

THE TEACHING OF THE ENGLISH LANGUAGE TO DEAF STUDENTS IN REMOTE EDUCATION: CHALLENGES AND INCLUSION

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ABSTRACT

The research aimed to investigate the challenges faced by English language teachers in teaching deaf students during remote education, describing what institutional support English Language (EL) teachers had during 2020 to 2022, the research methodology involved bibliographic research bringing as theoretical segments Skliar (1998), Santos (2020), Spasiani (2018), and others, and field research, of the case study type with a qualitative approach, having EL teachers as research subject from two schools of the Bragança-Pará, an online questionnaire was used to collect data.. The results showed that the lack of institutional support to assist and train teachers to teach these students in the pandemic were the main challenges encountered.

Keywords: Deaf students. Challenges. Remote teaching.

O ENSINO DA LÍNGUA INGLESA A ESTUDANTES SURDOS NO ENSINO REMOTO: DESAFIOS E INCLUSÃO

RESUMO

A pesquisa teve como objetivo investigar os desafios enfrentados por professores de Língua Inglesa na educação de alunos surdos no ensino remoto descrevendo qual apoio institucional os professores de LI tiveram durante 2020 a 2022, a metodologia de investigação envolveu pesquisa bibliográfica trazendo como segmentos teóricos Skliar (1998), Santos (2020), Spasiani (2018), entre outros, e pesquisa de campo, do tipo estudo de caso com abordagem qualitativa, tendo como sujeito da pesquisa professores de LI de duas escolas do município de Bragança-Pará, para coletar dados foi utilizado questionário online. Os resultados apontaram que a ausência de apoio institucional e capacitação dos professores para o ensino de alunos surdos na pandemia foram os principais desafios encontrados.

Palavras-chave: Alunos surdos. Desafios. Ensino Remoto.

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INTRODUCTION

Even suffering constant resistance, education has undergone major changes over time, especially the education of the deaf, which according to (SKLIAR, 1998) in the last three decades has highlighted a new set of educational discourses and practices that allow for the

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denuding of the devastating effects of massive school failure, legacy of a dominant clinical ideology in the education of the deaf in the last century.

Currently, we are faced with the context of the COVID 19 Pandemic, that changed the global routine in several areas, including education, bringing us a new teaching modality, where we had to change the face-to-face environment for the virtual environment, thus giving birth to remote education, which affected students around the world, bringing as a reality something that was once optional, and becoming necessary. This new modality of experience, several institutions had to re-signify their practices in various areas, taking the face-to-face environment to the virtual one so that distancing could occur and the proliferation of the virus could be avoided.

While these changes had their positive points in some social contexts, for example in education we had many questions due to the accessibility of distance education for many students, mainly for deaf students, who already suffer on the part of some with the disbelief of the ability to acquire PL (Portuguese Language) as L2 and EL as L3, and in this pandemic moment, where distance is mandatory, the learning of the deaf student comes into question, simultaneously with this, it is also questioned what teachers and the school are doing to accommodate the specificities learning of these students.

Thinking about these aspects and the “decree nº 5626 of 2005, which guarantees the deaf mandatory rights to communication, information and education, in all teaching modalities from kindergarten to higher education in their L1 (Libras/Brazilian sign language)”, we will draw a discussion in relation to the teaching of English of deaf students from Professor Bolívar Bordallo da Silva and Leandro Lobão da Silveira Schools, in times of pandemic, analyzing the training of EL teachers, verifying the strategies used by these teachers during remote education and describing the difficulties of these teachers in relation to teaching EL as FL, and investigating an English language teacher from the Bolívar Bordallo school and one from the Leandro Lobão school through an online questionnaire application, using open questions, observing whether the teachers had institutional support to deal with the specificities of these students, and what challenges teachers faced in the teaching of EL to these deaf students, consequently bringing visibility to this area of research, so that our study can contribute to the teaching of active teachers and future teachers and we hope to promote a difference to the teaching of EL of deaf students in these schools and many others. Thus, concluding the brief study bringing reflections on the subject, opening doors to new questions and future research.

