, p. 110-111)

By establishing association between deaf people and language acquisition it is clear that "knowing the development of language and knowing the conditions that are imposed on the process of acquiring a second language should be the starting points for any professional who aims to work with Portuguese language teaching for the deaf (QUADROS, 2008, p. 67). This rule also applies to the interdisciplinary work done at school.

It is precisely between 2 to 7 years of age, that the child begins to develop language to interact with the world around him because, at this stage, the child begins to produce linguistic elements of oral-auditory communication.

As we can see, the acquisition of language, by the child, starts from two years old until puberty when he performs more complex cognitive operations. This is known as the critical period, because "if the child does not acquire language in this period, its linguistic development will be impaired" (QUADROS; PIZZIO, 2011, p. 46). This, however, does not prevent this acquisition from occurring at other times of life.

Research indicates that the process of language development by the deaf is closely related to the acquisition and learning of sign language. Quadros (1997) when conducting research on acquisition of sign language in deaf children concludes that the process of acquisition of sign language is analogous to the process of acquisition of spoken languages.

Given this, she describes the periods experienced by the deaf child to acquire language that are: pre-linguistic period, stage of a sign, stage of first combinations and stage of multiple combinations.

The pre-linguistic period is from birth to 14 months of age. It is characterized by babies' babbling. Thus, two types of babbling are observed among deaf babies: gesticulation and syllabic babbling,

Quadros (1997, p. 70) states that "syllabic babbling presents combinations that are part of the phonetic system of sign languages. In contrast, gesticulation has no internal organization", a phenomenon that occurs both in hearing and deaf babies and is considered an innate capacity for language.

In the phase of the stage of a sign it is observed that it begins from 12 months to 2 years. A particularity of this stage is that

deaf children, like hearing children under one year, often point to indicate objects and people, but this pointing gesture disappears when the deaf child enters the stage of a sign. (TAVARES, e AGESSI 2018, p. 18)

Thus, it is observed that research has concluded that this action of pointing objects disappears when the child enters the stage of a sign because it is perceived that a basic reorganization of the gestural to the linguistic occurs.

Already in the stage of the first combinations that takes place around two years of the deaf child. It is found that deaf children in the course of this stage use the order SV (subject-verb), O (verb-object) and then SVO (subject-verb-object).

Quadros (1997) emphasizes that this order is established in grammatical relations, and the deaf child starts to use, unconsciously, the pronominal system. This author also noted that two to three signs are used in LIBRAS to make a combination.

In relation to verbs, they mark the grammatical relations in a sentence, however, some of them have limitations in inflection. In the pronouns I and YOU it is observed that the deaf child points to the interlocutor referring to himself characterizing a pronominal reversal error and that this type of error is related to the process of language acquisition.

Finally, the stage of multiple combinations predominates from three years onwards. Quadros (1997) calls this period "vocabulary explosion", because the differentiation of words such as names and verbs begins to happen. It is only around the age of five that the child starts to master the morphological resources.

What is analyzed at this stage is that deaf children

begin to use the pronominal system with referents not present in the discourse, but have errors "stacking" them in a single point in space. Around the age of four, when the child stops stacking the referents, he begins to establish more than one point in space, but still inconsistently, because he does not establish associations between the place and the referent, which makes verbal agreement difficult. Between the ages of five and six, the child uses properly inflected verbs. (TAVARES e AGESSI, 2018, p 19)

These inconsistencies are also observed in the use of verbal agreement given the relationship between referent and referential, being considered a late acquisition of the pronominal system and verbal agreement because of the iconicity in sign language.

The researcher concluded that every deaf child, considering the natural factors, for the acquisition of ASL follows a linguistic rhythm similar to that of oral languages. This process happens gradually increasing, over time, their cognitive schemas.

If the processes of language acquisition of the deaf do not happen, especially in the early years of life, they grow up without building their identity, with difficulties in communicating and without having a language to interact with listeners and with their peers.

When there is delay in learning the deaf through the LIBRAS he starts to have an identity crisis throughout life because he had difficulties in language acquisition, being conditioned, most of the time, to the process of mandatory oralization.

With this condition the gap and the school delay are large because most deaf people when they learn the LIBRAS are already young and/or adults.

