ETTHNOGRAPHIC RESEARCH IN A DEAF BRAZILIAN SCHOOL KNOWN AS BILINGUAL: WHAT SHOWS?

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• MAIN PUBLISHED BOOKS:
The conclusions presented come from an ethnographic research, performed during a doctoral research in a federal institution of higher education in Brazil, which was defended in 2011.

The main objective of the study linked to socio-anthropological perspective of deafness was identified in pedagogical practice, evidences to justify the finding that the deaf in their majority are taken to the functional illiterate condition after years on the school benches.
The universe studied in this deaf school:

• The research context chosen was a Brazilian school for the deaf, which identifies itself as an institution with a bilingual educational philosophy.

• fourteen (14) deaf students in seventh series, in addition to the teachers that ministered Libras and Portuguese Language.

• The fieldwork was done through the observation of disciplines classes Libras e Portuguese Language during the school year of 2010.
In Portuguese Language classes as in Libras what prevailed was:

- Oralist education
- Bimodal communication
In Portuguese Language classes: absence of the deaf subject:

- A school for the deaf what prevails is the listener culture.
- The spoken language is presented as the only means of communication.
- The Sign Language is not considered a form of communication.

Translation of the text of the Portuguese Language into English:

b) Now, identify the contact details:

transmitter- ________________ receiver- ____________
message- __________________ code - ______________
Examples of technology for deaf that could be studied in Portuguese Language lesson:

- **Lighted alerts:**

- **Vibrating Alarm Clock with Baby monitor:**

- **Application translator for Pounds:**

- **Closed caption**
In Portuguese Language classes: another example of culture hegemony listener.

- At no time was mentioned that deaf football uses raised flag to signal the bids.

USED IMAGE IN PORTUGUESE CLASS:

[Image: https://www.youtube.com/watch?v=2C89ILpmWVI]
Contents of classes suitable for young children: deaf student infantilization.

Translation of the text of the Portuguese language into English:

EXERCISES:
1- Copy the sentences and highlight the predicate. See the model:

The kitten drank all the milk.
The kitten did what?
Predicative drank all the milk.

a) Alberto took a strawberry ice cream.
b) Carolina prepared a delicious snack.
c) My will took care of the garden.
For deaf adolescents teacher should use materials that match the age of the students. Example:

Journal of the deaf texts on

The history of deaf people

Protest at Gallaudet University, 1988

Movement deaf for recognition the Brazilian Sign Language and the bilingual school
What prevailed in the classroom, in the discipline of learning Portuguese was the emphasis on mechanical copying of content.

- In the classroom student only copies and responds by model.
- There is no comparison between the Portuguese Language and Libras.
- It is not made use of bilingual material.

**Text translation into English:**
Structuring blocks
SUBJECT
Read and observe:
PRAYER
The clown gave somersaults.
Who gave somersaults? → clown ↓
subject
In class Portuguese Language should be prioritized materials produced by deaf authors as:

- POETRY DEAF
- LITERATURE DEAF
- COMICS DEAF

https://www.facebook.com/ada.arcadosanimais
LITERACY OF STUDENTS DEAF NEED:

- Two languages: LIBRAS and Portuguese
- Libras - L1 → Portuguese - L2
- Reflexive position: between languages
- The use of metaphors: conceptual visual comparisons
- Use materials visuals: Photography, movies, advertising images, the visual expressiveness of own deaf student, ...
In Libras, the teacher reduced their use of sign language to a mere translation of Portuguese lexical items.

EXAMPLE: QUESTION PRESENTED IN LIBRAS TEST

3- Ache o antônimo das palavras:
- começo: ______________________
- cheio: ______________________
- gordo: ______________________
- duro: ______________________

( vazio, magro, mole, fim)

• Translation of the question above, from Portuguese Language to English:

3- Find the antonym of the words:
- Kick off: ______________
- Full: ______________
- Fat: ______________ (empty, thin, soft, end)
- Hard: ______________
Another example of the question presented in Libras test:

- Translation of the question of Portuguese Language for LIBRAS.

5) List 1 with 2 column:

(1) Responsibility  ( ) Arrive on time
(2) Timeliness  ( ) Pay attention at work
(3) Attendance  ( ) Do the right job
(4) Warning  ( ) Working every day
In Libras classes students should study:

- The Sign Language grammar
- Read in Sign Language: poetry deaf, literature deaf, newspaper deaf, ...
- Produce texts in sign language: filmed and evaluated by the teacher and classmates.
- Tests should be in sign language.

Important:

- Deaf teacher is a model needs to show that is proud to be deaf and sign language.
Conclusion of the research:

• Do not just take the bilingual school name of deaf, need to have a bilingual practice.

• We need the radical transformation of regular teaching practices and qualified teachers, aware of the deaf students’ learning process in order to organize a curriculum from the visuo-spatial perspective, that meets the deaf culture, deconstructing the point of view in which the deaf are regarded as incapable of learning.
My opinion:

- We deaf have the same right to quality education than the listeners.
- We are not deficient, defective. We are deaf!
- Deaf teacher needs to show that shame is to have prejudice and we can not accept discrimination.
- We need to teach the deaf to love yourself!

Paul Searce, the Deaf / De'VIA artist

"Greetings from the planet, Eyeth. We come in peace."