1 LITERATURE REVIEW

Actually, it had been discussed about the teaching and learning process of the deaf students in Brazil, currently, the academic community has been discussing several areas of this singularity, while research in this area is ambitious, there are still many questions to be answered, different from the past where the deaf were marginalized and seen as not able to learn because of their blank of hearing, (CAPOVILLA, 2000 apud ALMEIDA, 2021), for example, indicates that in the 4th century BC Aristotle assumed that the learning process took place with the support of hearing. As a result it, the deaf were not considered educable subjects. And even though the education of the deaf has been going through many positive changes in the current scenario, diverging from the old days, when we hardly saw the deaf occupying their rightful spaces like every active citizen in society, we still have a large portion that suffers from this archaic prejudice. Who believes that the lack of oral communication hinders learning, as it was in ancient times, for (ALMEIDA, 2021), such conceptions were often created without any appropriate scientific basis, as they only reflected prejudiced and limiting conceptions of their precursors.

The deaf began to have access to education in Brazil during the imperial period, in the specific government by Dom Pedro II, who the creation of the Imperial Instituto de Surdos-Mudos (later renamed Instituto Nacional de Educação dos Surdos – INES), on September 26, 1857, in the then capital of the country, Rio de Janeiro city. From this, starting the process of formal education of the deaf in Brazil. According to the Instituto Brasileiro de Geografia Estatística (IBGE), 5% of the Brazilian population is mixed of people who are deaf, that is, this percentage corresponds to more than 10 million citizens, of which 2.7 million are profoundly deaf, therefore, hear absolutely nothing. And even with this extremely high number, the participation of the deaf in education is quite inhibited, although it is growing, as shown by the numbers from the 2016 School Census, which recorded that Brazil has, in basic education, 21,987 deaf students, 32,121 with hearing impairment and 328 deafblind students, this number is very low in relation to the number of deaf and hearing impaired people.

According to (ROCHA, LACERDA, OLIVEIRA and REIS, 2016 apud SPASIANI, 2018), this number can be even lower in higher education, with only 1,488 deaf enrollments added to 7,037 of hearing impaired. With these data we can note the low participation of the deaf in education, even with so many barriers faced until the present time and the creation of laws and decrees to ensure the permanence of these students in the school community, the evasion is still high and this is probably still a product of a past without its respected specificities and a non-significant teaching, which offered as a curricular proposal, methodologies and strategies based on oral practices and led towards the Portuguese language, and not the sign language, as we saw earlier. Certainly, such practices, ended up causing the failure and the school dropout of this public, having repercussions in the current times (QUADROS, 2006; WITKOSKI, 2009).

The existence of unrealistic conceptions in relation to deafness is still very visible nowadays, reflected, above all, when we talk about education. As a result of this information, these lines aimed, first, to bring reflections on the teaching and learning of the deaf student, making a brief speech about the education of the deaf in Brazil, punctuating and discussing in the next paragraphs about the philosophies of the education of the deaf student.

The philosophies of deaf education were procedures applied with different techniques that analyzed the development of the deaf in their social, linguistic and cognitive context, which left some consequences for their radicalization in objectives that put the specifics of the deaf in the last plan. Oralism, Total Communication and Bilingualism are educational philosophies that marked times and with their critical analysis served to meet, respect and accept the limitations and needs of the deaf person, for (GOLDFELD, 2003), educational philosophies are presented as "analysis focused on language acquisition and cognitive development under an interactionist approach".

The oralist educational philosophy had as its principle to instruct the deaf to oralize, rejecting sign language, so that they could be included in the community, methodologies were used in this process that forced the deaf to learn the oral language, without respecting their limitations. For (GOLDFELD, 2001, p.89-90);

The teaching of oral language to the deaf, as the word "teaching" itself demonstrates, does not occur naturally. [...] The care based on Oralism, that is, the learning of the oral language in a systematic way and over many years, does not guarantee the development of the deaf child nor their integration in the hearing community, since only the mastery of this language, and under no circumstances makes it possible to equate deaf and hearing people.

Oralism reached its apogee in the year 1880, on September 11, during the International Congress of Deaf Teachers in Milan. After this congress, several schools adopted Oralism,

dismissing deaf teachers and officially banning the use of sign language, on the grounds that it would destroy the acquisition of language in the oral modality.

The application of this method is a work that does not only involve school and therapists, but the full participation of the family because, for effectiveness, the dedication of family members is necessary, fully using their relationship with the deaf person in order to rehabilitate them. at all times in the triad: lip reading, auditory perception and speech. The family must be aware that they will not be able to use gestures to communicate. Professionals in the area indicate that work should begin early so that the child performs better even at the beginning of development.