2.5 LANGUAGE AND INTERDISCIPLINARITY

Pedagogy involves several aspects that, when added together, form a set of actions necessary to achieve the objectives of the teaching-learning process, which is the construction of knowledge. One of these elements is interdisciplinarity.

Fazenda (2008, p. 119), defines it saying that "it is a new attitude towards the question of knowledge, of opening to the understanding of hidden aspects of the act of learning and of those apparently expressed, calling them into question".

Thus, it is clear that teaching should not be fragmented because all sciences have the same level of importance, but that it should be done in a way to provide the meeting of knowledge of the various scientific fields. In this sense, we can conclude that

If we define interdisciplinarity as the joining of disciplines, we should think of the curriculum only in the format of its grid. However, if we define interdisciplinarity as a daring and searching attitude towards knowledge, we should think about aspects that involve the culture of the place where teachers are trained (FAZENDA 2011, p. 149)

In this aspect, the teacher's didactics needs to be aligned with the new conceptions of education and challenges of post-modernity, because the interdisciplinary work has as its principles the stimulation of learning in a collective and contextualized way.

This concept arises in a scenario where traditional pedagogy has influenced the didactic work of the teacher in the classroom for many years. Santomé (1998) emphasizes that in traditional teaching the school subjects were worked in an isolated way and, thus, the construction and understanding of connections that would allow their structuring based on reality was not encouraged. Furthermore, the management of the classes was focused on the memorization of contents which, many times, had no meaning and, consequently, no understanding by the students.

Faced with this situation, interdisciplinarity provided a redefinition of the teaching activity, leaving the field of traditional pedagogy because this type of interdisciplinary teaching uses strategies and methodology leaving aside the rigidity of the disciplines of a specific area.

In order for students to effectively accomplish learning, it takes a look where

One of the most important tasks of the educational-critical practice is to provide the conditions in which the students, in their relations with each other and with the teacher, rehearse the profound experience of assuming themselves. To assume oneself as a social and historical being, as a thinking, communicating, transforming, creative, and dream-maker being, capable of being angry because he or she is capable of loving..(FREIRE, 1996, p.41)

Thus, interdisciplinarity dynamizes the exercise of stimulating critical and reflective thinking, expanding the range of knowledge in a globalized manner, as if it were a gear, where all knowledge comes together to give way to the integral formation of the individual.

Studies indicate the emergence of the interdisciplinary vision in the 1960s in France because, at that time, French students were outraged with the education they were receiving, claiming that there was a huge gap between what they were learning and what they needed. From this, movements, studies and debates began in search of a way to meet the educational mission.

In Brazil, interdisciplinarity had its visibility from the studies of Ilton Japiassú, in the field of epistemology, and Ivani Fazenda in the pedagogical area, whose contributions are still relevant today.

Based on this retrospective, one can infer the importance that interdisciplinarity has for teachers and students, especially when faced with the diversity of the student present in schools.

Therefore, the teacher needs interdisciplinary actions to develop his work. In this sense, the interdisciplinary projects are more present in the planning of school activities. Fazenda (2005), when analyzing the execution of interdisciplinary projects, argues that there is a mutual involvement between people and institutions involved in the actions. In the interdisciplinary process, one does not teach or learn, one only lives the moment and cooperative work is exercised, with each of the actors playing their role and individual responsibility so that the project may materialize and achieve the objectives for which it was proposed.

With interdisciplinary projects, students can learn from the knowledge coming from the various disciplines, and also exercise what is learned in their daily lives. For the teacher, this is an instrument that enriches his teaching activity. It is a moment in which everyone participates, interacts and mutually helps each other.

In order to meet all students, interdisciplinary projects should be aimed to contemplate diversity, i.e., they need to be planned, organized and adapted to meet all, including deaf students.

In performing an interdisciplinary activity involving the deaf should take into account their peculiarities and their demands by offering more accurate information within the subject presented with visual support and making use of Libras so that they understand in a global manner.

3 EXPERIENCE REPORT

This is a project developed by teachers involving deaf and hearing students in order to highlight the acquisition of language of the deaf (L1 and L2) in the various curricular subjects of elementary school.

