



# REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

VOLUME - 9 | ISSUE - 9 | JUNE - 2020



---

---

## EDUCATION AND TEACHING FOR THE DEAF IN ITAPIPOCA (CE) BRAZIL: WEAVING FROM A DIDACTIC-PEDAGOGICAL ANALYSIS

**Ailton Batista de Albuquerque Junior<sup>1</sup>, Cícero Gesliano Rodrigues da Silva<sup>2</sup>, Maria das Dores Pereira de Sousa<sup>3</sup>, Edite Batista de Albuquerque<sup>4</sup> and Tiago da Silva<sup>5</sup>**

<sup>1</sup> Master's degree student in Public Policy Evaluation at the Federal University of Ceara (UFC), Brazil.

<sup>2</sup> Degree in Physical Education from University Region of Cariri (URCA), Brazil.

<sup>3</sup> Master of Science in Education from Absolute Cristian University, USA.

<sup>4</sup> Undergraduate student of Law at the Integrated Faculties of Ceara (FIC), Ceara, Brazil

<sup>5</sup> Master of Science in Education from Absolute Cristian University, USA.

### ABSTRACT

*The main theme of this research is to report on the reality faced by the hearing impaired and teachers who work in the regular education network at Escola de Ensino Fundamental Geraldo Gomes de Azevedo, located in Itapipoca/CE. It relied on bibliographic research to support it and on field research through the application of two questionnaires. It was found that the hearing impaired suffer from a lack of organization, structure and also the lack of specialization of professionals in the area, which has often been decisive in the school evasion of this clientele of students. Due to the lack of specialization of the educators, they are obliged to offer an ineffective and uninteresting teaching in the perception of the hearing-impaired student, besides other problems they already bring from the social environment in which they live which end up making the teaching/learning process even more difficult.*

**KEYWORDS:** hearing impaired. inclusion. teaching-learning.

### 1 INTRODUCTION

This work arose from questions that were raised during an Extension course at the Federal Institute of Education, Science and Technology of Ceará (IFCE), Itapipoca campus, where it was inquired how inclusive education with a focus on hearing disability was being carried out in the city of Itapipoca. Based on these assumptions, we went into the field to make observations and checks about the hearing impaired in regular education at Escola de Ensino Fundamental Geraldo Gomes de Azevedo, located in Itapipoca/CE, noticing the issue of inclusion in the social context, as well as in regular education; checking the specific preparation of the teachers at the school to receive this clientele and whether there were professionals of Brazilian Sign Language (LIBRAS) to assist them, besides other specificities.

The main purpose of this article is to identify difficulties faced in the day-to-day life of hearing impaired people in regular school, as the reality experienced by them is quite different from the one many people think they know. It is noticeable that the hearing impaired who are in the regular school network suffer from the lack of adequate structure for the learning teaching process, the most complex problem is the



lack of specialization of professionals to act in the specificity, this gap increases the probability that the student with special hearing needs ends up being demotivated, thus increasing the school dropout rate of this clientele.

The topic chosen is very intriguing and deserves special attention, since the reality of the hearing impaired leads us to reflect on the prejudice that still exists in society. Most of the time, prejudice happens within the family environment itself, and the lack of information on the part of the parents makes it difficult for the child to develop so that he/she can create social relationships in other environments. These social deficiencies end up making life difficult for the hearing impaired, and as much as their special need is not so relevant to society, it makes them notorious, and even with all the difficulties and problems the inclusion of these students has grown and broken many paradigms imposed by society.

## 2 METHODOLOGY

The research was carried out through qualitative research where the qualitative researcher guides his studies in the interpretation of the real world, being concerned with the hermeneutical character in the task of researching on the lived experience of human beings. In its realization the bibliographic research was counted that according to Fonseca (2002) "is made from the survey of theoretical references already analyzed, and published by written and electronic means, such as books, scientific articles, web sites". Furthermore, it is based on field research that in the words of Gonsalves (2001) "is the type of research that intends to seek information directly with the population researched".