Total Communication, arrived in Brazil in the 1970s, with the visit of Ivete Vasconcelos, an educator for the deaf at the University of Gallaudet, in the United States. This method defends the simultaneous use of all linguistic resources, oral or visual, without hierarchical concern, privileging communication, and not just the language, believing that only the learning of the oral language does not provide a full development to the deaf child. For (GOLDFELD, 2001, p.40);

One of the major differences between Total Communication and other philosophies is the fact that Total Communication advocates the use of any linguistic resource, be it sign language, oral language or manual codes, to facilitate communication with deaf people. Total Communication, as its name implies, privileges communication and interaction and not just language (or languages).

Another important characteristic is the fact that this philosophy values the family of the deaf child, believing that it is up to the family to share their values and meanings, forming together with the child, through communication, their subjectivity, with the main objective of guaranteeing the communication of the deaf among themselves and between the deaf and hearing.

However, like Oralism, Total Communication had its limitations, as it is a mixed mode of communication between Portuguese and sign language, its application takes place through grammatical clippings of both, generating a third mode of communication, known as Portuguese signed or bimodalism. So, once again, the educational system for the deaf went into crisis and from that new research was started, and in the 1980s, a new teaching modality aimed at the deaf emerged, namely Bilingualism.

Bilingualism preaches that the deaf must learn sign language as their mother tongue or first language (L1), for their development and communication with the deaf community, taking into account their characteristic of visual-spatial communication, a situation imposed by hearing impairment, and the official language of their country as a second language (L2), in our case the Portuguese language, for their communication with the listening community, defending the idea that both languages, sign and Portuguese (oral and written) are taught and used in isolation, without one interfering with the other.

Unlike the oralist currents and total communication, bilingualism researchers perceive the deaf as a subject with potential, who assumes their deafness and their cultural identity, far from clinical practices and the hearing identity practiced until then. The application of bilingualism invites deaf children to be placed first with people who are fluent in sign language, whether more experienced deaf people, so that they can receive social and linguistic meanings from these subjects that will give them emotional and cognitive support to enter another language. According (GOLDFELD, 2001, p. 108-110);

Bilingualism has great merit in promoting and encouraging the use of a language, which can be spontaneously acquired by the deaf, sign language, as well as its culture. Only through exposure to this language can a deaf child develop

linguistically and cognitively without difficulties. [...] Deaf people engaged in their community thus participate in two cultures, the deaf and the hearing. Even deaf people who do not master the oral language participate at some level in the hearing community, as they are part of it.

What is clear in the bilingual proposal and its defenders is that the main concern is to respect the autonomy of sign and oral languages. For, (BRITO, 1993), in bilingualism, sign language is considered an important aspect for the development of the deaf, in all spheres of knowledge and, as such, provides "deaf-deaf communication, in addition to performing the important function thought support and cognitive and social development stimulator".

In practice, all the currents seen demonstrate the concern of their precursors in seeking to understand and minimize the specific needs of the deaf. However, what is noted today in schools for the deaf, despite all efforts, is that the necessary conditions are not yet offered for deaf students to build their knowledge, because in almost all institutions the teachers still are not proficient to use of sign language, lack of sign language interpreters in the classroom and the reception of this deaf student in the school environment, taking into account their uniqueness of learning and communication, we will discuss in the next topic.

Sign language, its acquisition process, the performance of brazilian sign language interpreters in different scenarios, the lack of teachers proficient in brazilian sign language in institutions and other issues that involve being deaf, are topics that are being increasingly explored and discussed by the academic community in general, as we presented. Regarding Libras (Brazilian Sign Language), it is important to mention the Libras Law (Federal Law nº 10.436/2002), which recognizes Libras (Brazilian Sign Language) as a legal means of communication and expression of the Brazilian deaf community, being it a language visual-spatial nature, with its own grammatical structure and independent of the oral language, thus characterizing one of the most important achievements of these citizens (BRASIL, 2002). Following such importance comes the regulation by the Libras (Brazilian Sign Language) law of Decree nº 5.626/2005, which discusses in detail the meaning of the bilingual education system for the deaf and emphasizes the commitment of the Government to implement social policies for the deaf to enjoy their rights in full. According to (SPASIANI, 2018, p.16);

This Decree also provides for the training of Libras (Brazilian Sign Language) teachers and bilingual teachers (Libras – Portuguese), which is already a victory, as it defends the academic and continuing education of these professionals. However, these documents do not discuss in depth the training of teachers of the deaf in other educational disciplines (such as modern foreign language, mathematics, history, geography, physics, chemistry, etc.)

As it develops naturally, allowing any idea to be expressed through it, sign language is considered the natural language of the deaf people, as author points out (BRITO, 1998, p. 19 apud SOUSA, 2009);

Sign languages are natural languages because, as oral languages arose spontaneously from the interaction between people and because, due to their structure, they allow the expression of any concept - descriptive, emotional, rational, literal, metaphorical, concrete, abstract - in short, they allow the expression of any meaning arising from the communicative and expressive need of the human being.