Thus the initial focus in the research on language acquisition of the deaf, the linguistic stages based on the theory developed by Quadros (1997) in relation to the stages of language acquisition, added to the study of the use of the interdisciplinary method

From the observations focused on language acquisition, dealing with the languages involved in the study (L1 and L2) in an interdisciplinary way, it was noticed that the activities developed with the students had intentionality in order to consolidate the acquisition of both sign language and Portuguese in written form.

To foster such learning, moments were promoted in which the teacher, as a mediator, presented problem situations related to consumption, reuse and curiosities about water, leading students to be protagonists of their own writings, focusing on linguistic development.

In the presence of questions in internal educational meeting, the problem of the municipality of Rubiataba-Goiás was raised, which due to the fact that it has sugar cane cultivation for the production of sugar and alcohol, the largest agricultural action in this region and surrounding areas.

On the agenda, essential issues involving water resources were addressed, giving rise to the proposal of an interdisciplinary project to involve everyone in the reflection on educational actions and intensify the idea of responsible consumption of this resource facing the consequences for the future. In addition to the water curiosities, other activities were carried out through the lyrics of the song: "Olha a água¹" ("Look at the water"), using adapted resources with the goal of producing a new text based on the theme presented.

Among the activities carried out in the project with deaf and hearing students are listed:

Among the activities carried out in the project with deaf and hearing students are listed:

- a. Using the music the students produced text based on the stanzas of the forming parodies; The text was to develop skills related to textual production and the deaf students wrote the text in the unconventional way, in a second moment the listener students with the teacher's guidance made the textual correction in the Portuguese language to ensure discursive coherence. This activity aimed to work the stages of language acquisition of the deaf, advocated by Quadros (1997), as elements of communication.
- b. The math teacher tried to show how numbers are part of everyday life for students. In this way, the students performed calculations involving water consumption in the bills of

¹ available at: <https://www.youtube.com/watch?v=blLuZpA qFM>,

the service provider company. In addition, the students solved problem situations in groups to find out the amount of water that accumulates in the air conditioner.

c. The teachers of Libras and Physical Education promoted a choreography of the song with all the students where they expressed their artistic skills. The purpose of this activity was to awaken the critical sense, through art, of the problems related to water. The Libras teacher worked the signs to the lyrics of the song for all students and the Physical Education teacher put together the choreography.

d. The science teacher used several picture clippings about pollution of rivers and seas, in which the students based on that scene made their rewrites.

Interdisciplinary, the teachers of physical education, science, Portuguese language, art and the teacher of Libras organized a culmination in the schoolyard of the common school parody, produced by students during the project, starting from the source music.

As a product of the project, students made a booklet with signs in Libras in which Deaf students produced their own signs with the support of images made in a collective way, as well as a presentation involving sign language (L1) and Portuguese (L2), thus ensuring the inclusion of deaf students in an interdisciplinary way.

4 CONCLUSION

Throughout the literature review and the moments of personal experience, it is visible that interdisciplinarity is still not commonly used by teachers in their pedagogical practice. The fact is that this demand drives a rethinking of teacher training and also demands an attentive look at the policies that direct the path of comprehensive training of students.

Research shows that Brazil is seen as a model among many countries; even UNESCO admits that interdisciplinarity is important as a teaching tool. However, the school environment does not demonstrate this reality. It is not surprising, the analytical overview of Fazenda (2011, p. 20) "[...]. Although public policies in their guidelines continue to point to the problem of Interdisciplinarity, they ignore all the production in the area [...]".

The careful reading to write this article, synthesizes a conclusion that still requires studies, analysis, debates and discussions, because this theme is not exhausted here. It was evident that the school environment, even if with a higher proportion in active project performance with a theme of universal interest, the "Deaf and hearing" learners find it difficult to build their paths to knowledge construction.

Despite the obstacles, the teacher has the responsibility to propagate an innovative and inclusive education, even if at first they encounter problems that lead them to seek alternative paths, such as

interdisciplinary work. The perseverance to offer an education that leads to language acquisition competence between deaf and hearing students denotes a social commitment

The results demonstrate the need to develop pedagogical actions that encourage the learning of the Deaf in an interdisciplinary way, thus enhancing the formation of social autonomy and communication of the active subject in cultural settings that make them known and respected for their identity and language.

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