It should be noted that the interview was guided by a questionnaire composed of ten subjective questions for the teaching staff and school management, in order to obtain the information necessary to carry out the work. The data collected was analyzed and interpreted in a serious and committed way as truth, which favored and strengthened the expression of the results achieved, each one of them being grounded and commented theoretically with written texts.

Two teachers were involved as the object of study, the first works as an interpreter in the classroom, the second is a Psycho-pedagogue and works in the multifunctional resource room. It was in this context and with these professionals that the research was developed, where the respondents sought in their speeches to express information about the investigated problem.

Furthermore, the study complied with the prescriptions contained in Resolution No. 510 of April 7, 2016, which provides on the rules applicable to research in Human and Social Sciences whose methodological procedures involve the use of data directly obtained from the participants or identifiable information or information that may entail greater risks than those existing in daily life.

## 3 RESULTS AND DISCUSSION

In the discussion on Education for people who need special educational care, in regular school, the speeches currently practiced highlight the urgency of implementing public policies for the creation of financial resources that guarantee a massive investment in the insertion of the student regardless of the singularity that he presents, as a right that is given and assured before the Law.

According to TV Cultura (2006), regarding inclusion, it is also linked to government investments, mainly in the accessibility of transport, school, public means. It was possible to observe through research data that about 30% of illiterate people in Brazil have some kind of deficiency and this becomes an aggravating in the measure that one does not invest in rural spaces, where this index appears in a more accentuated way. For Valentini (1999), the panorama currently observed in regular education does not result in an efficient and true inclusion of deaf students, in which in most cases it is carried out by professionals not trained in the Brazilian Sign Language (LIBRAS).

The author refers to the difficulties faced by the handicapped in acculturation, based on the imposition of a curricular educational program that often does not respect the culture of the deaf. Regular education, at a given moment, is a kind of dream regarding the chances, mainly of integration that deaf people could have in effective social participation. According to Botelho (2002), based on

these specifications for students, the school informs that students attend regular classes with the support of Special Educators in the classroom. In the opposite shift they receive complementary teaching in the multifunctional resource room.

The regular school also has its role, making it possible for the deaf student to attend school in one shift and in another shift to have specialized educational assistance for that student. This specialized attendance is elaborated and developed, together, by common subjects teachers, Libras teachers and Portuguese language teachers for the deaf. In it are planned and defined the curricular contents and development of a teaching plan.

The appreciation of cultural plurality in social interaction has led to the need to recognize the potential of each human being, so that we can have more just and humane social relations. In other words, in education it is not intended to talk about absences and limitations, but the new possibility of constructions, and in this scenario the role of the teacher is of fundamental importance, since those who have knowledge about sign language, in the case of our country, The Brazilian Sign Language (LIBRAS), will promote the ability to act and interact with their students in learning situations.

Through the interview it was possible to analyze that the students who are enrolled in E.E.F. Dr. Geraldo Gomes de Azevedo are well assisted, since it has a multifunctional resource room that makes the adequate care for these children with disabilities. At school, there are children with other disabilities such as: autism, hyperactivity, visual impairment, down syndrome, but those with hearing impairment are in a total of five, being three boys and two girls.

The school has a professional who works as an interpreter inside the classroom, she has a degree in Biological Sciences, a Post-Graduation in Psycho Pedagogy and a Pound Course. The teacher reported that she likes to work at school providing adequate assistance to these children, so she can contribute to their intellectual, social and cultural development, in addition to contributing to their learning. When interviewed about the treatment of hearing impaired children with other colleagues, the professional said that there is no difference, everyone treats equally, that colleagues even try to communicate, but because they do not know Libras, communication is flawed.

Regarding the difficulties that hearing impaired students may present during classes, the teacher explained that there are still many difficulties due to the fact that they have not had a satisfactory basis in the fundamental I and therefore some are in the literacy process to be able to follow the level of other colleagues. The teacher also stressed that the support of the family is of fundamental importance for the social, intellectual and cultural development process of these hearing impaired children, because the accompaniment at home should be the first step so that they can have a satisfactory adaptation in the school environment.