Although there are already studies that point out that sign language has the status of a language because it presents syntax, grammar and semantics in a complete way, as stated (SACKS, 1998 apud SOUSA, 2009), diverging from oral language only because its communication channel is gestural. visual, articulating through hands, facial and body

expressions. Since disbelief in the language is one of the factors that prevents deaf children from having contact with sign language in the initial phase of their lives, because there is still the conception that it is just a theatrical, mime representation, which does not offer efficient linguistic devices for an effective communication. The author reiterates (SKLIAR, 1998, p.24):

Even now, when numerous researches have already demonstrated that sign languages fulfill all the functions described for natural languages, the devaluation of their treatment as a mixture of pantomime and iconic signs still persists and draws attention, and their consideration as a mixture of pantomime and iconic signs and its consideration as a primitive pidgin.

Another factor is that many deaf people born into hearing families that often do not accept their hearing impairment and the fact that sign language is the way deaf people have the opportunity to communicate and express themselves with the world around them, and end up boycotting this initial process necessary for them to evolve their deaf identity. As stated (SILVA, 2001, p.47);

Other studies carried out by several researchers point out that deaf people, like hearing people, can develop linguistically, as long as they are exposed to Sign Language as early as possible; if this does not happen, the global development of the deaf individual could be significantly affected.

The L2 is the acquisition of a written language that represents the oral-auditory, in the case of the Brazilian deaf, the Portuguese language is characterized as L2, while the L1 is the representation through the sign language, in Brazil, the Libras is characterized as L1 of the deaf. And just as hearing children normally acquire a foreign language as a second language, the deaf child learns their “mother” language in written form as a second language. And for the deaf child to acquire their L2, it is necessary for them to be fluent in their L1, as previously mentioned, thus, the deaf child needs to be in full interaction with deaf adults, fluent in sign language, so that the acquisition of L1 happens in a satisfactory way, making this contact go beyond learning sign language but making the deaf child build their identity, as stated (PERLIN, 2005, p.77 apud SOUSA, 2009), “Deaf identities are built within the possible representations of deaf culture, they are shaped according to the greater or lesser cultural receptivity assumed by the subject.”

From the interaction with the deaf adult, the child will not only learn a language, he will develop as a person, he will build his identity that will become stronger with each contact with the deaf community, he will establish and share ideas and feelings according to his perception of the world. According to (SKLIAR, 1998, p.26), these characteristics refer to the potential of the deaf person;

The potentialities, the educational rights to which I refer, are: the potential for acquiring and developing sign language as a first language; the potential for children to identify with their peers and with deaf adults; the potential for the development of visual cognitive structures, forms and functions; the potential for a community life and the development of specific cultural processes and, finally, the potential for the deaf to participate in the linguistic, educational, school, citizenship debate, etc.

Skliar (1998) points out that the acquisition of sign language as the first potentiality and from this, others can be developed, because it is interesting and important to have a good performance in your first language so that other aspects in the life of the deaf are improved, including foreign language acquisition (L3).

For the deaf student, the process of acquiring EL is different from that of the hearing

student and must be respected according to its specificity, because just like the Federal Decree nº 5.626, of December 22, 2005, in its chapter I, article 2, it says that the deaf person “understands and interacts with the world through visual experiences, expressing their culture mainly through the use of the Brazilian Sign Language – Libras”. It means that just as the deaf acquires the Portuguese language (L2), the English language (EL or L3), also occurs through the written modality.

Another issue about this learning process is the way it takes place in the classroom, as we know that Decree 5626/2005 mentions the obligation of a professional Libras (Brazilian Sign Language) translator/interpreter, present in the classroom where there is a deaf student in school regular basis for learning it, which according to (TAVARES and OLIVEIRA, 2014), they do not always have specific academic training, generally, they are people who know/have fluency in Libras (Brazilian Sign Language), however, they have not studied the processes of language acquisition, they do not have theoretical and methodological foundations for educational intervention. However, it is wrong to think that only the presence of this qualified professional interpreter will make the teaching of English to deaf students meaningful, if the school community is not fully focused on the particularities of these students.

