

Psycho-pedagogical intervention in sign language acquisition: factor of learning and development of cultural identity

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Abstract

Language is the main means of expression and has a fundamental importance for human development through mental processes. Research carried out in this area point out that the phenomenon of language manifests itself initially as a major tool in the cognitive processes (Lakoff, 1987; Lakoff; Johnson, 1999) and hence in language production. In this article we seek to understand the role that language plays in cultural and structural aspects of cognitive production of deaf subjects with cerebral palsy (Vygotsky, 1987; Quadros & Karnopp, 2004). Moreover, we attempt to investigate how psycho-pedagogical practice allows for interventions with the subject, in terms of their cognitive development and their language acquisition, since for the deaf community and in particular for the deaf subject with cerebral palsy, communication happens through signing, i.e., through the acquisition of Brazilian Sign Language (Libras). The elements explored in this article are analysed systematically in order to examine the practices of educational and institutional interventions during the acquisition process, such practices being associated with the contextual parameters of the ecological theory of human development (Bronfenbrenner, 1996). Also, we aim to identify the processes of cognitive-linguistic acquisition in activities carried out by the students through a case study. For the psycho-pedagogical analysis we used human

resources and what was natural to the context, we also used language teaching materials (which contribute to the acquisition of Libras) as well as educational games specially prepared for this purpose and sufficiently contextualized to ensure the intervention process, which have engravings that illustrate handshapes (CM), which are found in the first parameter of the phonetic aspects of sign languages (LS). This research follows a descriptive qualitative design and is a case study concerning the acquisition of the language system followed by remarks about the context of human and relational growth established by the strategies of psycho-pedagogical intervention. Such strategies occurred during data collection through a portfolio that was built with the mapping of the deaf student's microsystem, which includes the activities carried out by the student, experiences that occurred during the process, observations of direct and indirect interactions in daily family life, as well as situational relations. The research points to the fact that for the acquisition of LIBRAS it is important to build a program that includes psycho-pedagogical intervention. The program should be planned having in mind interpersonal relationships, the distribution of roles and the attributes of the activities designed for both social and educational development of deaf students with physical and cognitive impairments associated.

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