According to the teacher (interpreter) the hearing impaired students are well reserved and most of the times they find it more difficult to assimilate the theoretical contents, they develop more easily when they practice what is being studied. For her, the methodology the teacher uses when passing on the content must reconcile theory with practice, using methods which instigate the students' perception, as well as their reasoning capacity.

The research made it possible to know the school environment, as well as the structure of the multifunctional resource room that exists in the school. The room is very organized and has many resources for the care of children with disabilities. The teacher of AEE is a psycho-pedagogue and has been working in the school for eight years, she reported that she works in the area because she likes to collaborate with the social inclusion of people with special needs, emphasizes that this work of including is of great importance, because the access of this clientele to the regular teaching network has broken down several prejudiced barriers, thus building a new form of critical thinking regarding the education of these people.

When interviewing the school principal about the importance of the AEE classroom in the school, she reported that this work is essential for the individual care of the hearing-impaired student, as it has resources which help in the teaching and learning process of these students, besides promoting social coexistence and interaction with other children who do not have their limitations. It is known that the education of these children with special needs is opposed to several opinions and concepts

created by society about inclusion in the regular network, thus creating friction in parts, which ends up making access to education even more difficult.

It is perceived that prejudice is constant in society, many people do not want to accept inclusion, do not accept that it is a right of everyone to be in school regardless of whether or not they have special needs. From the reports observed, it was found that even though inclusive education has increased in credibility and quality, it still needs to take even broader steps to expand this new educational reality, creating new teaching models that can favor quality education for those children who have limitations, but it is stressed that these limitations do not prevent them from acquiring knowledge.

The determining factors that lead disabled students to give up their education are often a lack of incentive from parents, who overprotect their children because they believe they are incapable due to their special need, another relevant factor is the lack of adequate structure at the time of the teaching and learning process, The lack of professionals in the area is a decisive factor, because if the educator who is not an expert in the area ends up discouraging the student, for not knowing how to give him with their special conditions.

#### 4 CONSIDERATIONS, NOTES AND POSSIBILITIES

It is observed that Inclusive Education in Brazil is making significant progress, since educators are getting to know and seeking greater interaction with those with special needs, in this case, the hearing impaired, since they need differentiated monitoring. It is perceived that inclusion is one of the initiatives that promises to improve both regular education, which will benefit from the advances of students in social coexistence, and inclusive education, since this is the goal that is expected to be achieved through the use of the methodology committed to actually implementing the policy of inclusion.

Once the research data pointing out the negative and the positive points have been disclosed, in this context, it is expected that it will awaken the common interest of all in obtaining not only the knowledge of the subject, but also a deeper knowledge about the proposed theme. There is also a deep desire that, in view of the information contained in this research, it will be possible to re-evaluate which measures are appropriate in relation to inclusion, especially for the hearing impaired and the projects proposed for the quality of education imposed by these means.

#### REFERENCES

- BRAZIL, MEC. **Specialized educational service:** people with deafness. Brasília: MEC/SEESP/SEED, 2007.
- BRAZIL, CNS. **RESOLUTION NO. 510, APRIL 7, 2016.** Provides on the rules applicable to research in Human and Social Sciences. DF, 2016.
- BOTELHO, P. **Language and Literacy in Education deaf:** ideologies and teaching practices. Belo Horizonte: Authentic, 2002.
- FONSECA, J. J. S. **Methodology of scientific research.** Fortaleza: UECE, 2002. Apostille.
- GONÇALVES, E.P. **Initiation to scientific research.** Campinas, SP: Editora Alínea, 2001.
- TV CULTURE. **Programa Roda Viva:** People with Physical Disabilities. [Movie-video]. Direction TV CULTURA. Brazil. São Paulo. DVD, 50 me. Color. Son. 2006.
- VALENTINI, C. B. The new information technologies and education of the deaf. In: SKLIAR, C. (org) **Current affairs of bilingual education for the deaf.** Porto Alegre: Mediation, 1999.