In the same context of the Libras (Brazilian Sign Language) Professional's mishaps in the classroom, it is important that the regent teacher has knowledge of Libras so that he can establish contact with his deaf student and follow the TILS translation, thus being able to identify if the translation is being faithful to the proposed content or otherwise. Thus, it is essential that the teacher has the same knowledge of Libras as the interpreter. But it is not the reality of teaching teachers, as they point out, (MARIOTT and MOTTER, 2019, p.s/n);

(...) We realize that the remarkably short workload for the study of Brazilian Sign Language in undergraduate courses does not guarantee the teacher the conditions to work with the diversity that will be present in the school routine, in regular education rooms.

Another factor about foreign language learning process for deaf students is the methodologies and teaching materials applied in this process, as we know that if they do not follow the specifics of learning for the deaf, teaching becomes non-significant, ineffective (DIAS and SCHMIDT, 2018), highlight a proposal for didactic material that takes into account the construction of visual meanings that can offer the deaf student: stimulus in the fight against the implementation of an oralist approach; the perspective that they cannot need to learn “an oral language to become literate and, indeed, multiliterate. The authors also cite “that the linguistic and extralinguistic particularities of the interactions between the deaf must be considered in the development of materials for the teaching of Additional Languages”. Finally, we understand that for the deaf student to have a meaningful learning experience, we must take into account their specificities, enforcing the laws that were sanctioned with a lot of struggle, taking a meaningful education to them, and not just throwing them in classrooms without resources that facilitate their learning.

2 METHODOLOGY

The research is a case study, because according to (VENTURA, 2007), case studies have several applications. Thus, it is suitable for individual researchers as it gives the opportunity for an aspect of a problem to be studied in depth within a limited period of time. Furthermore, it appears to be appropriate for investigating phenomena when there are a wide variety of factors and relationships that can be directly observed and there are no basic laws to determine which are important. And it has a qualitative approach, according to (MOREIRA,

2008, p.520);

(...) a research of this nature explores particularities that cannot be described numerically with regard to the individual involved in the research, as well as the environment in which he is inserted. (...) complements by saying that qualitative research subsidies are “made at the place of origin of the data; and that do not prevent the researcher from employing the logic of scientific empiricism”.

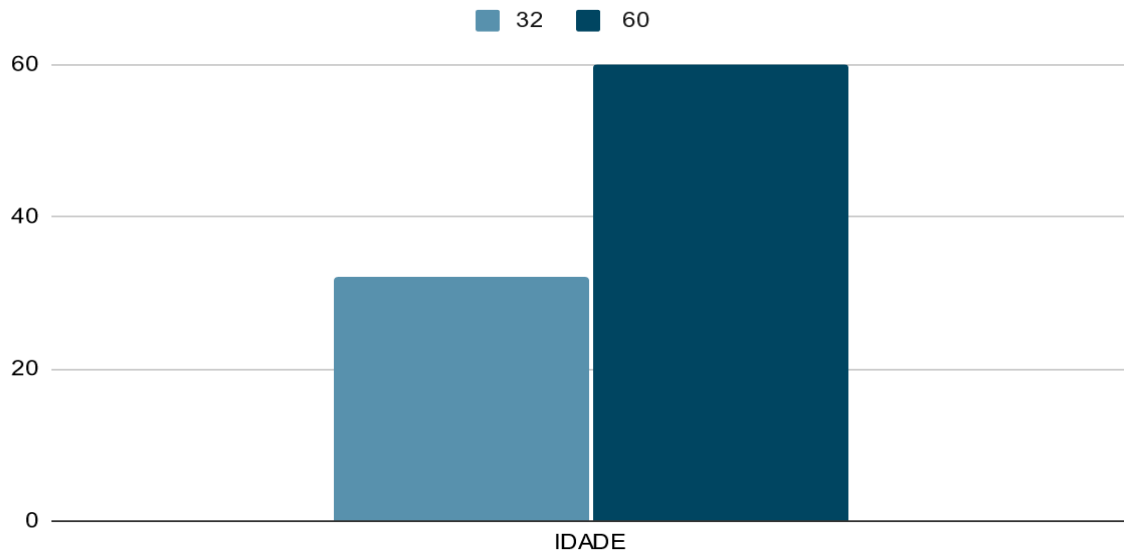
About the data collection, an online questionnaire was used on the google forms platform, with open questions addressing questions about the condition of teaching English Language in remote education, difficulties faced by these teachers, methods that were used to solve possible teaching barriers of the discipline in this period, and how the educational institution contributed to facilitate this teaching.

The research was carried out at Professor Bolívar Bordallo da Silva and Leandro Lobão da Silveira schools, both from Bragança-Pará. The Professor Bolívar Bordallo da Silva (BBS) school was founded in 1974 and offered elementary and high school education, in recent years it only offers full-time high school education, serving students from the city and rural areas. The school started to receive deaf people in 2014, and during the Pandemic it received 3 deaf people.

The Leandro Lobão da Silveira school was founded in 1982, being rebuilt in 2018, serves urban and rural areas, provides elementary and secondary education the school started to receive deaf students in 2020, having a deaf student graduating from high school in the same year, currently there are no deaf students enrolled. From the data that were collected, we aimed to bring results that would contribute positively to this area of research and could bring good results to the teaching community, thus being able to enrich the learning of deaf students in our student community.

3 ANALYSIS AND RESULTS

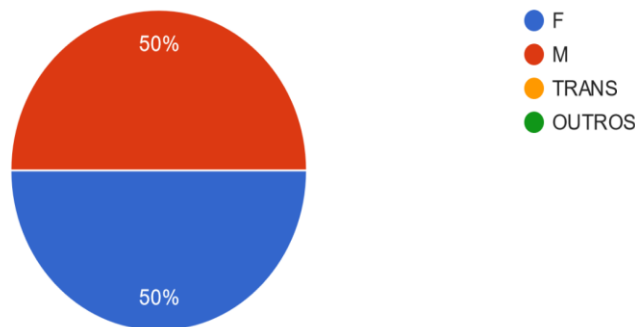
With the Corona Virus Pandemic, alternatives were sought to bring education to students from basic to higher education, thus giving rise to remote education, as seen before, and these changes led us to think about how this alternative changed the teaching of the deaf student and to find answers an online questionnaire with three questions was used in order to discover the following questions: Did English language teachers have institutional support during the pandemic to teach deaf students?; What are the challenges faced by EL teachers in teaching deaf students during remote education?, And to arrive at these answers, two EL teachers from two different schools in Bragança-Pará were chosen, who taught deaf students during the pandemic, in order to analyze their speeches and reflect on the educational failure of the deaf (SKLIAR, 1998), and how this interfered and interferes in their EL teaching.

Graph 1: Age group of respondents**Faixa etária dos Professores**

The research participants, both state teachers during the Covid-19 pandemic, were aged between 30 and 60 years old when it was carried out. Both with different years of service but with similar experience in relation to teaching English to deaf students.

Graph 2: Gender of respondents

Sexo
2 respostas



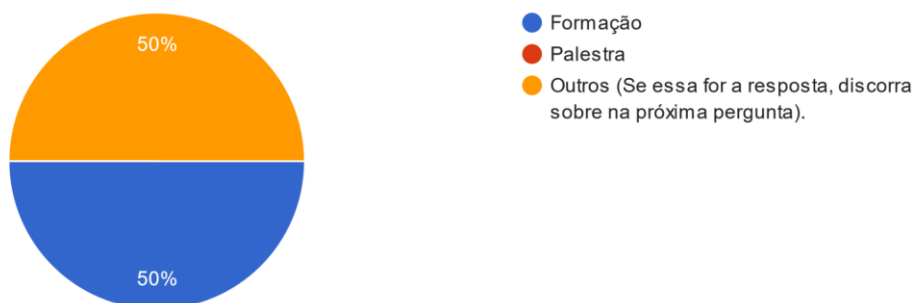
The teachers interviewed were one female and one male, both cisgender.

The questions were assigned to the 32 year old Teacher who will be identified as T1 and the 60 year old teacher who will be T2, the findings were as follows:

Question 1

Qual suporte o Estado ofertou durante a pandemia para os professores de Língua Inglesa da sua escola?

2 respostas



T1: *Formação*/Course of instruction

T2: *Outros-nenhum*/Others-none

Question 2

Did the school provide or suggest any didactic-pedagogical material to assist these deaf students during the pandemic? (2 answers)

T1 e T2: *Não*/Didn't

I discuss this answer in the following text.

Question 3

Point out your challenges faced in teaching EL to deaf students during the pandemic? (2 answers)

T1: *Dificuldade de formação específica na área de atendimento; Alunos não alfabetizados em Língua Portuguesa e/ou LIBRAS; dificuldade de comunicação/interação entre professor-aluno ou aluno-aluno. /Difficulty in specific training in the service area; Students not literate in Portuguese and/or Libras (Brazilian Sign Language); difficulty in communication/interaction between teacher-student or student-student.*

T2: *Não há suporte algum. O professor tem que criar estratégias para ajudar Los. Apenas fazendo uma observação não só em relação a LI, pois temos outros profissionais na área, a maioria dos professores estão perdidos sem saber o que fazer. Não entendem os surdos e acham que eles sabem ler só porque copiam. Alguns ficam aflitos sem saber como fazer. Sabemos que eles tem direito de ter um intérprete, no entanto, isso lhes é negado. Termina que a inclusão se torna exclusão. E os surdos se sentem muitas vezes desanimados e desestimulados a prosseguir diante dos desafios que encontram. /There is no support whatsoever. The teacher has to create strategies to help them. Just making an observation not only in relation to EL, because we have other professionals in the area, most teachers are lost without knowing what to do. They don't understand the deaf and they think they can read just because they write. Some are distressed not knowing how to do it. We know that they have the right to have an interpreter, however, this is denied to them. In the end, inclusion becomes exclusion. And the deaf often feel discouraged and discouraged from*

continuing in the face of the challenges they encounter.

We observed in the answer of “T1” three problems were pointed out, the first was the lack of specific training for these professionals who work directly in the education of deaf students, the second was deaf students who are not literate in PL, and third, the lack of communication that exists between the English language teacher and these deaf students. We can observe that both teachers present in their speeches a dissatisfaction regarding the lack of training to work with deaf students, in the words of Formosinho (1991) , he points out that:

The improvement of teachers has obvious individual ends, but it also has social utility. Continuing education has as its ultimate purpose the personal and social improvement of each teacher, in a perspective of permanent education. But such improvement has a positive effect on the school system if it translates into improving the quality of education offered to children. It is this positive effect that explains the Western world's recent concern with in-service teacher education. FORMOSINHO (1991, p. 238).

It is important to emphasize that continuing education for teachers who work directly with deaf students is of great importance, but it is necessary to create new public policies so that teachers can offer quality education to their deaf students.

Santos (2020) states that continuing education in Sign Language is necessary, because in addition to the existence of laws and decrees guaranteeing these rights, it is the right of the deaf student to attend school, and to study in a regular classroom, in addition to guaranteeing the teaching their mother tongue as L1, but due to the lack of curricular structure, preparation, basic training, this inclusion becomes insufficient and ends up becoming an exclusion.

According to Quadros (2006) there are several languages that are present in the school where the deaf child is inserted, because in addition to the Brazilian sign language, students will have to know the Portuguese language, and both are coexisting during the formation of the deaf student, in addition to these two languages being part of the educational context, they are part of the life of deaf students and have representations inside and outside the school and are often not thought of in a perspective according to the reality of the deaf person.

Quadros (2006) also states that deaf children who have access to the structure of Brazilian sign language early manage to develop it at the same time as children who develop oral-auditory language, this greatly facilitates the development of these students, and in many cases, the school is the first place where the deaf student comes into contact with Libras to acquire the language that will be expressed in the writing of the Portuguese language later, if the sign language is the first language .

It is important to emphasize that the Brazilian sign language (Libras) has different aspects from the Portuguese language, the sentence structure itself is different, but Libras helps in the teaching-learning process of Portuguese. “The idea is not simply a transfer of knowledge from the first to the second language, but a parallel process of acquisition and learning in which each language presents its roles and social values represented”. (Frames, 2006).

Let's see that “T2” made the point about the lack of motivation that many deaf students feel to continue their studies, “*E os surdos se sentem muitas vezes desanimados e desestimulados a prosseguir diante dos desafios que encontram*”.

We observed that the fact that the deaf is not literate in Libras (Brazilian Sign language) and does not understand the subject taught by the teacher in the classroom contributes to the fact that these students are often discouraged and even give up going to school, because according to Quadros (2006), Brazilian Sign Language is of fundamental importance in the literacy process of the Portuguese language for deaf students, and has two resources, the telling of stories and the production of children's literature in signs. The first is

produced for generations by the deaf, usually in associations, they can be spontaneous, or natural, these productions of stories are examples of literature in signs that help a lot in the process of acquiring the Portuguese language. However, there was never any concern with the production in literature of the productions of deaf stories so that they could be used as pedagogical didactic material in the teaching and learning process of the deaf student.

Inequality in the teaching and learning of deaf students was already present before the pandemic period and with this new reality this gap has become even greater (SILVA, 2020), and this fact is in disagreement when we cite, for example, the Salamanca Declaration (1994), which reinforces the right to a quality education and that considers the unique characteristics and interests of each student, thus avoiding discrimination and school exclusion.

We can observe the lack of positioning regarding the way of acquiring knowledge of these students, ignoring their specificities and leaving the professors with the situation with the minimum of knowledge that they acquire during their academic formations, as was seen before, since the load hours of teaching Libras in undergraduate courses does not meet the need.

It is important to emphasize that this fact is not restricted to the school institution, and the lack of teacher training, this problem is an inverted pyramid and the deaf student is at the bottom, followed by the teacher, school, state and country, and the first neglect the latter, who suffer from a lack of communication between them in the classroom, where the teachers talk about the difficulty and lack of specific training to attend this teaching area, the lack of a Brazilian Sign Language translator/interpreter (TILS) to help the teacher, even being supported by laws and decrees such as the Libras (Brazilian Sign Language) law, that guarantees education professionals (teachers of degree) and health (speech therapists) to have training in Brazilian Sign Language, even if it is minimal, in order to be able to deal with the deaf, thus leading to inclusion in these spaces, we also have Decree nº 5.626 of 2005, which is guaranteed by the Libras (Brazilian Sign Language) law, which gives the deaf full right to have education in all areas of education and other essential services in their first language, which is Libras, but we can observe that in practice the reality is quite different, Here are excerpts from the answer to question 3:

T2: *Sabemos que eles têm direito de ter um intérprete, no entanto, isso lhes é negado. Termina que a inclusão se torna exclusão. E os surdos se sentem muitas vezes desanimados e desestimulados a prosseguir diante dos desafios que encontram.* / We know that they have the right to have an interpreter, however they are denied this. It ends up that inclusion becomes exclusion. And the deaf often feel discouraged and discouraged from continuing in the face of the challenges they encounter.

We can see that one of the challenges mentioned is the lack of communication between the deaf and the classroom, sometimes caused by the lack of a professional interpreter to help the teacher even though one of the schools has a specialized educational service room, sometimes caused by the lack of knowledge of Libras (Brazilian Sign Language) of hearing teachers and students, time caused by the non-fluency of the deaf student in their L1 (Libras) or L2 (Portuguese language), This problem is often caused by the lack of acceptance of the deaf family, which ends up boycotting their acquisition of Sign Language, which must be their first language, thus causing a deficiency in the learning of their second language, Portuguese, and thus also interfering with the learning of the language. your third or foreign language, (PIZZIO and QUADROS, 2011), thus causing the exclusion of this deaf student in an environment that should be of inclusion, thus making the teaching of the deaf non-significant, and in some cases non-existent.

Another point that we found in this study was the lack of guidance to teachers, because according to the reports they did not have any pedagogical support or training that gave them the structure to teach these deaf students during the remote period, it is important to

emphasize that the state offered only in one of the schools a lecture on emergency remote education, being insufficient to train teachers to teach the English language to the deaf.

Corroborating these data, which show that the main cause of the difficulties encountered by teachers in teaching deaf students both during the pandemic and outside of it are: the school institution, institutional policies and the responsibility of the state (SKLIAR, 1998), which are always forgotten when talking about educational failure of the deaf, are present in this research, proving that the cause of non-learning of the deaf is not always their deafness, the unqualified teacher or the teaching method, but a set of divergences that begins with the negligence given to the deaf to acquire their right language and goes to the abandonment of the state, often ending in the classroom, in the absence qualification of teaching professionals to deal with meaningful teaching for the deaf student.

4 CONCLUSION

The inclusion of the deaf in the school environment requires much more than inserting them in the classroom together with hearing people. In order to have inclusion, this student needs to be attended by properly qualified professionals, who know their way of communicating and interacting with the world around them, they need an environment that welcomes their specificity, however, this scenario is not exactly what we find.

We identified that the lack of communication between hearing people and the deaf student in class, the lack of support from the school to help teachers and the lack of the state to train teachers to teach deaf students during the pandemic were the difficulties encountered in this research, and as a suggestion for the teaching of both English and other subjects to be effective, we suggest that the school seeks state support to train its teachers, that the state enforces compliance with laws that ensure specialized care for this student, that it covers the presence of TILS in the classroom, that the school community welcomes this student by seeking policies that show interest and respect the condition of the deaf person, especially with regard to communication, so that it brings inclusion, not that excludes more than society has been doing for centuries.

Concluding our observations, we considered that it is essential that the English language teacher remains motivated to overcome these obstacles encountered during the teaching-learning process of these students, that the school pays more attention to the teaching of the deaf student, thus seeking new strategies and means to train their teachers in the scope of inclusive education, which the school community, together with the families of these students, demands from the state more firmness in dealing with policies for their true inclusion in education.

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